

# Virtual Lab School



Welcome!

Live Webinar will begin at 11:00am EST

# **Coaching to Enhance Practice**

## **Successful Strategies to Support Adult Learners**

March 15, 2022

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Kristen Knight, M.S., Assistant Director of PD & Training, VLS

# To support your learning...

- ✓ All participants have been muted
- ✓ Please type questions or comments into Chat
- ✓ We will monitor the CHAT and answer questions throughout the training
- ✓ This session is being recorded to share on the Virtual Lab School site
- ✓ We encourage you to participate in the polls throughout the training
- ✓ Share your feedback after the training!
- ✓ If we disconnect – please log back in

# LEARNING OBJECTIVES

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- Examine the research around effective professional development
- Identify evidence-informed strategies to build quality coaching partnerships
- Analyze your own strengths and areas of growth as a coach using tools from the VLS
- Examine strong goal setting processes and reflect on how you can create, monitor, and document goals
- Identify publicly available tools and resources to support quality coaching

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# WHAT RESEARCH SAYS ABOUT EFFECTIVE PD/COACHING

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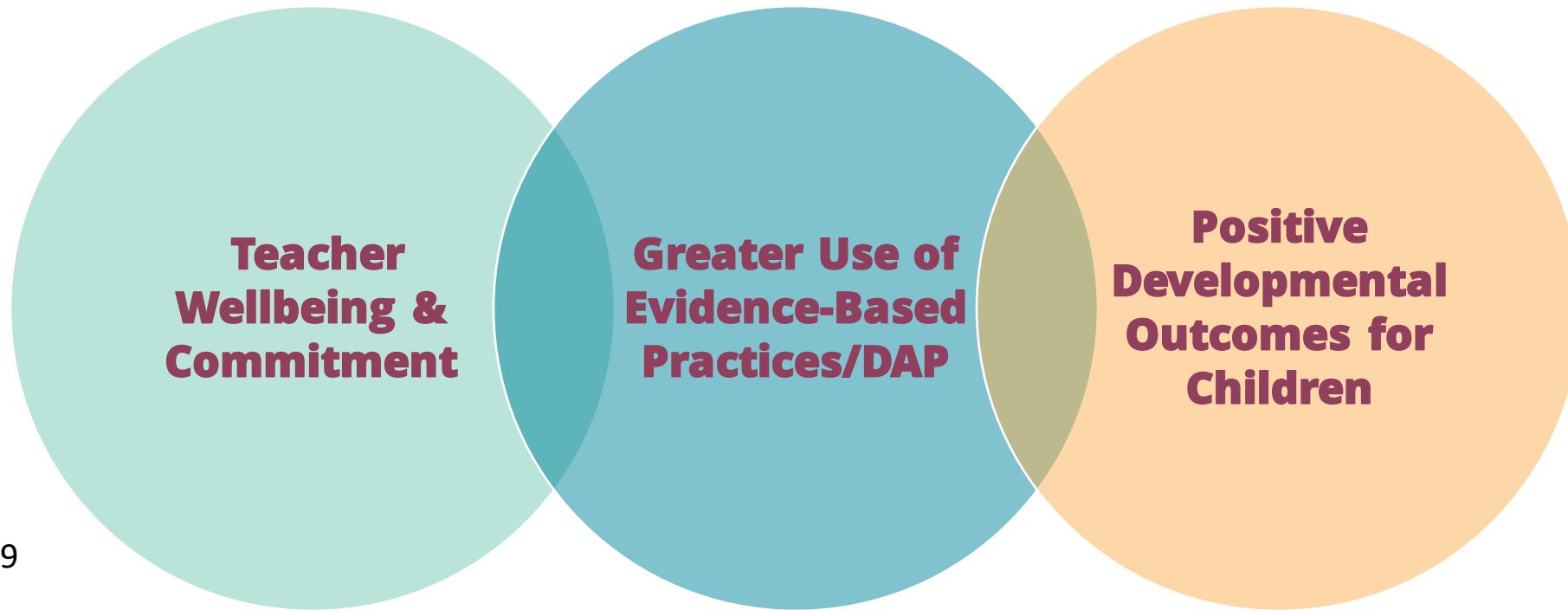
Artman-Meeker et al., 2015

Kraft et al., 2018

Joyce & Showers, 2002

Snyder et al., 2015

# Impact of Coaching

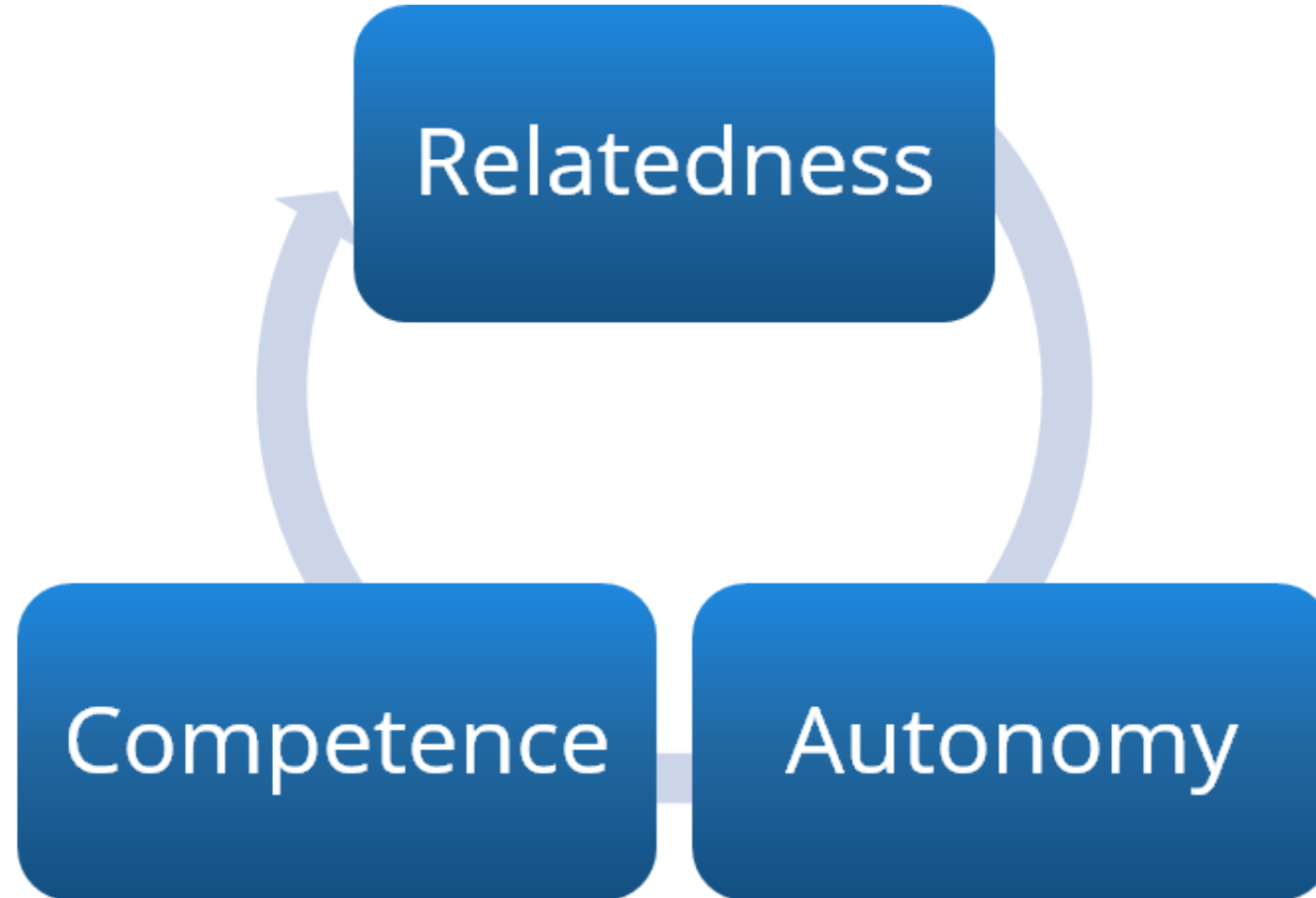


Kraft et al., 2018  
Harding et al., 2019  
Lang et al., 2017  
McLeod et al., 2017  
Snyder et al., 2015  
Walunas et al., 2021



