




While You're Waiting
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Early Childhood Development, Teaching, and Learning

8/16/23
Aligning Practice-Based Coaching Efforts and Effects

Host
Joyce Escorcía

Host
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In this webinar, we're discussing...

- How the collective efforts of program leaders, coaches, and education staff can have an effect of on child and family outcomes
- How to identify sources of effort and effect data within your program using the Effort and Effect Cascade
- How to use data-informed decision making to strengthen Practice-Based Coaching and professional development supports

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Produced by the "Practice-based Coaching Data-Informed Decision Making" model demonstration project funded by the Office of Special Education Programs (Project Number: H326M200021, P. Snyder, PI). The contents of this presentation were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. For more information about the PBC-DIDM project contact: shannon.darbi@ufl.edu

Project Officer: Anita Vermeer

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Viewer's Guide

Download and follow along!

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How do you know if coaching is making a difference in your program?

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Practice-Based Coaching Foundations



- Embedded Instruction for Early Learning
- Pyramid Model
- BEST in CLASS
- National Center for Quality Teaching and Learning
- National Center for Early Childhood Development, Teaching, and Learning

Snyder et al. 2022

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PBC Data Informed Decision Making


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Practice-Based Coaching **Data-Informed** Decision Making

Data-Informed

INSTEAD OF

Data-Based or Data Driven



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PBC Data Informed Decision Making

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What Are the Parts of the PBC-DIDM Model?

The diagram illustrates three parts of the PBC-DIDM Model:

- Effort and Effect:** A blue box labeled "Efforts" with the subtext "How much? How well?" is connected by a blue arrow to a green box labeled "Effects" with the subtext "Is it making a difference?".
- Effort and Effect Cascade:** A vertical flow of boxes showing a sequence of Efforts leading to Effects, with arrows indicating the progression.
- Prepare-Look-Think-Act:** A circular process diagram with four stages: Prepare (with a person icon), Look (with a magnifying glass icon), Think (with a person icon), and Act (with a person icon). The center is labeled "Data-informed Decision Making Process".

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PBC-DIDM Model Demonstration Project (RH326M200021), P. Snyder, PI

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What Structures Help People Use PBC-DIDM?

The slide shows three structures that help people use PBC-DIDM:

- Leadership Team:** A photograph of three people in a meeting setting.
- Coach Community:** A photograph of a group of people, including a coach and teachers, looking at a laptop.
- PBC Cycles:** A circular diagram with the text "Collaborative Coaching Practices" around the perimeter and "Effective Teaching Practices" in the center.

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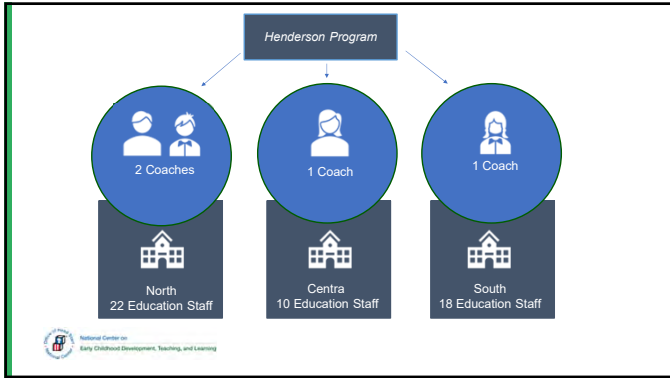
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Effort and Effect

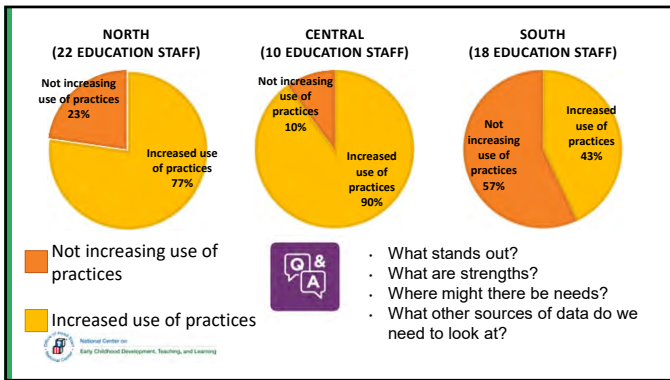
The diagram shows a blue box labeled "Efforts" with the subtext "How much? How well?" and a blue arrow pointing to a green box labeled "Effects" with the subtext "Is it making a difference?".

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Essential Coaching Strategies Used Every Session

- Observing
- Reflection
- Supportive Feedback
- Constructive Feedback
- Identifying Resources and Materials

Used Periodically in Coaching Sessions

- Action Planning
- Graphic Feedback
- Video Feedback

Coaching Data: How Much? How Well?

- Collecting coaching log data
 - Self-reported following every coaching session
 - How much?
 - How well?
- Coach fidelity data
 - Observed by a lead PBC coach twice a year
 - How well?

Snyder et. al 2022


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Site	Coach	Average # of sessions per coachee this quarter	Coaches observed using essential coaching strategies	Percent of sessions coach self reports using essential coaching strategies
North	Lydia	7	Y	84%
	Tomas	6	Y	91%
Central	Yen	7	Y	88%
South	Tomika	4	N	61%
Overall	4	6	3	81%



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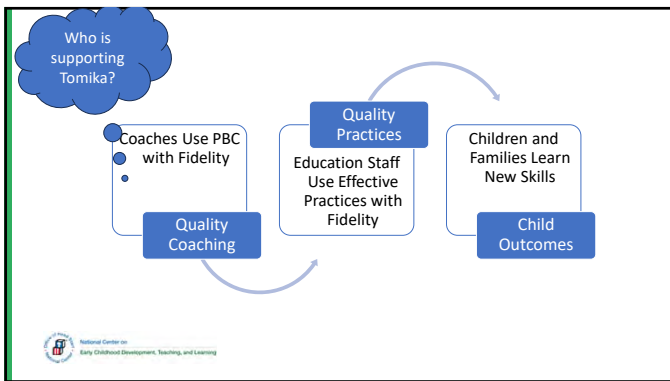
Tomika Reflects



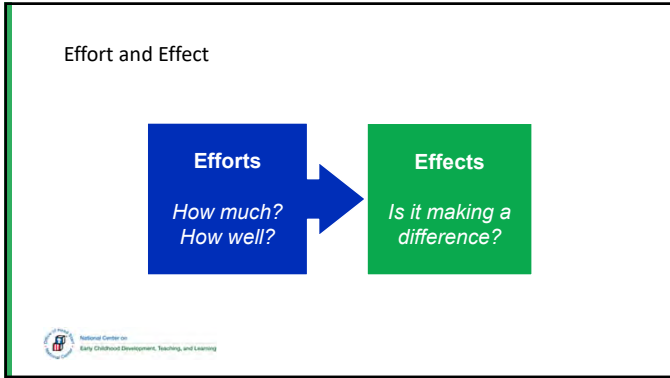
"I really love being a coach and helping them to learn new things and solving any problems that come up in the classroom, but I just feel like there isn't enough of me to go around. So, I know I'm not using the essential strategies each time but it's just so hard to focus on one practice."

