

Step 2: Journal Reflection

- ▶ How does what we discussed about observation compare to your current practice or experience as a coach?
- ▶ What are the implications for your coaching practice?



Read

Step 3

Feedback & Reflection



“*Reflection means stepping back from the immediate, intense experience of hands-on work and taking the time to wonder what the experience really means.*”

— Parlakian, 2001

Reflective Conference Tasks

- ▶ **Lead** mentee in an analysis of the events observed and guide the reflection on these events.
- ▶ **Share** best practices observed and **identify** and **discuss** any teaching or administrator challenges observed.
- ▶ **Facilitate** a discussion about next steps.

Use the principles for reflective conferencing as you plan

How will you...

- ▶ Encourage and value the mentee's voice?
- ▶ Promote mentee reflection?
- ▶ Challenge thinking?
- ▶ Build on strengths?
- ▶ Focus on achievable goals?

Encourage Reflection During the Conference

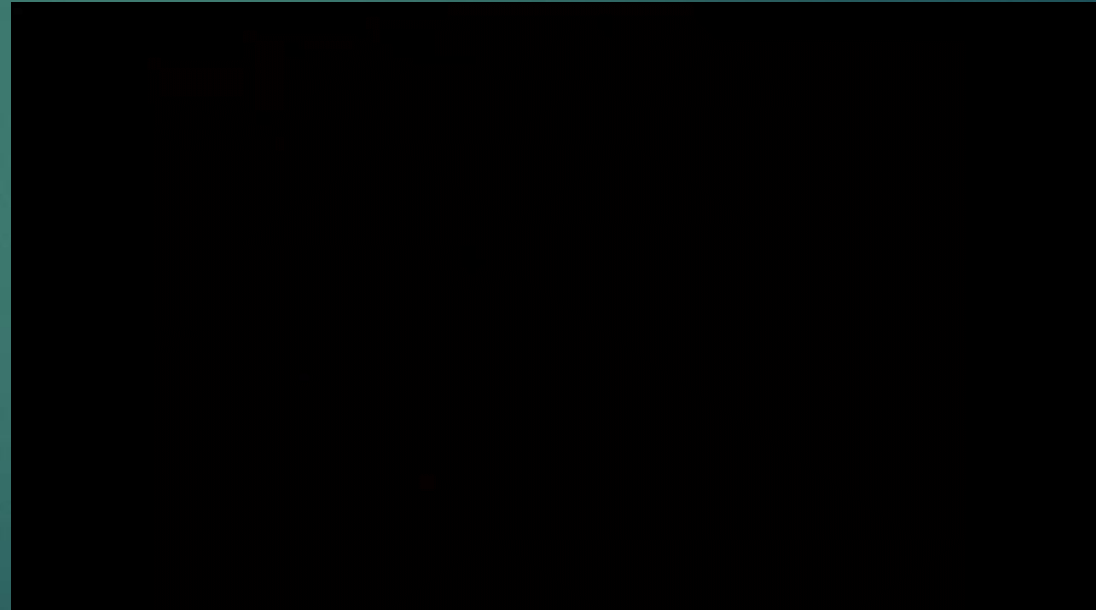
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- ▶ **Review goals and focus of the conference.**
 - ▶ **Let the mentee comment first.**
 - ▶ **Use questions and comments to draw out the mentee's thoughts and feelings.**
 - ▶ **Share your own observations.**
- ▶ *What did you think about the activities I observed or captured in video?*
 - ▶ *How effective do you think you were at achieving your goals?*
 - ▶ *What were you trying to accomplish? Did it work? Why? Why not?*
 - ▶ *What do you think you did that contributed to children's behaviors ?*
 - ▶ *Do you see any patterns developing?*
 - ▶ *That is a nice example of...(cite a child outcome or learning goal)*
 - ▶ *Explain more to me.*
 - ▶ *Introduce some of your insights.*
 - ▶ *Cite evidence of how the goal was met or whether key points were missed*



Video Viewing

This video shows a coach
in a home-based Early
Head Start program..



