

Guiding Change, Impacting Quality

TA COURSE



Welcome!

2

- ▶ Who is Participating?
- ▶ Newcomers?



Topics Covered: Day Two

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- ▶ **Day One Revisited**

- ▶ **TA Process Competencies**

- **Energize**
- ▶ Professional Conferencing
- **Inspire**
- ▶ Observation and Assessment ← *Cultural Competence*
- ▶ Reflective Practice

- ▶ **The Role of Evaluation in the TA Process Competencies**

- ▶ Planning and Conducting Assessments
- ▶ Tracking TA Progress and Outcomes
- ▶ Using Data to Inform Revisions to the TA Process



Coaching Quotes

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- ▶ **Take** a fortune cookie.
- ▶ **Read & share** your quote with others.
- ▶ **Think** about how the quote relates to your experiences as a coach or TA Specialist.
- ▶ **Revisit Day One.** Brainstorm a list of competencies needed to be an effective coach.



Effective Coaches

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- ▶ Are responsive and reflective
- ▶ Share backgrounds, knowledge and experiences
- ▶ Adopt a professional code of ethics
- ▶ Are goal oriented and solution focused
- ▶ Define clear roles for themselves and mentees
- ▶ Work jointly on goal setting
- ▶ Provide timely feedback
- ▶ Use strategies to navigate conflicts
- ▶ Are empathetic-try to understand and validate mentee experiences and perspectives
- ▶ Build on strengths
- ▶ Embrace diverse culture and beliefs

The Coaching Process

- a. **PRE-CONFERENCE**
- b. **THE CYCLE**
- c. **GOAL SETTING**
- d. **OBSERVATION**
- e. **FEEDBACK**



Professional Conferencing Process

TA Guide-Section 1, Subdomain 1.3 (page 16).

Find competencies related to professional conferencing.

- a. **Pre-Conference**
- b. **The Cycle**
- c. **Goal Setting**
- d. **Observation**
- e. **Feedback**



Pre-Observation Conference

Where should
we go?



What's this ride
going to be
like?

How should we
get there?

Pre-Observation Conference

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What Coaches Can Do

Learn more about the make-up, values and culture of the learners in the classroom

Ease tension and anxiety about the observation

Lay the groundwork for a productive post-observation conference.

What Mentees Can Do

Identify needs and goals

Gain clarity about the observation.

Coaches & Mentees Can

Select a focus for the observation

Agree on an approach, a recording method (observation, videotape) and a time

Set time for post observation conference

Build a trusting relationship

Professional Conferencing Guide Handout



In Groups...

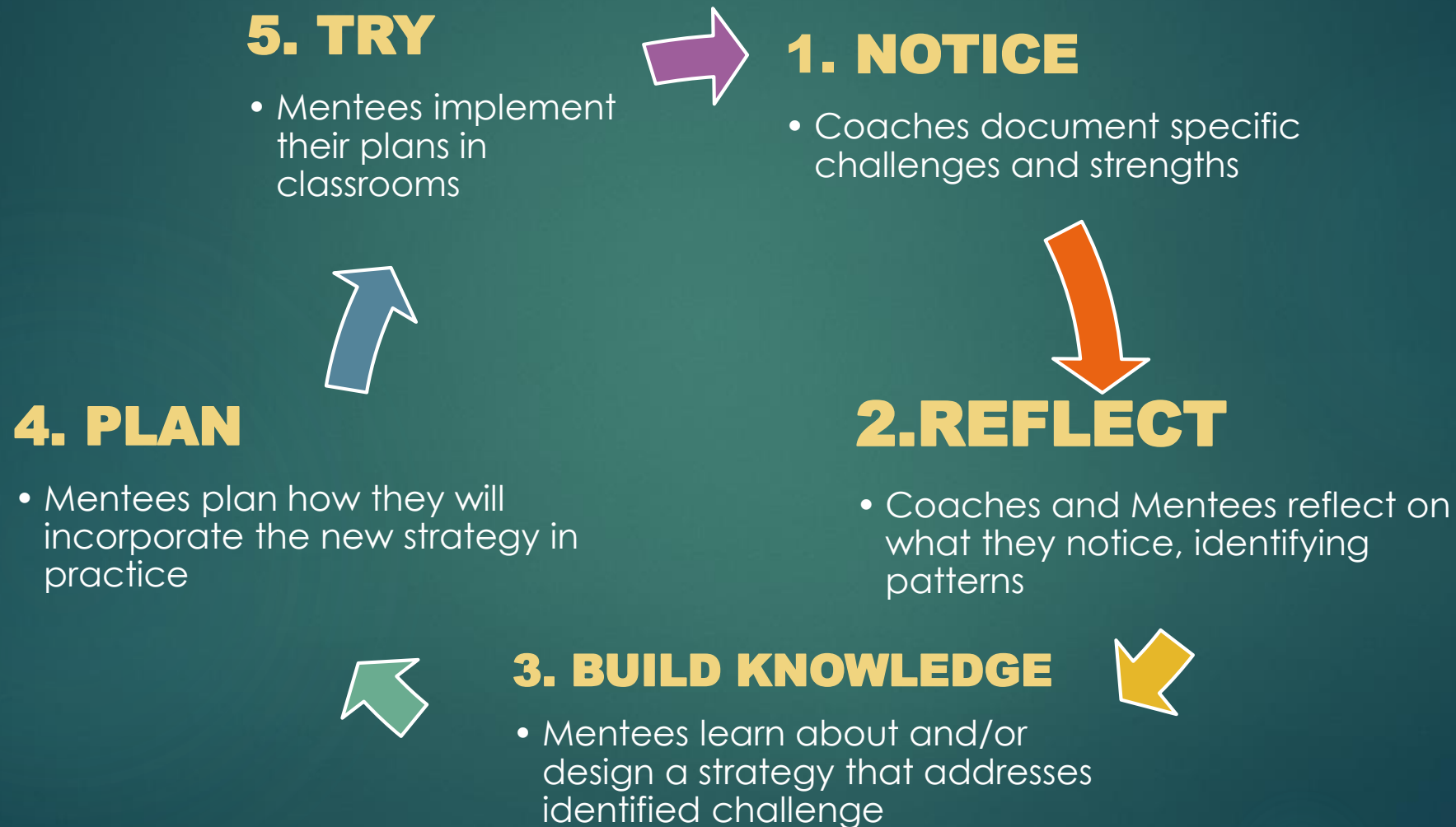
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What is the TA Cycle?

- ▶ Compare Handout and TA Guide 1.3
- ▶ Continuous Improvement Process Cycle vs. GROW Protocol
- ▶ 3 Steps of Coaching

Continuous Improvement Process

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Goal Setting

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- ▶ Think about the **GROW: Shared Coaching Plan Handout** discussed on Day One
- ▶ Read **Step 1** in the Professional Conferencing Guide
- ▶ Watch the Video
- ▶ Reflect and Discuss



Professional Conferencing Guide

- ▶ Entry and Relationship Building
- ▶ Goal Setting and Action Planning
- ▶ Observation
- ▶ Debrief, Feedback & Reflection

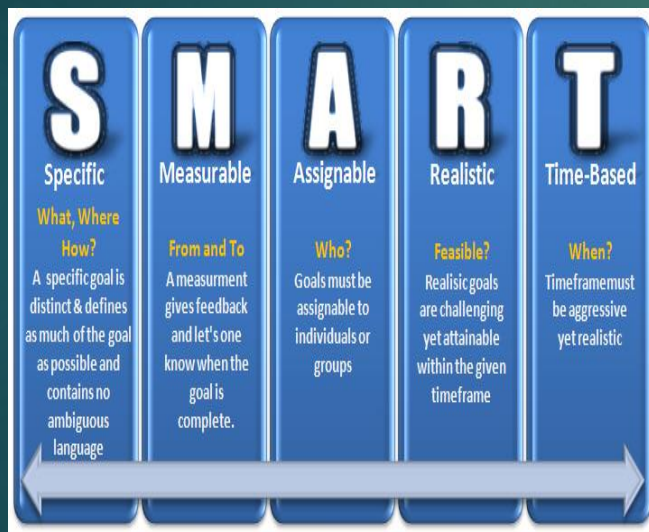


Video Viewing



In this video, Tyshawn talks about setting goals.

