Moving teachers along the professional development road...
Coaching that connects assessment to practice

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COACHING IN THE REAL WORLD

ROADMAP FOR THIS SESSION
- Identify dilemmas, explore definitions and the importance of "words"
- Coaching, what teachers need, data, evidence-based practice
- BEAM—a domain-specific coaching model
- Core beliefs, adult behavior change
- Reflective practice/supervision
- Coaching strategies and tools

Relationship-Based Professional Education
- Education & Training
- Technical Assistance
- Consultation
- Mentoring
- Coaching
- Reflective Practice/Supervision
Analyzing Behavior Change...

- Change can be difficult for adults.
- Teachers sometimes think they are implementing strategies successfully when in fact they aren’t.
- Feedback from others and self reflection can lead to change.

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

WORDS ARE POWERFUL

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

WORDS, WORDS WORDS...

- When we discuss coaching 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; listens, observes, guides, promotes accountability;
  - **Value:** increases probability that teachers will change their behavior based on acquisition and application of new knowledge & skills

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

WHAT INFORMATION DO TEACHERS WANT TO KNOW?

- Data about children—to drive instruction
- Data about themselves—what they are & aren’t doing
HOW DO TEACHERS FIND OUT THIS INFORMATION?
Observation and other tools

HOW DO TEACHERS USE THE INFORMATION?
- Do the tools/data match the use to which teachers put them?
- Choice of tools reflects priorities

HOW DO TEACHERS KNOW IT’S MAKING A DIFFERENCE?

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)

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

Evidence-Based Practice
A decision-making process that integrates the best possible research evidence with family and professional wisdom and values. (Buysee & Wesley, 2006)
BEAM: Bridging Education and Mental Health

- Training: Address challenging behaviors and support social-emotional development
- Coaching
- Data driven practice

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
- 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

Natalie

- Preschooler
- Urban community child care
- Family is Spanish-speaking
- Natalie has few words
- Behavior concerns
- Some staff felt their center was not an appropriate placement for Natalie

BEAM Tools

- Setting Event Checklist
- Scatterplot
- ABC Analysis
- Child-Teacher Interaction Checklist

Setting Event Checklist

Natalie’s Check-in Sheet
Natalie’s mom had to go to the hospital ________
Someone new had to take care of Natalie ________
Natalie slept for ________ hours last night
Anything else we should know?
_____________________________________________
Child-Teacher Interaction Checklist

BEHAVIOR
STRATEGIES/LITERACY
PRACTICES

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

…and Natalie was paired with a “Buddy”

Ways to Confirm You are Implementing Strategies

- Coach observes
- Peers observe each other
- Video

Setting a Positive Tone

Four Glows for every one Grow

- Based on a national study including 80% of the publicly funded pre-K programs in the country the quality of teacher-child interactions predicted student outcomes above structural factors of the classroom or teacher’s level of education

(Pianta, 2006, Harris Forum)
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

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.

Adult Behavior Change

Think of one example of a time when you changed your behavior. What was it that convinced you to act differently. What sustained that change over time?

Adult Behavior Change

Now think of a time when you attempted to change someone else’s behavior. What did you do? (What were your strategies?) How did it go? Why do you think it was successful? If it wasn’t successful, do you know why not?

What makes Change Happen

(orange handout)

Coaching Ingredients

Knowledge
Skills
Attitudes
Reflective Practice/Reflective Supervision

Recognizes the importance of relationships in our work. Lasting behavioral change is caused by internal change, which in turn requires intersubjective experience—that is, a change of both heart and mind that requires the presence of another person. (Schaffer, 2007)

Parallel Process

“Do unto others as you would have others do unto others.”
— Jeree Pawl

Model the qualities of relationship you want to nurture in another person’s relationships.

Professional Use of Self

...includes sensing and knowing how we are reacting in order to inform ourselves about aspects of the the learner or the coach/learner relationship.

Stages in Developing a Coaching Relationship

1. Entry
2. Building a Relationship
3. Gathering Information through Assessment
4. Setting Goals
5. Selecting Strategies
6. Implementing the Action Plan
7. Evaluating the Plan
8. Holding a Summary Conference


Entering the Relationship Six Questions

1. Who is the learner?
2. What is potentially challenging about the entry stage with this learner?
3. Knowing what you know about this Learner, how will you go about making a personal connection with her in the first visit? In other words, how ill you start building a trusting, positive relationship from the start?
4. What information do you hope to gather on the first visit? What information do you plan to share?
5. What cultural factors will you consider as you begin to build rapport and trust with the learner?
6. How will you decide how much to share with the learner about the coaching process?

Wesley, 2008)

A director of an established community child care program requests that you visit the program to help the teacher of the 4-year-olds “improve her classroom.” The director is concerned that the children never seem to be still and that they lack discipline. The director told the teacher during the teacher’s annual performance review that you would be coming to help her.
Characteristics of an Effective Consultant/Coach

Effective Communication
- Attention & active listening
- Seeking & verifying information
- Encouraging, influencing & supporting

Effective Communication
- Attention & active listening
  - Body language
  - Reflecting content
  - Reflecting feelings
  - Encouraging words

Effective Communication
- Seeking & Verifying Information
  - Questioning
  - Silence
  - Clarifying
  - Building
  - Summarizing
  - Seeking Consensus

Effective Communication
- Encouraging, Influencing & Supporting
  - Self-disclosing
  - Demonstrating
  - Coaching
  - Informing
  - Drawing inferences
  - Evaluating

Communication Practice
Choose a problem to discuss.
Each person take one of the three roles: Coach, Learner & Observer
Observer will use the handout “Identifying Communication Skills” to note communication skills used by the Coach.
When the coaching session is over, the observer will provide feedback:
What skills were used effectively?
What might the Coach have done differently?
Seeking Agreement

1. Ask a general question related to the agreement.
   - How does that sound to you?
2. After the response, add a follow-up question.
   - Can you think of anything we have left out that we should add?
3. If the learner seems hesitant to answer these questions, or rapidly offers that everything is just fine, rephrase the invitation.
   - Let’s take a moment to think and be sure we haven’t omitted something that we will wish later we had thought of. Can you think of anything?

Resistance

- No advantage
- Doesn’t fit context
- Too complex
- Too hard

(yellow handout)

Resistance

What has worked for you?

(feedback)

10 Ways to Ask “How’s It Going?”

(pink handout)

Summary Conference

1. Discuss accomplishments
2. Consider any new needs
3. Ask for feedback about your own skills
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

BACK TO OUR CASE STUDY
How:
- data was used
- problems were solved
- goals were set
- strategies were selected

Coaching is Working from the Heart and the Mind
- Adults learn through relationships, as children do.
- Paying attention to the quality of those relationships is central to effective professional development
- Coaching can be a powerful way to provide experiences that change the way we think about ourselves and others

3-2-1
What are the next steps you’ll take to improve?
3 challenges you would like to resolve
1.
2.
3.
2 ideas for next steps
1.
2.
1 area in which you need more support
1.