

# Improving Instructionally Supportive Interactions through Three Practice-Focused PD Formats

Virtual Early Childhood Coordinators  
Collaborative Meeting  
April 28, 2020



UNIVERSITY  
*of* VIRGINIA

CURRY SCHOOL *of* EDUCATION  
*and* HUMAN DEVELOPMENT







# Agenda

- Quick recap of CLASS and PD work with AEI initiative
- Overview of Evidence-based PD Models
- Choose your own adventure: Providing Practice-Focused PD
  - Trainings and Workshops
  - PLCs
  - **Coaching**






# CLASS Observations & PD Planning and Consultation Work

- 94% of divisions have had their external CLASS observations
- 87% of divisions have had their PD Consultation call
- Increased understanding of interactions and PD across VPI programs
- Including how we can support continuous improvement!







# 6 Elements of Effective PD

<b>Data-driven</b>	<b>Specific, articulated objectives</b>	<b>Practice-focused</b>	<b>Feedback and analysis loops</b>	<b>Coherence</b>	<b>Access for all teachers</b>
<p>A data-driven approach to PD ensures that the content is relevant, amount is sufficient, and ultimately that the PD is effective.</p>	<p>Specific, articulated objectives delineate the precise knowledge and skills teachers will gain, limited to a few key areas of ongoing focus.</p>	<p>Practice-focused PD formats intentionally build teachers' skills (e.g., coaching or professional learning communities with video review).</p>	<p>Feedback and analysis loops provide teachers with the opportunity to implement a new practice, receive feedback on their practice, and analyze their practice with a colleague.</p>	<p>Coherence involves an intentional approach to integrating curricula (what teachers teach), assessments (e.g., child outcomes), and classroom observation (e.g., CLASS® scores) with the PD that teachers receive.</p>	<p>Access refers to the extent to which PD is provided to all full-time teachers (lead teachers and teaching assistants) across early childhood programming (e.g., VPI, ECSE, Title I, and/or Head Start).</p>
					

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# Supporting Continuous Improvement through Practice-Focused PD

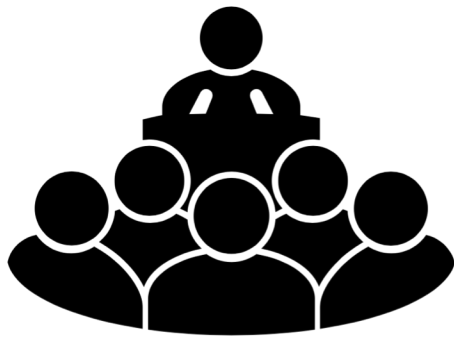
- Across all divisions, Instructional Support is lowest-scoring domain of interactions (measured by CLASS)

*The evidence base:*

- Present 3 PD Models that are **practice-focused** and have improved the quality of teachers' **Instructional Support**

# PD Model 1

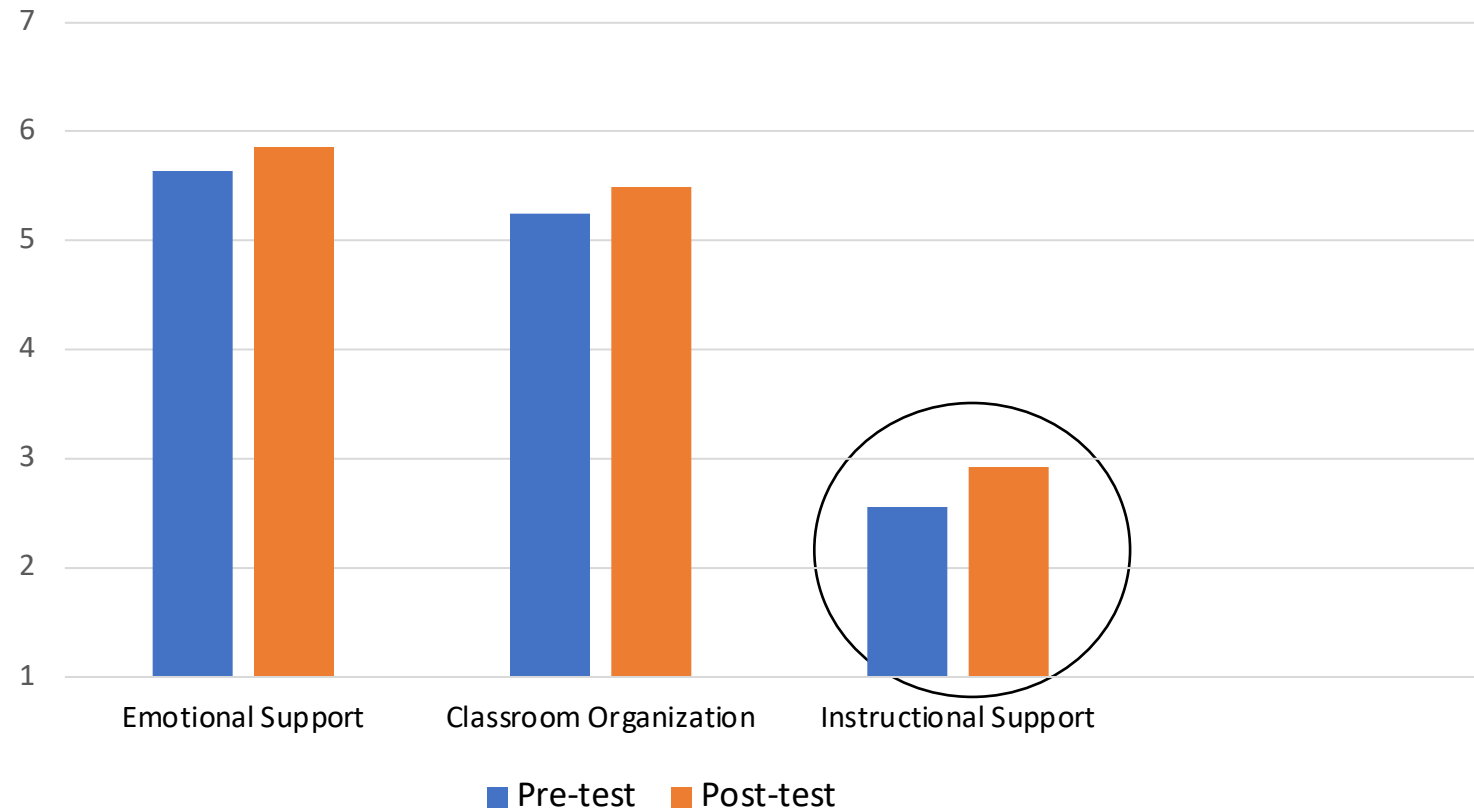
- Teachers met for 1 full day/month for 5 consecutive months (~25 hours total)
- Group size ranged from 8-20, on average 11 teachers
- Led by trained PreK consultants hired by state



- **Learned to identify and analyze** effective teacher-child interactions
- In between sessions, **watched videos** of effective interactions and **practiced implementing** interactions in their classroom
- Had access to online library of video clips



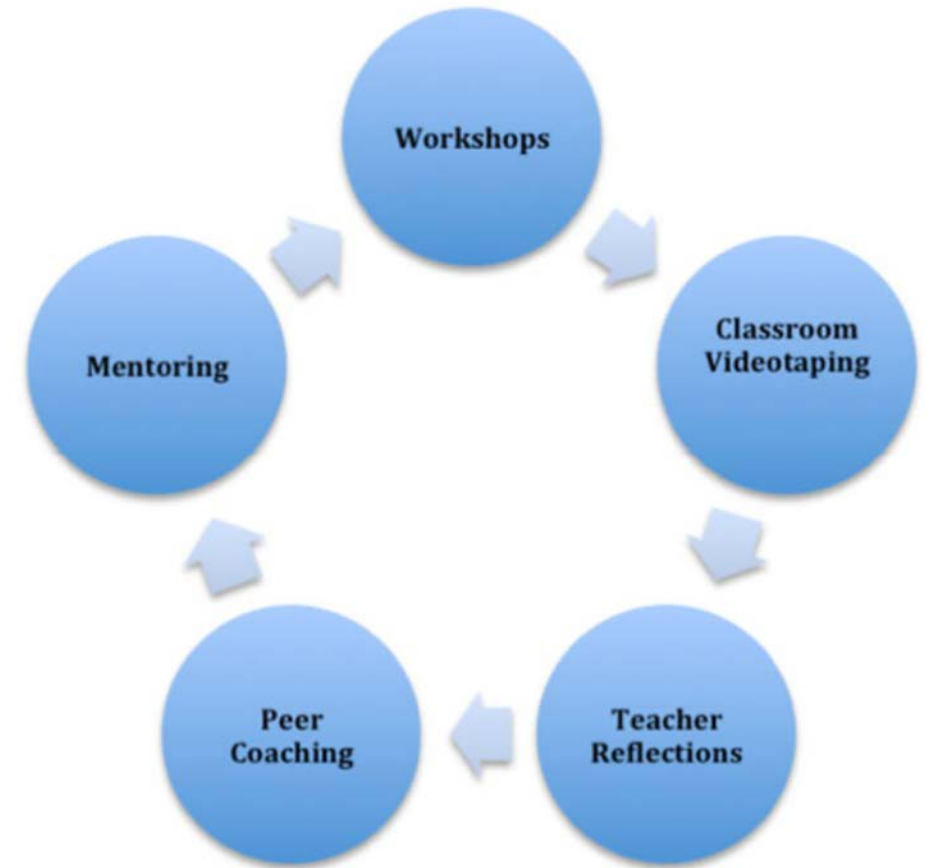
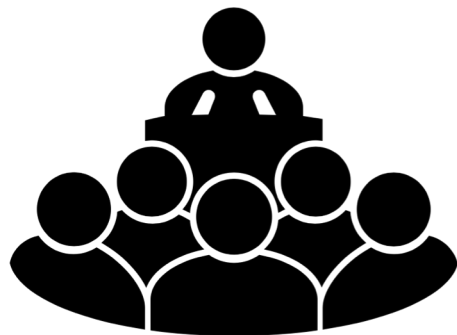
# PD Model 1: Gains in Quality of Interactions



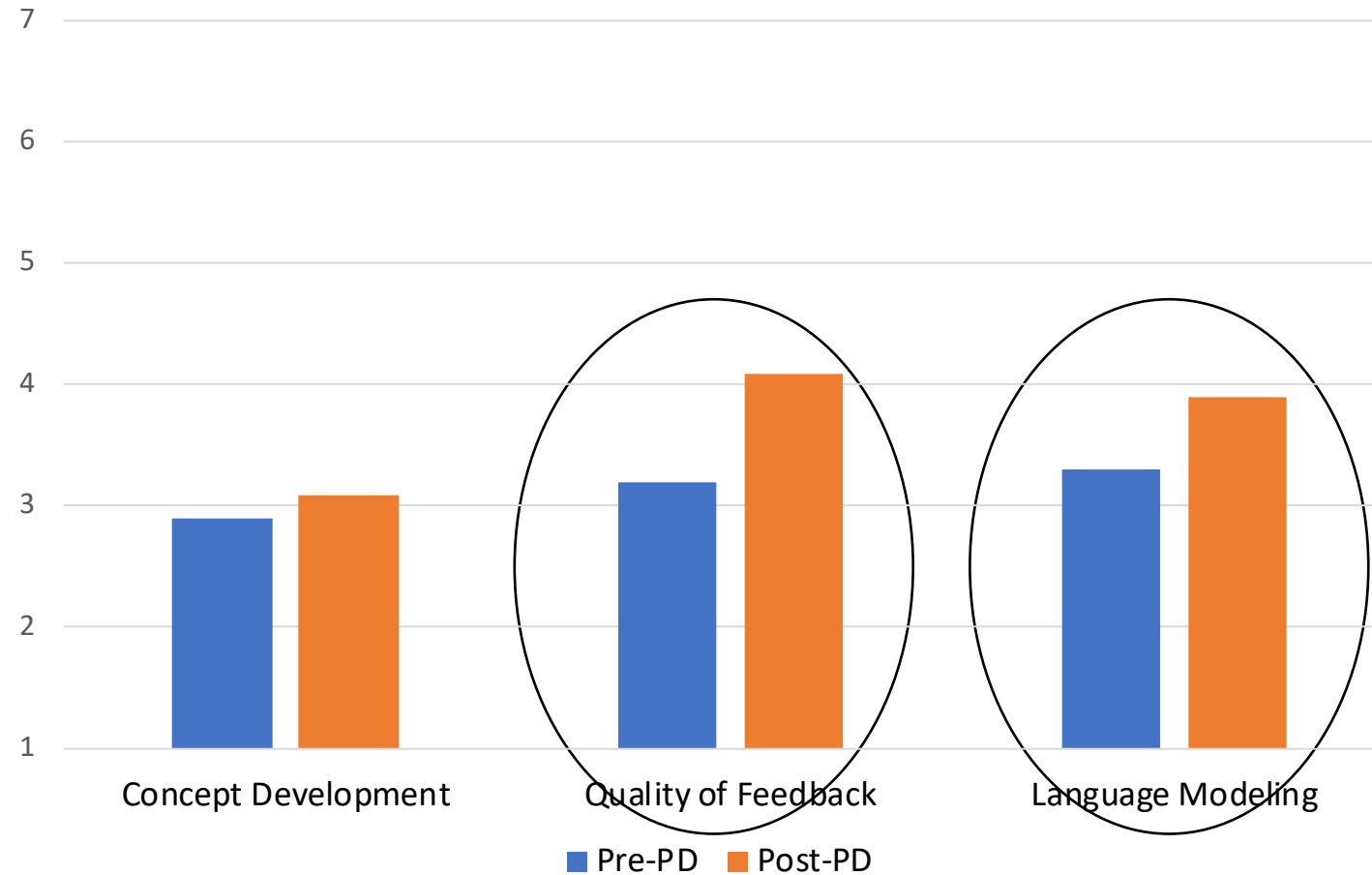
**Key takeaway:** the quality of interactions improved across all domains, and **Instructional Support** showed the greatest gains

# PD Model 2

- PD model comprised of a cycle of **video-based self-reflection, peer coaching**, and mentoring and bimonthly workshops focused on CLASS Instructional Support domain
- Head Start education supervisors served as mentors



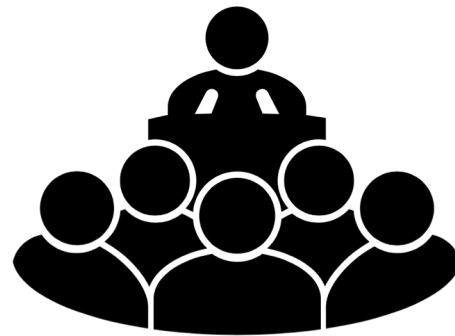
# PD Model 2: Gains in Quality of Interactions



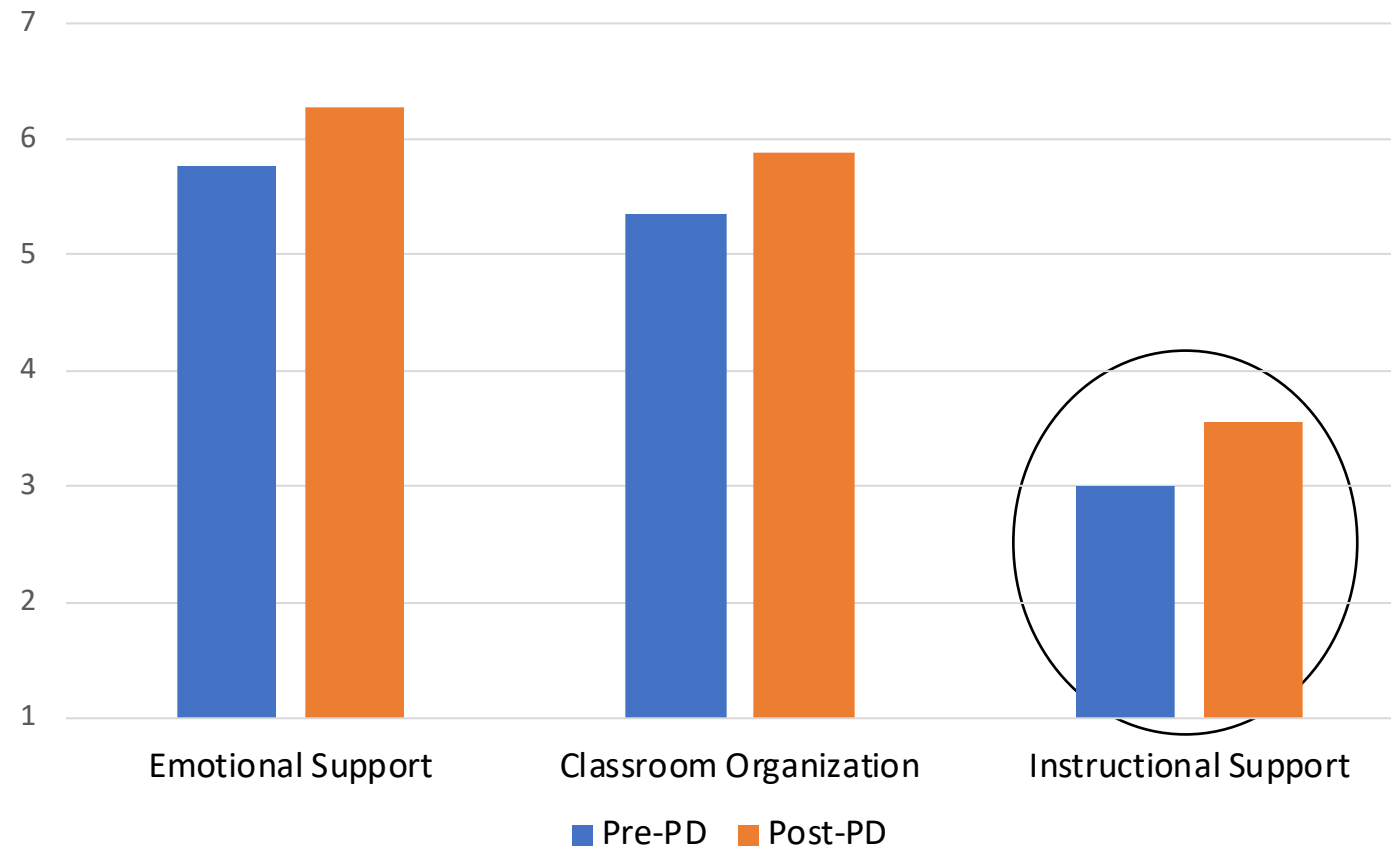
**Key takeaway:** teachers made improvements to all three dimensions within Instructional Support, and **Quality of Feedback** and **Language Modeling** showed the highest gains

# PD Model 3

- Strong emphasis on curriculum implementation, CLASS, and instructional practices (e.g., language and literacy, SEL, math)
- All teachers completed at least 30 hours of PD focused on early learning environments and received **up to 40 hours of coaching**
- Some did **PLCs** that included **video review**, focus on **analyzing practices** that were implemented, and used data to determine what areas of greatest need were



# PD Model 3: Gains in Quality of Interactions



**Key takeaway:** the quality of interactions improved from Year 1 to Year 3, about the same magnitude for all domains

# Practice-Focused PD is Possible Across Different PD Formats

- These three PD models used a variety of different formats – PLCs, group training, and coaching
- All 3 formats were practice-focused because they embedded activities that were intentionally designed to *build teachers' skills*
- Making your PD more practice-focused – you chose your own adventure today:
  - Trainings and Workshops
  - PLCs
  - **Coaching**









# Practice-Focused PD Formats:



A Closer Look at  
**COACHING**

# Six Elements of Effective PD

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## Coaching definition from NAEYC (broader)

Coaching is a *relationship-based process* led by an expert with *specialized and adult learning knowledge and skills* who often serves in a different role [from the teacher].

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.

# “Coaching” definition for today (more specific)

- **Cycles of observation and feedback meetings (a.k.a. “feedback & analysis loops”) provided to a teacher or teaching team to grow their practice(s)**
  - implementing curriculum, instruction, and/or interactions
- Typically but non-evaluative, but not necessarily
  - Often provided by a non-supervisor
  - If a supervisor provides coaching, typically coaching cycles are kept separate from supervision/ teacher eval process

# Poll Time!

Is **coaching** incorporated in your current PD model?

- Yes!
- Not yet, but planning to
- Other



# Poll Time!

**Who provides coaching** in your current PD model?

- “Coach/(es)”
- VPI Coordinator
- Building/site administrators
- Another administrator
- Peers (other teachers)



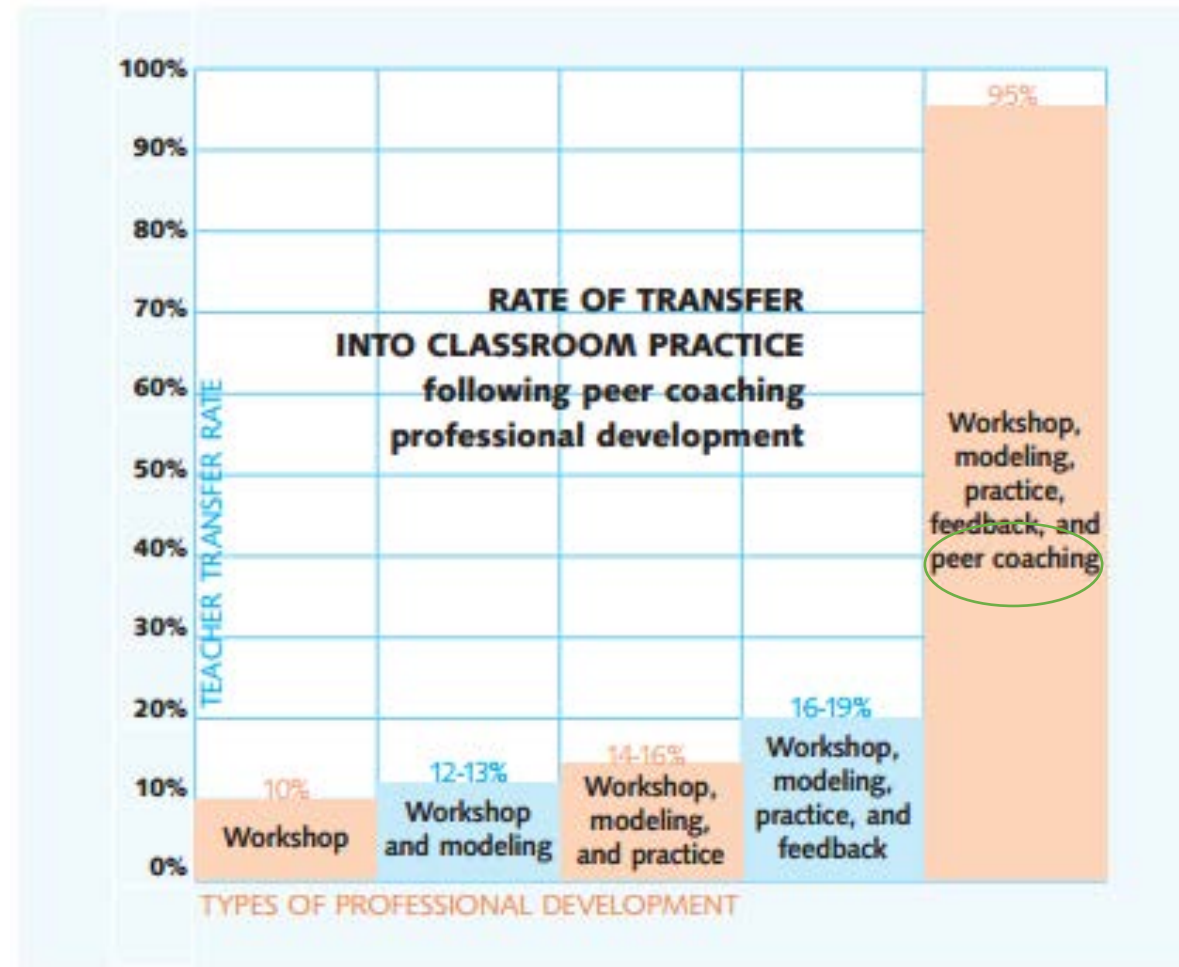
# Sharing coach training/support resources

If your coaches have training/support that helps them implement practice-focused coaching, please share in the chat box!

(e.g., anyone do Practice-Based Coaching training?)



# Coaching can be powerful to promote change



Source: "Effective staff development," by Robert N. Bush. In Far West Laboratory (Ed.), *Making Our Schools More Effective: Proceedings of Three State Conferences*. San Francisco: Author, 1984.

# A bridge from PD workshops to classroom practice



# What might Practice-Focused Coaching look like?

## **Current Practice:**

- Coach observes monthly for 15-mins to 2 hours
- Meets with teaching team monthly (30-60m)
- Teachers implement Action Plans between each meeting





# What might Practice-Focused Coaching “add-ins” look like?

## Current Practice:

- Coach observes monthly (15 m -2 h)
- Meets with teaching team monthly (30-60m)
- Teachers implement Action Plans between each meeting

## *Practice Based Add -Ins:*

- Teacher(s)' monthly Action Plan includes **watching exemplar video clips online**
- Each meeting, teacher(s) analyze Action Plan implementation by **watching own video clips**



# What might Practice-Focused Coaching look like?

## **Current Practice:**

- Coach meets with teachers 2x/month for 60 minutes
- Review curriculum guides, child data, and co-plan next week's activities



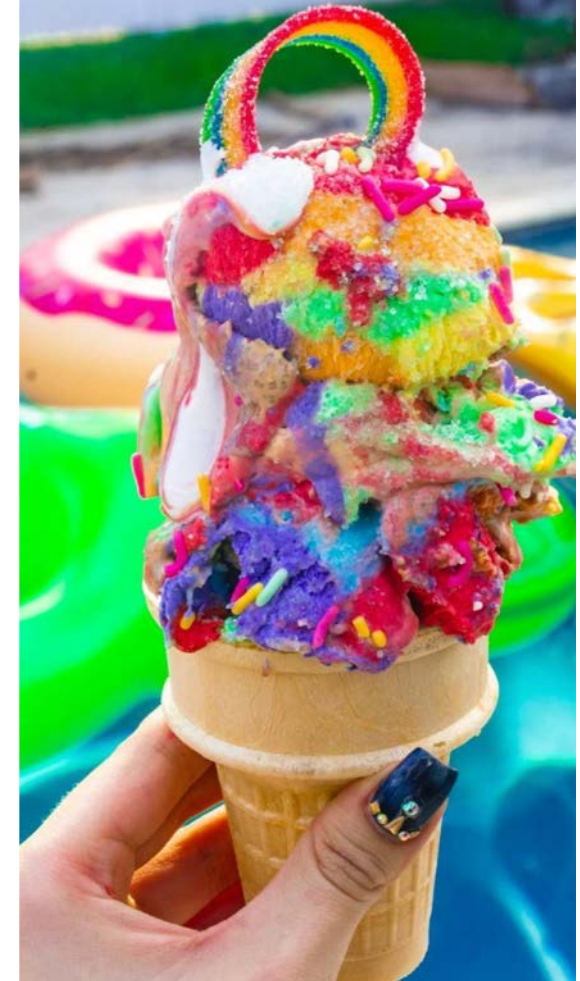
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## Current Practice:

- Coach meets with teachers 2x/month for 60 minutes
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## *Practice Based Add-Ins:*

- **Role play** built into planning (coach & teacher or teacher & IA)
- Teacher(s) **observe** another exemplar classroom
- **Analyze implementation** in another classroom and their own

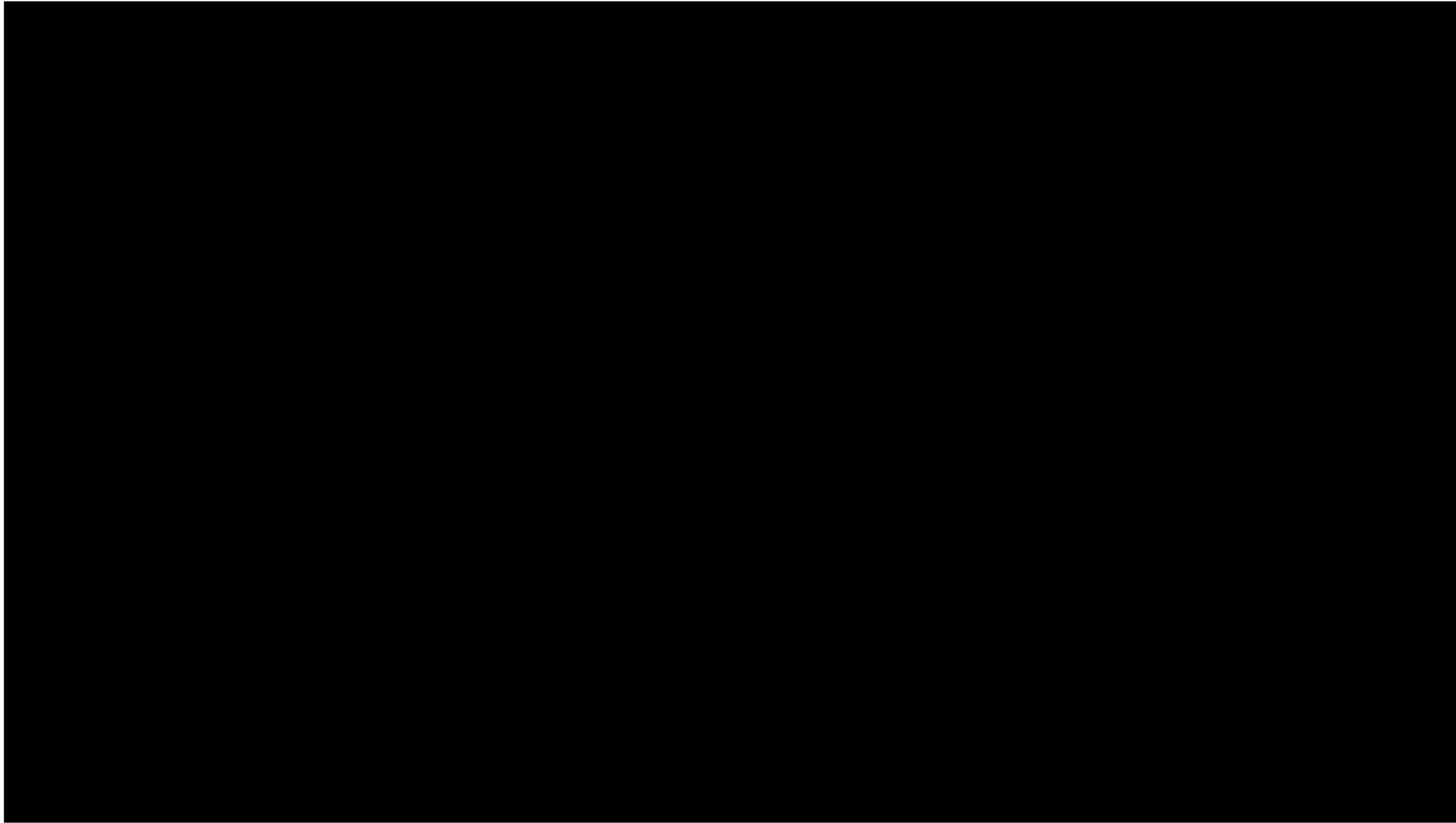


# Summary of Practice-focused “add-ins”

<b>1) Role Plays</b>	<b>2) Video Review/ Analysis</b>  (online: free or paid)	<b>3) Video Review/ Analysis</b>  (own video)	<b>4) Video Review/ Analysis</b>  (peers' video)	<b>5) Live modeling or peer observation</b>  (discussed in coaching)	<b>6) Analyze implemented Practices</b>  (from an Action Plan)
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Use of Video

# A video exemplar – Admin coaching



What practice-focused “add-ins” do you notice?

# Poll Time!

Are you currently incorporating  
**Practice Based “*add-ins*”** into  
your coaching?

- Yes – many/most
- Yes – some/a few
- Not yet, but planning to
- Other

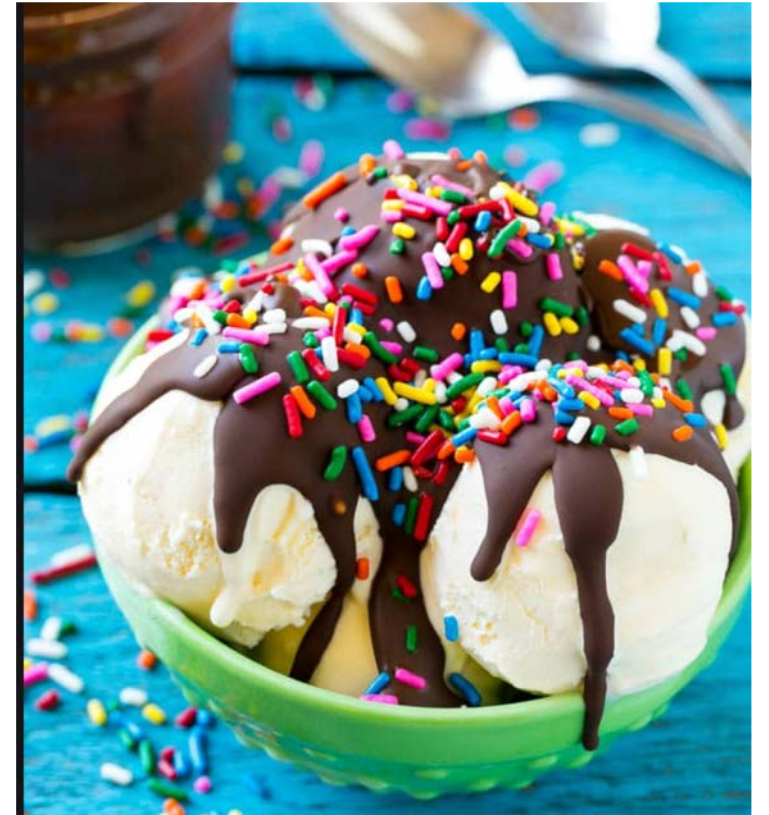


# What kinds of practices? Check all that apply.

1) Role Plays	2) Video Review/ Analysis  (online: free or paid)	3) Video Review/ Analysis  (own video)	4) Video Review/ Analysis  (peers' video)	5) Live modeling or peer observation  (discussed in coaching)	6) Analyze implemented Practices  (from an Action Plan)	Other	None Yet

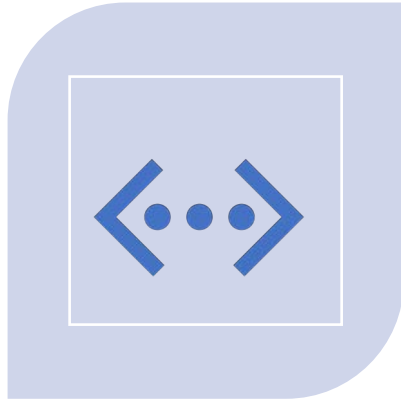


# How can we make our Coaching more practice- focused?





# 3 KEY CONSIDERATIONS:



FREQUENT AND  
CONNECTED



EFFECTIVE FACILITATION



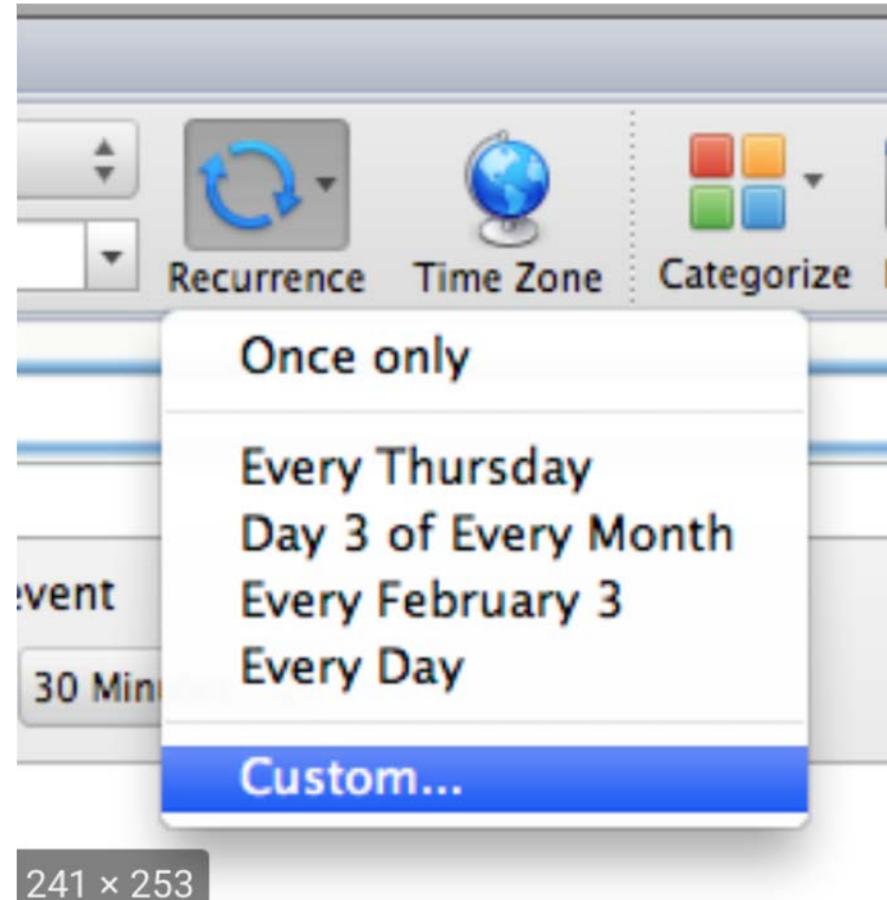
ACTION PLANNING



Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Action Planning		



Frequent +  
Connected



# Poll Time!

**About how frequent** is coaching,  
on average?

- 4x/year (or less)
- Monthly
- 2x/month
- Weekly (or more!)



Cont'd

Do you think teachers are getting the **amount** of coaching they **need**?

- Yes
- No
- Some do, some don't
- Not sure



Data-driven, ongoing focus helps  
coaching cycles connect and build upon one another



Reflect on **how connected** do you think coaching cycles feel for teachers?

- ☐ Is there an **ongoing focus** (that is clear to them, e.g. a written Action Plan goal)?
- ☐ Do coaching sessions **connect** to prior action plan(s)?
- ☐ Do **cycles build upon one another**, even if there is >1 coach/feedback provider?

# Frequent, connected coaching cycle example: Practice-Based Coaching framework





# Data tools can help coaches (and leadership teams) implement Frequent & Connected cycles

Track Coaching  
Frequency



Track Coaching  
Focus (goals)



Track Coaching  
Observation data



Examples: Spreadsheets, Coaching Logs, Action Plan notes

Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Action Planning		



# Effective Facilitation



# Create a safe space for sharing both successes and challenges

Some strategies:

- Clarify roles/expectations
  - PBC “coaching contract”)
- Emphasize teacher choice
- Give strength-based feedback

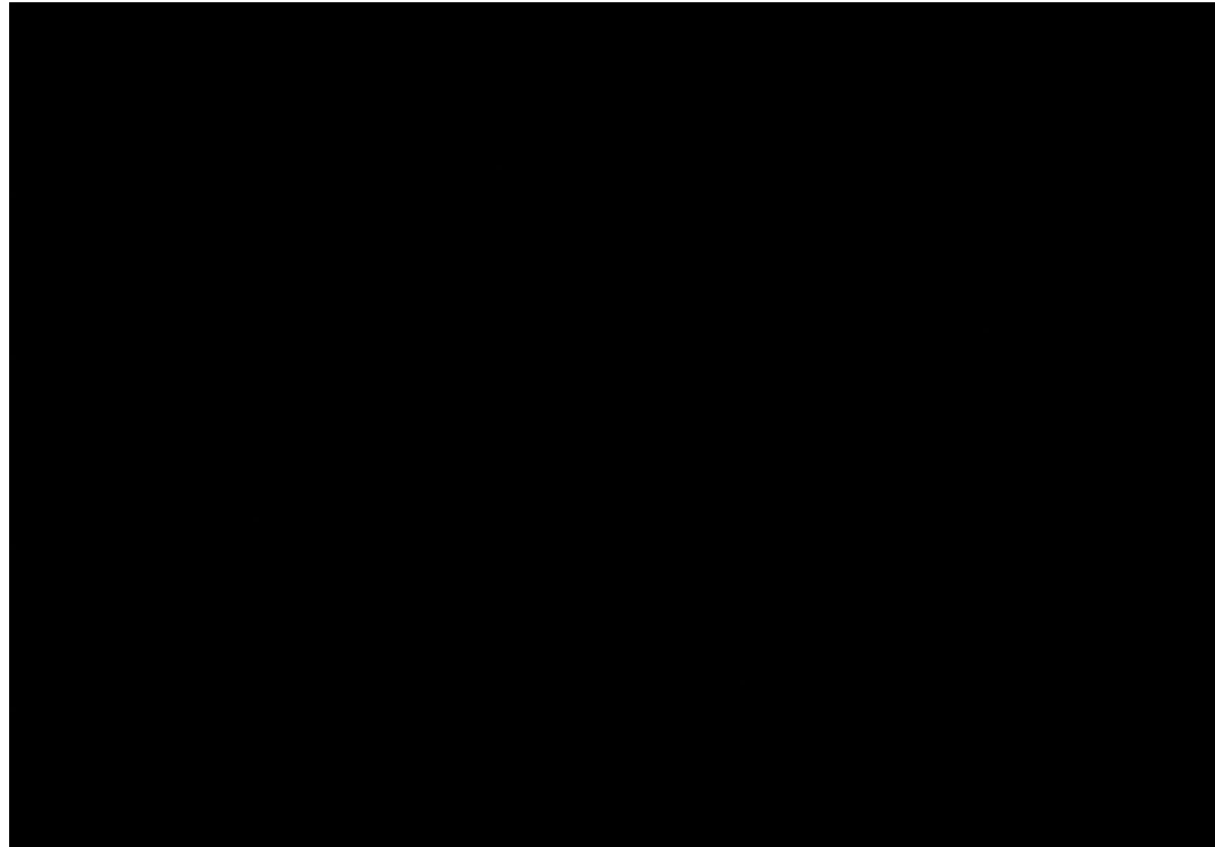


Have a standardized structure/agenda for meetings.

## Sample Outline of Coaching Meeting

- Quick check-in with teacher (5 mins)
- Check in on the previous Action Plan.
- Discuss observations (either in person observation or review video together).
- Make an Action Plan for moving forward.

# Use Video as a Tool for Teacher Analysis/Reflection



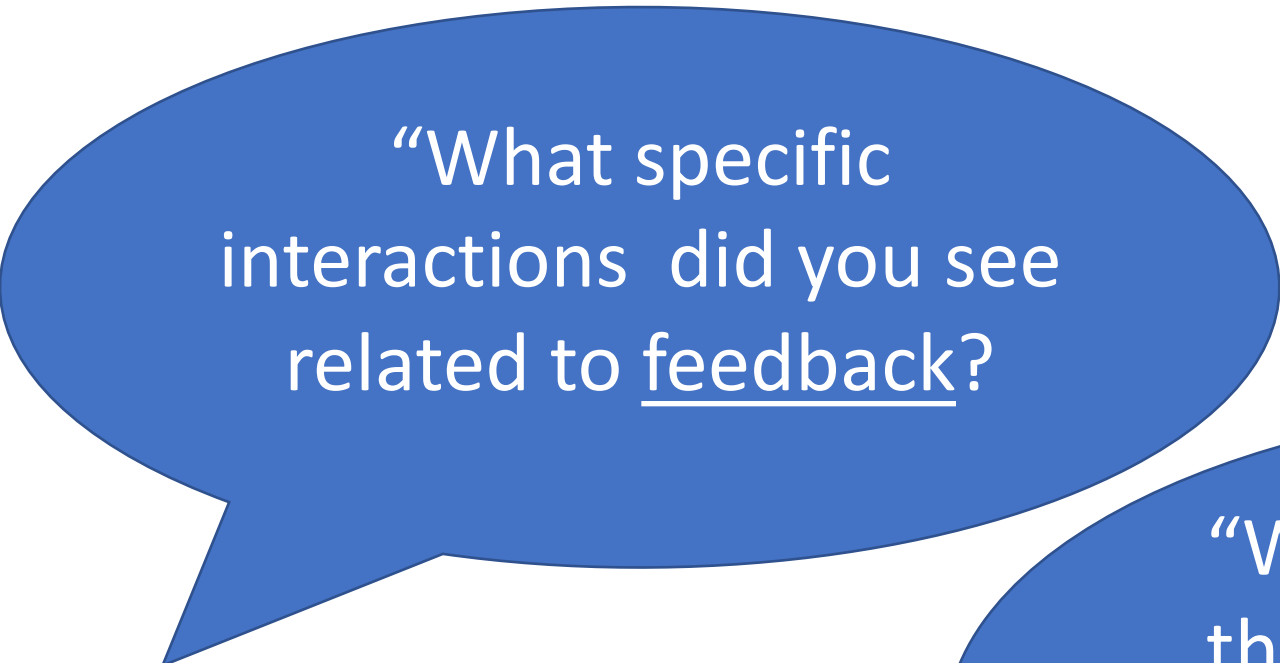
## Pair Video with Open-ended Questions ...

Examples for teachers reviewing own video

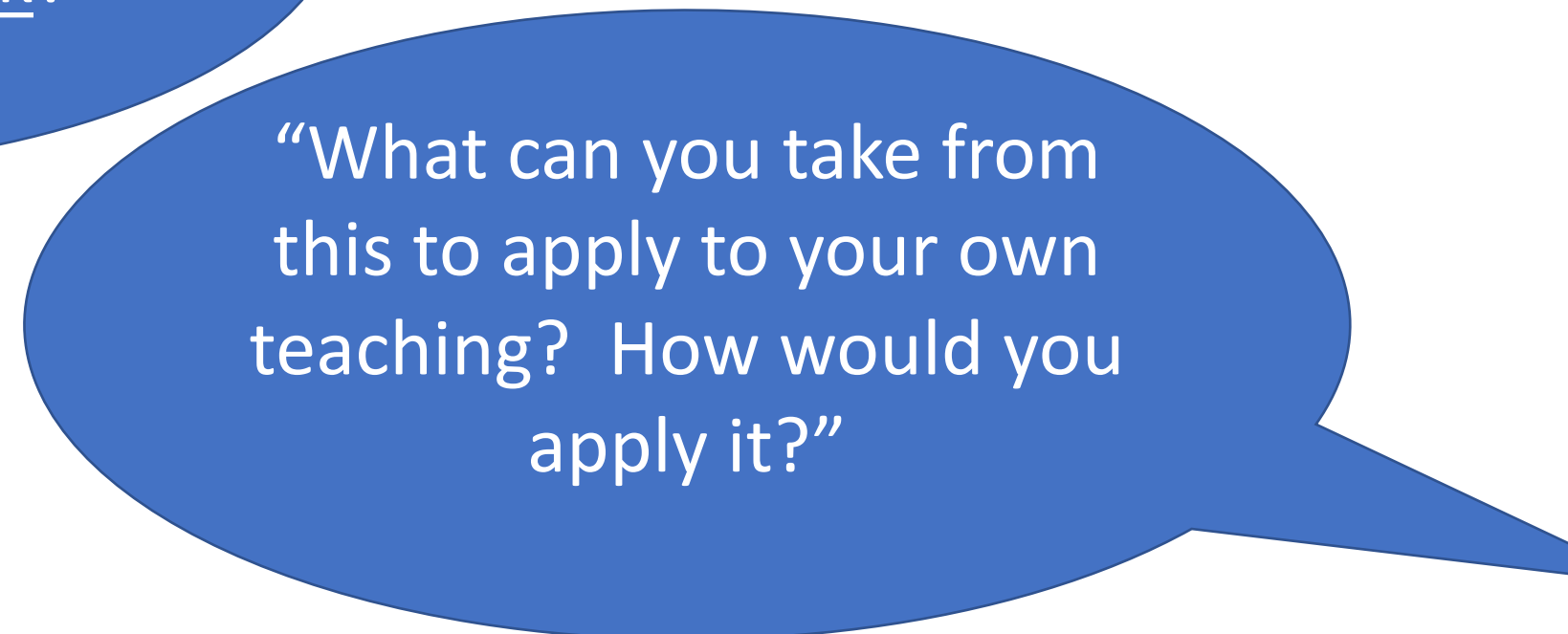


- **Observe** – What did you see/notice related to your goal?
- **Assess** – How did that go... according to plan?
- **Effects** – What effect did your practice have on children? How do you know?
- **Perspective Taking**- How do you think the child was thinking/feeling?
- **Brainstorm** – What could you do differently?

2 Examples for teachers observing other classrooms (via video or live)



“What specific interactions did you see related to feedback?”



“What can you take from this to apply to your own teaching? How would you apply it?”



# AEII resource for finding free video clips

The screenshot shows the AEII Video Clip Directory website. At the top is a dark blue navigation bar with links: HOME, ABOUT AEII, WHY AEII?, HOW IT WORKS, TOOLS & RESOURCES (with a dropdown arrow), NEWS, and CONTACT US. Below the navigation bar is the main heading "Video Clip Directory". Under this heading is a paragraph explaining that the directory contains vetted video clips from the Center for Advanced Study of Teaching and Learning (CASTL), which can be filtered by categories on the left. A note below states that the links lead to external websites not associated with the Commonwealth of Virginia Department of Education (VDOE) and that the VDOE does not endorse the views or data on these sites.

On the left side, there is a search section with a "CLEAR SEARCH" button, a "SEARCH" button, and a text input field labeled "Type in a key word". Below the search section are "Search Categories". The first category is "Classroom Interactions and Organization", which includes a list of sub-categories: "Instructional Interactions" (checked), "Social and Emotional Support", "Prompting Positive Behavior", "Productive Routines and Transitions", and "The Environment". The second category is "Social/Emotional Topics", which includes "Emotion Regulation", "Friendship Building", and "Problem Solving". The third category, "Content Specific", is partially visible at the bottom.

The main content area displays "91 Available Resources" and a pagination bar showing pages 1 through 6, with page 2 selected. Below this, there are two rows of video thumbnails. The first row shows four thumbnails: "Taking Away", "All Together", "Shape in a Bag", and "Sorting Shapes". Each thumbnail has a play button icon and a source icon (a house with an equals sign) and the text "Source: ECLKC/NCQTL". The second row shows four more thumbnails: "Looking for Shapes", "What Can We Measure?", "Almost Even", and "Measuring Results", also with play buttons and source icons.

>100 short PreK classroom video exemplars and in-service videos in a searchable directory.

<https://aeiionline.org/advancing-effective-interactions-and-instruction-2/tools-resources/for-use-in-professional-development/instructional-video-library/>

Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Action Planning		



# Action Planning

Action Plan: _____ (specific area of focus)	
<b>KNOW</b>  Week of _____	
<b>SEE</b>  Week of _____	
<b>DO</b>  Week of _____	
<b>Follow Up</b>  Week of _____	

Action Plan: Explore connections (I&I Strategy)	
<b>KNOW</b>  <b>Week of 10/07/19</b>	<p>Learn to make learning meaningful for children by engaging in activities and interactions that support their understanding of the world around them.</p> <p>Resource: <a href="#">Making Learning Meaningful for Children</a></p> <p>As you are reviewing this resource, think about the ways to connect your teaching to the lives of your students by linking new learning to previous experience; relating concepts to children’s lives; and providing hands-on learning.</p>
<b>SEE</b>  <b>Week of 10/07/19</b>	<p>Watch: <a href="#">Winter Weather Conversation during Breakfast</a></p>
<b>DO</b>  <b>Week of 10/14/19</b>	<p>When introducing your next study, start by asking children what they know about this topic already, what experiences they have had the topic, and what they are curious about. Write down children’s ideas in a “KWL” chart and follow up by incorporating ways that they can find the answers to their questions into lessons over the next several weeks.</p>
<b>Follow Up</b>	<p>Feedback provider:</p>

See sample Action Plans in the [Know, See, Do PD Planning Resources](#) resources

← Example to the left comes from “Supporting Children’s Thinking Skills”

# PBC video: Setting Shared Goals and Action Plans



- Why are shared Goals & Action Plans important?
- What makes an Action Plan effective?

# The value of Action Plans

**“It was a hard process to... learn how to action plan,** but I can say in hindsight that action planning with teachers really was...the main thing that helps the process work and that **makes coaching effective,** that helps you see changes in the classroom. It's what really **focuses** the lens, it focuses the teacher, and it helps the teacher feel comfortable trying new things, because it's really been laid out.”

- Dr. Meeker, Practice Based Coach

# The importance of focused goals

“When we first started coaching, **we didn't realize the importance of making really focused goals**. And we were using the CLASS tool, and so we would say things like "increase instructional support." Well, that's great, but there are like different ways to do that, and the teacher just still learning the CLASS tool couldn't really pinpoint that, and we didn't see a lot of progress and a lot of success. So, as coaches, we really had to reflect on that and say, "Okay, so what are we doing wrong? What's not working here?" And it really was the goals weren't focused enough.”

- Katie Eidle, Practice Based Coach

# Stay SMART to Grow Instructionally Supportive Interactions!



**SPECIFIC**



**MEASURABLE**



**ACHIEVABLE**



**REALISTIC**



**TIMELY**



# Sample SMART Action Plan goal (“DO”)

Strategy: Provide conversation and feedback that expands, extends, and clarifies



**DO: Each day this week, look for 1 child who is struggling to complete a task or answer a question.**

- Instead of providing the answer/solving the problem for them or moving on to another child, **give the child a hint or suggestion** that will help them solve the problem/answer the question on their own.
- If they still don't get it, **encourage children to use additional resources**, like looking in a book with you, recalling a previous activity, or getting help from a peer.

Practice Focused Considerations:	Already Doing	Want to "add in"
Frequent and Connected		
Effective Facilitation		
Action Planning		

# Which practice are you most interested in adding?

1) Role Plays	2) Video Review/ Analysis  (online: free or paid)	3) Video Review/ Analysis  (own video)	4) Video Review/ Analysis  (peers' video)	5) Live modeling or peer observation  (discussed in coaching)	6) Analyze implemented Practices  (from an Action Plan)	Other

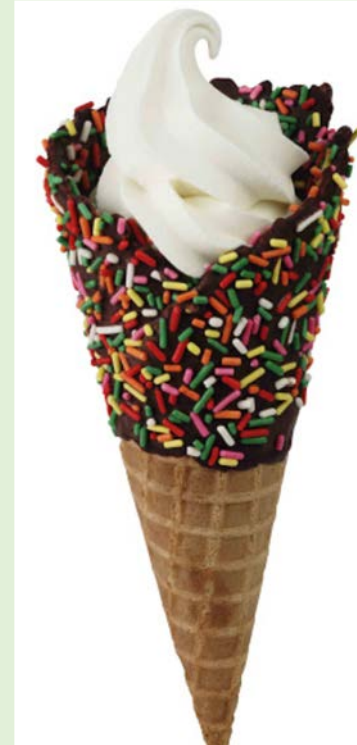
# Make a Plan!

What does your coaching currently look like and what practice focused *add ins* could you try out?







## Current Practice:



## Add-Ins:



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# Sharing Free Coaching Resources

- AEII
  - [Know, See, Do PD Planning Resources](#) (including Action Plans)
  - [Providing Observation Feedback](#) (including Feedback Protocols 1 & 2)
  - [Instructional Video Library](#)
- [ECLKC: Practice-Based Coaching](#)
- [NCPMI: Practice-Based Coaching: Implementation](#)
- Any other free resources you'd recommend?

# Thank you!

- Please reach us at [aeii@virginia.edu](mailto:aeii@virginia.edu) with any questions!