Goal Setting: Coaching Questions



- ▶ What result are you trying to achieve?
- ▶ Why are you hoping to achieve this goal?
 - ▶ How can you word that goal more specifically?
 - ▶ How can you word this goal using positive language?
- ▶ What **outcome** would be ideal?
- ▶ What do you want to change?
- ▶ What's important to you at the moment?
- ▶ What challenges are you struggling with at the moment?
- ▶ What's your ideal future?

Getting to Outcomes: Coaching Questions



- ▶ How can you measure that goal?
- ▶ What is the outcome you're looking to achieve here?
- ▶ How will you know you have been successful?
- ▶ How can you break down that goal into bite-sized pieces?

Tips for Focusing on Goals

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- ▶ Be explicit
- ▶ Make sure the steps to meet the goal are manageable
- ▶ Follow-up and encourage follow-through
- ▶ Restate the goal each time you meet to maintain a shared focus.
- ▶ Look for moments of effectiveness that are small steps towards the goal.
- ▶ Review what has come before
- ▶ Link coaching goals to other required goal setting.



Journal Reflection

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- ▶ Identify 1 or 2 **takeaways** from the Goal Setting review.
- ▶ Describe 1 or 2 **implications** for your work as a coach or TA specialist.



Five Minute Stretch Break

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Read

Step 2

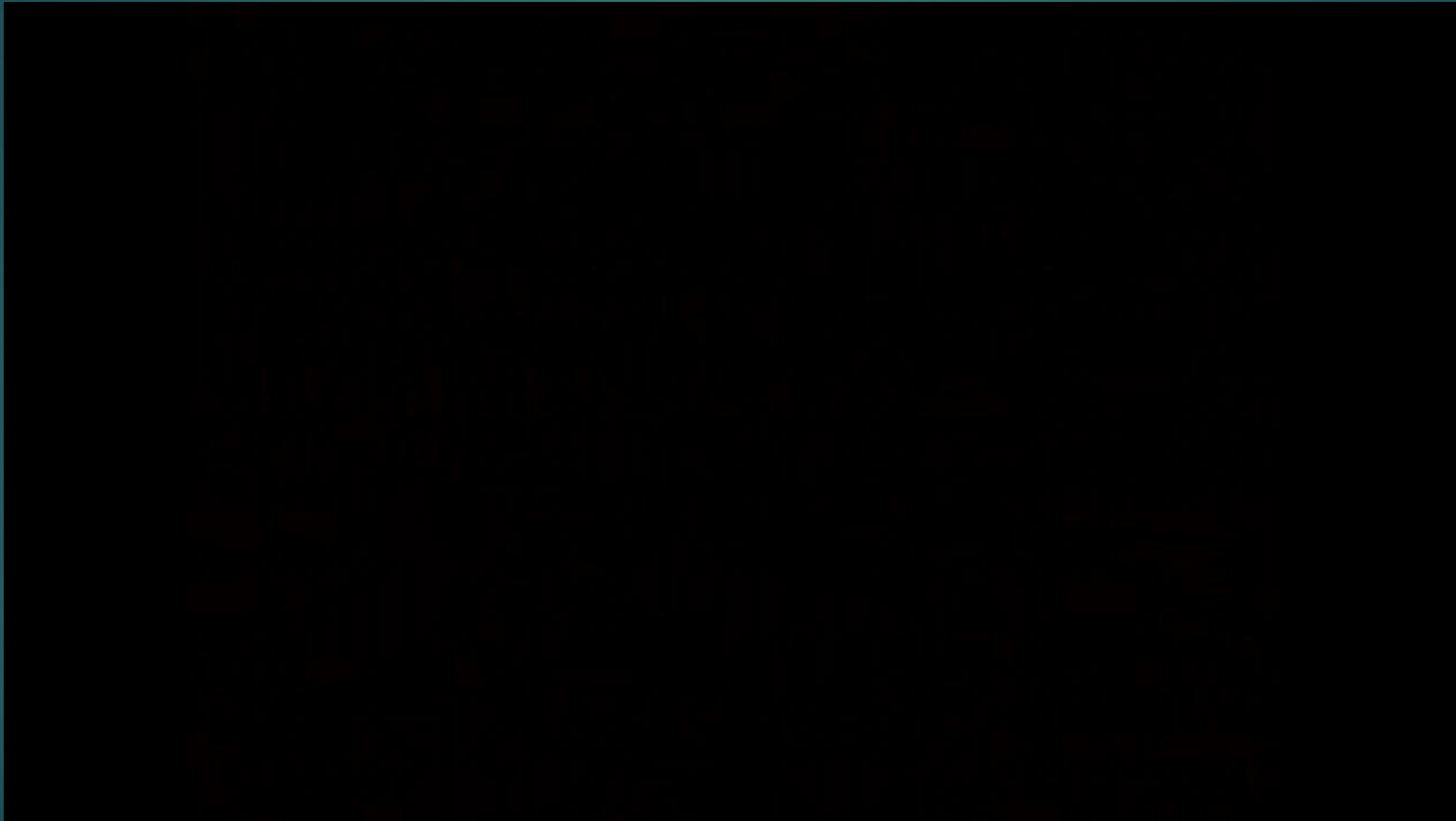
Observation and Analysis



Video

