Guiding Change, Impacting Quality

TA COURSE

Your Presenters Today
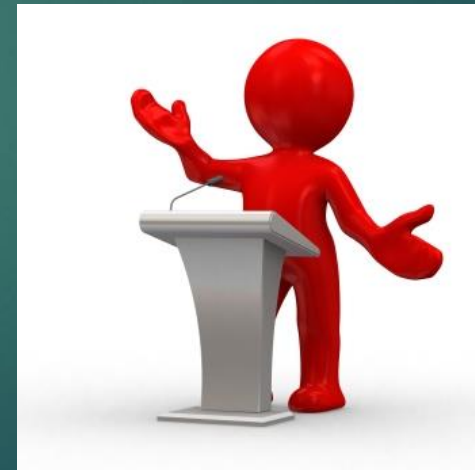
Linda Warren
Early Childhood Associates
CEO

Meghan McGinley Crowe
Little Sprouts, LLC.

Welcome!

- ▶ Who is Participating?

About the Participants

Years in your current position?

> 1 year	3%
1-5 years	62%
6-10 years	21%
11-15 years	3%
< 16 years	12%

Experience with coaching?

>1 year	6%
1-5 years	53%
6-10 years	18%
11-15 years	9%
<16 years	15%

What are you interested in learning from the course?

"I am interested in how to change or modify the behaviors of teachers who have not or minimally have changed their practices in early childhood education."

"How Guide can be used given the different types of coaching we are hired to do, i.e. some are limited to group coaching and /or 10-12 hours per year".

Action Actively Approaches Arises Assessment Assistance Back Based Basis Begun Build Capacities Central Challenge Change

Childhood Children Classroom

Coaching

Competencies Concepts Conferencing Confident Conflict

Continue Cover Create Data Debrief Develop Early Education Effective Enhance Ensure Eps Examples Explore Families Feedback

Feel Field Find Focus Forward Frame Grant Guide Healthy Holding Hope Illustrate Impact Improve Inform Intentional Interested

Intervene Intervention Job Knowledge Leaders Learning Long Maintaining Model Moving Observation Part Past Planning Practice

Process Professional Program Provided Putting Qualified Quality Redirect Reflection Related Relationship Research Resistance Role

Sessions Skills Specific Strategies Strong Support Teacher Technical Term Transitioned Trends Understanding Ways Work Year
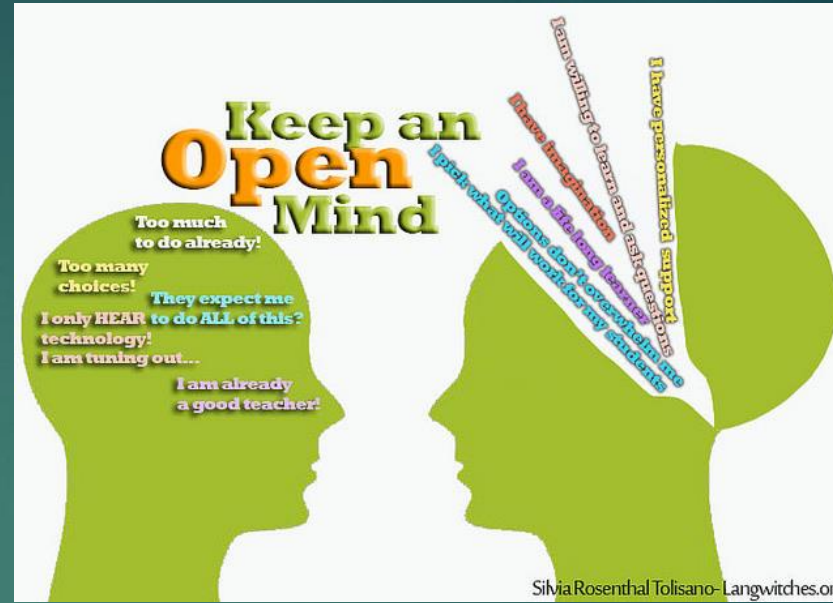
"Putting a professional conferencing process into action - planning, observation, feedback, and reflective practice".

Course Overview

- **Module 1**: Introducing the Guide to TA and Self-Assessment Tool

- **Module 2:** The Role of the TA Provider

- **Module 3:** TA Approaches

- **Module 4:** A Closer Look at TA Approaches (Online)

- **Module 5:** TA Processes

- **Module 6:** The Role of Evaluation in the TA Process

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Learning Goals

▶ Describe the structure and uses of the **TA Guide and Self-Assessment Tool**

▶ Summarize roles, responsibilities & expectations of **coaches**

▶ Create **TA plans** based on the needs and interests of teachers

▶ Assess **strength-based and culturally competent approaches** to reflective inquiry

▶ Demonstrate the structure of a **coaching conversation**

▶ Apply the steps in the professional **conferencing process**

▶ Analyze and use **data** to inform TA planning and changes in teacher practice

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Keep an **Open** Mind

Too much to do already!
Too many choices!
They expect me to do ALL of this?
I only HEAR technology!
I am tuning out...
I am already a good teacher!

