



## Coaching Corner Series

March 16, 2022

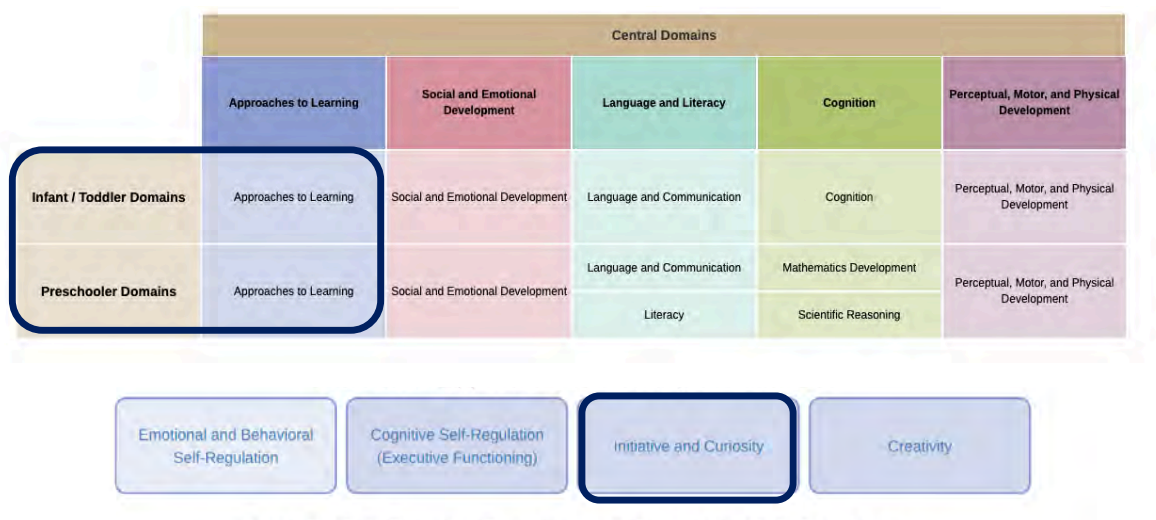
### Initiative and Curiosity for Everyone – Children, Coachees, and Coaches

## Viewer's Guide

### HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (ELOF)

<https://eclkc.ohs.acf.hhs.gov/interactive-head-start-early-learning-outcomes-framework-ages-birth-five>

This year we will be focusing on the Approaches to Learning domain of the ELOF. The link above takes you to the interactive ELOF where you can click on the domains and sub-domains. Within each sub-domain, you will find goals for infants/toddlers and/or preschoolers.



### Goals for Sub-Domain: Initiative and Curiosity

#### Goals for Infants and Toddlers

- IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.
- IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.

#### Goals for Preschoolers

- P-ATL 10. Child demonstrates initiative and independence.
- P-ATL 11. Child shows interest in and curiosity about the world around them.



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## MINDFUL MOMENT

*Interview with Jennifer Cunningham*

1. What are some ways a coach can follow a coachee's lead and what are some of the potential impacts on the partnership?

2. What are some ways you help a coachee feel comfortable to explore and take risks related to coaching?



*PBC Coach Competency Connection*

**Domain 3: Goal Setting and Action Planning**

- e) Supports coachee autonomy in experimenting and exploring new behaviors and practices while maintaining a focus on the coachee's learning experiences.



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3. How do you encourage the coachee to become curious about trying new things?

4. Why is providing opportunities for a coachee to reflect important?

5. What are some ways a coach can reflect on their own coaching practice?



*PBC Coach Competency Connection*

**Domain 5: Reflection and Feedback**

b) Supports and extends coachee's learning through ongoing reflection on progress related to the coachee's goal by asking reflective questions and making connections to observation data.

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COACHING AND PRACTICE

Action Plan for Practice



Increase engagement



Scaffold with cues and prompts

COACHEE NAME: \_\_\_\_\_ DATE WRITTEN: \_\_\_\_\_ DATE ACHIEVED: \_\_\_\_\_

ACTION PLAN		<b>INFANT/TODDLER EXAMPLE</b>
The goal I will work on: <i>I will narrate what children are doing by stating at least one action for each of the children I am working with during each activity.</i>		
I will know I achieved this when: <i>I narrate at least one action for each child in each activity for two weeks.</i>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>I will role play with my coach to practice narrating</i>	<i>Coach</i>	<i>12/20</i>
<i>My coach will record my interactions during outdoor play so I can watch and reflect with my coach</i>	<i>iPad</i>	<i>12/29</i>
<i>Coach will use gestural support during center play to let me know when opportunities arise to narrate children's actions</i>	<i>Coach</i>	<i>12/29</i>
NOTES:		





## VIDEO REFLECTION

**Observe**

Use the space below to take notes about what you observe the coachee doing/saying as well as what the children are doing/saying and how they are responding.

Notes:



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**Reflection Starter Phrases**

Goal of Reflection	Questions Starters
Elicit coachee perspective	<ul style="list-style-type: none"> <li>• How did it feel to...?</li> <li>• How comfortable are you...?</li> </ul>
Encourage evaluation	<ul style="list-style-type: none"> <li>• What were you hoping the child/children/families would learn...?</li> <li>• How successful do you think...?</li> <li>• What felt challenging about....?</li> </ul>
Make connections or integrations to the real world	<ul style="list-style-type: none"> <li>• Tell me about a time when this practice worked.</li> <li>• How did this compare to when you did....?</li> </ul>
Encourage planning	<ul style="list-style-type: none"> <li>• What do you want to try next?</li> <li>• What support would be helpful to implement...?</li> </ul>
Facilitate prediction	<ul style="list-style-type: none"> <li>• I wonder what would happen if...?</li> <li>• How do you think children would respond if...?</li> </ul>
Prompt thought processes	<ul style="list-style-type: none"> <li>• Tell me about what you were thinking/feeling in that moment.</li> <li>• How do you know...?</li> </ul>

Table adapted from <https://info.teachstone.com/blog/a-coaching-guide-to-asking-reflective-questions-part-1>

**Reflect**

1. What went well related to the goal?
2. What are some questions you might ask this coachee about narrating what children are doing?
3. What supportive feedback might you share with this coachee?
4. What constructive feedback might you share with this coachee?





## FOCUS ON EQUITY

### 80/20

80/20 is an observation-that about 80% of the questions asked in a learning environment get asked to 20% of the children. How can we become more aware of who receives different types of interactions?

- Pay attention to who gets asked questions.
- Who gets asked harder, more challenging questions?
- Who receives encouragement for exploring?
- Who is smiled at more?

### Take Data

- Who receives open-ended questions?
- Who receives closed ended questions?
- Who responds to question?
- Who receives positive descriptive feedback?
- Who receives redirection of behavior?

#### Data Key

o = open ended questions  
 c = close ended questions  
 r = child/family respond to question  
 + = Positive descriptive feedback  
 x = redirection

Is this similar to how you currently collect data in your focused observations?

Are there coaches who have action plans that might lend themselves to collecting this type of data? If so, make a list below.



**Displaying Data**

	Sam (White Boy)	Lulu (White Girl)	Gabby (Hispanic Girl, DLL)	Luka (Black Boy)	Benny (White, Boy, DLL)	Dakota (Black Boy)	Jada (Black Girl)	Gia (Asian Girl, DLL)	Hattie (White Girl)	Will (White Boy, IEP)
Asked Close Ended Questions	✓	✓ ✓	✓	✓	✓		✓ ✓	✓ ✓	✓ ✓	
Asked Open Ended Questions		✓						✓	✓ ✓	
Responded	✓	✓ ✓	✓	✓					✓✓✓	
Positive Descriptive Feedback	✓	✓ ✓ ✓			✓		✓ ✓	✓ ✓	✓✓✓✓	
Behavior Redirection				✓	✓	✓ ✓ ✓✓✓	✓			✓ ✓ ✓

**Your Observations**

What patterns do you notice in the table? What are some reflection questions you might ask this coachee?







## KOKO'S CORNER

### Tips About the Head Start Coaching Companion Resource Library

- The resource library is a collection of videos, tips sheets, PDFs, and resource links you can use to support your coaching work.
- Search for a resource using the categories on the left or use the search box at the top.
- The resources in the resource library can be added to any action plan step or focused observation that you create with the click of a button!
- When you add a resource from the resource library, it becomes attached to your step or observation and be viewed again quickly.



## RESOURCES

### Practice-Based Coaching Resources

Practice-Based Coaching Coach Competencies

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/psc-coach-competencies.pdf>

### ELOF Resources

Head Start Early Learning Outcomes Framework and related resources

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/head-start-early-learning-outcomes-framework>

Spanish: <https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/articulo/marco-de-head-start-sobre-los-resultados-del-aprendizaje-temprano-de-los-ninos>

Approaches to Learning Effective Practice Guides

<https://eclkc.ohs.acf.hhs.gov/school-readiness/effective-practice-guides/approaches-learning>

Spanish: <https://eclkc.ohs.acf.hhs.gov/es/preparacion-escolar/effective-practice-guides/introduccion>

Engaging Interactions: Using the Scientific Method

<https://eclkc.ohs.acf.hhs.gov/video/engaging-interactions-using-scientific-method>



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## Initiative and Curiosity

Illinois Early Learning Guidelines: For Children Birth to Age Three (IELG)

<https://illinoisearlylearning.org/ielg/curiosity/>

Spanish: <https://illinoisearlylearning.org/es/ielg/curiosity-sp/>

## National Center for Pyramid Model Innovations (NCPMI)

Visuals, scripted stories, family handouts, coaching resources/webinars, and so much more! Most resources available in Spanish!

<https://challengingbehavior.cbcs.usf.edu/>

Pyramid Model Equity Coaching Guide

<https://challengingbehavior.cbcs.usf.edu/Implementation/Equity/Guide/index.html>

Positive Descriptive Feedback

<https://challengingbehavior.cbcs.usf.edu/docs/positive-feedback.pdf>

## Coaching Companion

<https://eclkc.ohs.acf.hhs.gov/professional-development/head-start-coaching-companion/head-start-coaching-companion>

Already a Coaching Companion user? Login

<https://eclkc.ohs.acf.hhs.gov/cas/login>

Have a question or need help with Coaching Companion? Email [coachingcompanion@eclkc.info](mailto:coachingcompanion@eclkc.info).

## Online Communities

MyPeers

<https://eclkc.ohs.acf.hhs.gov/about-us/article/mypeers-social-network-early-childhood-professionals>

- Practice-Based Coaching Community

## Mobile Apps

ELOF2GO Mobile App (available as MiELOF on the Apple App Store and on Google Play)

<https://eclkc.ohs.acf.hhs.gov/school-readiness/article/elof2go-mobile-app>

ELOF@Home Mobile App

<https://eclkc.ohs.acf.hhs.gov/teaching-practices/article/mobile-tools-home-visitors>



COACHEE NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

AGE GROUP: INFANT/TODDLER EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
<b>INTERACTIONS</b>								
1. Involve children as partners in carrying out routines and jobs	1	2	3	4	5			
2. Narrate descriptions of what you are doing and what the children are doing.	1	2	3	4	5			
<b>ENVIRONMENT</b>								
3. Offer age-appropriate, open-ended toys and materials that children can use in their own ways. Make sure toys and materials are placed where children can reach them.	1	2	3	4	5			
4. Introduce new materials and let children explore them on their own.	1	2	3	4	5			
<b>INDIVIDUALIZATION</b>								
5. Follow individual children’s lead in activities and conversations.	1	2	3	4	5			
6. Ask open-ended questions and keep the rich conversation going.	1	2	3	4	5			



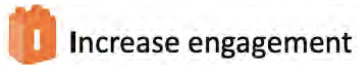
COACHEE NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

AGE GROUP: PRESCHOOL EXAMPLE

Effective Practice	I am doing this...					Change needed?	Priority rank	Notes
	Not at all				All the time			
<b>INTERACTIONS</b>								
1. Observe and wait before offering assistance so children can solve their own problems and decide for themselves whether to ask for help.	1	2	3	4	5			
2. Adults share what they are curious about and how they seek answers to their questions.	1	2	3	4	5			
<b>ENVIRONMENT</b>								
3. Provide a safe environment so children can take safe risks and learn from them.	1	2	3	4	5			
4. Provide interesting objects to explore and tools for children to use in their explorations.	1	2	3	4	5			
<b>INDIVIDUALIZATION</b>								
5. Ask open-ended questions that invite children to explain, elaborate, and share their thought process.	1	2	3	4	5			
6. Acknowledge, learn about, and build on a child's interests.	1	2	3	4	5			





Increase engagement



Scaffold with cues and prompts

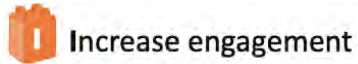
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DATE WRITTEN: \_\_\_\_\_

DATE ACHIEVED: \_\_\_\_\_

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Increase engagement



Scaffold with cues and prompts

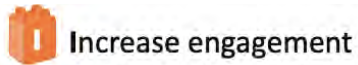
COACHEE NAME: \_\_\_\_\_

DATE WRITTEN: \_\_\_\_\_

DATE ACHIEVED: \_\_\_\_\_

ACTION PLAN		PRESCHOOL EXAMPLE
<p>The goal I will work on:  <i>I will ask at least 1 open-ended question to all children each day to encourage them to elaborate or explain their thinking related to what they are currently doing or saying.</i></p>		
<p>I will know I achieved this when:  <i>I have asked each child at least 1 open-ended question each day for 3 days.</i></p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	DATE:
<i>Post some open-ended question prompts around the room to remind me of possible questions to ask</i>	<i>Question prompts</i>	<i>12/20</i>
<i>Take data using a class roster to tally when I ask open-ended questions to children</i>	<i>Class roster</i>	<i>12/22</i>
<i>Share data with coach during coaching session</i>	<i>Data</i>	<i>12/29</i>
NOTES:		





COACHEE NAME: \_\_\_\_\_

DATE WRITTEN: \_\_\_\_\_

DATE ACHIEVED: \_\_\_\_\_

## ACTION PLAN

## HOME VISTING EXAMPLE

The goal I will work on:

*I will encourage parents to let their child explore open-ended materials by brainstorming which household items could be considered open-ended and used for exploration and discovery and prompting family to use at least 1 item during a home visit.*

I will know I achieved this when:

*The parents and I have identified at least 3 open-ended items to explore with their child and I have prompted and observed them offering at least 1 open-ended item to the child during a home visit.*

STEPS TO ACHIEVE THIS GOAL:

RESOURCES NEEDED:

DATE:

*Role play with my coach how to start this conversation**Coach**12/20**Brainstorm household items**Items around the house**12/20**Identify resources to share with families about open-ended materials**Computer, printer**12/22*

NOTES:

