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Digging into Data Webinar Series

Introduction to the Classroom Coaching Log

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University of South Florida

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National Center for Pyramid Model INNOVATIONS
ChallengingBehavior.org

Agenda

- Why Data?
- Classroom Coaching Log
- Making Coaching Decisions

Data are not about adding more to your plate. Data are about making sure you have the right things on your plate.

Data Are More Than:

- Required Reporting
- A "gotcha" or punishment

A Data-Decision Making Approach: Some Basic Assumptions

- Clear vision is established
- Outcomes are identified
- Fidelity and outcomes are measured
- Data are summarized and used
- Data collection AND ANALYSIS is an ongoing process

Organizing For an Effective Problem Solving Conversation

A key to collective problem solving is to provide a visual context that allows everyone to follow and contribute

Time

Newton, J. S., Todd, A. W., Algozzine, K., Horner, R. H., & Algozzine, B. (2009). The Team Initiated Problem Solving (TIPS) Training Manual. Educational and Community Supports, University of Oregon, unpublished training manual.

Pyramid Model Goals

Positive implementation outcomes

- Children improve social/emotional skills
- Teachers work effectively with each child including those with challenging behaviors and/or disabilities
- Program effectively prepares children for Kindergarten
- Program builds responsive relationships with each child and family

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The Goal

Fidelity of implementation
that leads to outcomes for children, families, providers, and programs.

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JF8

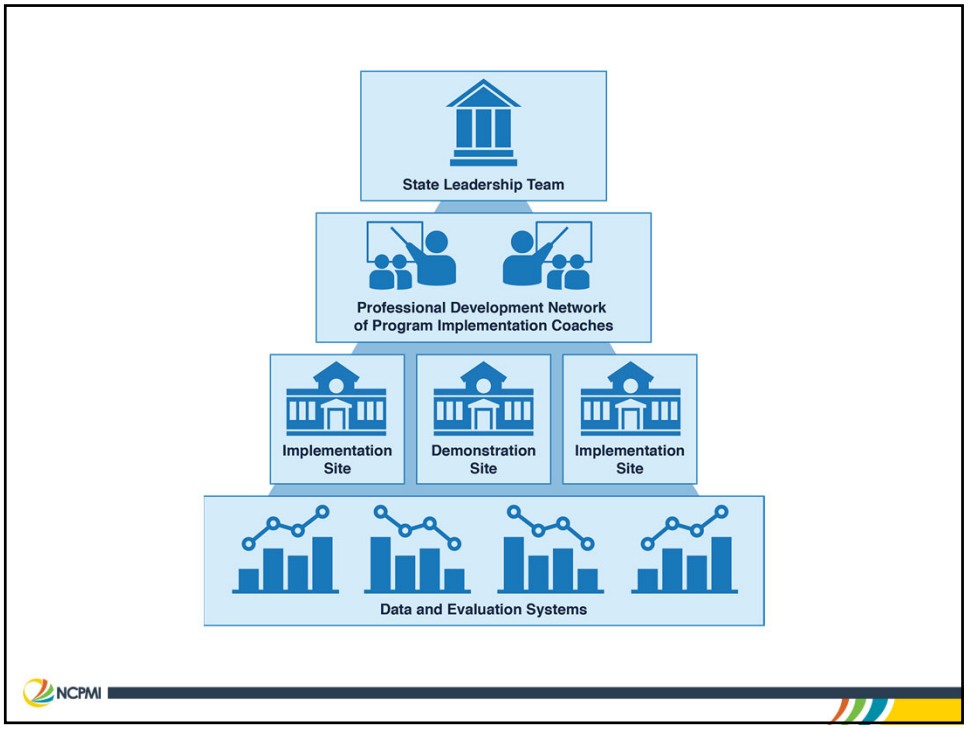
Coaching and Data Decision-Making

Coaching Data can help teams and coaches understand…

- What progress has been made in coaching implementation?
- Whether our infrastructure supports coaching (time allocated and number of coaches)
- What are missing elements that need improvement for supporting practice implementation?

Slide 9

JF8 Need new section title or delete this slide?
Jolenea Ferro, 2/24/2022



Introduction to the Classroom Coaching Log

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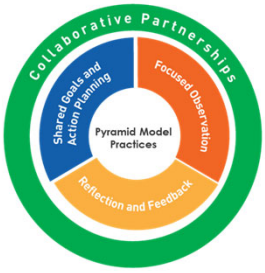
Evidence-Based Professional Development

- High Quality Training
- Practice-Based Coaching
  - Collaborative partnership with coachee
  - Focused on a defined set of practices
  - Delivered in complete cycles
    - Shared Goals and Action Plan
    - Focused Observation
    - Reflection and Feedback

Snyder, Hemmeter, & Fox, 2016



Coaching Strategies

What

- Broad and most commonly used strategies
- Both observation and debriefing strategies

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Observation Coaching Strategies

- Watch teacher and take detailed notes *(live or video recording)
- Collect data
- Verbal Support
- Side by side gestural support
- Videotape

- Problem solving discussion
- Reflective conversation
- Model target practices
- Assist with environmental arrangements
- Other help in the classroom

Definitions of coaching strategies: https://challengingbehavior.cbcs.usf.edu/docs/coaching_strategies.pdf

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Debriefing Strategies

- Help Arrange Environment
- Demonstrate
- Role Play
- Reflection
- Constructive Feedback
- Review Video Tape

- Supportive Feedback
- Set Goals/Action Planning
- Materials Provisions
- Problem-Solving
- Use/Interpret Data
- Individual Child Support

Definitions of coaching strategies: https://challengingbehavior.cbcs.usf.edu/docs/coaching_strategies.pdf

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Tips

- ***Discuss support preferences with practitioner BEFORE observing***
- Organize yourself before observation so easy to take notes
- Videotaping allows for the teacher to observe and reflect
- Don't take teacher's focus from children
- Be responsive to teacher's needs

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Coaching Data Tools

Classroom Coaching Log

NCPMI Classroom Coaching Log

V2.0 Rev. 10/03/18

Coach ID:_____Program ID:_____

Teacher ID:		Cycle #:	
Total # of Action Plan Goals:			

Activities/Strategies - check all that occurred during session(s)											
Observation Strategies						Debrief Strategies					
Dates:						Dates:					
Observed						Problem solving discussion					
Videotaped						Reflective conversation					
Modeled						Helped with environmental arrangements					
Collected data						Role play					
Verbal support						Constructive feedback					
Side by side gestural support						Goal setting/action planning					
Problem solving discussion						Supportive Feedback					
Reflective conversation						Material provision					
Helped with environmental arrangements						Demonstration					
Other help in the classroom						Individual child support					
Other						Other					
Total Observation Time:						Total Debriefing Time:					
Action Plan Goals Completed:						New Action Plan Goals:					

Notes:

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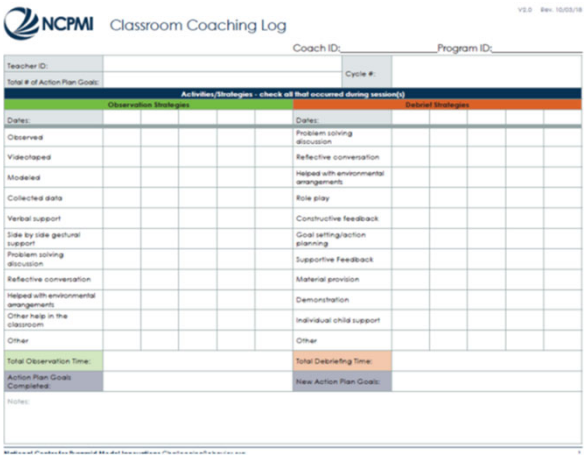
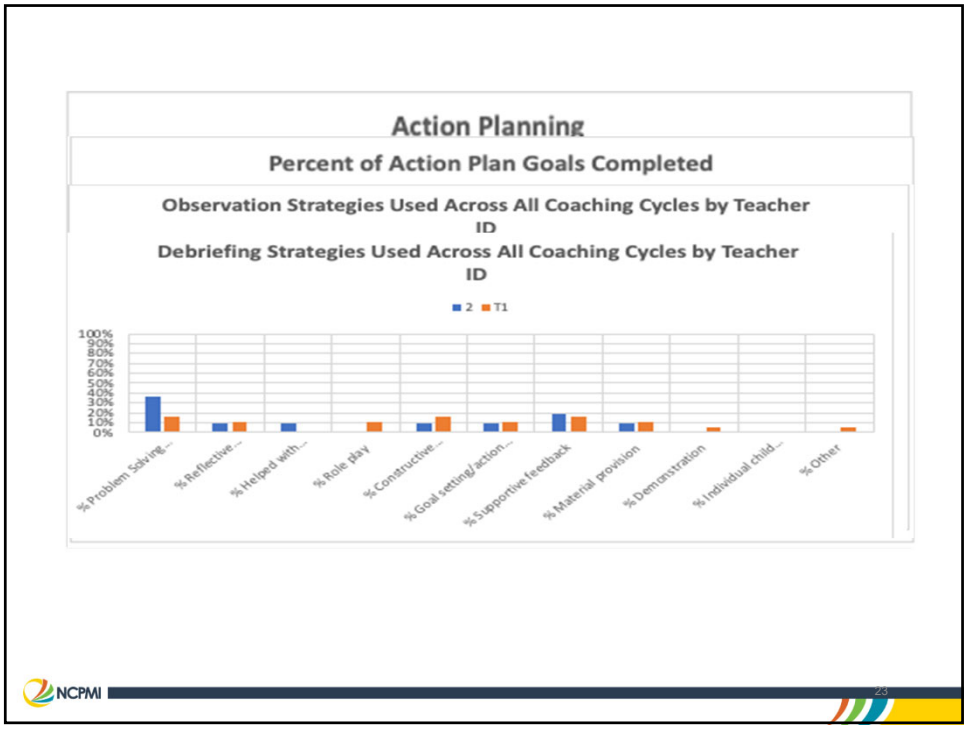
Documenting Coaching Strategies



NCPMI Classroom Coaching Log

Coach ID:_____ Program ID:_____

| | | |


Action Planning
Percent of Action Plan Goals Completed
Observation Strategies Used Across All Coaching Cycles by Teacher ID
Debriefing Strategies Used Across All Coaching Cycles by Teacher ID
2
T1
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Problem Solving...
% Reflective...
% Helped with...
% Role play
% Constructive...
% Goal setting/action...
% Supportive feedback
% Material provision
% Demonstration
% Individual child...
% Other
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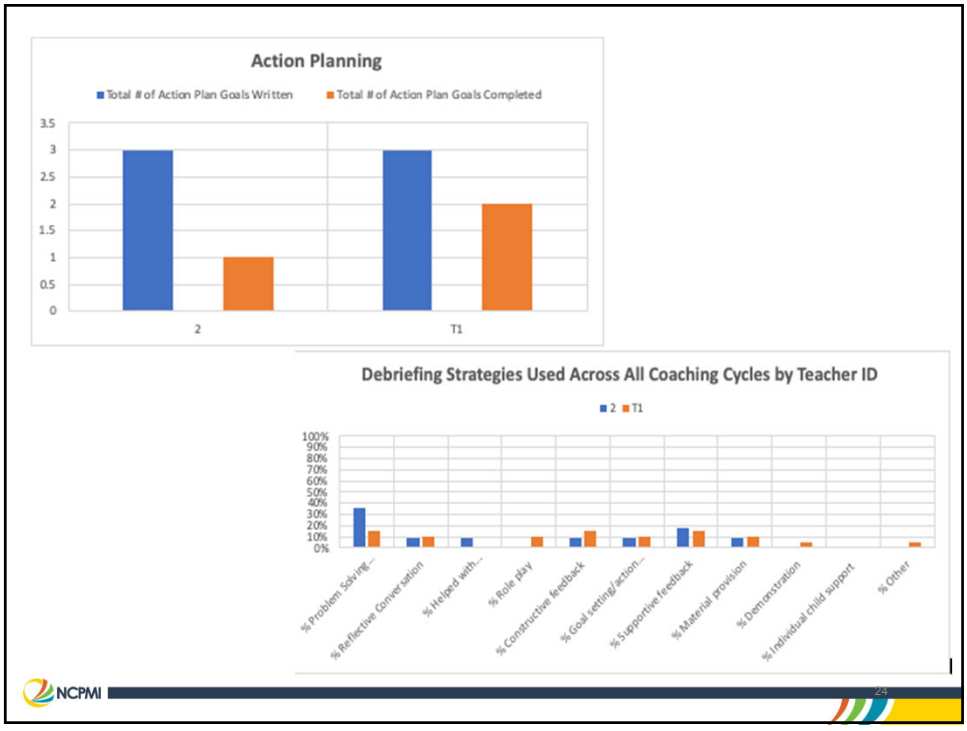
Action Planning
Total # of Action Plan Goals Written
Total # of Action Plan Goals Completed
3.5
3
2.5
2
1.5
1
0.5
0
2
T1
Debriefing Strategies Used Across All Coaching Cycles by Teacher ID
2
T1
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
% Problem Solving...
% Reflective Conversation
% Helped with...
% Role play
% Constructive feedback
% Goal setting/action...
% Supportive feedback
% Material provision
% Demonstration
% Individual child support
% Other
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Attempted Coaching Cycles

Completed Coaching Cycles

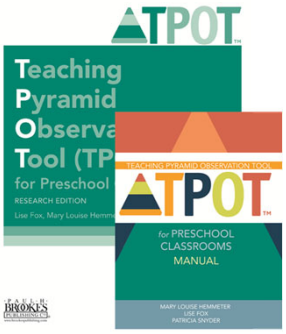
Duration

Teacher ID	# of Attempted Cycles	# of Completed Cycles	% Cycles Completed	Total Duration Across Focused Observations	Average Duration Across Focused Observations	Total Debriefing Duration	Average Debriefing Duration
2	5	4	80%	145	29.0	115	28.8
T1	5	5	100%	185	37.0	90	18.0

JF15

Teaching Pyramid Observation Tool

- Initial assessment to develop action plan goals
- "Running TPOT" to track teacher progress
- Year end assessment to show growth in implementation



Slide 26

JF15 Move to after description of coaching log
Jolenea Ferro, 2/25/2022

Making Coaching Decisions

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Data Decision-Making : It Takes a Team

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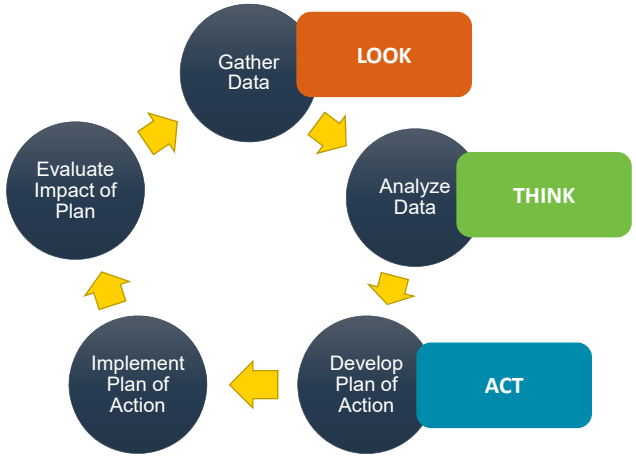
Data Decision-Making Cycle



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Look-Think-Act Process

LOOK	THINK	ACT
Examine data for trends and meaningful associations. In the "Look" step, the coach should refrain from jumping to an inference about the data. Identify what is happening factually without jumping to a conclusion.	Ask questions related of the data that might help with interpretation. In the "think" step, the coach and teacher engages in a discussion to make interpretations about the data. The coach begins to identify their inferences or conclusions based on the data	Make decisions and identify the action plan needed to put the decisions in place. In the "Act" step, the team identifies actions that will be implemented in response to conclusions from the data.

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Data Considerations for LT

- Has coaching supports happened the way the leadership team intended?
- Were there any major program or coaching changes during the year?
- Were there major initiatives that diverted the coaches/teacher's attention and resources from Pyramid Model implementation?

Data Considerations for Coach

- Are teachers meeting their goals?
- Am I using strategies that are effective for each teacher
- Have I used data to adjust strategies so I'm more effective?
- Am I making a difference in teacher practices?

Look-Think-Act *in Action*

Look	Think	Act
• Complete coaching cycles • Average duration • Patterns of strategies used • Action plan goals completed (number and percent)	• Were the expected number of cycles and goals completed? • Are there differences across teachers? • Is more time correlated with more goals completed? • Too many or too few goals?	• Identify the reason for too few completed cycles • Consider need for more coaching time • Dig deeper review other data • Provide additional resources for coaches • Review quality of goals

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Ms. Rita has been coaching two teachers for approximately 6 months.

Teacher A

- Brand new teacher
- Eager and excited for coaching
- Initial low levels of implementation

Teacher B

- Veteran teacher of 12 years
- Feels reluctant; New to coaching
- Initial high level of implementation

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Coach Reflection

Ms. Rita has started to notice that there are differences between Teacher A's and Teacher B's classrooms.

- Teacher A seems to be trying new things in her classroom.
- Teacher B seems to take longer to put new ideas and practices in place.

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LOOK at Rita's Coach Log

Attempted Coaching Cycles
Completed Coaching Cycles
Duration

Teacher ID	# of Attempted Cycles	# of Completed Cycles	% Cycles Completed	Total Duration Across Focused Observations	Average Duration Across Focused Observations	Total Debriefing Duration	Average Debriefing Duration
A	11	11	100%	405	36.8	375	34.1
B	9	8	89%	225	25.0	175	21.9

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THINK about the data

- Ms. Rita has spent twice as much time with teacher A compared to teacher B.
- Teacher A has more completed coaching cycles.

LOOK at Rita's Coach Log

Patterns of Strategies Across Observation Sessions

	Teacher ID	
Observation Strategy	A	B
% Observed	33%	64%
% Videotaped	6%	0%
% Modeled	11%	0%
% Collected Data	17%	21%
% Verbal Support	8%	0%
% Side by Side Gestural Support	6%	0%
% Problem Solving Discussion	3%	7%
% Reflective Conversation	14%	0%
% Helped w/ Environmental Arrangements	0%	7%
% Other Help in the Classroom	3%	0%
% Other	0%	0%

THINK about the data

- Variety of observation strategies used with Teacher A. Opportunities for in-the-moment coaching and use of video recording.
- Limited range of strategies used with Teacher B. Mainly observation and data collection.

LOOK at Rita's Coach Log

Patterns of Strategies Across Debriefing Sessions

	Teacher ID	
Debriefing Strategy	A	B
% Problem Solving Discussion	9%	10%
% Reflective Conversation	14%	30%
% Helped with environmental arrangements	5%	0%
% Role play	5%	0%
% Constructive feedback	18%	5%
% Goal setting/action planning	14%	15%
% Supportive feedback	25%	35%
% Material provision	2%	5%
% Demonstration	5%	0%
% Individual child support	5%	0%
% Other	0%	0%

THINK about the data

- Providing supportive and constructive feedback to Teacher A.
- Very little use of constructive feedback with Teacher B.
- More variety of reflection and feedback strategies used with Teacher A.

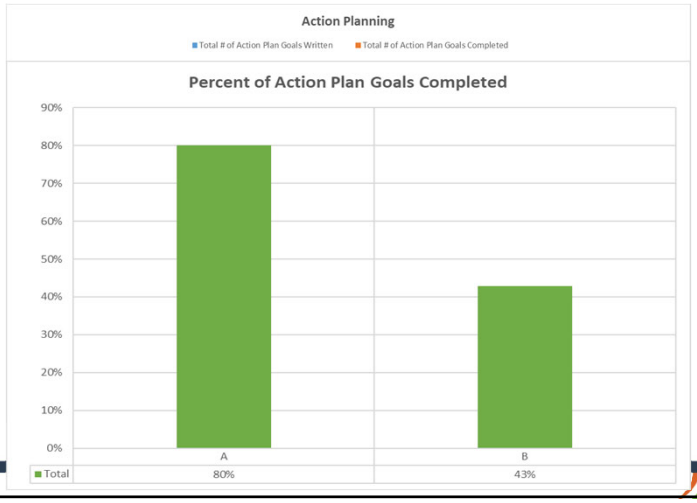
THINK about the data

Are there differences in the collaborative partnerships?

- *Does Rita spend more time coaching Teacher A because that teacher is excited or open to coaching or does she really have an identified need for more coaching support?*
- *Is Rita using more strategies with Teacher A because she is more comfortable interacting with Teacher A?*
- *Is she feeling uncomfortable providing feedback because Teacher B is a veteran teacher?*

LOOK at Rita's Coach Log

Number of Action Plan Goals
Percentage of Action Plan Goals Completed



THINK about the data

- Teacher B started with 3 goals. She has met 3 out of 7 total goals.
- Teacher A started with 2 goals. She has met 4 out of 5 total goals.

Was 3 too many goals for Teacher B to have at once?

Due to initial higher implementation, Teacher B wanted to target all her areas of need at once.

Coaching *ACTIONS*

- Review coaching log data monthly to ensure she's following her plan.
- Use data to determine if changes in coaching make a difference in teacher acquisition of new skills.

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Actions: Teacher A

- Continue to provide the same level of coaching support to Teacher A, as it seems to be working.
- Evaluate coaching supports (duration and coaching cycles) once spring TPOT is completed.

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Actions: Teacher B

- Spend additional time connecting with Teacher B to build a stronger collaborative partnership.
- Reduce total number of current goals so Teacher B is only working on one or two goals at a time.
- Increase coaching time with Teacher B to see her about once every two weeks.
- Include constructive feedback during reflection and feedback.

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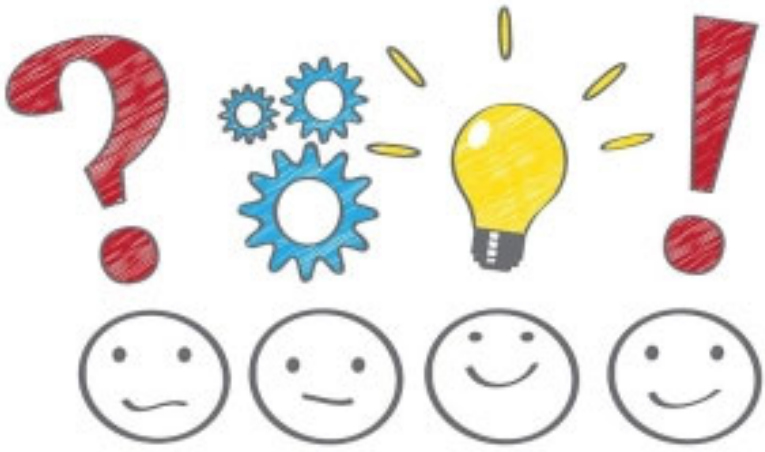
Questions



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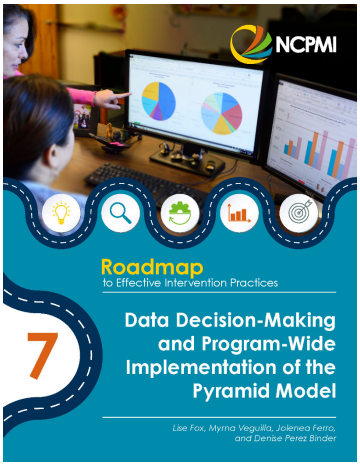
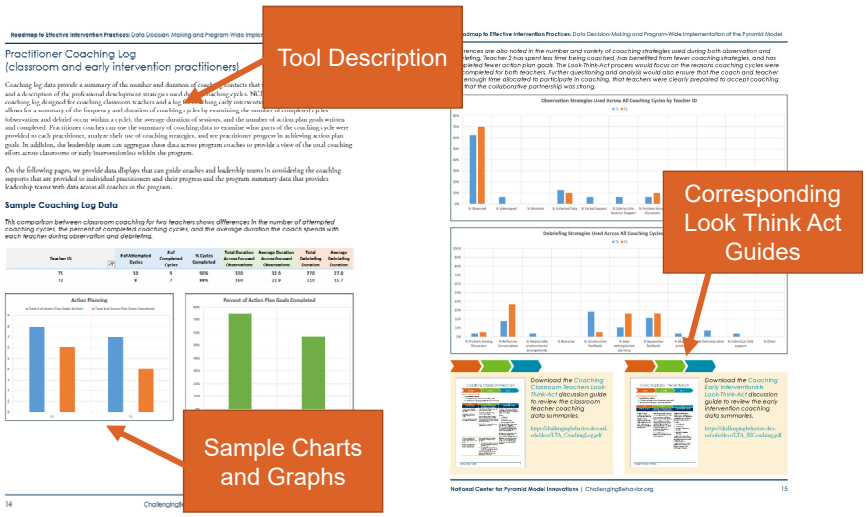
JF12

Pyramid Model Data Roadmap



- Provides guidance on all Pyramid Model tools
  - What, When, Who, Why

Using the Roadmap



Slide 49

JF12 Do we need to do the Data Roadmap? And most of the rest of this?
Jolenea Ferro, 2/24/2022

Share!

- Be sure teachers and families celebrate progress
- Use bulletin boards, newsletters or displays
- Add on as you put more critical elements in place

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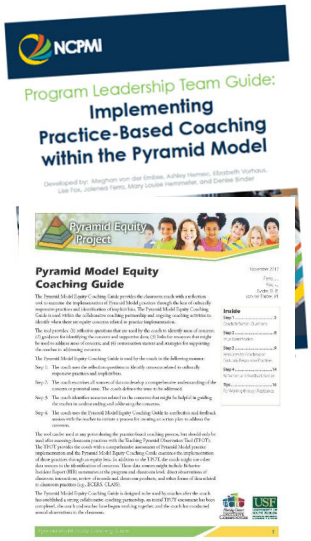
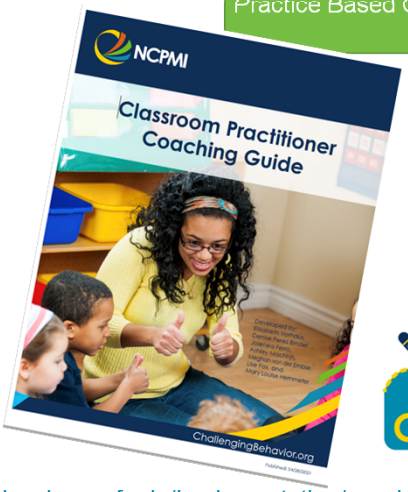
Resources



Check out this Extensive Collection of Resources on Practice Based Coaching



UNPACKING COACHING Webinar Series

https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html

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About
Pyramid Model
Implementation
Training & Technical Assistance
Pyramid Nation
Implementation / Data Decision-Making
Data Decision-Making
Data decision-making is a foundational element of the Pyramid Model.
State leadership teams use data decision-making when examining statewide implementation components and outcomes for local programs, practitioners, and children.
Programs use data decision-making to examine their implementation of the Pyramid Model, practitioner implementation of Pyramid Model practices, and outcomes for families and children.
Download the Decision-Making Guide
Roadmap to Effective Intervention Practices: Data Decision-Making and Program-Wide Implementation of the Pyramid Model
Data Decision-Making Tools
These tools and spreadsheets provide coaches, program leaders, and practitioners with data gathering tools and displays that facilitate data decision-making.
State Leadership Team Tools
State Leadership Team Benchmarks of Quality
Program Coaches
Classroom & Program Tools
Early Childhood Program-Wide PBS Benchmarks of Quality v. 2.0
Teaching Pyramid Observation Tool (TPOT) for Preschool Classrooms
Teaching Pyramid Infant Toddler Observation Scale (TPITOS)
Classroom Coaching Contacts
Behavior Incident Report System (BIRS)
Early Intervention Program Tools
Pyramid Model Early Intervention (Part C) Benchmarks of Quality v1.0
Early Intervention Practitioner Coaching Contacts
Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)
Community Leadership Team Tools
Community-Wide Benchmarks of Quality
Other Data Resources
Videos & Webinars
General Resources
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Mental Health Consultation
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Emergencies and National Disasters: H
Access resources to support families in helping young children cope with the challe
updated as we obtain more resources.
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Digging into Data
Webinar Series
Deep dive into data decision-making tools
TPOT and TPITOS
Early Interventionist Pyramid Practices Fidelity Instrument (EIPPFI)
Community-Wide Benchmarks of Quality
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JF14

References

- DaSy: The Center for IDEA Early Childhood Data Systems. (2021, June 4). *Data governance toolkit: Introduction to data governance.* https://dasycenter.org/data-governance-toolkit/introduction-2/
- FPG Child Development, UNC. (2021, September 29). *Building data skills to lead for equity.* [Video]. https://hml.fpg.unc.edu/Play/17411
- IDEAs That Work Resources. (2021, September 13). *Kate Grannemann, Sherry Franklin, Cindy Weigel: B17_Building a culture of data use with a focus on equity* [Video].YouTube. https://youtu.be/7k7Z6FdzKlQ

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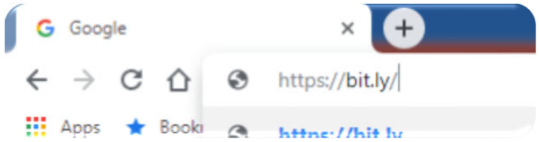
Survey and Certificate

Live Viewers
- Email with survey link (in 1 hour)

Recording Viewers
- Type URL below into a web browser window
- *URL is case sensitive*

https://bit.ly/didw_030322



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Slide 55

JF14 Keep this?
Jolenea Ferro, 2/24/2022

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Office of Special Education Programs