

64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

**Using Practice-Based Coaching to
Support Early Childhood
Practitioners**

Lindsay Giroux
Kim Jackson
Wake County Public Schools

PUBLIC SCHOOLS OF NORTH CAROLINA
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Introduction & Connections



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Today we will...

- Understand the three components of practice-based coaching.
- Apply practice-based coaching protocol through sample coaching exercises.
- Analyze how practice-based coaching would fit into current professional development structures.

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Shout It Out...

What is coaching?

What is NOT coaching?

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Why Coaching?

Quality Coaching

- Coaches use research-based strategies to support adult learning and professional development

Quality Teaching

- Teachers and staff use effective curricula and research-based teaching practices

Quality Learning

- Children learn important skills and are ready for kindergarten

From Practice-Based Coaching Leadership Academy manual

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Practice-Based Coaching

<http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/teaching/center/development/coaching.htm>

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Practice-Based Coaching Components

Table 2. Practice-Based Coaching components at-a-glance

Component 1: Planning Goals and Action Steps	Component 2: Engaging in Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
<ul style="list-style-type: none"> Assess needs Set goals for coaching Create an action plan to guide coaching Review and update goals and action plan throughout coaching partnership 	<ul style="list-style-type: none"> Gather information through observation Record information about the observation Use support strategies for improving or refining teaching practices (e.g., models, prompts) 	<ul style="list-style-type: none"> Discuss and reflect on observation and progress Share and consider feedback Use support strategies for improving or refining teaching practices (e.g., problem-solving conversations, creating materials)

<http://ieflc.ohio.edu/hhs.gov/ieflc/system/teaching/center/development/coaching.htm>

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How has PBC been used?

SEFEL Pyramid Model
 Institute of Education Sciences: R324A07212/R324A120178

Embedded Instruction
 Institute of Education Sciences: R324A070008

Early Achievers Coaching
 Childcare Quality & Early Learning Center, University of Washington

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How are we using coaching in Wake County Public Schools?

- Social-Emotional Foundations for Early Learning (SEFEL) Coaching: Building Capacity and Ensuring Fidelity
- Funded by the John Rex Endowment for three years
- Three full-time staff members to coach in Wake County Public School preschool programs

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Our SEFEL Coaching Practices



Supporting teachers in responding to challenging behavior; providing individualized supports around other areas

Teaching friendship skills, emotions, and social problem solving

Schedules and routines; Transitions; Directions; Behavior Expectations; Engagement

Connecting with Children and Conversations ; Connecting with Families; Collaborative Teaching

SEFEL Pyramid: <http://csefel.vanderbilt.edu>

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PBC: Where do we start?

1. Select practices
2. Teachers self-assess
3. Assess use of practices in classroom
4. Review both assessments
5. Target area for action plan

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PBC Example- Transitions

- 1) Gives directions for the steps of the transition
- 2) Guides individual children who need extra support during transition
- 3) Provides positive, descriptive feedback for children appropriately transitioning
- 4) Engages children in transition with song or activity, including while waiting for next activity

(modified from SEFEL's Teaching Pyramid Observation Tool)

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PBC Example- Transitions



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PBC Feedback- Transitions

In small groups, discuss:
 Which practices did you see in place?
 What positive feedback could you give the teacher about the transition?
 What suggestions do you have for putting the other strategies in place?

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PBC Reflection- Transitions

What are questions coaches could ask to encourage the teacher to reflect on her use of practices?



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PBC Example- Engagement

- 1) Communicates on eye-level
- 2) Provides positive descriptive feedback to children who engage in activity
- 3) Activities have a clear beginning, middle, and end
- 4) Provides opportunities for children to make choices during large group activities.

(modified from SEFEL's Teaching Pyramid Observation Tool)

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PBC Example- Engagement

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PBC Feedback- Engagement

In small groups, discuss:

- Which practices did you see in place?
- What positive feedback could you give the teacher about the read aloud?
- What suggestions do you have for putting these strategies in place?

PBC Reflection- Engagement

What are questions coaches could ask to encourage the teacher to reflect on her use of practices?



Coaching Questions & Concerns

What would I do if...?

Collecting Data

- How do you know if coaching is effective?
- What dosage of coaching is needed?

- How will you measure teacher use of practices?

- How will you measure child outcomes?

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PBC & Your Work

How is this applicable to your work?

What do you need to be able to implement practice-based coaching in your work?

What initial training would be needed for teachers before coaching?

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Questions?

Lindsay Giroux lgiroux@wcpss.net
 Kim Jackson kjackson@wcpss.net

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Closing

Share one AHA! from this morning with a partner.







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Lindsay Giroux & Kim Jackson, Wake County Public Schools
lgiroux@wcpss.net; kjackson@wcpss.net

STARTing PBC in Your Work:

1. Select practices
2. Teachers self-assess
3. Assess use of practices in classroom
4. Review both assessments
5. Target area for action plan



<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/development/coaching.htm>

Notes for PBC Example Exercises

Transition Example	Engagement Example
<ul style="list-style-type: none"> Gives directions for transition steps 	<ul style="list-style-type: none"> Communicates on eye-level
<ul style="list-style-type: none"> Guides individual children 	<ul style="list-style-type: none"> Provides positive descriptive feedback for engaging in activity
<ul style="list-style-type: none"> Provides positive descriptive feedback for transitioning 	<ul style="list-style-type: none"> Activities have clear beginning, middle, and end
<ul style="list-style-type: none"> Engages children in transition with song or activity 	<ul style="list-style-type: none"> Provides opportunities for children to make choices
Positive feedback to give teacher about her strategies:	Positive feedback to give teacher about her strategies:
Questions to ask to encourage teacher reflection:	Questions to ask to encourage teacher reflection:
Notes:	Notes:

