West Virginia UNIVERSAL PRE-K

Coaching in WV Universal Pre-K

WV Universal Pre-K Virtual Leadership Institute Series
10:00-11:30 A.M.
December 15, 2020

WEST VIRGINIA Department of Health & Human Resources
BUREAU FOR CHILDREN & FAMILIES

Purpose and Research

- Coaching models that support individual teachers improve teaching practices and student achievement more than other professional development.
- Coaching allows teachers to maintain an active role in their professional learning.
- Effective coaching benefits all, not just struggling teachers.
- Coaching is integrated in teachers' day-to-day activities- not just one more thing.

West Virginia UNIVERSAL PRE-K

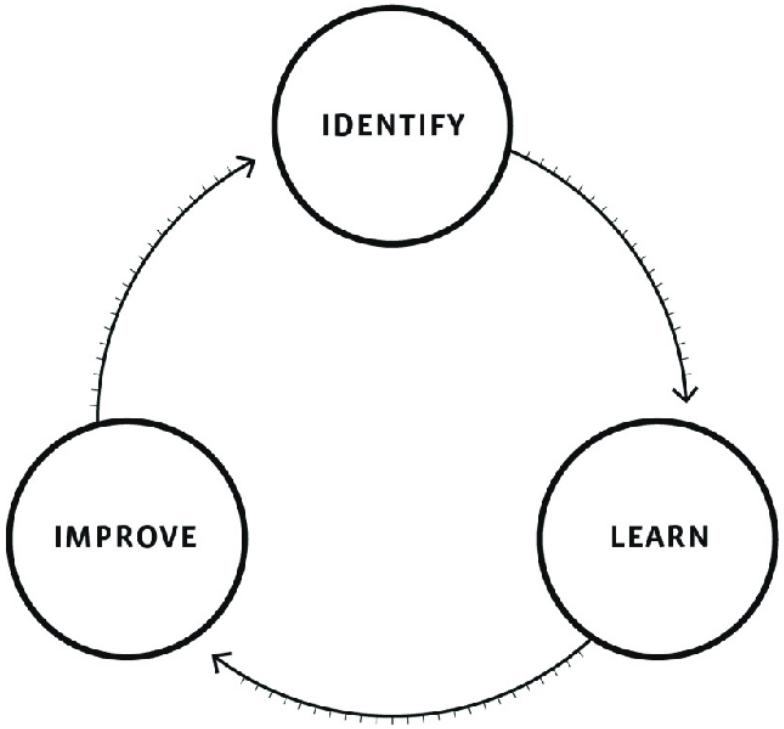
Defining Coaching

In the landmark professional development glossary created by NAEYC (National Association for the Education of Young Children) and NACCRRA (now known as Child Care Aware of America), coaching is defined as:

"***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" (NAEYC & NACCRRA, 2011).

National Center on Early Childhood Development. (Last Updated: August 21, 2018). *Early Care and Education Coaching: A Closer Look at Coaching Models in Child Care and Head Start*. https://eclkc.ohs.acf.hhs.gov/publication/early-care-education-coaching-closer-look-coaching-models-child-care-head-start

Coaches



Instructional coaches, as defined in The Impact Cycle (Knight, 2018), (a) partner with teachers to (b) analyze current reality, (c) set goals, (d)identify and explain teaching strategies to hit goals, and (e) provide support until goals are met.

Knight, J. The Impact Cycle; Corwin: Thousand Oaks, CA, USA, 2018

West Virginia UNIVERSAL PRE-K

WV Universal Pre-K Policy Updates and Coaching

- Research illustrates that coaching is a high-yields practice that can produce more long-term quality outcomes than traditional professional learning alone.
- Head Start Performance Standards require research-based, coordinated coaching strategies for education staff.
- Recommends all WV Pre-K classrooms include an effective pre-k coaching model as part of the CQI process to best support the individualized professional learning needs of education staff.

West Virginia UNIVERSAL PRE-K

WV Universal Pre-K Policy Updates and Coaching

Effective pre-k coaching models are inclusive of the following:

- Coaches who have an early childhood background;
- Ongoing support for coaches in implementation of the adopted coaching model;
- Alignment with the continuous quality improvement process to positively impact instructional strategies; and
- A collaborative partnership between the coach and coachee, rather than a punitive process for educator.

West Virginia UNIVERSAL PRE-K

Current Coaching Practices and Supports in WV Universal Pre-K

Becky Lewis, Early Literacy Specialist, June Harless Center

2020-2021 Early & Elementary Learning Coaching Academy

West Virginia UNIVERSAL PRE-K

LEADERS of LITERACY

West Virginia's Campaign for Grade-Level Reading

2020-2021 Early and Elementary Learning Coaching Academy

In partnership with:

MARSHALL

June Harless Center

LEADERS of LITERACY

West Virginia's Campaign for Grade-Level Reading

Although schools must be accountable for **helping all children achieve**, providing effective teaching for **all children in every classroom every day**, the Campaign is based on the belief that **schools cannot succeed alone**.

Engaged **communities** mobilized to remove barriers, expand opportunities, and assist parents in fulfilling their roles and responsibilities to serve as full partners in the success of their children are needed to assure student success.

The work is about supporting communities and families in the four focus areas of: **school readiness, attendance, high quality instruction,** and **extended learning.**

Our Mission

To serve communities by leading a literacy campaign that connects stakeholders with research and resources in order to provide the best opportunities for every child.

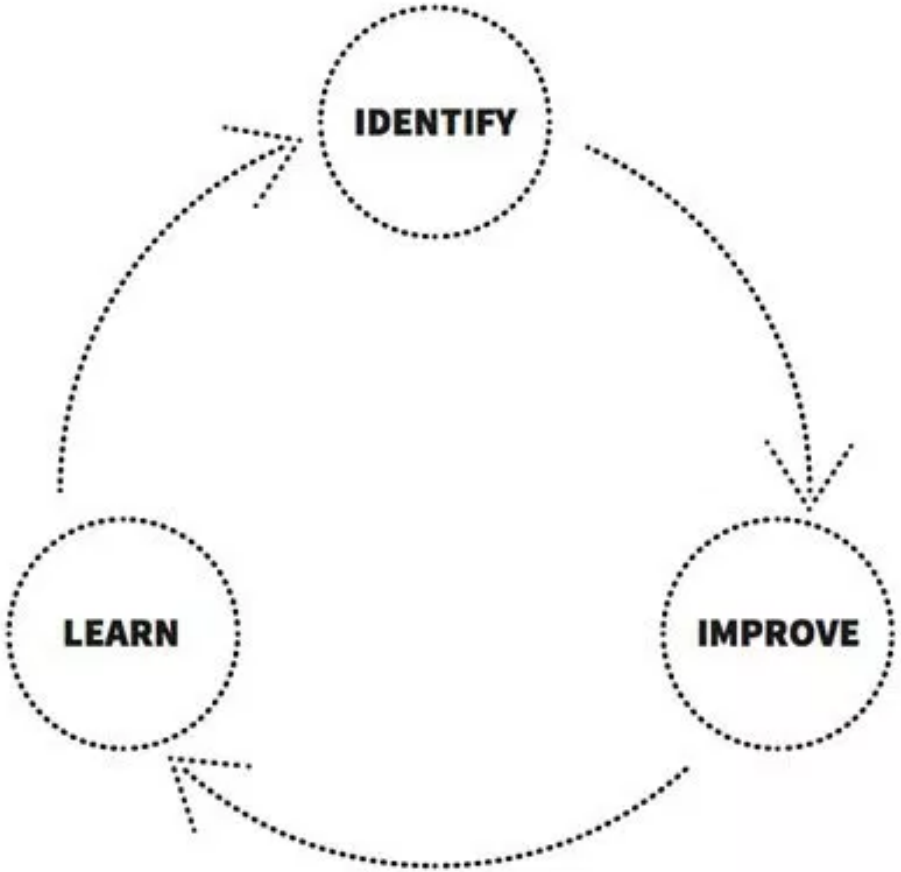
“A poverty mind-set is not about economic deprivation. It’s about living with meager possibilities.”

