



Coaching Corner Webinar Series

Digging Deeper: Exploring the Effective Practice Guides as a Resource for Coaches

May 24, 2017

Allyson Dean
Joyce Escorcía

 NATIONAL CENTER ON
Early Childhood Development, Teaching and Learning

Session Objectives

At the end of this presentation, you should be able to:

1. Describe the Effective Practice Guides (EPGs) and their purpose and audience
2. Discuss strategies to use the EPGs to support Practice-Based Coaching with your program's PBC leadership team
3. Use a set of practices to create a needs assessment and set goals for coaching

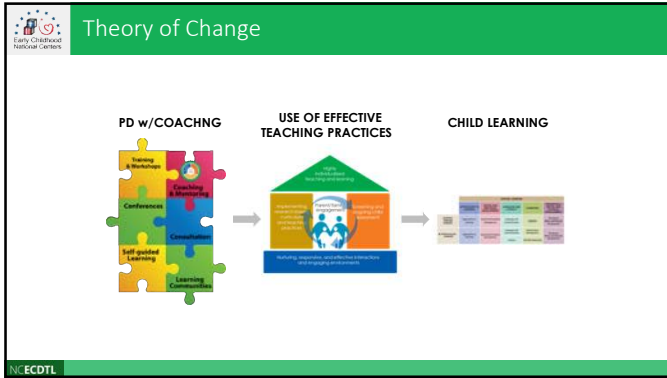
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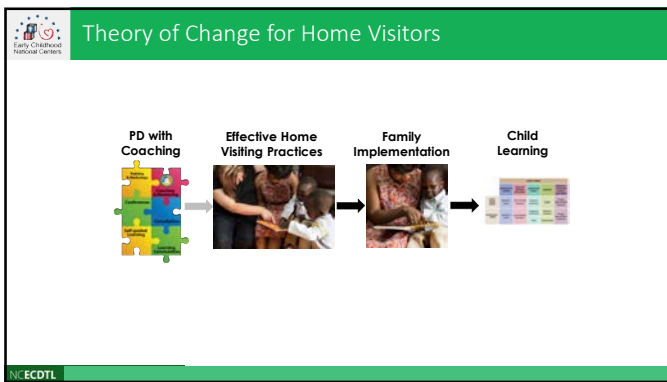


Coaching Corner Webinar Series



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What Are Effective Teaching Practices?


Specific statements of the actions and behaviors of teachers or home visitors that support child learning.

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 Poll


Has your program chosen a set of practices to use for Practice-Based Coaching?







Head Start Early Learning Outcomes Framework (ELOF)
Effective Practice Guides

Effective Practice Guides





SOCIAL AND EMOTIONAL DEVELOPMENT
Sense of Identity and Belonging



 Purpose of the Guides:


- To illustrate domain-specific teaching practices that support children's progression within the ELOF domains.





Effective Practice Guides:

**Know, See, Do,
and Improve**



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Know: Describes the specific practices that support children to meet the ELOF goal grouped by:

Interactions

Environment

Individualizing

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KNOW - Interactions

Goals for infants and toddlers

- ▶ IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.
- ▶ IT-SE 5. Child imitates and engages in play with other children.

Practice:
Comment on and support children's use of emerging social skills such as sharing and using words to express ideas and needs.

Vignette:
Ace, just turned two, and Jaime, 20 months, are standing beside each other at the water table. Ace watches Jaime squeeze the water from a sponge. Jaime reaches for another sponge and hands it to Ace. Ace smiles. Their teacher, Mr. Jack, kneels down and tells a story to the toddlers, "Ace and Jaime, were playing at the water table. Jaime saw another sponge and gave it to Jaime. Now the two friends are playing together."

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KNOW - Interactions

Goals for preschoolers
 ▲ P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
 ▲ P-SE 4. Child engages in cooperative play with other children.

Practice:
 Read and discuss books, tell stories, and comment on what it means to be a friend.

Vignette:
Lately, Ms. Hansen and Mr. Ingalls have heard several children say, "You can't be my friend," to children they usually play with. They decide to read and discuss some books about friends. With the children, they will make a list of things that make someone a good friend. They choose the Dog and Bear series as a good place to start.

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KNOW - Environment

Goals for preschoolers
 ▲ P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
 ▲ P-SE 4. Child engages in cooperative play with other children.

Practice:
 Provide duplicates of popular items and the equipment and materials needed so all children can take part.

Vignette:
In her family child care home, Ms. Elliott sets up two easels at a typical height and one on a table top at the right height for 4-year-old Bailey's wheelchair. For the younger children, there are stubby brushes and for the older ones, brushes used for more delicate painting. Bailey is an avid painter and she has access to many colors. For the younger children who are most interested in the process of painting, color choices are more limited.

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KNOW - Individualizing

Goals for preschoolers
 ▲ P-SE 3. Child engages in and maintains positive interactions and relationships with other children.
 ▲ P-SE 4. Child engages in cooperative play with other children.

Practice:
 Scaffold a child in learning how to establish and maintain friendships.

