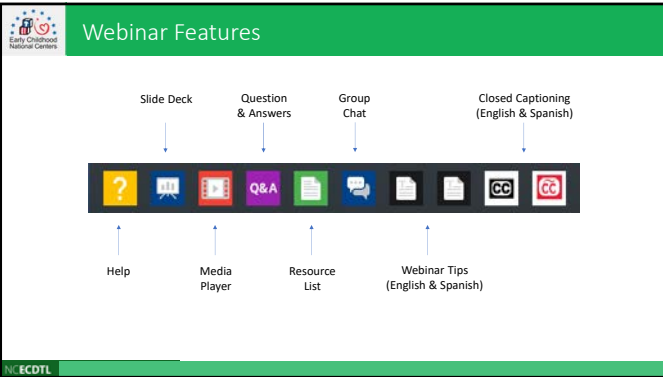**Spotlight on Innovative Practices Series**

Effective Coaching in Early Care and School Age Settings

April 30, 2019

Presenters:

Katherine Falen, NCECDTL

Susan O'Connor, NCASE

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Early Childhood Development, Teaching and Learning
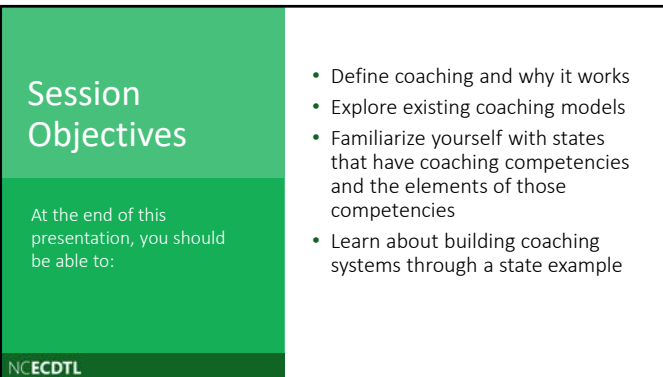
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Webinar Features

Slide Deck

Question & Answers

Group Chat

Closed Captioning (English & Spanish)

Help

Media Player

Resource List

Webinar Tips (English & Spanish)

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Session Objectives

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

- Define coaching and why it works
- Explore existing coaching models
- Familiarize yourself with states that have coaching competencies and the elements of those competencies
- Learn about building coaching systems through a state example

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Session Agenda

Here's what we're doing today:

1. Coaching Overview
2. Coaching in School Age Programs
3. State Example: **Maine**
4. Coaching Models
5. Building Coaching Systems
6. Resources
7. Wrap Up

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Presenters

Early Childhood National Centers

Katherine Falen

Susan O'Connor

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Poll

Early Childhood National Centers

- Who is served by your coaching system? Poll
  - Infant-toddler programs
  - Preschool programs
  - School-age programs
  - Family child care programs
  - Programs working on QRIS
  - We don't currently have a coaching program

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Coaching Overview

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Coaching is…

… a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills and behaviors and is focused on goal-setting and achievement for an individual or group.	….a learning process based on a collaborative relationship that is intentionally designed to promote sustainable growth in the necessary attitudes, skills, and knowledge to effectively implement best practices
NAEYC & NACCRRA. 2011. "NAEYC & NACCRRA Early Childhood Education Professional Development: Training and Technical Assistance Glossary." Washington, DC: National Association for the Education of Young Children and National Association of Resource and Referral Agencies.	Colorado Coaching Consortium, Jablon, Dembro, and Johnsen (2016)

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Purpose of Coaching

• **Programmatic:**

Coaching for overall quality may focus on environments or programmatic indicators
  o Health and safety, materials, and organization of the classrooms or settings.
  o Programmatic factors may include business practices and policies, staff benefits, and family involvement in the program.

• **Individual:**

Coaching to support individual teachers

  o Improves teaching practices
  o Reinforces and incorporates new knowledge gained

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Technical Assistance Outcomes

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- Research indicates that TA can be effective in supporting:
  - » Improved learning environments
  - » Improved practices, including teacher-child interactions
  - » Improved developmental outcomes for children
- We know less from research about:
  - » The specific dimensions and features of coaching and TA that are linked to positive outcomes
  - » How to address the challenges of providing coaching and other forms of TA in State systems

National Center on Early Childhood Quality Assurance, 2018.

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Coaching and Neuroscience

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Focus areas	Brain activity	Coaching implications
Attention	Working memory in pre-frontal cortex is where we store new things	Help people focus attention on change they seek/new paths
Reflection	Shutting down external senses to focus leads to alpha waves + seratonin	Create more reflective experiences to have insights
Insight	Brain processes across different regions = gamma waves +serotonin plus adrenaline	Energy of insight might propel people through resistance to change
Motivation	Plan follow-up and practice new behavior to create well-worn pathway	The energy from insight passes in a hour, so plan the follow-up right after the insight

Rock, 2006. Brann, 2017.

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States with Coaching Competencies

Arizona / Nebraska
Colorado / New York
Florida / North Carolina
Hawaii / Ohio
Illinois / Pennsylvania
Iowa / South Carolina
Kentucky / Rhode Island
Maine / Vermont
Minnesota / Washington

https://childcareta.acf.hhs.gov/sites/default/files/public/201306_pdwcenter_quickl ook_tacompetencies_finalr.pdf

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Coaching Competencies

Adult Learning Principles — 7
Content Knowledge — 10
Facilitating Growth — 10
Communicating Effectively — 11
Assessment & Evaluation — 12
Professionalism / Ethics — 17
Relationship-Based Practice — 17

0 2 4 6 8 10 12 14 16 18

■ # of States with this Competency / Domain

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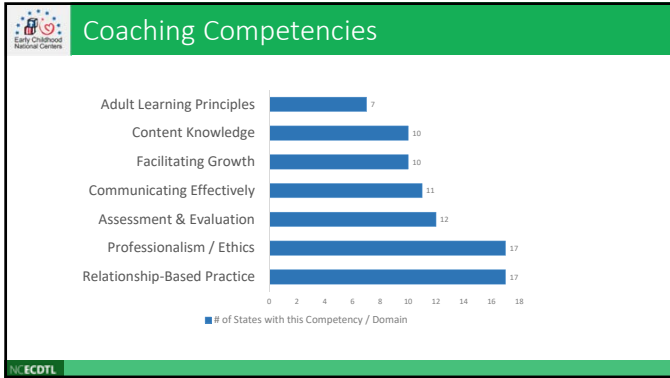
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Chat pod

What are some successes you've had in building your coaching system?

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Chat pod

What are some continuing challenges?

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Strengthening Capacity to Include School-Age in Coaching Systems

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National School-Age Data Profile

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NCASE | https://childcareta.acf.hhs.gov/school-age-profiles   15

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School-Age Issues

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- Part-time staff
- High turnover rates
- Leadership capacity
- Many are license-exempt
- Strengthening instructional practices/quality

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Supporting Summer Program Quality

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- Summer increases focus on:
  » Hiring, training, evaluating staff – before and during programming
  » Educational programming
  » Guiding CQI efforts within the short calendar of summer
  » Program operations and facilities management
  » Family support

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Innovative Coaching Practices Webinar

April 30, 2019

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Maine Roads to Quality Professional Development Network

MRTQ PDN is a partnership between the Cutler Institute at the University of Southern Maine, the University of Maine Center for Community Inclusion and Disability Studies, the Department of Psychology at the University of Maine, and the Maine Afterschool Network.

Maine Department of Health and Human Services, Office of Child and Family Services

Early Care and Education Professional Development Network

Quality for ME

Maine Roads to Quality | Center for Community Inclusion and Disability Studies | UMaine Department of Psychology | Maine Afterschool Network

Data shared between PDN partners and *Quality for ME*

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Types of Professional Development Activities

Education

Training

Technical Assistance

The most learning takes place where the three aspects of PD intersect.

Adapted from: National Association for the Education of Young Children (NAEYC) &
National Association of Child Care Resource & Referral Agencies (NACCRRA). (2011).

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Professional Development: Technical Assistance

Technical Assistance:
The provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients (NAEYC & NACCRRA, 2011).

Quality for ME Assistance

Consultation

Peer-to-Peer Networks

Phone/Email

Warm Line

On-site Consultation

Accreditation Cohorts (Program-specific)

Maine Credential Cohorts (Individual practitioners)

Communities of Practice

NAEYC NAFCC COA

Infant/Toddler Inclusion Youth Development Director

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TA Competencies

Technical Assistance Competencies for Maine's Early Childhood Workforce

Technical Assistance Competencies for Maine's Early Childhood Workforce Self-Assessment Checklist

https://ccids.umaine.edu/wp-content/uploads/sites/26/2018/11/ME_TA_comp-20180212-accessible-2.pdf

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Proposed Training for a
Maine Technical Assistance Credential

- Teaching the Adult Learner (**18 hours**)
- Your Professional Development Portfolio (**9 hours**)
- Foundations of Relationship-Based Technical Assistance (**18 hours**)
- Individual 12-hour trainings providing specific information related to the various TA professional roles and responsibilities (Applicants must take at least one of the following trainings):
  - Foundations of Collaborative Consultation (**12 hours**)
  - Foundations of Mentoring (**12 hours**)
  - Foundations of Coaching (**12 hours**)
  - Foundations of Peer-to-Peer Networks (**12 hours**)

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Links

- On-site consultation
- The Warm Line
- Communities of Practice
- Youth Development Credential
- Technical Assistance Competencies for Maine's Early Childhood Workforce
  - Self-Assessment Checklist

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Thank You! For More Information:

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Coaching Models

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Coaching Models

- Guide the coaching experience

- Have theoretical underpinnings

- Provide direction to coach with fidelity

- Reflect the purpose, goals, and principles of the coaching project

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Coaching Models

Research indicates that most coaching models are built on the following:	5 Key Elements of a Research Based Coaching Model:
• Trusting relationships • Goals and expectations • Opportunities to reflect on practices	• Goals • Action Plans • Observation • Reflection • Feedback
Isner, et. al, 2011	Zaslow, M., Tout, K., & Halle, T. 2012)

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Delivery Methods

- On-site (individual or group) to program leaders, teaching staff, family child care, home visitors, etc.

- Virtual (online platforms, distance, video)

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Coaching Model Examples

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Example: Practice-Based Coaching

https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-at-a-glance.pdf

https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc

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Example: My Teaching Partner™

- Uses the Classroom Assessment Scoring System (CLASS) as the observational assessment tool used in MTP coaching and serves as the definition of effective practice.
- Uses video-based approach
  - Classroom videos guide learning and self-reflection.
  - Individualized, regular feedback
  - Analyze day to day interactions with children via video recording
  - May be used with small groups of teachers

https://curry.virginia.edu/myteachingpartner

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Additional Coaching Models

- Coaching Interaction Style
https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Using_a_Coaching_Interactive_Style_with_Families.pdf

- Early Educators Excel Coaching Model
https://www.researchconnections.org/files/meetings/ccprc/2017/A21.pdf

- Instructional Coaching
http://www.annenberginstitute.org/topics

- Partnerships For Inclusion On-site Consultation Model
https://www.researchconnections.org/files/meetings/ccprc/2007/12/12BPreliminaryFindingsfromtheQUINCEStudy.pdf
https://fpg.unc.edu/node/4747

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Resources

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Wrap up

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Thank You

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