Challenge Mentee's Thinking

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Think about why mentee might be struggling

Connect practices and children's responses

Address mentee's teaching challenges

Share your own perspective. Address differences.




Manage Your Time!

One half hour is long enough for a coaching feedback session. Meetings longer than 30 minutes increase chances you will go off in 3 or 4 directions rather than focusing on a single goal together.

Self Assessment on TA Process

Turn to Section 1, Domain 1.3 on page 16.
Complete this Self-Assessment Section.



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GUIDING CHANGE, IMPACTING QUALITY: A Guide to Technical Assistance in Settings Serving Infants & Toddlers, Preschoolers, and Children in Out-of-School Time Programs and Their Families

SELF-ASSESSMENT TOOL

Massachusetts Department of Early Education and Care
June 2014

Time for Lunch 30 minutes

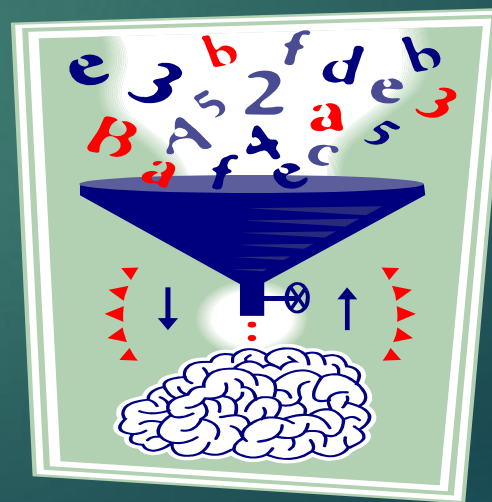


Module 6: The Role of Evaluation in the TA Process

TA Guide-Section 1, Subdomain 1.5 (page 20). Find competencies related to the role of evaluation.

Using Data to Inform Coaching

Underlying effective coaching practices is a focus on the **intentional** use of data to inform our practices and to determine if they impact student outcomes.



“If you can't measure something, you can't understand it. If you can't understand it, you can't control it. If you can't control it, you can't improve it.”

▶ H. James Harrington



“Using data effectively does not mean getting good at crunching numbers. It means getting good at working together to gain insights from assessment results and to use insights to improve instruction and child outcomes.”

Goal

Use data to inspire us rather than to burden us and to illuminate understandings.





Making Sense of Data

Guide to Making Sense of Data

- ▶ What do we **know** as a result of examining this data?
- ▶ What do we **think** as a result of examining this data?
- ▶ What **don't we know** as a result of examining this data?
- ▶ What do we **want to know** as a result of examining this data?
- ▶ How does/will this data **help improve** instructional practices? Child outcomes?
- ▶ How will this data **help improve** coaching?

Case Study



- ▶ **Find** a partner.
- ▶ **Read** the Observation Data Analysis Guide in your packet.
- ▶ **Choose/review** 1 of 3 case studies in your packet.
- ▶ **Analyze** information using the Data Analysis Guide.
- ▶ **Find** a pair with the same case to share your conclusions.

Three Case Studies

Toddler Class

Coach & Teacher
Conversation

CLASS Toddler Scores

ITERS Scores

Pre-K Class

Coach & Teacher
Conversation

CLASS Scores

ECERs Scores

Administrator

Coach &
Administrator
Conversation

PAS Scores

Case Study Debrief

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- ▶ Were the data analyses **difficult**?
- ▶ What aspects did you find most **challenging**?
- ▶ Did your conclusions **differ** from your pair share colleagues?
- ▶ What are the **implications** for your coaching practice?

Journal Reflection

- ▶ Jot down any ideas to remember or practices apply or adapt for your own professional practice.



Evaluating the Coaching Process



How do we reflect on or evaluate the coaching relationship?

Some Ideas

Revisit your goals

Obstacles encountered?

Progress made?