I am willing to learn and ask questions
I have imagination
I pick what will work for my students
I am a life-long learner
Options don't overwhelm me
I have personalized support

Silvia Rosenthal Tolisano- Langwitches.org

Icebreaker: Keeping an Open Mind

Coaching Essentials

HANDOUT

Coaching Essentials

- ► Ethics
- ► Professionalism
- ► Contracting
- ► Relationship-Building
- ► Basic Coaching Skills
- ► Coaching Process Skills
- ► Getting to Outcomes
- ► Using Coaching Interventions and Tools
- ► Organizational Acumen
- ► Evaluating

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Module 1:

THE TA GUIDE AND TA SELF ASSESSMENT TOOL

NAEYC & NACCRRA Definition of Professional Development

Education

Technical Assistance

Training
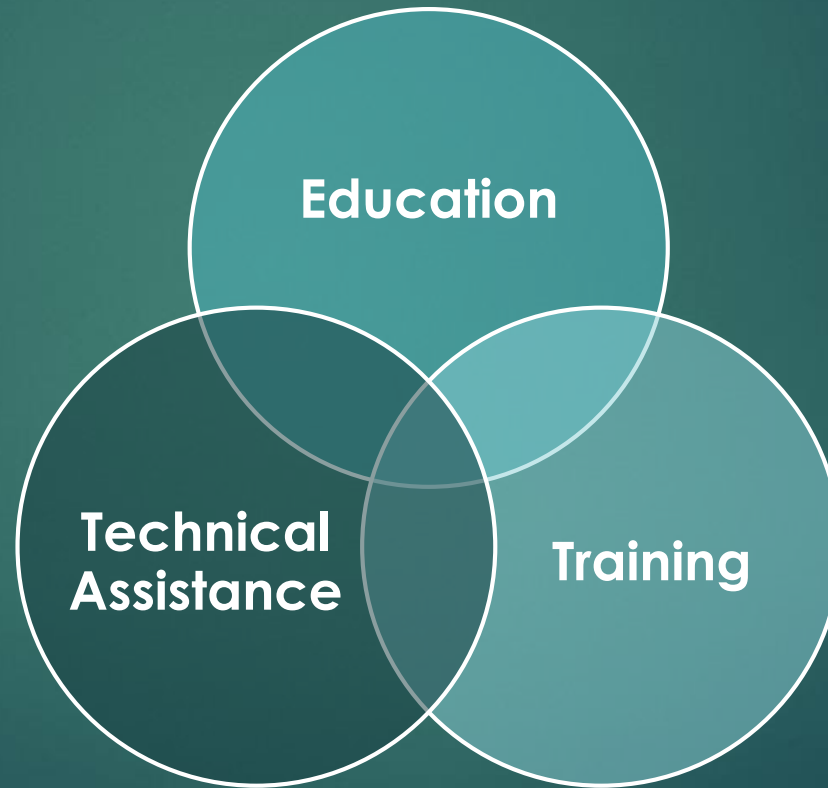
Technical Assistance

Targeted, customized support by a professional(s). Includes guided self-reflection, resulting in the application of theories, information and new ideas into professional practice.

- **Mentoring -** relationship-based process where a respected experienced person supports and nurtures professional growth of a less experienced person.

- **Coaching -** a relationship-based process with a person with expertise in a specific area offers assistance to another person in identifying and achieving skill development.

- **Consultation** –a relationship-based process where a person facilitates the resolution of specific work related issues pertaining to individuals, clients or programs.

User Groups

EC Workforce or PD Providers

As a guide to effective practice

As a tool to gauge current level of competence

As a resource for PD planning

Program Managers, Administrators

Inform mentoring and staff supervision

Develop criteria for hiring staff or PD providers

Develop PD Plans

PD Networks, IHE

As a lens into the skills necessary to be an effective practitioner

Develop courses, advise students

Users Provide TA in Different Systems, Sectors & Settings

Regulations

Administrative Structures

Community/ Social Norms

Programs, Classrooms & Homes

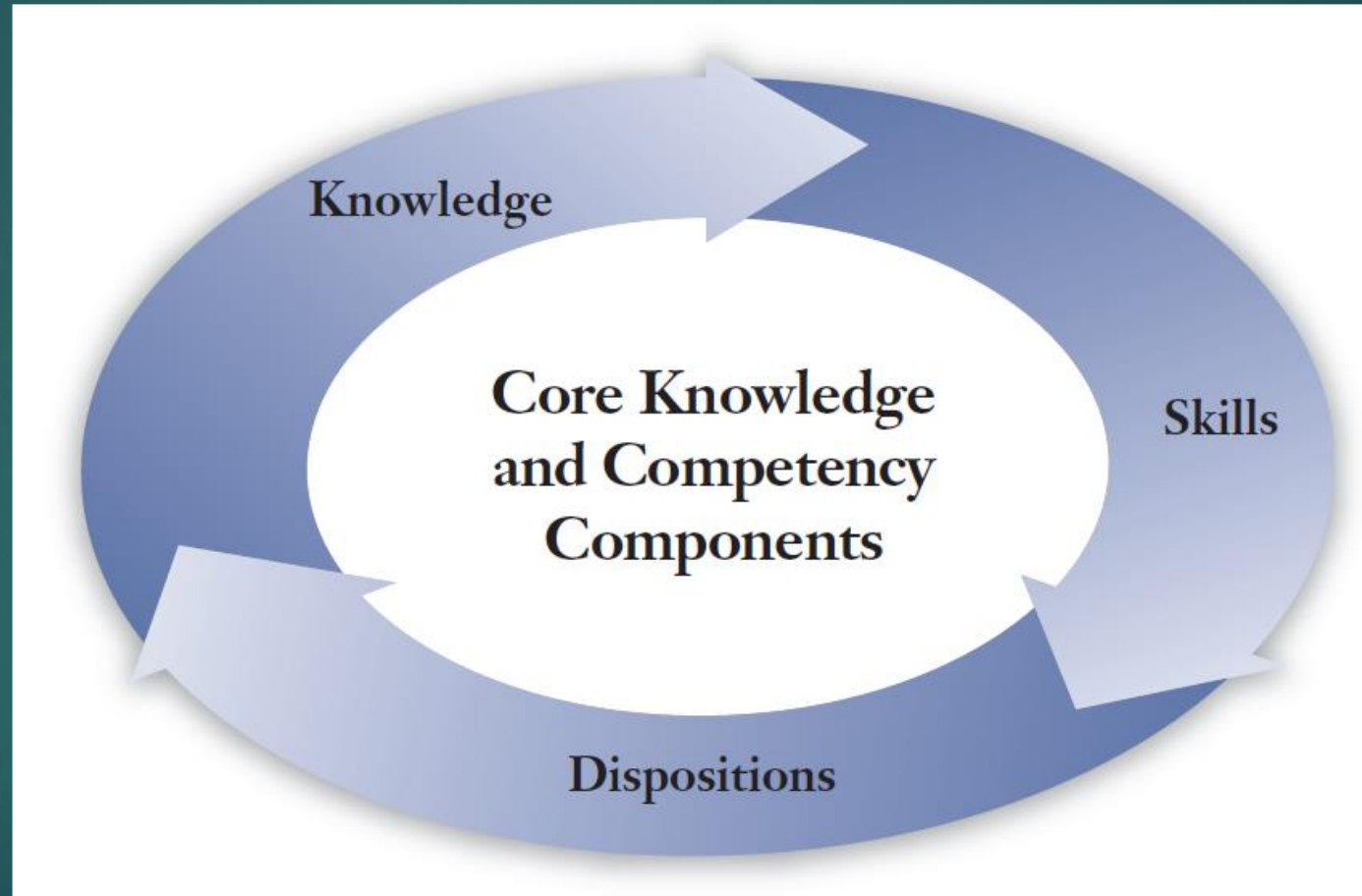# TA/Consultation: Essential Requirements

Process Knowledge & Skills

Content Knowledge & Skills

Experience/Expertise in Settings which TA is provided

Dispositions

# Core Knowledge and Competency Components

Flow Chart of Guide Contents

Guiding Change, Impacting Quality: A Guide to Technical Assistance

DISPOSITIONS

Caring	Communicative	Creative	Critical	Professional

KNOWLEDGE AND SKILLS

SECTION 1 UNDERSTANDING TECHNICAL ASSISTANCE	SECTION 2 INFANTS, TODDLERS, AND THEIR FAMILIES	SECTION 3 PRESCHOOLERS AND THEIR FAMILIES	SECTION 4 CHILDREN IN OUT-OF-SCHOOL TIME PROGRAMS
Domain 1: The TA Provider Subdomain 1: The Role of the TA Provider Subdomain 2: TA Approaches Subdomain 3: TA Process Subdomain 4: Professional Development Subdomain 5: The Role of Evaluation in the TA process **Domain 2: Systems, Sectors, and Settings for Infants and Toddlers, Pre-K, and Out-of-School Care** Subdomain 1: System Components Subdomain 2: Program Management & Practice Subdomain 3: Resource and Referral Subdomain 4: Collaborating Disciplines and Service Networks	**Domain 3: Infant and Toddler Development, Screening, and Assessment** Subdomain 1: Infant and Toddler Development Subdomain 2: Infant and Toddler Developmental Screening and Assessment **Domain 4: Relationship-Based Practice** Subdomain 1: Relationships as the Context for Development Subdomain 2: Key Relationships for Infants and Toddlers Subdomain 3: Policies That Support Relationship-Based Practice **Domain 5: Infant and Toddler Curriculum and Individualization** Subdomain 1: Curriculum for Infants and Toddlers Subdomain 2: Development and Implementation of Infant and Toddler Curriculum Subdomain 3: Key Partners & Resources Supporting Infant and Toddler Curriculum	**Domain 3: Pre-K Development and Assessment** Subdomain 1: Pre-K Development Subdomain 2: Pre-K Developmental Screening and Assessment **Domain 4: Relationship-Based Practice** Subdomain 1: Relationships with Educators and Caregivers Subdomain 2: Other Key Relationships for Preschoolers **Domain 5: Importance of Learning Environment** Subdomain 1: Key Elements of Learning Environment **Domain 6: Pre-K Curriculum and Individualization** Subdomain 1: Curriculum for Pre-K Settings Subdomain 2: Development and Implementation of Pre-K Curriculum Subdomain 3: Key Resources Supporting Pre-K Curriculum	**Domain 3: Child and Youth Development and Support** Subdomain 1: Understanding Child and Youth Development Subdomain 2: Supporting Development Through Family, School & Community Partnerships **Domain 4: Relationship-Based Practice** Subdomain 1: Strong Caring Relationships as the Context for Healthy Development Subdomain 2: Intentional Relationship Building **Domain 5: Safe, Healthy, and Nurturing Environments** Subdomain 1: Safe, Healthy, and Nurturing Environments **Domain 6: Activities, Curricula and Learning** Subdomain 1: Intentional Learning and Engagement Subdomain 2: Links to the School Day

Department of Early Education and Care — Guiding Change, Impacting Quality: A Guide to Technical Assistance   9 |

Exercise: TA Guide & Self Assessment Tool

▶ Divide into small groups.

▶ Each member of the group gets a Letter.

▶ Locate the TA competencies assigned to your Letter in the TA Guide and locate them in the Self-Assessment Tool.

▶ Review the competencies and share them back with others in your group.
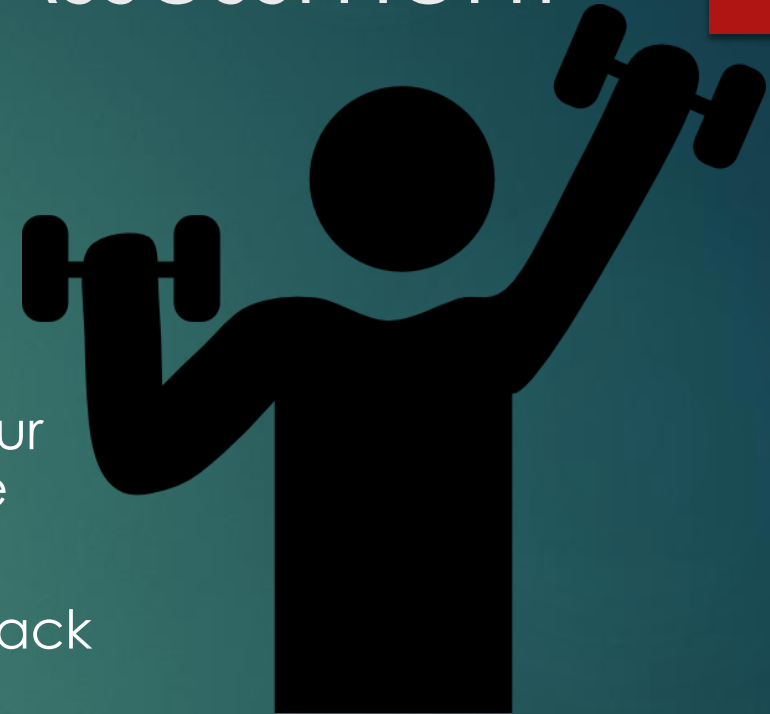
Infants and Toddlers	Preschoolers	Out-Of-School Time
4.1 A 4.2 B 4.3 C	4.1 D 4.2 E	4.1 F 4.2 G

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Module 2:
THE ROLE OF THE TA PROVIDER
DOMAIN 1; SUBDOMAIN 1.1, P.13 TA GUIDE

Role of the TA Provider

- Exploring Ethical Dilemmas

- Understanding the Needs of Teachers and the Context in Which TA Occurs

- Establishing a TA Focus

- Creating a TA Agreement

- Completing the "Role of the TA Provider" Self-Assessment Section

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NAEYC Code of Ethical Conduct

Conduct and practices that guide and unify the early childhood profession

- ✓ Spells out responsibilities to children, families, colleagues & communities
- ✓ Informs judgment when working in professional relationships

Ethical Dilemma: Scenario #1

You are a teacher in a child care center with a large staff. You hear staff members talking negatively about colleagues who are not present. You feel uncomfortable listening, and are becoming increasingly concerned because this kind of talk occurs frequently. The director is always busy and only willing to discuss issues that involve children.

What is the teacher's ethical responsibility?

Code of Ethics Guidance

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▶ **Section 3 in the Code:**

When we have a concern about the professional behavior of a co-worker, we shall first let that person know about our concern in a way that shows respect for the personal dignity and for the diversity among staff members and then resolve the matter collegially.

▶ **Response**:

Express concerns to the Colleague before approaching the Director.

Ethical Dilemma: Scenario #2

Amanda has been caring for four year old Jamie in her family child care home for the past six months. While, Jamie is a great kid, when things don't go his way he gets really angry. He throws things and can be destructive. It is getting to the point that Amanda feels she is ignoring other children while trying to handle Jamie. Amanda has been trying to be consistent in her discipline of Jamie, but she is starting to wonder if she should ask Jamie's parents to find another place for him.

What should Amanda do?

Code of Ethics Guidance

Section 1 in the Code:

We shall strive to build individual relations with each child; make individualized adaptations in teaching strategies and curriculum, and consult with families so that each child benefits from the program. If after such efforts have been exhausted, …collaborate with the child's family and other specialists to determine if additional services are needed and/or other placement options are warranted.

Response:

Amanda should think of ways to modify teaching strategies, learning environment and curricula to support and engage Jamie and consult with the family about these changes. She should keep careful documentation about the child so that she will have appropriate indicators to share with the parents to determine the best solution.

Ethical Dilemmas: Small Group Exercise

SEE HANDOUT

Take a few minutes to write in your journal ways a Code of Ethical Conduct can inform your coaching.

Five Minute Stretch Break

TA Agreements
HOW MANY OF YOU USE TA AGREEMENTS?

A Typical TA Agreement

▶ Describes roles and responsibilities

▶ Outlines outcomes for the work

▶ Defines how the work will be measured

▶ Specifies how individuals/team will work together

▶ Describes what is needed from each other to be successful

▶ Discusses the role confidentiality plays in the coaching/TA process.

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Sample TA Agreement

SEE HANDOUTS

Guiding Questions for TA Agreements

- ▶ What do you want to accomplish in our work together?
- ▶ What services can I provide that will help you accomplish this end?
- ▶ What are the best ways for us to work together?
- ▶ What resources will be helpful in our work?
- ▶ What is our time frame?
- ▶ When and how long should our meetings be?
- ▶ Should we involve anyone else in this work?
- ▶ How will we know if we are successful?

GROW: Shared Coaching Plan

A Protocol for Action

First, the conversation...

The problem is...
I heard... Can you tell me what, where, when?
Here's more information...
{Probing questions.} Why? How come?
I think... maybe...
What is most important? How will it get better?
I agree to...
Great. When? What steps? How will we know?

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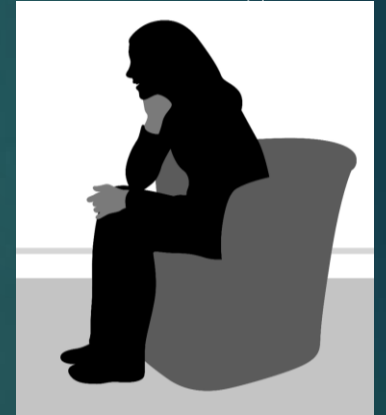
GROW: Shared Coaching Plan

G- Goal Setting

R- Reality

O- Obstacles. Options

W- Way Forward

How would you fill out this form if someone was coaching you to improve?

Observe, Reflect, Apply

In what ways does this form facilitate you to...

-Get to know and build a respectful relationship with the teacher?

-Learn about the teacher and the early childhood program by listening, observing, and exploring together?

-Explore what the teacher was wondering about?

-Encourage information gathering and documentation of a teacher identified problem or focus of inquiry before giving advice?

-Problem-solve through dialogue and reflective feedback?

-Encourage and challenge the teacher's professional development through use of open-ended and reflective questions?

-Evaluate your work together and leave with ideas for next steps?
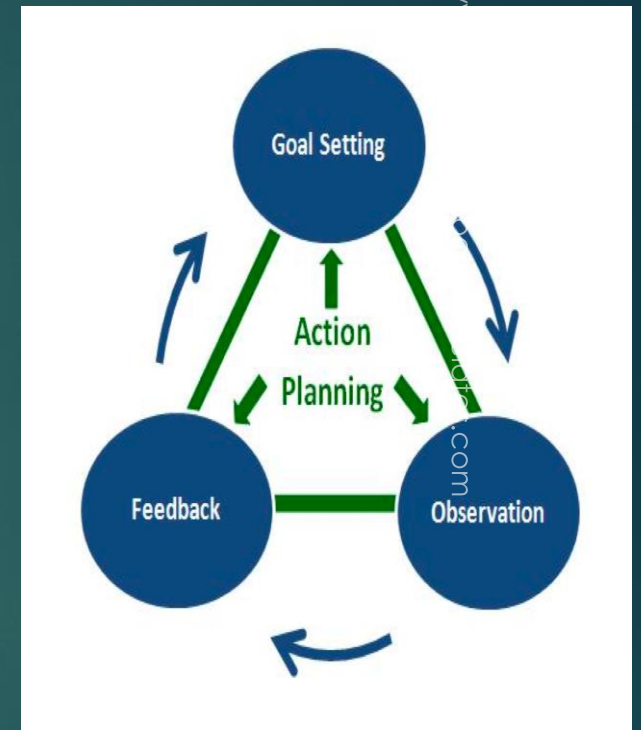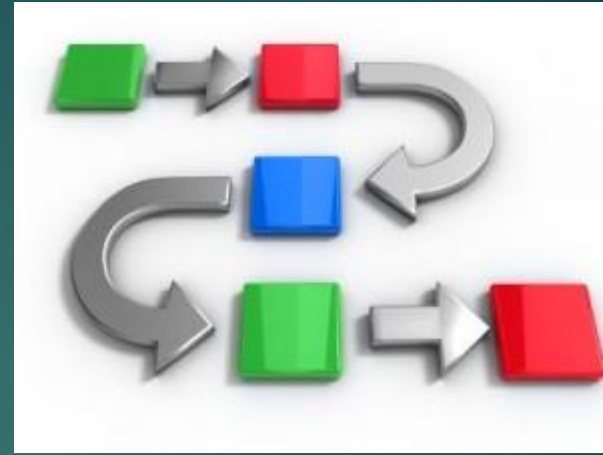
Activity: **Complete the Shared Coaching Plan based on a personal goal.**

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

Completing the Self Assessment
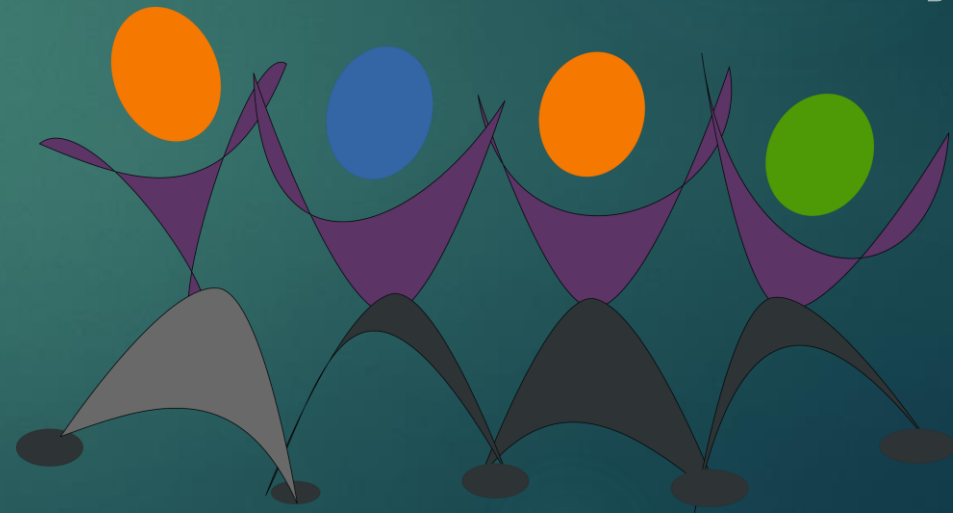
ROLE OF THE TA PROVIDER: SUBDOMAIN 1.1 (PAGE 3)

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Time for Lunch

LUNCH
TIME
BISTRÒ

Stepping into the Afternoon

► Move with the music.

► When the music stops, turn to someone near you.

► Introduce yourself and share a key take-away from the morning.

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Module 3: TA Approaches

SECTION ONE: SUBDOMAIN 1.2:   PAGE 14

Module 3: Topics

▶ Strength-based Coaching

▶ Cultural Competence

▶ Managing Conflict

▶ Understanding the Stages of Change

▶ TA Approaches Self-Assessment

Strength Based Coaching

WHAT DOES IT MEAN TO USE A STRENGTHS-BASED APPROACH?

How does it feel?

Why Start with Strengths?

The more we know about our strengths, the better our changes will be.

Reflection

- ▶ Think of a high point moment in your coaching from the past 3 months.

- ▶ What happened that made you aware of your strengths?

- ▶ How did working with that strength impact your motivation, your productivity?

- ▶ If mentees think of coaching as an opportunity to amplify and build on their strengths, how likely are they to get excited about coaching?

Video Viewing

- **Powerful Interactions Video-** Watch Tychawn help a teacher see her own strengths.

Case Study

Read about Joan, a coach, and veteran teacher, Andy, who works with 4 year olds.

Reflection

▶ How does a strength based approach look different from or similar to your current coaching practices?

▶ How could you elevate this approach in your own coaching practice?

▶ Share your ideas with a table partner.

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)

Reflection

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

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

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

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

- Do I know enough about other cultures that I am engaged with to understand their social interactions?
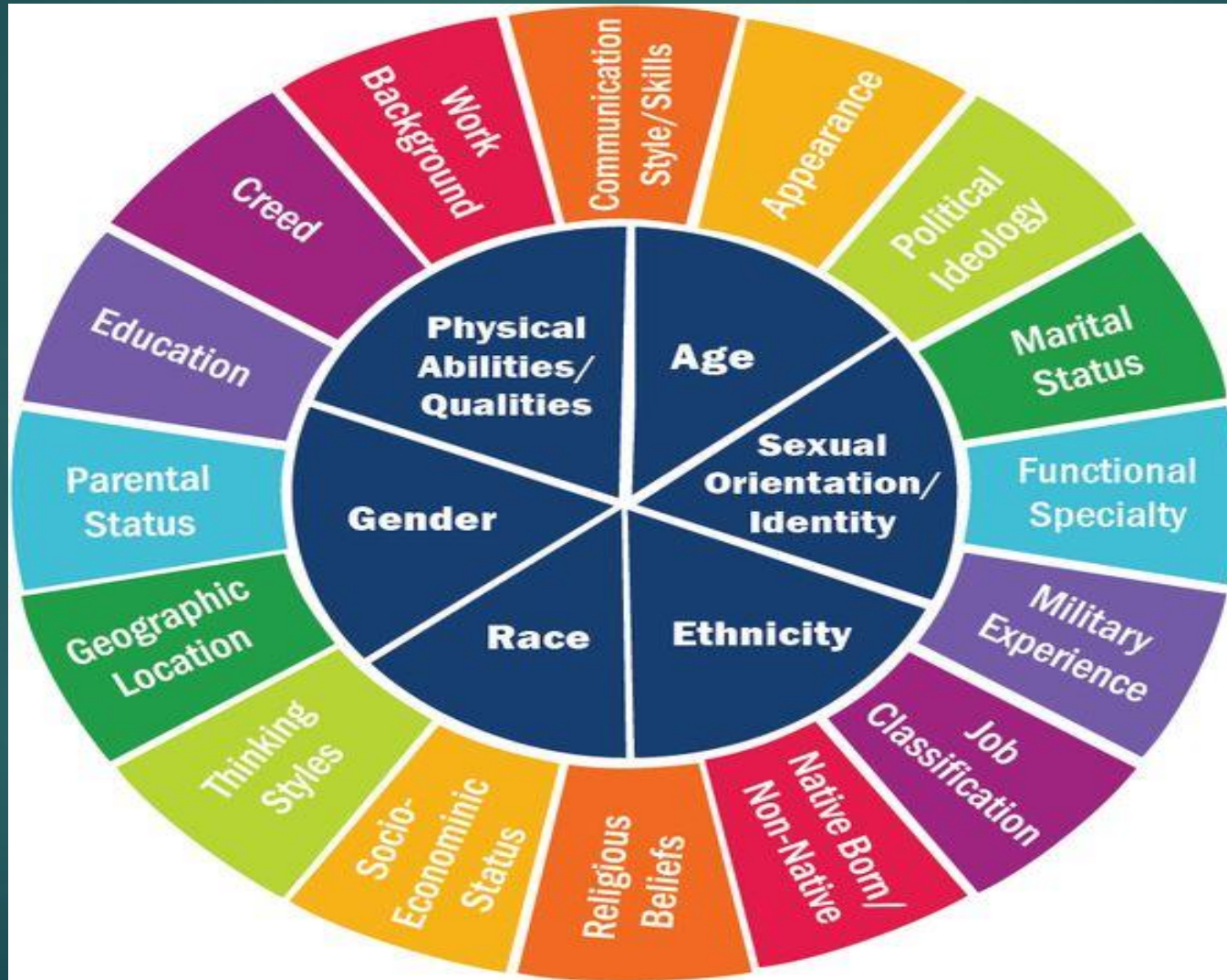
- Do I have resources to get this information?

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Principles of Cross Cultural Coaching Relationships

- Study the Culture

- Know Yourself

- Context above Content

- Put it in Writing

- Manage the Dynamics of Difference

- Engage in Frequent Celebrations

- Trust the Process, your Mentees and your Own

Dimensions of Diversity Wheel

Implications for Coaching?

Managing Conflict/Maintaining Momentum

SECTION 1, SUBDOMAIN 2 (PAGE 14)

Key Concepts

- Change elicits a variety of responses from people.

- Change requires time, ongoing learning, trail and error, continuous refinement and support.

- Change is personal.

- How people think about change influences how they approach it.

Scenarios for Managing Difficult Situations

- Divide into groups.

- Choose 1 scenario to review.

- After reading the scenario, discuss if it is similar to any the group has experienced.

- Think of other examples of coaching experiences in which group members have encountered difficulty or resistance.

- What did you do?

Engaging the Difficult to Engage Mentee

▶ Refer to **Change Fatigue and Resistance to Change** Handout

- ▶ Every change reaches a point where it runs out of energy
- ▶ Try to understand why the mentee is resistant to change
  - ✓ Other initiatives or priorities?
  - ✓ Introducing coaching at too fast a pace?
  - ✓ Paying enough attention to Mentee needs before introducing the change?
  - ✓ Expectations of what coaching entails clear?

A Change Curve

Component

- Launch Phase

- Mid-Course Phase

- Completion Phase

Characteristics

- Most enthusiasm and support

- Stall tends to occur most frequently

- General Acceptance

Mid-Course Corrections

▶ **Resistance**   Who is opposing the change and why?

▶ **Focus**   What other initiatives or priorities are diverting attention from embracing the change?

▶ **Energy-**   How can we renew people's enthusiasm for change?

▶ **Casualties**   What are the possible side effects of the change? How can we acknowledge and minimize?

▶ **Speed of Change**   How can we accelerate or slow down the change?

▶ **Communication**   How can we ask for feedback and input about this change?

▶ **Impact**   How can we focus on the difference this change will make?

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Refocusing the Relationship

- Have a clear, collaboratively developed TA plan

- Change goals and expectations and speed in which coaching occurs

- Engage mentees in conversations of what would be most helpful to support his/her work

- Make sure coaching conversations are relevant to what is happening in the classroom.

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Reframing

- Reframing occurs when coach helps mentee broaden his/her perspective or see things in a different light.
  - Pose a hypothesis
  - Question an assumption
  - Offer new information
  - Suggest an alternative path of action.

Reframing Strategies

- ▶ Refer to **Reframing Strategies** Handout.
  - ▶ Metaphors
  - ▶ Analogies
  - ▶ Role Plays
  - ▶ Envisioning the Future
  - ▶ Multiple Perspectives
  - ▶ Reflection
  - ▶ Time Stretching

Stages of Concern and Levels of Use of Standards

Handouts

Coaches' Interaction Changes

From

- Directing
- Correcting
- Accepting
- Focusing on Strategies
- Making Excuses
- Advising

To

- Inquiring
- Providing Constructive Feedback
- Empowering
- Focusing on Beliefs
- Generating Possibilities
- Listening

Experienced Coaches: 4 Areas of Expertise

- **Content Knowledge**

- **General Knowledge about Instructional Practices**

- **Knowledge about How Children Learn**

- **Knowledge about How Children Learn a Specific Discipline (for example mathematics, literacy) or Pedagogical Content Knowledge**

Video Viewing

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In this video, Helena talks about the importance of acknowledging tension between herself and a teacher and how she moves forward to repair the relationship.

Self Assessment on TA Approaches

Turn to Section 1, Domain 1.2 on page 5.

Complete this Self-Assessment Section.

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

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BRAIN BUILDING

Massachusetts Department of Early Education and Care

June 2014

Online Module & Course Assignments

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