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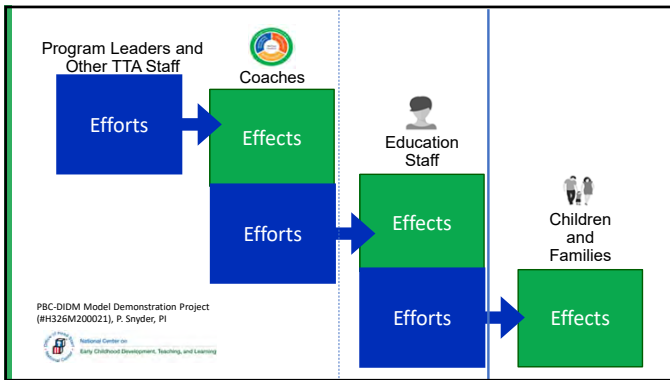
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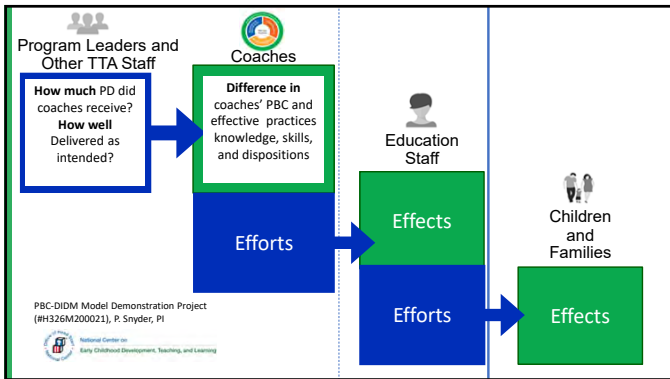
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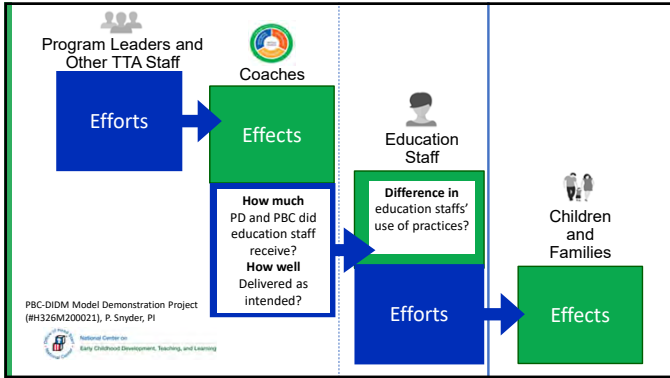
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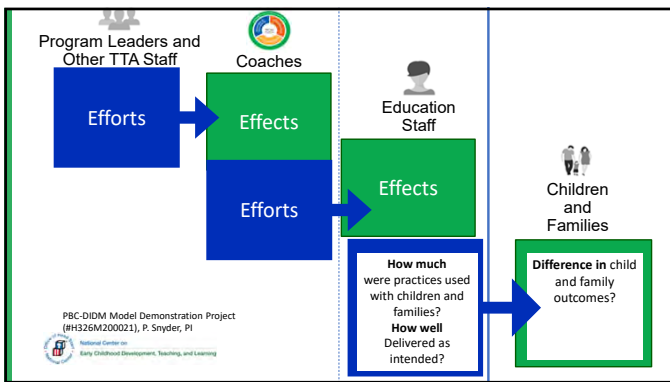
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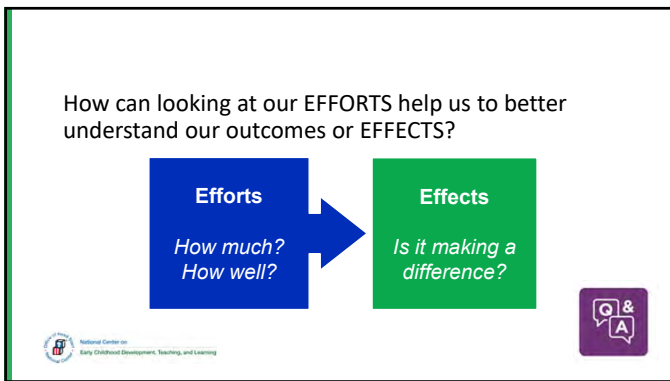
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The Henderson Program Considered...

- Have coaches work across locations to use coaching efforts where they are most needed
- Introduce different coaching formats for education staff who have similar needs
- Review additional coaching videos for Tomika and offer more support
- Others...



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Here's What They Decided

- Pilot a virtual group coaching that is led by Tomika and Yen
- Tomika to share a coaching video with Yen to gather feedback and strategies for keeping her coaching session focused

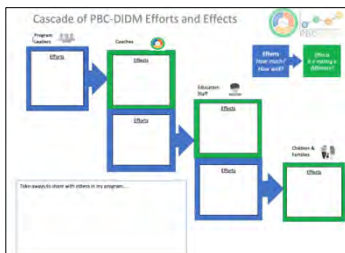


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Reflection

Back home activity...

- What activities/events are taking place with each level?
- How is your program measuring efforts and effects (what data)?
- What do you want to talk about with other members of your program?



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Thank You!

Join Us For Our
Next Webinar!

Wednesday,
November 15, 2023
3-4 pm ET

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We Want To Hear From You!

Please take some time to complete the session evaluation.

For more information contact:
ecdctl@ecetta.info
(Toll-free 1-844-261-3752)

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