Measure success

What did I do particularly well?

What can I do now that I couldn't do before?

What changes do I see in my practice as a mentee or coach? In children?

Insights

Was the experience valuable? Why/why not?

What did I learn about myself?

How can I use this learning in the future?

What didn't go well?

What am I still challenged by?

What might I do to address these challenges?



Sample Coaching Evaluation Form

Coaching Logs



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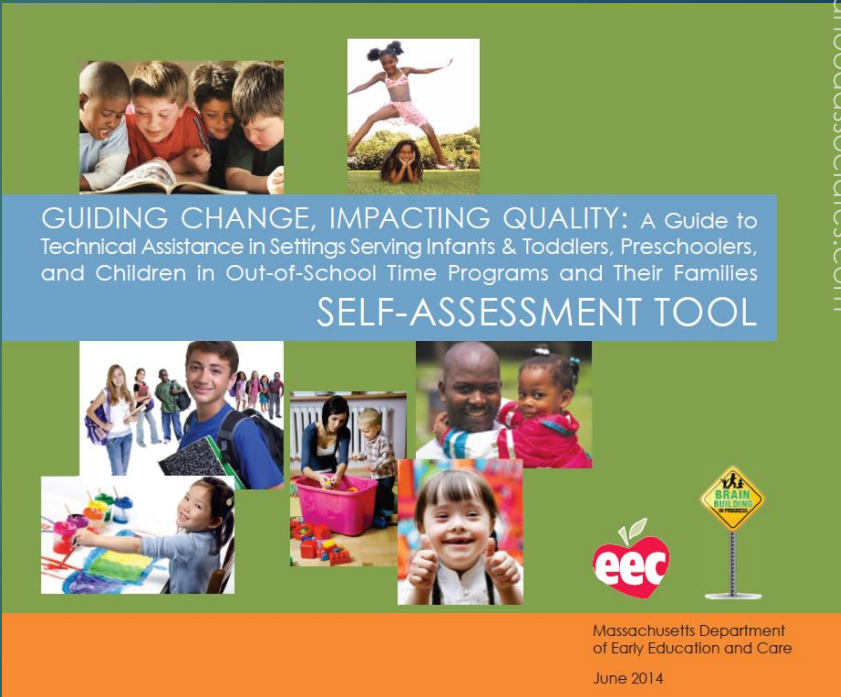
Captures Essential Characteristics Of Coaching Sessions:

- ▶ Time allotted to the session
 - ▶ Coaching goals
- ▶ Coaching strategies used
 - ▶ Content covered

Self Assessment on TA Approaches

Turn to TA Guide-Section 1, Subdomain 1.5
Complete this Self-Assessment Section.

Turn to **Page 32** to complete the **Summary, Goal Setting and Action Steps**.



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SELF-ASSESSMENT TOOL

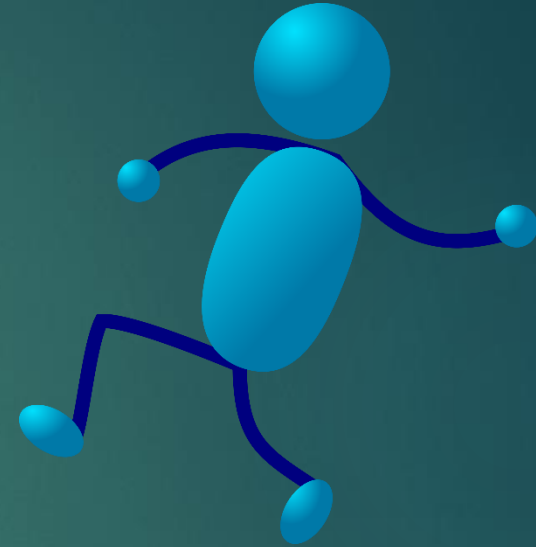
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Congratulations!!



You have completed the TA Course!

Before you go.....



Take a few minutes to complete the end of
Course Evaluation!