



Jefferson

Coaching in Early Childhood



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Innovations in Education

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Sweeping Changes in Early Childhood LA

Early Child Education Act of 2012 (Act 3)



Requires a coordinated, integrated early childhood system



Holds providers accountable for kindergarten readiness, or progression towards kindergarten readiness



Uses CLASS as primary measure of quality



Provides administrators and teachers with supports to enhance instructional interactions within classrooms

CLASS Adopted as Primary Measure of Quality

CLASS scores serve as foundation for program's performance profile

Minimum of 2 observations per year: Fall and Spring



In-house observations conducted by center directors, principals



Local 3rd party observers, contracted by Network



State contracted 3rd party, % of programs each year

CLASS Training in Jefferson



NETWORK LEADERS

- Affiliate CLASS Trainers in Pre-K and Toddler
- MTP Credentialed Coaches
- MMCI Instructors
- myTeachstone Coaches



ADMINISTRATORS

- CLASS Reliable Observers



TEACHERS & ASSISTANTS

- Introduction (half or full day)
- Web-Based Modules (Intro and Looking at CLASS)
- Dimensions Guides

Evidence-Based Coaching

Recent Research Findings



- Training has limited effects on practice, while coaching yields increased changes in practice (Joyce & Showers, 2002).
- Teachers reporting strong relationships with their coaches made greater improvements in instruction (Wehby, Maggin, More, Partin & Robinson, 2012).
- Web-mediated coaching produced similar results to face-to-face coaching (Artman-Meeker, 2012).

Evidence-Based Coaching on CLASS

Recent Research Findings

- Teachers with intensive training followed by weekly coaching with feedback and modeling of new strategies focused on language and literacy and social-emotional development, improved their Emotional Support and Instructional Support (Domitrovich et al., 2008).
- A randomized control trial of MMCI and MTP indicated MMCI resulted in significantly higher scores on Emotional Support and Instructional Support, and MTP resulted in significantly higher scores on Emotional Support (Early, Maxwell, Ponder & Plan, 2017).
- Intensive CLASS-focused professional development lasting approximately 10 months produced score increases of .5 to 1.0 in CLASS domains (NCQTL, 2012).



MTP

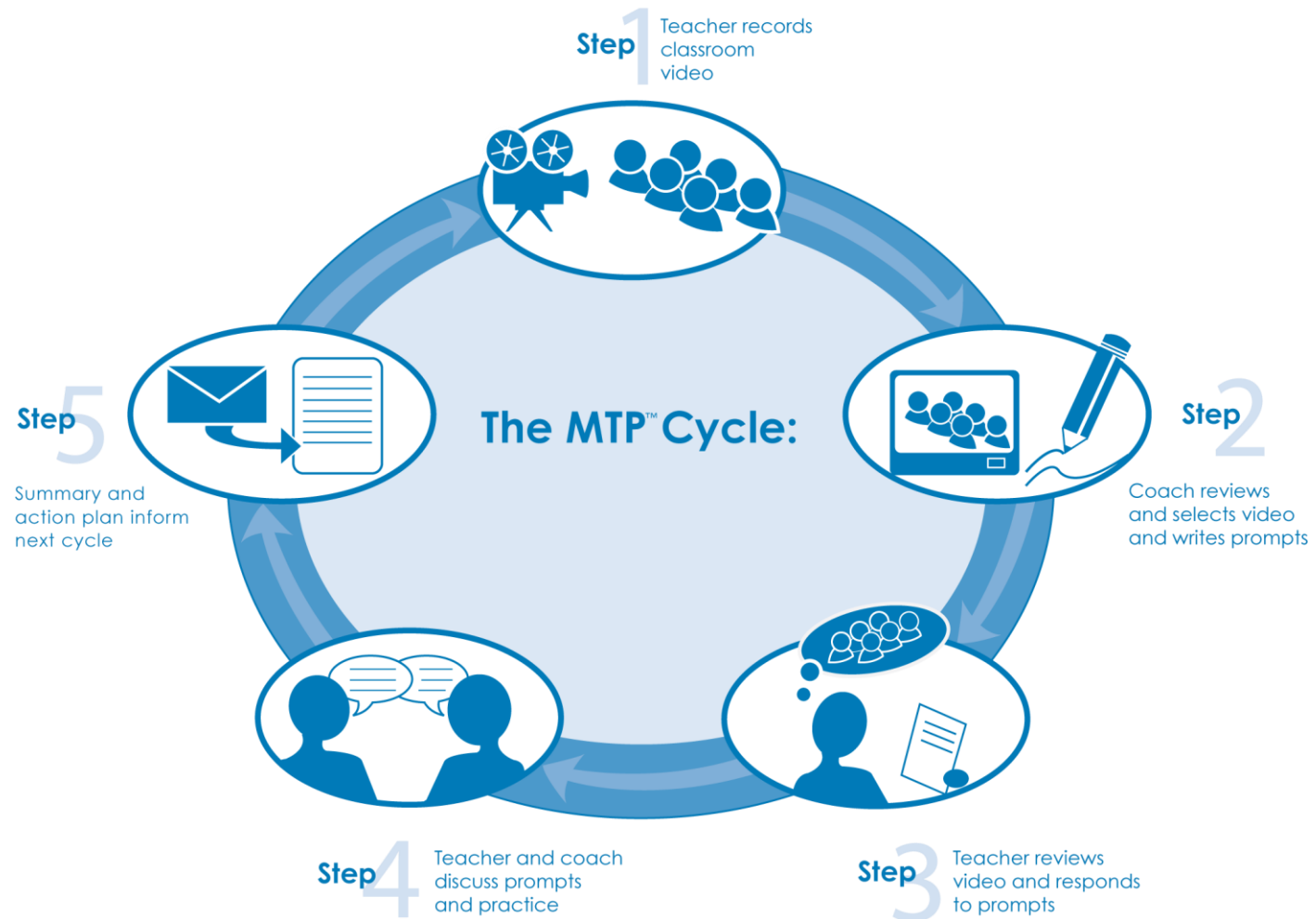
Coaching on CLASS



- Initially piloted with 7 Jefferson coaches
- School system specialists, child care directors, consultants,
- All with full time jobs, adding MTP as additional duties
- Created commitment forms for teachers and directors
- Primary Goal: Meet fidelity of implementation requirements set by Teachstone for credentialing
- Coach minimum of 2 teachers for 10+ cycles across 2 years

MTP Cycles

The Two-Week Cycle



Jefferson Parish MTP

Unique Approach



✓ Teacher On Site

- Relationship already established
- Easy to access
- May not be as open, because of role as Director

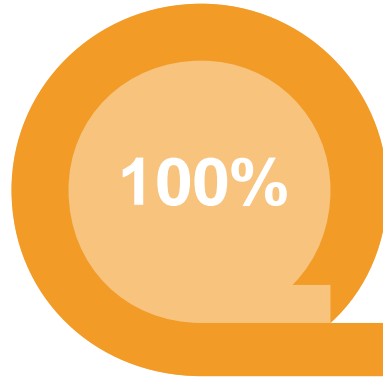
✗ Teacher Off Site

- Work hard to develop relationship
- Assurance that you are not judging them, you are there to help
- May be more vulnerable because there is no connection

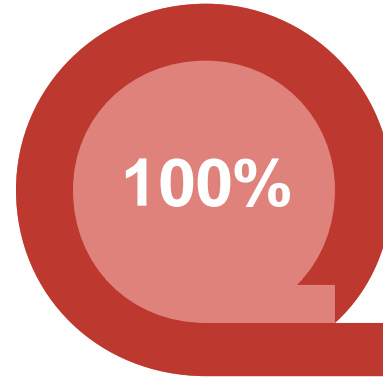
MTP Goals For Coaches



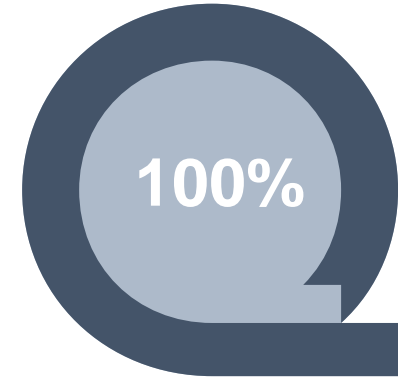
Maintain supportive, non-supervisory relationships with teachers.



Use the CLASS tool as a lens to view teaching practices.



Provide teachers with individualized, regular feedback about their practices.



Collaborate with teachers to make the MTP process most meaningful.

MTP Coach Experiences

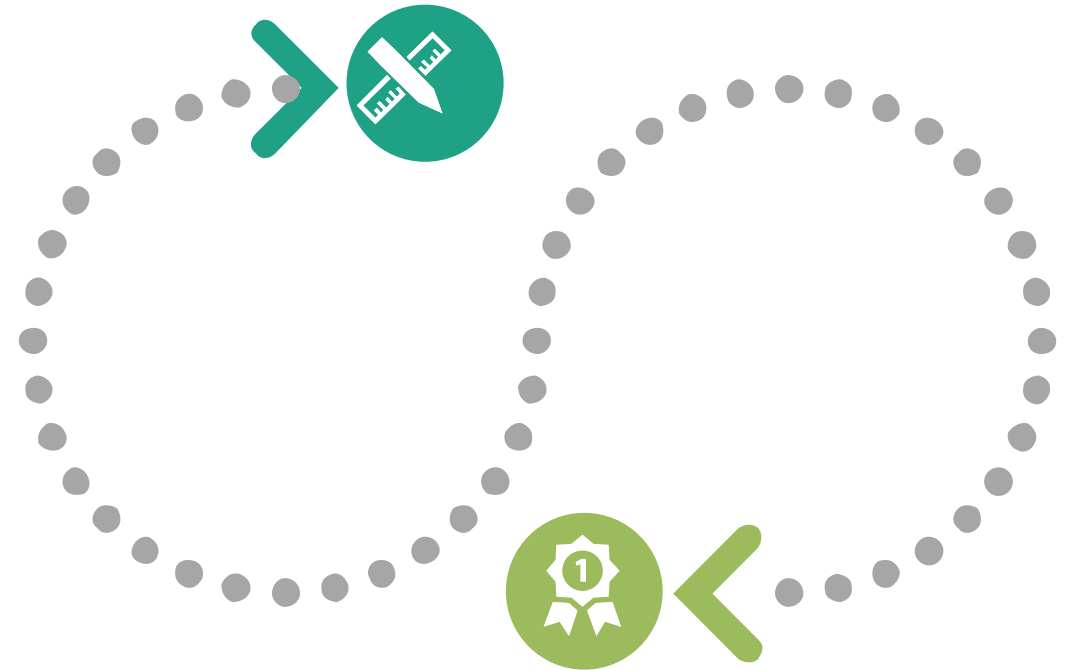
Strengths / Benefits / Challenges

Strengths and Benefits

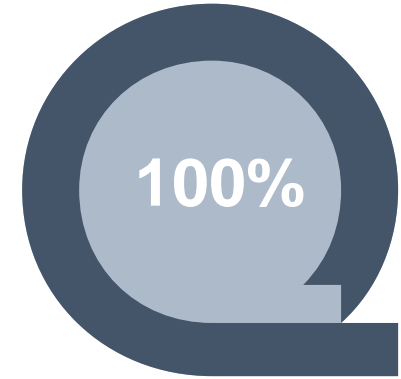
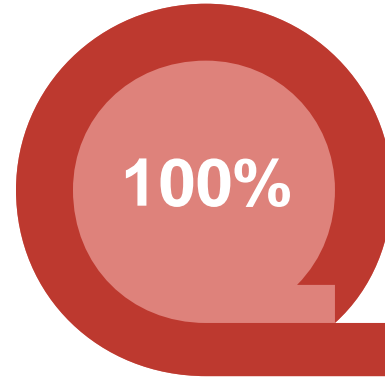
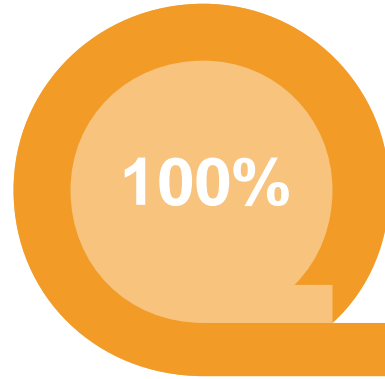
- Deeper understanding of CLASS
- Stronger relationships with teachers (another level)
- Support of Teachstone MTP Coach Specialist
- Collaborative relationship with colleagues (other coaches)

Challenges

- Time intensive
- Maintaining rhythm with cycles
- Technology issues
- Keeping teachers on task
- Individualizing for teachers
- Teacher turnover



MTP Goals For Teachers



Become better observers of their own teaching practices.



Use the CLASS tool to understand and describe teacher-child interactions



Feel more effective in their interactions with children and create more learning opportunities.



Improve their implementation of curricula and lessons.

Jefferson Parish Teacher Experiences



✓ Benefits

✗ Challenges

Jefferson Parish Teacher Experiences



✓ Benefits

✗ Challenges

MTP Teacher Perspectives

Strengths / Challenges

Strengths

- Better understanding of CLASS
- Validation of work
- Time to work on MTP at center
- Received PD hours
- Developed stronger relationship with Director

Challenges

- Initially averse to being on video
- Had to carve out time to really focus on dimensions to plan interactions within activities (intentionality)
- Lost a few videos



Overall Success

- ✓ **Cycle completed across teachers, across sites**
- ✓ **Teachers more reflective about their practice**
- ✓ **Teachers more intentional in their interactions with children**
- ✓ **Better understanding of the Instructional Support dimensions**



Other Reflections



Surprises

- Coaches with CDA successful: Credited to MTP structured processes and support of MTP National Specialist
- Some coach and teacher matching needed: MTP grounded in teacher-coach relationships and interactions



Recommendations

- Some coaches need more support than others: Contracted for "package" plan for all
- Consider later start: August/September start difficult as teachers need time to get children comfortable in classroom, establish routines, etc.

Take Home Messages

Use What Works



- ✓ Build Relationships
 - Start with Positive Climate
 - Build on strengths
 - Use video for self reflection
- ✓ Focus on Interactions
 - Use parallel processes
 - Focus on CLASS instructional support domain
- ✓ Plan sufficient Frequency
 - Low coach-teacher ratios
 - Minimum of 12 cycles of video and reflection



Questions and Discussion





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