Approach to Coaching

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity

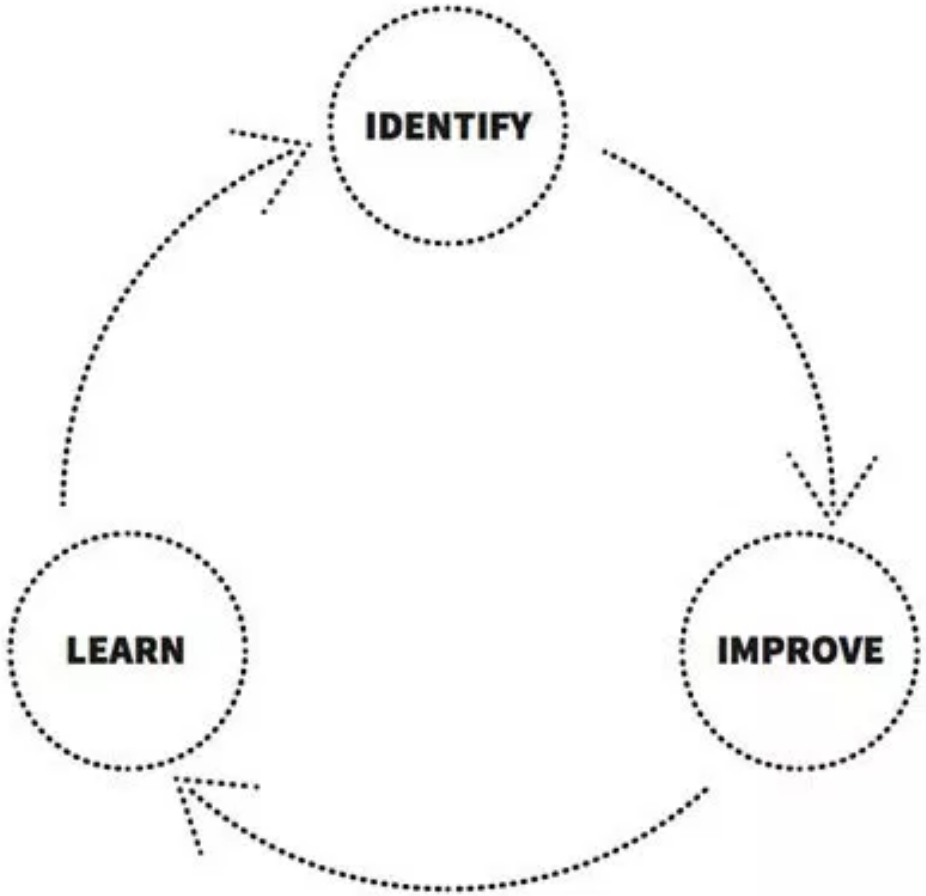
Principles

The Impact Cycle



LEADERS of LITERACY
West Virginia's Campaign for Grade-Level Reading

Identify



Three Strategies to Get a Clear Picture of Reality

- Video Recording
- Learning From Students
- Gathering Observation Data

Identify Questions

These questions can be used to help teachers identify a PEERS goal. (Powerful, Emotionally compelling, Easy, Reachable, Student focused)

1. On a scale of 1-10, with 1 being the worst lesson you've taught and 10 being the best, how would you rank that lesson.
2. What pleased you about the lesson?
3. What would have to change to move the lesson closer to a 10?
4. What would your students be doing differently if your class was a 10?
5. Tell me more about what that would look like.
6. How could we measure that change?
7. Do you want that to be your goal?
8. If you could hit that goal, would it really matter to you?
9. What teaching strategy can you use to hit your goal?
10. What are your next steps?

