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
Webinar Features

- Slide Deck
- Question & Answers
- Group Chat
- Closed Captioning (English & Spanish)

- Help
- Media Player
- Resource List
- Webinar Tips (English & Spanish)
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 2 state examples and discussions
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
Presenters

Katherine Falen

Susan O'Connor
• 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
Coaching Overview
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

Colorado Coaching Consortium, Jablon, Dembro, and Johnsen (2016)
Purpose of Coaching

• **Programmatic:**

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

• **Individual:**

  Coaching to support individual teachers
  
  - Improves teaching practices
  - Reinforces and incorporates new knowledge gained
Technical Assistance
Outcomes

• 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

Coaching and Neuroscience

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

States with Coaching Competencies

Arizona        Colorado        Florida        Hawaii        Illinois
Nebraska       New York       North Carolina   Ohio          Pennsylvania
Kentucky       South Carolina  Rhode Island    Vermont      Washington
Coaching Competencies

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

# of States with this Competency / Domain
What are some successes you’ve had in building your coaching system?
What are some continuing challenges?
Strengthening Capacity to Include School-Age in Coaching Systems
National School-Age Data Profile

School-Age Children (5 through 12 years old) Served Through Subsidies

- 635,402 children served
- 45% receive at least 50% of income-related child care
- 26% receive at least 20% of income-related child care
- 4% receive free child care

21st Century Community Learning Centers Program 2016-2017
- 4,920 centers serve
- 12,027,000 children served
- 1,126,387 staff members served

State/Territory Policies that Support School-Age Child Care Access and Quality

- 29 states have a state-wide network of Child Care Resource and Referral (CCR&R) agencies to provide child care subsidies
- 6 states have a state-wide network of Child Care Resource and Referral (CCR&R) agencies to provide child care subsidies
- 26 states have specific policies to support the positive development of school-age children
- 14 states require all schools to have a coordinated plan to ensure child care access

https://childcareta.acf.hhs.gov/school-age-profiles
Unique School-Age Issues

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

• 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
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.
Types of Professional Development Activities

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

Educational

Training

Technical Assistance

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 & NACCRA, 2011).

Quality for ME Assistance

- Consultation
  - Phone/Email
  - Warm Line
  - On-site Consultation

- Peer-to-Peer Networks
  - Accreditation Cohorts (Program-specific)
  - Maine Credential Cohorts (Individual practitioners)
  - Communities of Practice
    - NAEYC
    - NAFCC
    - COA
  - Infant/Toddler Inclusion Youth Development Director

MAINE TO QUALITY
PROFESSIONAL DEVELOPMENT NETWORK
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)
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
Thank You! For More Information:

Crystal Arbour, Child Care Services Program Manager, Office of Child and Family Services, Maine Department of Health and Human Services
crystal.arbour@maine.gov

Jill Downs, M.Ed., Technical Assistance Manager, Maine Roads to Quality Professional Development Network, University of Southern Maine
jdowns@maine.edu

Linda Labas, M.Ed., Early Childhood Coordinator, University of Maine Center for Community Inclusion and Disability Studies
labas@maine.edu
Coaching Models
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
Coaching Models

Research indicates that most coaching models are built on the following:

- Trusting relationships
- Goals and expectations
- Opportunities to reflect on practices

Isner, et. al, 2011

5 Key Elements of a Research Based Coaching Model:

- Goals
- Action Plans
- Observation
- Reflection
- Feedback

Zaslow, M., Tout, K., & Halle, T. 2012)
Delivery Methods

- On-site (individual or group) to program leaders, teaching staff, family child care, home visitors, etc.
- Virtual (online platforms, distance, video)
Coaching Model Examples
Example: Practice-Based Coaching

DELIVERY OF PBC

Coaching Partners
- Expert
- Peer
- Self

Delivery Method
- On Site
- Distance

Grouping
- Group
- Individual

PBC TRAININGS

Leadership Academy
Coach Training
TLC Facilitator Training
Online Coach Training

PBC RESOURCES

Coaching Companion

ECLKC

Webinars

Collaborative Coaching Partnerships

Shared Goals and Action Planning
Focused Observation
Effective Teaching Practices
Reflection and Feedback


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
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

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

- Partnerships For Inclusion On-site Consultation Model
  https://fpg.unc.edu/node/4747
State Coaching Systems
System Components

- Common terminology
- Specialized competencies, qualifications, and credentials
- Pathways, ongoing support and compensation
- Data, evaluation and quality assurance
One of the most critical factors within the coaching system is determining the appropriate approach to use to achieve the goals that the system is designed to support.
Resources
Resources


School-Age Resources and References


• National Center on Early Childhood Quality Assurance (February 14, 2018). Peer Learning Group on Effective TA Systems in QRIS: Laying the Foundation for Quality Improvement

School-Age Resources and References


Wrap up
Katherine Falen,
National Center on Early Childhood Development,
Teaching, and Learning
Katherine.Falen@usa.childcareaware.org

Susan O’Connor,
National Center on After School and Summer Enrichment
soconnor2@verizon.net
Thank You

Photos courtesy of The Partnership Center