



# Delivering Coaching From a Distance

June 11, 2020

National Center for  
**Pyramid Model  
INNOVATIONS**  
*ChallengingBehavior.org*

## Introductions



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## Agenda

- What is Distance Coaching?
- Benefits of Distance Coaching
- Considerations for Making Distance Coaching Successful
  - Lessons Learned: Relationships, Preparation, Frequency, Coaching Strategies
  - Use and Understanding of Technology
- Providing Supports
  - Leadership Team/Program-Wide
  - Family Child Care Home
  - Practitioners
- Q & A

## Rethinking the Way we Work





## Evidence for Distance Coaching

- Research has shown the use e-mail feedback can increase the use of specific teaching practices (Artman-Meeker & Hemmeter, 2012; Barton & Wolery, 2007; Hemmeter, Snyder, et al., 2011).
- Text messaging has been shown to be an effective way of providing performance feedback (Barton, Rigor, et al., 2019).
- Video can be a powerful tool in improving teaching performance (Artman-Meeker, Hemmeter, & Snyder 2014).

## Distance Coaching: Example Coaching Actions



- Watch video of classroom activity that teacher has uploaded
- Provide written feedback via shared platform/website
- Conference or video call with practitioner for reflection and feedback
- Hold leadership team meeting virtually
- Simple drop-off resources for teacher or classroom

## You might consider Distance Coaching...

- Setting:
  - Rural
  - Distance between sites receiving coaching
- Coaching Caseloads
- Practitioner Schedule
- Time Constraints
- Response to pandemic:
  - Coaches not able to access classrooms or programs
  - Practitioners supporting children with e-learning or virtual learning



## What Makes Distance Coaching Successful?



### Lessons Learned: Relationships

#### Connect

- Find creative ways to build relationships with the practitioner, team, or program.

#### Validate

- Acknowledge and validate what they might be facing in the moment.
- Gain understanding of current stressors, successes, and challenges.

#### Individualize

- If coaching and training groups or teams, find ways to focus on individuals.





# Resources to Help Practitioners Feel Prepared

**USING VIDEO TO IMPROVE TEACHING AND LEARNING PHASE 1: PREPARING**

**Define a purpose.**

Consider these questions to help you in the planning process. The decisions may affect the staffing, equipment, and level of support you'll need.

- Who will use the video?
  - Teachers
  - Coaches and mentors
  - Education managers
- What will be video-recorded?
  - All classrooms or selected classrooms
  - Specific activities
  - Specific times of day
- Which will be video-recorded?
  - During teaching sessions
  - During teacher support meetings
- Directives or selected children
- Teaching practices identified by individual teachers
- Priority teaching practices identified by the program
- For school promotion on a website (with informed consent)
- Other \_\_\_\_\_

**Map out a timeline.**

Determine when video recording will begin—at the start of the program year? Mid year? Think about how long the process will take and how the school year will be affected. Consider the time needed to plan, set up, and record. Consider a specific, one-to-one video recording and coaching pilot. Once the routine has been established, work backward to determine when to purchase equipment, as the procurement process can sometimes be lengthy.

**USING VIDEO TO IMPROVE TEACHING AND LEARNING PHASE 2: RECORDING**

**Video equipment set-up**

Prepare equipment in the following ways:

- Change camera batteries, with extra disposable in backup, or set up re-charge power outlet.
- Confirm available memory for recording on tapes, SD memory cards, or the camera's internal memory. Often this can be confirmed by watching a sample recording and deleting it if the memory is full.
- Adjust the camera to tripod or handles, and adjust for height, balance, and rigidity, as needed.
- Set cameras on "burst" mode with settings aligned with the purpose. Be sure to adjust the recording file size (see below).

**Recording file size**

With the advent of low-cost, high-quality video cameras, the size for an hour's worth of footage can be large. Record at a low resolution to require enough detail, and compress the video when it is captured to prevent creating an excessively large file. Check the camera user guide to determine the appropriate settings (recording mode). The chart below shows possible settings options.

Video	720p (HD)	1080p (Full HD)	4K	8K (Super 8K)
Best for streaming on YouTube	Best for recording sports production	Best for viewing on a smartphone	Best for consuming memory card space	

An hour's worth of high-resolution video footage can take up about 6.2 GB, whereas an hour's worth of low-resolution footage can take just over 1 GB. The 8K settings is generally recommended because it takes the least amount of memory.

**Classroom set-up**

Capture as much of the classroom as possible so that the teacher AND children are visible in the recording. Position the camera so the teacher is on one side of the screen (left or right) and as many subjects as possible in the rest of the frame. Ideally, the frame will show the teacher and the students' paths to generate a broad picture of what's going on in the room.

**USING VIDEO TO IMPROVE TEACHING AND LEARNING PHASE 3: AFTER RECORDING**

**Technology considerations**

Before recording for observation purposes, think about the technology needs for editing and archiving video:

- Options for editing with computer software**—Once a software program has been identified, determine what footage is needed. Overall, the universal name for the process of editing a video clip is called "trimming," which simply means cutting out the pieces of the footage. The equipment processes photos and video to "upload," which means copying a small portion to the phone before they appear.

The grid box above shows the point of the video that will be saved when the user selects the "trim" button. Once the video is trimmed or copied to another device, it is almost impossible to compress it into a smaller file size.

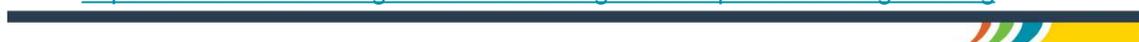
- Viewing a selected part of video without editing**—Using time stamps for the clips can be helpful. Use video playback software (i.e., YouTube, etc.) to determine how to start and stop the footage as the video plays.
- Archiving recordings**—Options include:
  - Storing the physical SD memory cards for later use.
  - Transferring the digital file to an external drive or to several thumb drives.

Be sure to develop a file naming convention to ensure easy access and organization (such as TeacherName Date Clip#).

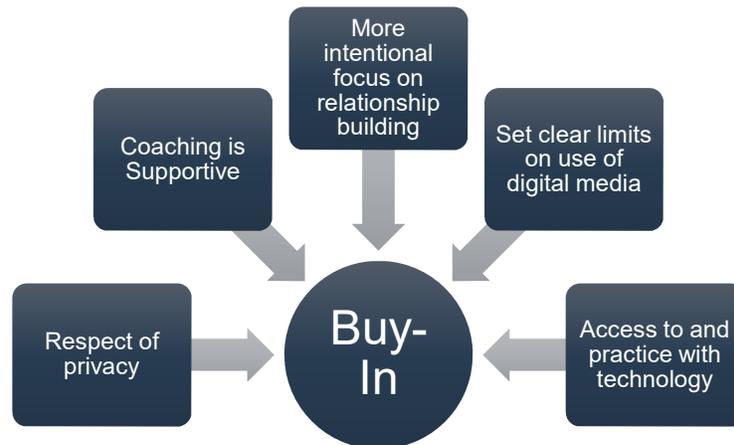
**Defining the observation process**

When using video as part of a coaching process, observing the teaching helps teachers see how they performed, reflect on what went well, and identify specific challenges. It is helpful for teachers to review the video within a day or two of recording so that it is fresh in their minds. Coaching requires to focus on specific behaviors they observe. What did they try and do in the clip? How did the children respond?

<https://eclkc.ohs.acf.hhs.gov/document/using-video-improve-teaching-learning>



# Collaborative Partnership Considerations in Distance Coaching



## Technology Tips to Help Distance Coaching



## Lessons Learned: Frequency and Quality of Coaching Interactions

- Ongoing connections seem to be making distance coaching feel authentic.
  - Make time for small connections.
  - Not every contact has to be a virtual, face-to-face call. Use a phone call, text, or email.
  - Drop off or mail resources.
- Personalize the connections, despite distance or ability to be in the classroom or program.
  - "How is that new visual support working for Xavier?"
  - "I heard from several teachers that the new arrival procedures seem to be going smoothly. What would you say is working well right now?"



## Providing e-mail feedback

- Start with positive, supportive feedback.
- Be specific about what was observed.
- Provide detailed suggestions for improvement on the practice.
  - *What it would look like?*
  - *When to utilize or words or phrases*
- Coach will need to provide ideas and resources:
  - Links to video examples
  - Tools for the classroom
  - Options for visuals
- Close with words of encouragement.
- Always provide “Next Steps.”



## Lessons Learned: Embrace PBC Strategies that Work via Distance

### Focused Observation Ideas:

- Use video when possible to capture the focused practice.
- Without video:
  - Have teacher collect data on specific practice
  - Reflective conversation on specific practice

### Reflection and Feedback Ideas:

- Model practices over virtual call
- Goal setting and action planning
- Material provision
- Supportive and constructive feedback
- Problem solving discussion

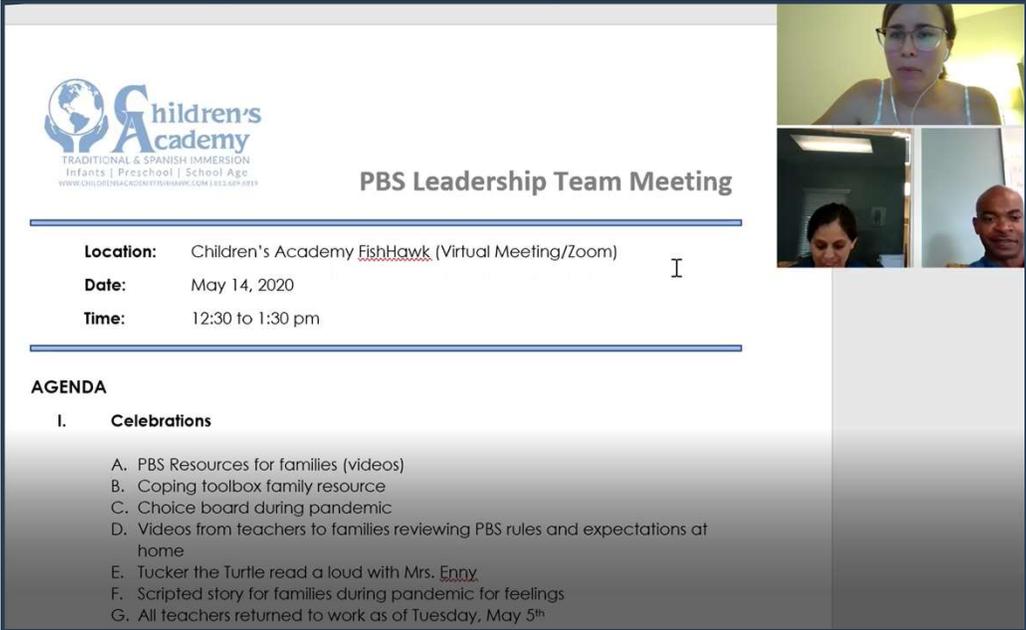




## Distance Coaching with Leadership Teams

- **Set Agenda**
  - All members receive ahead time using technology
- **Gather Data**
  - BIR data
  - BoQ data
  - Progress on Implementation Plan
- **Technology considerations**
  - Determine Platform
  - Can all members access digital platform
  - Back up plan if technology doesn't work
    - Phone number to call if trouble connecting





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## PBS Leadership Team Meeting

**Location:** Children's Academy FishHawk (Virtual Meeting/Zoom)

**Date:** May 14, 2020

**Time:** 12:30 to 1:30 pm

### AGENDA

**I. Celebrations**

- PBS Resources for families (videos)
- Coping toolbox family resource
- Choice board during pandemic
- Videos from teachers to families reviewing PBS rules and expectations at home
- Tucker the Turtle read a loud with Mrs. Enny
- Scripted story for families during pandemic for feelings
- All teachers returned to work as of Tuesday, May 5<sup>th</sup>

**NCPMI**

## Distance Coaching with Family Child Care Homes

### Common barriers to coaching

- Identifying consistent time to meet
- Finding one-on-one time to action plan and provide feedback
- Holding meetings to review implementation plan

### Addressing barrier with distance coaching

- Flexibility with time
- Emails, texts and phone calls provide quicker feedback
- Combine reviewing PBC goals along with implementation goals

## Distance Coaching with Practitioners



- Reflect on the experience of the teacher leading up to and during the pandemic.
- Focus on developing a coaching space in which a teacher feels safe and secure.
- Meet teacher where they are. Know that “business as usual” coaching will resume someday; and that might not be your coaching plan right now.

### Final Thoughts: *Focus on Collaborative Partnership*

“It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the *quality of our relationships, to how well we know and trust one another.*”

-Margaret Wheatley, 2004

## Questions?

Use the  
Q&A panel  
to submit your  
questions.



## Contact info?



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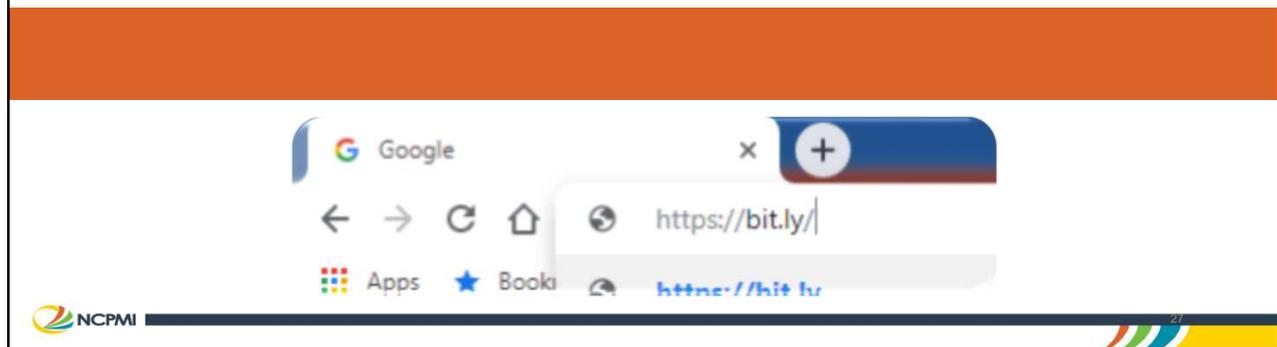
## Survey and Certificate

### Live Viewers

- Email with survey link (in 1 hour)

### Recording Viewers

- *URL is on the recording*

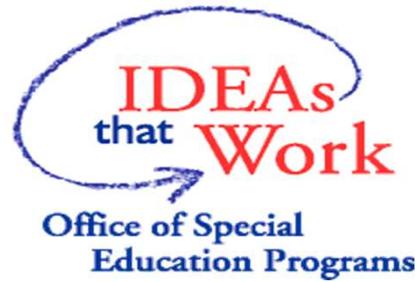


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## Thank You



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