

Moving teachers along the professional development road...



two coaching models connect assessment to practice in child care and Head Start

PRESENTERS

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COACHING IN THE REAL WORLD



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DESCRIPTION OF PROJECTS: same & different

BEAM: Bridging Education and Mental Health

- Training: Address challenging behaviors and support social-emotional development
 - 24 clock hours of online instruction
 - Synthesis of Relationship-Based Teaching and Positive Behavior Support
- Coaching
 - Small group ("team") and individual
- Data driven practice: environment, teacher, & child

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BEAM impact

Group 1 - Relationship-Based Interventions Project - rural

- Rural programs; 36 teachers/providers trained
- No follow-up coaching

Group 2 - Early Learning Opportunities Act Project -

- Urban programs; 27 teachers/providers trained
- Follow-up coaching

• Findings

- Knowledge increased
- Group 1 - Quality of interactions with children improved
- Group 2 - Some teacher behaviors changed significantly

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DESCRIPTION OF PROJECTS: same & different

MELT: Minnesota Early Literacy Training

- Training: Early Literacy (SEEDS of Early Literacy) 17.5 hours, 7 sessions
 - Literacy rich environment
 - Teacher-child interactions
 - Vocabulary, phonological awareness, book & print, conversation, and letter knowledge
 - Skilled practice and goal-setting as part of training
- Coaching: Individual and small group
- Data driven practice: environment, teacher, & child

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MELT impact

- MELT 2002-4 findings:
 - 48 total training sites; 31 were also coaching sites:
Coaching sites demonstrated stronger growth in literacy activities and literacy environment
- MELT 2004-6
 - Build internal coaching capacity by training on-site coaches; support/master coaching is critical
 - Pragmatics: who does assessment? how is it used? Family child care? Cohort coaching? Who supports the coaches?

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COMPETITIVE or COOPERATIVE? EITHER/OR or BOTH?

Supervision & Instruction
Reflective Directive

Professional Development & Classroom Instruction
Constructivist Direct instruction

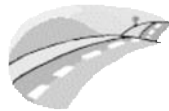
Coaching
"Soft skills" coaching Data driven/evidence-based

Assessment & Progress Monitoring
Work sampling IGDIs

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WORDS ARE POWERFUL

The words we use drive where our thoughts
and actions go.



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WORDS, WORDS WORDS...

What are WE talking about?

- **Who:** outside consultants, internal supervisors, colleagues who have content knowledge and expertise in providing guidance in the context of developing a trusting relationship
- **Do:** helps apply new knowledge to specific setting; gives constructive, specific, & reflective feedback; listen, observes, guides, promotes accountability;
- **Value:** increases probability that teachers will **change their behavior** based on acquisition and application of new knowledge & skills

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ROADMAP FOR THIS SESSION

- Compare and contrast two domain-specific coaching/mentoring models
- Identify dilemmas, definitions, and core beliefs
- Explore the use of data in coaching
- Brainstorm challenges



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CORE BELIEFS

- Teacher/care provider practice (what we do and how we are) directly impacts children's development. (The same is true for our practices in professional development with adults.)
- All teachers can improve their effectiveness
- Professional development supports teachers' growth—and is a lifelong process
- "The push"—coaches go beyond merely giving support to challenging the teacher/caregiver to take risks, try new things, take on new responsibilities

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Traditional professional development includes:

- Instruction in content
 - Subject knowledge: lays a foundation; inspires; introduces new ways of thinking
- Introduction to teaching strategies
 - Modeled, practice, feedback
 - Occasionally, training includes opportunities to practice new skills.



Content knowledge is necessary but not sufficient to move teachers along the road.

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Coaching in ECE Putting formal training into daily practice

- Follows another form of training...
- Happens over time
- Can come from either inside or outside the program
- Focuses on child outcomes
- Includes both directive and reflective elements
- Is often 1:1, but group coaching has powerful potential (learning communities)
- Uses data to set goals, chart progress and make adjustments as necessary

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Small group exercise

- *Using the sheets of paper in the middle of your table, have four short discussions that answer the following questions about your program:*
 - **What information do teachers want/need to know about children in your program?**
 - **How do teachers find out/document this information?**
 - **How do teachers USE the information?**
 - **How do teachers know it (use of information) is making a difference?**

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WHAT INFORMATION DO TEACHERS NEED/WANT TO KNOW?

- Strengths and growth areas of their learning environments
- Feedback on their teaching behaviors that influence children
- How children are progressing over time

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HOW DO TEACHERS FIND OUT THIS INFORMATION?

- Universal/environmental measures
 - ELLCO/CHELLO
 - BEAM Guide
- Child-specific measures
 - Individual Growth & Development indicators
 - Child checklist
 - Scatterplot
 - Setting Event Checklist
 - ABC analysis

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HOW DO TEACHERS USE THE INFORMATION?

- Reflection & data debrief
- Setting goals
- Deciding strategies, activities
- Implementing
- Adapting
- New data collection
- Revising the plan

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HOW DO TEACHERS KNOW IT'S MAKING A DIFFERENCE?

- Pre-post measures
- Data is used within a problem-solving process (child specific)
- Data for ongoing progress-monitoring

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TALKING WITH TEACHERS ABOUT DATA

- Questions
 - What do you see? (What surprises you?)
 - What do you think it means? (extenuating circumstances, variables)
 - What WILL you do or what DID you do? (strategies)
- Setting SMART goals (specific, measurable, achievable, relevant and time-based goals)

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TALKING WITH TEACHERS ABOUT DATA (Data by itself is not definitive)

- Even the word "data" can be scary, intimidating, and confusing
- Introduce and demonstrate its usefulness
- Give examples of informal, quick data-gathering
- Create a safe, non-judgmental environment
- Use as basis for learning and growth
- Focus on strategies and interventions

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Small group application/planning

- Based on your previous discussions and this information, think more about how teachers are supported in their gathering and use of data to inform their teaching. Get specific!
1. WHEN do/will teachers reflect/debrief on data? (individually with coach OR in group)
 2. WHO will facilitate?
 3. WHAT TRAINING (PD) will teachers need in order to be successful?
 4. WHO helps them follow through with goals?

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LITERACY PRACTICES/ BEHAVIOR STRATEGIES

Picture schedules
Rules
Open-ended questions
Running commentary
Interpreting
Teacher dictation
Explicit instruction
Developmental level of teacher, culture, expectations,
experiences

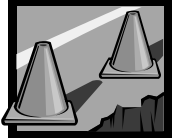
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VIDEO

- Coaching for behavior and early literacy

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COACHING ROADBLOCKS



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PACKING FOR THE TRIP...

- Clear work agreements
- Administrative support and participation ("Directors as instructional leaders")
- Domain specific teacher tools
- Coaching lesson plans
- A blend of structure & flexibility
- SMART goals



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BACK TO OUR CASE STUDY

How:

- data was used
- problems were solved
- goals were set
- strategies were selected



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