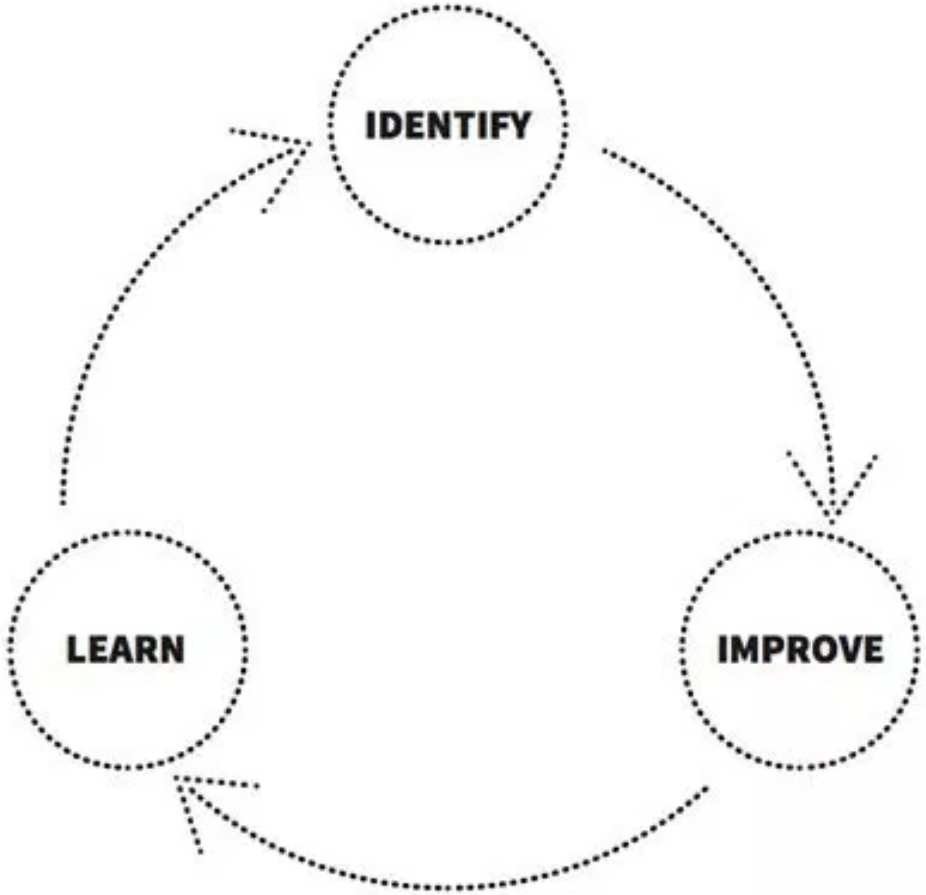
Crysta Answers the Identify Questions to Set a PEERS Goal

PEERS Goals

- **Powerful-** the goal is going to make a significant difference in students' lives and learning
- **Emotionally Compelling-** matters a lot to the teacher
- **Easy-** simple, clear, and easy to understand
- **Reachable-** identifies a measurable outcome and strategy
- **Student-focused-**provides clear feedback on whether changes made a difference in students' achievement, behavior, or attitudes

Identifying a Teaching Strategy

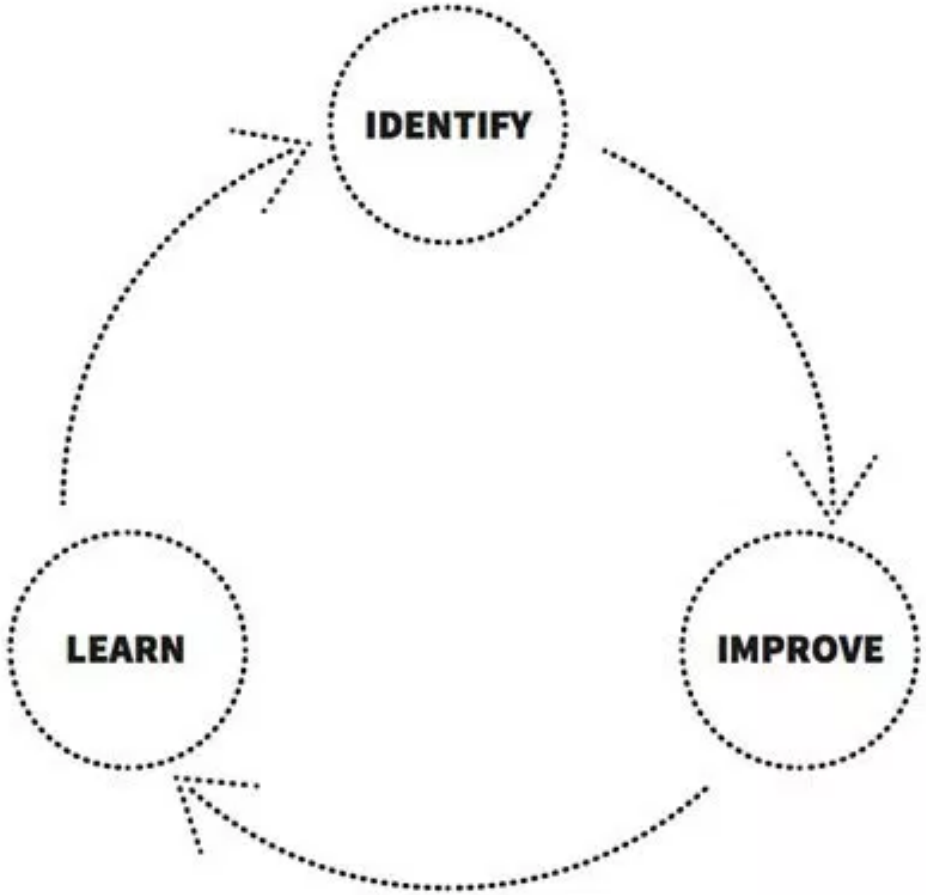
Learn



Describing Teaching Strategies

- Instructional Playbook
- Checklists
- Modeling

Improve



Improve

Is about making adjustments until a goal is met by:

- Confirming direction
- Reviewing process
- Inventing improvements
- Planning next actions

Early and Elementary Learning Coaching Academy

- 2018-2019
  - 2 Live Meetings and 5 Virtual Meetings
  - Focused on:
    - Impact Cycle
    - Role of Coach
    - Partnership Principles
    - Relationship Building
- 2019-2020
  - 2 Live Meetings and 3 Digital Hangouts
  - Focused on:
    - Impact Cycle
    - Relationship Building
    - Better Conversations
    - Goals
    - Development of Instructional Playbooks

Early and Elementary Learning Coaching Academy

- 2020-2021
  - 1 Pre-recorded Preview Session
  - 5 Virtual Meetings via Teams
  - Informal, Asynchronous “Chats” in the Teams App between Virtual Sessions

Academy Dates

Session 1:Tuesday, January 12 from 9:00-10:00 am

Session 2: Tuesday, January 26 from 9:00-10:00 am

Session 3: Tuesday, February 9 from 9:00-10:00 am

Session 4: Tuesday, March 9 from 9:00-10:00 am

Session 5: Tuesday, April 13 from 9:00-10:00 am

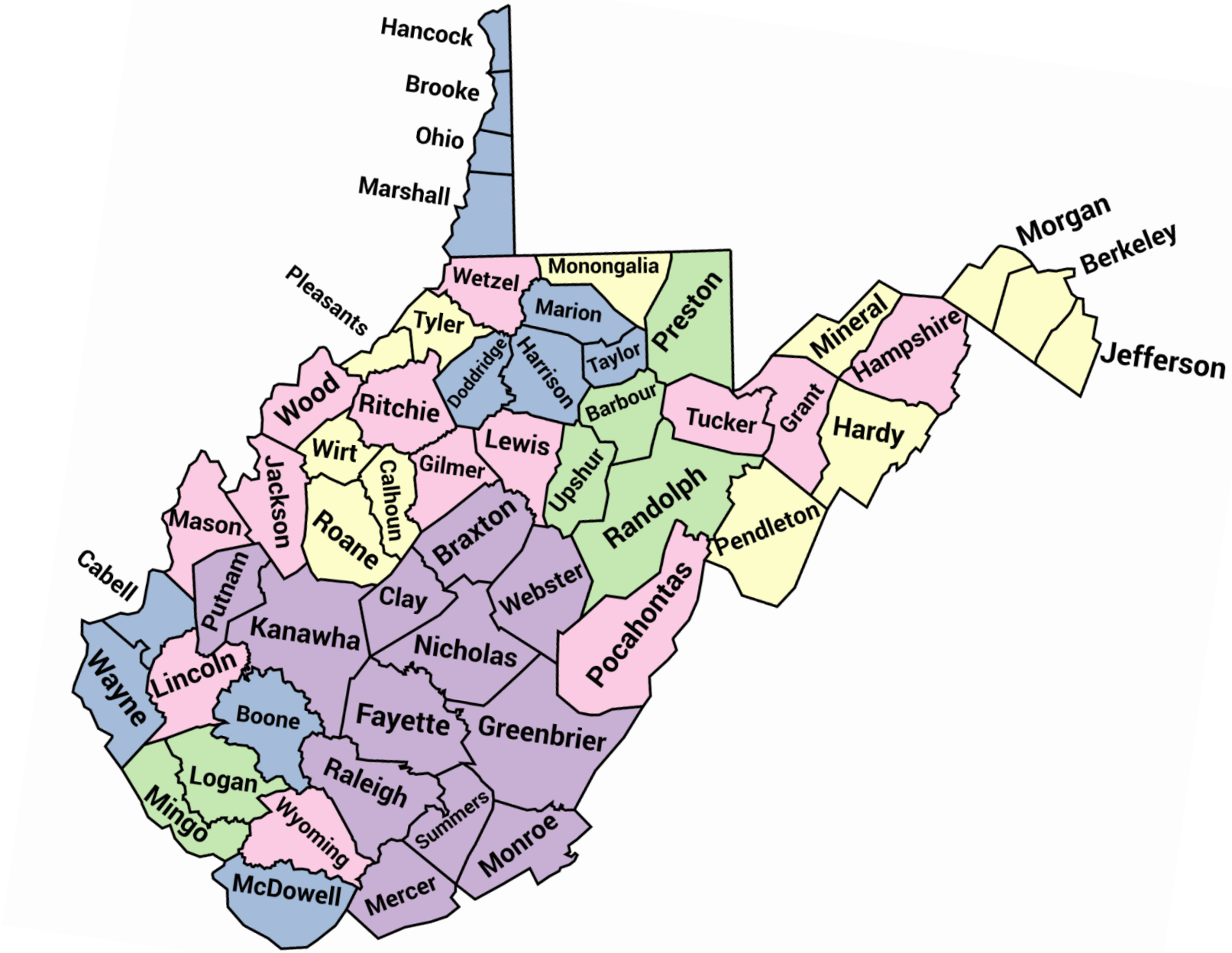
Requests for Additional Trainings

- The Role of a Coach for County-level and Building-level Administrators
- The Impact Cycle
- Better Conversations
- The Instructional Playbook

Campaign for Grade-Level Reading Professional Learning Request Form

Early Literacy Specialists

- Brittany Fike
- Becky Lewis
- Christy Schwartz
- Samantha Statler
- Brandie Turner