Vignette:
Three-year-old Jane takes part in planned activities such as science experiments, but typically plays alone. Ms. Como thinks Jane needs help in learning how to join the others in play. She sits with Jane and narrates what's going on in the dramatic play area. "DeAndre puts on the doctor's jacket. Luise gathers the stuffed animals. I think they're playing vet. Remember when we went to the see the vet's office? Maybe you could help Luise gather the animals."

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• PBC Connection: KNOW

How could the KNOW section of the guides support PBC?

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• PBC Connection: KNOW

PBC Implementation Team

- Use program data to choose a set of practices that will support achievement of your school readiness goals
- Create a needs assessment using those practices (10-15 is an ideal number)
- Use data to determine who will most benefit from coaching on those practices

HSPPS 1302.92(c)(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

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PBC Connection: KNOW

Coach and Coachee:


- Choose one practice from the needs assessment as the focus of coaching

HSPPS 1302.92(c)(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

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Effective Practice Guides:

Know, See, Do, and Improve



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SEE




Observation

Describe features of the environment (e.g., toys and equipment, how space is arranged) where the action takes place. Where are the younger preschooler and the teacher seated? What do you observe in the teacher's interactions with the boy doing the puzzle and with the older boy who comes by later?

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SEE




Application

- Which teaching practices does the mother use to encourage her son's sense of identity and belonging? How does her son respond?
- How could the home visitor respond to the mother's interactions, for example, when mom tells the male on the couch, "Let him do it." Or, when she says to her son, "Try again, do you want to try again?"

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SEE



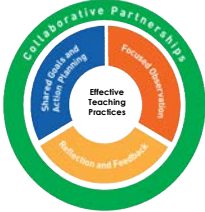
Reflection

- What do you think the children gained from this teacher-led activity? What might the children have learned about themselves and about individual characteristics?
- What else might the teacher do to encourage the children in this group to feel like confident individuals who belong to the community in the classroom and other places?

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PBC Connection: SEE

How could the SEE section of the guides support PBC?



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PBC Connection: SEE


HSPPS 1302.92(c)(3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;

PBC Implementation Team

- Use program data to choose a set of practices that will support achievement of your school readiness goals
- Create a needs assessment using those practices (10-15 is an ideal number)
- Use data to determine who will most benefit from coaching on those practices
- Provide training or other forms of professional development on the set of practices chosen for PBC

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PBC Connection: SEE




Coach and Coachee:

- Choose one practice from the needs assessment as the focus of coaching
- **If necessary, learn more about the practice**
- **Create a goal and action plan for implementing the practice**


Effective Practice Guides:

Know, See, Do and Improve




Do

- Position infants where they can see others playing. Comment on the activities of other children.
- Create opportunities to play side by side. Provide duplicate toys or toys with multiple parts (like a shape sorter) that make sharing easier.
- For older toddlers, arrange play areas that accommodate small groups so that children can go into those areas to play and interact with each other.




Do



- Pair a child who has difficulty making friends with a more skilled buddy to complete a fun activity together.
- Model ways a child can invite himself into a group, joining the play yourself with dialogue that shows how. "That looks like fun. Shall we ask them if we can play, too?"
- Identify problems as you see them happening. Cue children by saying, "I see we have a problem. What should we do?"

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Do



- Share information about why it is important for their child to develop positive social skills with peers. Encourage parents to share their observations of and expectations for peer interactions.
 - For example, peer interactions among young children in some cultural groups may be mostly nonverbal; instead, children may imitate each other or offer toys to a friend.

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Improve

Coaching the skills and knowledge that contribute to building positive relationships is sensitive work. Here are some ideas:

Planning Goals and Action Steps

- Work with your coach or supervisor to identify the teaching practices you want to build and strengthen.
- Create an action plan with timelines to help you use the practices consistently and effectively.


Focused Observation

- Agree on one or more of the effective practices in your action plan for the observation.
- In home-based programs, observations may focus on how the home visitor engages with parents to identify, adapt, and use these practices or when appropriate, models the practices.

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Reflection and Feedback

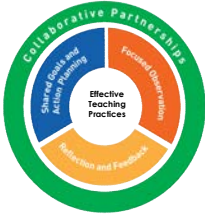
- What went well? What did you do? How did the child/children react or respond? In home-based settings, how did the parents react or respond?
- Did your coach offer feedback from the observation that was surprising? What supports do you need from her to refine and strengthen the practice? What else would help you strengthen the practice?
- What do you hope the child/children/parents will gain by using this practice? How will you know?



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PBC Connection: DO and IMPROVE

How could the DO and IMPROVE sections of the guides support PBC?



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PBC Connection: DO and IMPROVE





Coach and Coachee:

- Choose one practice from the needs assessment as the focus of coaching
- If necessary, learn more about the practice
- Create a goal and action plan for implementing the practice
- **Conduct a focused observation on implementation of the goal**
- **Reflect and provide feedback about implementation of the goal**

HSPPS 1302.92(c)(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

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 • Resources and Support




The Framework for Effective Practice
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice>

15-Minute In-service Suites
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/iss-library.html>

Practice-Based Coaching Key Resources
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/development/pbc/pbc-resources.html>

Head Start Early Learning Outcomes Framework
<https://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elif>



 • Questions



Contact us at
 ecctl@ecetta.info or
 call (toll-free)
 1-844-261-3752



Thank you!