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Observation



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- ▶ What are your experiences with observation and professional conferencing?
- ▶ How do they compare to those depicted in the video clips?

Observation Tips

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STICK TO THE PLAN

DOCUMENT

CONDUCT ANALYSIS OF THE OBSERVATION

Post Observation



It is tempting to provide immediate feedback at the conclusion of the observation; however, taking the time to analyze observation data and to think about the conference to follow increases the success and power of the ..cycle

Post Observation Analysis

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Critical Incidents?

Accomplishments?

Messages?

**Environmental/
Instructional Stressors?**

Patterns?

**Missed
Opportunities?**

Strengths?

**Child/Adult Influence on
each other?**

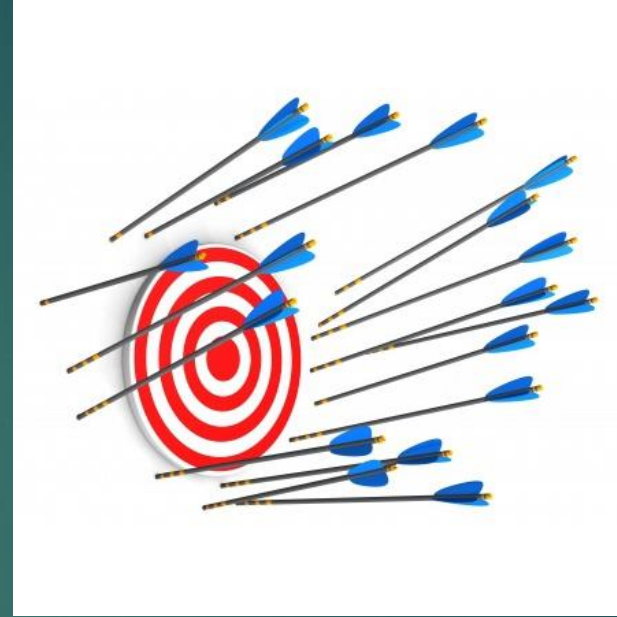
Critical Incidents



A coach observes a mentee helping a child write a letter (an example of the mentee's growth). And concludes the mentee knows how to support children's writing.

But later on, the coach observes the same mentee giving children worksheets to practice repeatedly forming the letter "d", (a challenge for the mentee).

Missed Opportunity



A mentee whose teaching goal is to extend conversations with children by asking open-ended questions effectively during a book reading activity but may fail to engage children in a similar way in the block area or at lunch.

“ One of the hardest tasks to learn is to suspend pre-judgment, to become acquainted with one’s own defense mechanisms, to correct for expectations and preconceptions so as to be able to “see” and “hear” more accurately what is going on. ”

EH SCHEIN, 1997



Cultural Competence

“Having an awareness of one’s own cultural identity and views about difference and the ability to learn and build on varying culture and community norms of children and families. It is the ability to understand the within group differences that make each child unique while celebrating the between group variations that make our country a tapestry. This understanding informs and expands our teaching practices..” (NEA 2013)



Observer Bias

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Common Observer Biases

- ▶ Halo Effect
- ▶ Horns Effect
- ▶ Middle of the Road Effect

To Overcome or Minimize Bias

- ▶ Become aware of the lenses you bring
- ▶ Talk about beliefs and values with proteges
- ▶ Use formal observation tools that give observers objective criteria
- ▶ Follow guidelines for accurate and objective recording



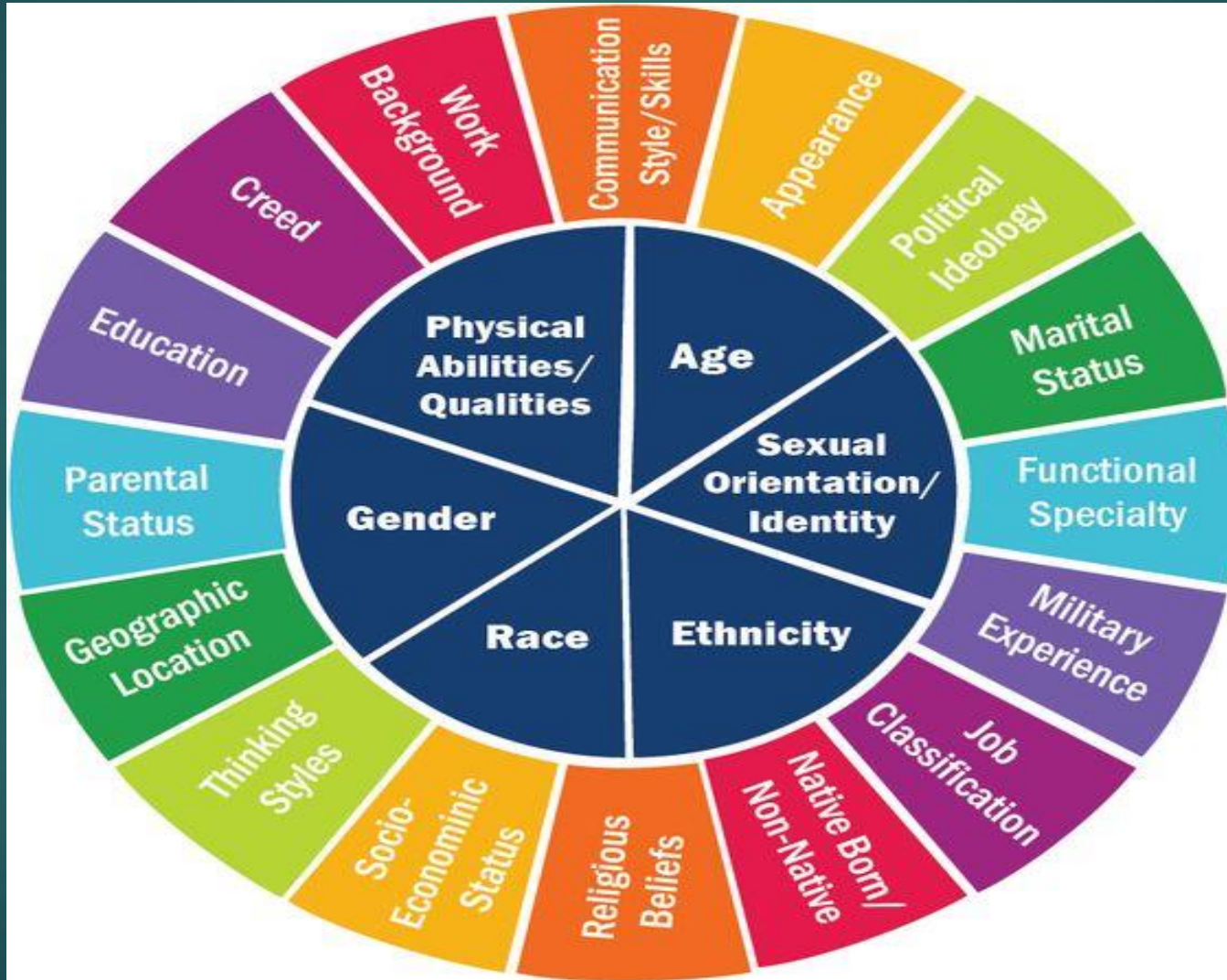
Case of Rhoda & Yvonne



- ▶ What are some biases that have surfaced when you were observing a mentee?
- ▶ How did you minimize the effects of bias on your observations?

Dimensions of Diversity Wheel

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Reflection

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Do I demonstrate an open attitude by avoiding quick judgments, tolerating ambiguity and complexity and exhibiting patience and inquiry?

Do I have resources to get this information?

Do I realize that others may have needs and expectations that are not expressed directly?

How well do I tolerate ambiguity and difference? What situations make me uncomfortable?

Do I know enough about other cultures that I am engaged with to understand their social interactions?

Do I challenge assumptions and consistently recognize the values, attitudes, beliefs and behaviors of others?

Step 2: Journal Reflection

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- ▶ 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

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- ▶ **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

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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

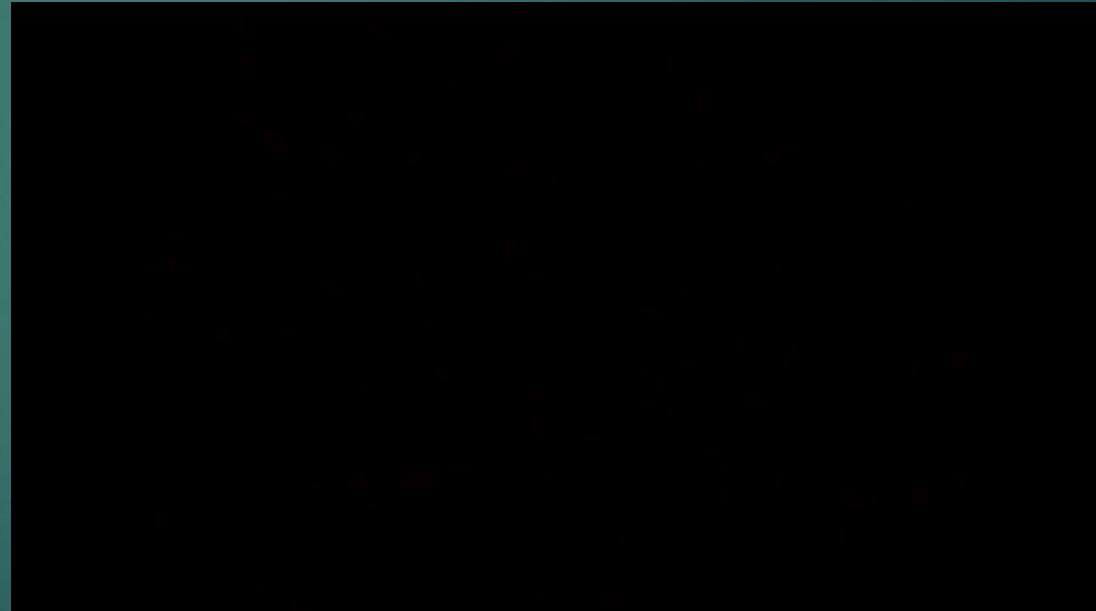
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- ▶ **Review goals and focus of the conference.**
 - ▶ **Let the mentee comment first.**
 - ▶ **Use questions and comments to draw out the mentee's thoughts and feelings.**
 - ▶ **Share your own observations.**
- ▶ *What did you think about the activities 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!



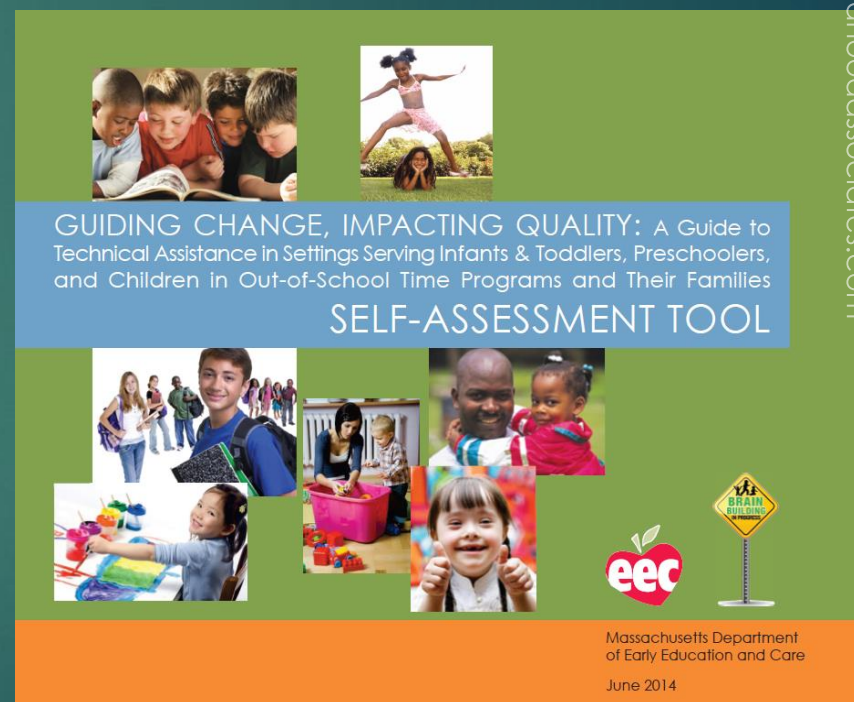
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One half hour is long enough for a coaching feedback session. Meetings longer than 30 minutes increase chances you will go off in 3 or 4 directions rather than focusing on a single goal together.

Self Assessment on TA Process

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



**Time for Lunch
30 minutes**

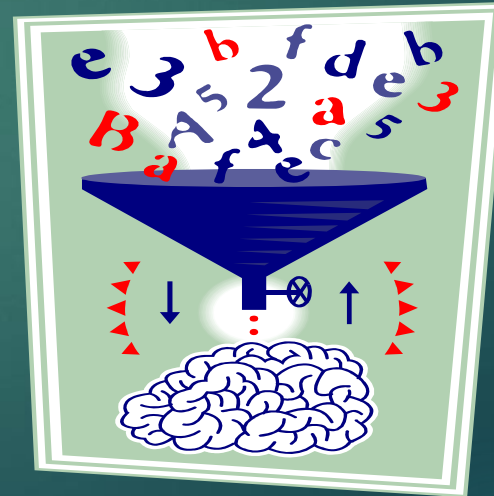


Module 6: The Role of Evaluation in the TA Process

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

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- ▶ 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

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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

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- ▶ 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

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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**.



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

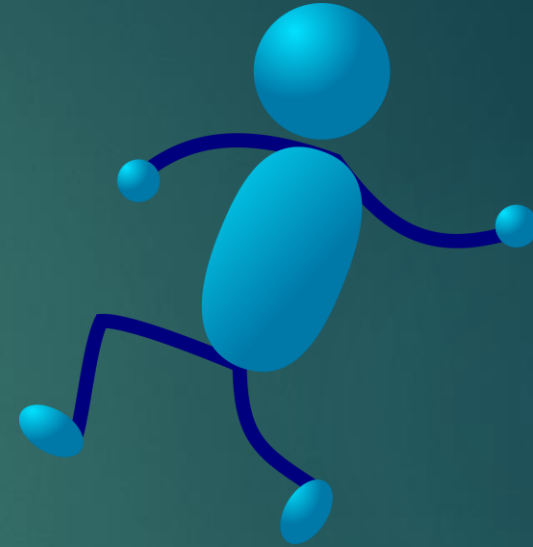
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Congratulations!!



You have completed the TA Course!

Before you go.....



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