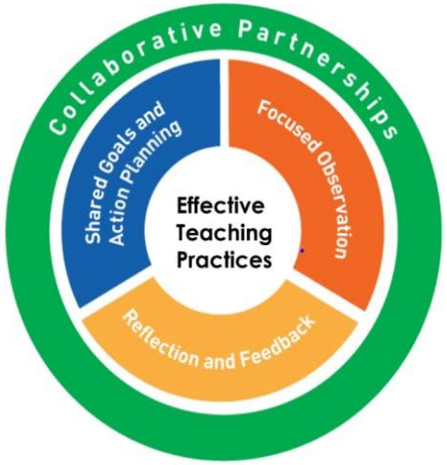


Contact Information

Maggie Luma	OEEL Coordinator & State CGLR Lead	myelencsi@k12.wv.us	304-558-2696
Brittany Fike	Early Literacy Specialist	brittany.fike@k12.wv.us	304-437-2521
Becky Lewis	Early Literacy Specialist	relewis@k12.wv.us	304-270-7299
Christy Schwartz	Early Literacy Specialist	cschwartz@k12.wv.us	304-382-1373
Samantha Statler	Early Literacy Specialist	samantha.statler@k12.wv.us	606-922-5425
Brandie Turner	Early Literacy Specialist	brandie.turner@k12.wv.us	937-408-3947
Blake Turley	Family Support Specialist	blake.turley@k12.wv.us	304-419-1422

Current Coaching Practices and Supports in WV Universal Pre-K

Jordon Taylor, Early Childhood Specialist, Region III, ICF



Practiced-Based Coaching

West Virginia UNIVERSAL PRE-K

Starting Strong with Practice-Based Coaching

Presented by the Region III TTA Network

NCECDTL

1

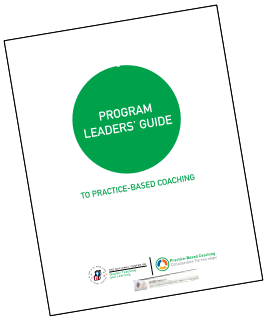
What We Will Cover Today

- PBC Format
- Preparation: How do I prepare for PBC?
- Personnel: Who is involved with PBC?
- Processes: What processes for PBC should I consider?

NCECDTL

2

Program Leaders' Guide



NCECDTL

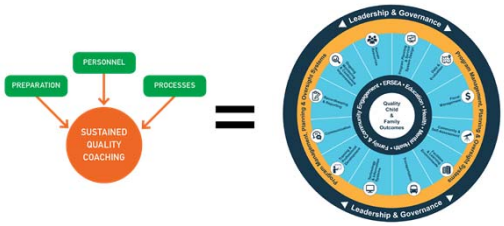
4

Practice-Based Coaching Framework

NCECDTL

5

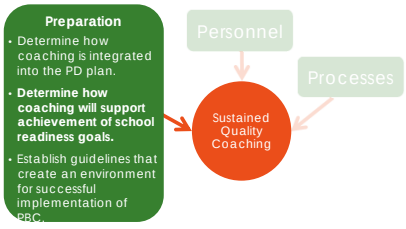
The Three Ps = Management Systems



NCECDTL

6

Preparation



NCECDTL

7

Preparation: Who's on your team?

Practice-Based Coaching Implementation Team

- Executive Director
- Head Start Director
- Governing Body Representative
- Coach Representative
- Coachee Representative
- Directors/Managers from where coaching will occur
- Human Resource Representative
- Fiscal Operations Representative

NCECDTL

8

Preparation: What's in your plan?

Practice-Based Coaching Implementation Plan

- Focus of Coaching
- Delivery Formats
- Identify Coaches
- Identify Coachees
- Monitor/Evaluate Coaching
- Equipment/Resources Needed
- Introduction of Coaching to Staff
- Schedule for Coaching
- Support for Coaches

NCECDTL

9

HSPPS: Coaching

1302.92(c) A program must implement a **research-based**, coordinated coaching strategy for education staff

NCECDTL

10

Preparation: How will coaching be delivered?

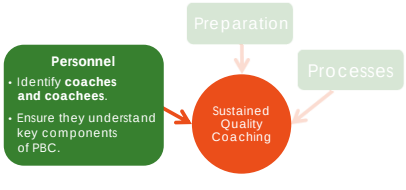
15

Preparation

- Set of defined practices
- Needs Assessment

16

Personnel: Who is involved with PBC?



19

The Three Ps: Personnel

- Who will coach?
- Who will be coached?
- How will you prepare coachees and coaches?

20

Identifying Coaches

- Experience with young children
- Knowledge of the curriculum
- Understand adult learning principles
- Experience with policies, procedures and culture of grantee
- Supervisors who coach

21

Identifying Coachees

- Not everyone receives coaching.
- Staff member may be a good candidate for coaching when he or she:
  - Is interested
  - Needs support
  - Has concerns about child outcomes progress

22

Processes

Processes

- Gather information about implementation of PBC.
- Use implementation data to connect coaching to changes in teaching practices and attainment of school readiness goals.

Personnel

Preparation

Sustained Quality Coaching

NCECDTL

24

What processes for PBC should be considered?

How will your program use data to:

- Plan for coaching?
- Evaluate coaching implementation?
- Evaluate coaching impacts?

NCECDTL

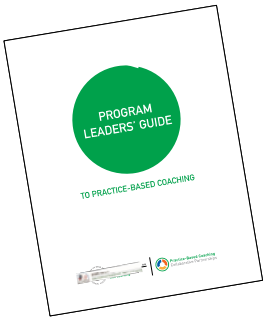
25

Resources

NCECDTL

27

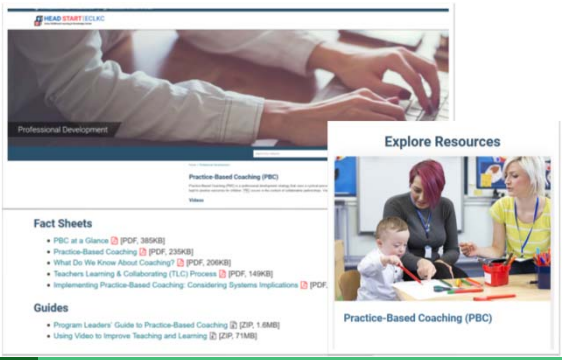
Program Leaders' Guide



NCECDTL

28

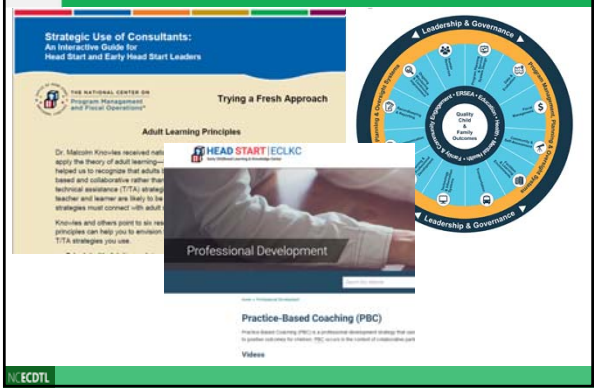
ECLKC Resources



NCECDTL

29

ECLKC Resources



NCECDTL

30

33

Current Coaching Practices and Supports in WV Universal Pre-K

Amy Carlson, Ed.D. CCC-SLP, Early Childhood Positive Behavioral Interventions and Support (ECPBIS) Coordinator, WV Behavior Mental/Health Technical Assistance Center at the WV Autism Training Center at Marshall University

WV ECPBIS
Early Childhood Positive Behavioral Interventions and Supports

West Virginia UNIVERSAL PRE-K

WV ECPBIS and Practice-Based Coaching

Amy Carlson, Ed.D. CCC/SLP

WV ECPBIS Coordinator

WV ECPBIS

Early Childhood Positive Behavioral Interventions and Supports

What do we want?

- Improve our contact and supports for classrooms/counties/agencies implementing The Pyramid Model
- Evidence-based and research-based fidelity measures
- Data

Why do we want it?

- Improved fidelity
- Shows our strengths
- Shows our areas of need
- It will improve social-emotional outcomes across our state
- Teachers and schools need supports with persistent challenging behaviors

How do we get it?

- Pilot Program
- Practice-Based Coaching
- Targeted Technical Assistance
- Capacity Building

**These only happen sequentially.
They do not occur
in isolation.**

Amy Carlson, Ed.D. CCC/SLP

amy.carlson@marshall.edu

Questions/Thoughts

West Virginia
UNIVERSAL PRE-K