La Paro & King, 2019  
McLeod et al., 2017  
Snyder et al., 2015  
Walunas et al., 2021

# What do teachers need to be successful?





ASK YOURSELF:

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*What makes a great coach?*

# Reflecting on Your Coaching Style

- Strengths-Based Perspective
- Awareness to Understanding
- Individualized Support
- Mutual Learning Partnerships
- Modeling

VLS, *Using the VLS: Coaching to Enhance Practice*  
Lesson 4

[https://static.virtuallabschool.org/activities/using-vls/FT.VLS\\_4.Goal\\_A1.CoachingCompetency.pdf](https://static.virtuallabschool.org/activities/using-vls/FT.VLS_4.Goal_A1.CoachingCompetency.pdf)



## Training & Curriculum Specialist: Coaching Competency Reflection

STAFF NAME

DATE:

Each of the statements below refers to behaviors or attributes coaches should demonstrate when supporting the professional development of staff members in their programs. Some of the competencies are directly observable during your regular interactions with staff members. Other competencies might be assessed through self-reflection, conversations with trusted colleagues, or documentation. Use this competency reflection to assess your coaching interactions and effectiveness. It is a tool to help prioritize your goals for professional learning as a coach. It can be useful to return to this competency reflection regularly to assess your growth and set new goals; doing so also provides a strong model of reflective practice for the direct care staff with which you work.

When setting your own professional learning goals, note that each competency may touch on multiple aspects of professional skill. For example, if you set a goal to build coaching partnerships with staff by “establishing a regular and protected time for meetings with staff members,” this would likely involve collaborating with management around scheduling, refining personal time management strategies, developing communication systems with staff, and identifying back-up or problem-solving strategies for unexpected scheduling issues. As you use this competency checklist, spend time “unpacking” the competencies in this way and define the steps you will take to grow your practice and the support you need to be an effective coach.

①

Emerging  
I am building my understanding  
and use of the practice

②

Developing  
I understand the practice and am  
working to consistently or fully  
implement it

③

Mastered  
I consistently  
display or implement practice  
in an appropriate manner

COMPETENCY	REFLECTION	NOTES
<b>1</b> Strengths-Based Perspective	1 2 3	
A I give positive feedback when staff members show growth in competencies, collaborate in teams, and demonstrate professionalism.	1 2 3	
B I use VLS materials (competency checklists, Explore exercises, End of Course Assessments) to assess staff members' strengths and highlight these in my documentation and conversations.	1 2 3	
C I provide opportunities for staff members to reflect and share their self-assessed strengths.	1 2 3	
D I make a point to identify strengths in all staff members to build their confidence and self-efficacy.	1 2 3	
E I recognize that some staff have had more opportunities to learn than others, and that may account for uneven growth and competence.	1 2 3	

# Collaborative Partnerships

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It all starts here...

# Characteristics of Strong Coaching Partnerships

Shared  
Understanding &  
Focus

Trust, Rapport,  
Commitment to  
Partnership

Choices about  
Practices &  
Coaching  
Strategies


Supportive not  
Evaluative

Ongoing  
Communication &  
Support

Celebrations

# Tools to Support Strong Coaching Partnership

## Building Relationships

 Training and Curriculum Specialist | Self and Cultural Understanding | Lesson 1 | Apply  
VirtualLabSchool.org

### Sense of Self: Building Positive Relationships with Staff Members

Forming positive relationships with staff members helps you understand who staff members are as individuals and how they define their identities. This prepares you to do the important work of nurturing their professional and personal development. Consider the following questions to help you build positive relationships:

1. Get to know each staff member as a professional. Think about:
  - What inspired the staff member to work in child or youth programs? What does he or she get excited about professionally? What drives him or her to come to work and do well?
  - What does the staff member's daily schedule look like? When are good times for conversation outside of the classroom or program day?
  - What is the staff member's style of interacting with other adults and with children? How does the staff member like the classroom or program space organized?
  - What is the staff member's history with the program? Is the staff member new to child and youth programs, or has he or she worked in other child or youth programs before? Does the staff member feel confident in his or her role?
  - What experiences have prepared the staff member for his or her current role?
  - What experiences has the staff member had with coaching or mentoring? What worked well for him or her? What helps him or her learn?
2. Get to know each staff member as a person. Think about:
  - What is going on in the staff member's life outside of the program? Who are the important people in the staff member's life? What are his or her responsibilities to family and/or community?
  - What stories does the staff member share?
  - How does the staff member choose to communicate? Do they tend to be talkative or more reserved? How do they communicate about problems or concerns? How do they communicate about celebrations or success?
  - What can you relate to about the staff member? What do you have in common?
3. Get to know each staff member's priorities. Think about:
  - What is the staff member excited about? What are his or her goals for the next few months or year?
  - What resources does the staff member ask for? Does he or she ask for advice? Materials?
4. Get to know each staff member's achievements. Think about:
  - What does the staff member love to do? What does the staff member do really well?
  - How does the staff member like to be recognized for a job well done? Do they appreciate public recognition, or do they prefer private conversations?

## Coaching Agreements

As a coach, I will:

- Commit to supporting the various needs of staff in my program, including your unique needs
- Focus on your strengths
- Recognize your professional growth and value small strides toward progress
- Demonstrate flexibility, and understand that individuals learn at different paces and in different ways
- Build your capacity for self-initiated learning and problem-solving
- See things from others' perspectives
- "Roll-up my sleeves" and offer to model discussed practices
- Review and give feedback on coursework in a timely manner
- Follow through with commitments and timelines
- Recognize when your questions or needs are beyond my scope of knowledge and practice and find someone who can help
- Ask for and give objective feedback
- Keep information about you and other staff members confidential and only discuss performance with the program administrator when necessary
- Engage in honest self-reflection about my coaching skills and helpfulness to others
- Respect your beliefs and ideas

As a staff member or family child care provider, I will:

- Evaluate my own professional strengths and needs
- Be open to the perspectives of others
- Become aware of strategies that help me learn (e.g., handwritten notes)
- Speak up if I don't understand something or feel a request is unrealistic
- Engage in collaborative problem-solving with my coach
- Engage in honest self-reflection about my beliefs, knowledge, and practices
- Follow-through with discussed actions steps and complete coursework in a timely manner
- Learn new information and skills at all stages my career
- Commit to quality care for children and overall program quality
- Try new practices, even if they are outside of my comfort zone
- Ask for and give objective feedback
- Respect my coach, even if they have fewer years of experience or are younger than me

VLS, *Self and Cultural Understanding, Lesson 1*

[https://static.virtuallabschool.org/atmt/self/TC.Self\\_1.Intro\\_A1.BuildingRelationshipsWithStaff.pdf](https://static.virtuallabschool.org/atmt/self/TC.Self_1.Intro_A1.BuildingRelationshipsWithStaff.pdf)

VLS, *Using the VLS: Coaching to Enhance Practice, Lesson 3*

<https://www.virtuallabschool.org/focused-topics/using-the-vls-coaching-to-enhance-practice/lesson-3/act/24141>

# Evidence-Based Coaching Strategies

- ✓ Goal Setting & Monitoring
- ✓ Focused Observations
- ✓ Reflective Conversations
- ✓ Supportive & Constructive Feedback
- ✓ Identifying/Providing Resources



Practice-Based Coaching Framework

National Center on Early Childhood Development, Teaching and Learning

<https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

ASK YOURSELF:

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*What tools help you to  
implement evidence-based  
coaching strategies?*



# 1. Focus on Effective Practices

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**Practice =**

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**Observable, measurable action or behavior of the staff member**

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**Affects the physical, temporal, interactional, or instructional environment to support children's learning and development**





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# Practices vs. Activities – What's the Difference?

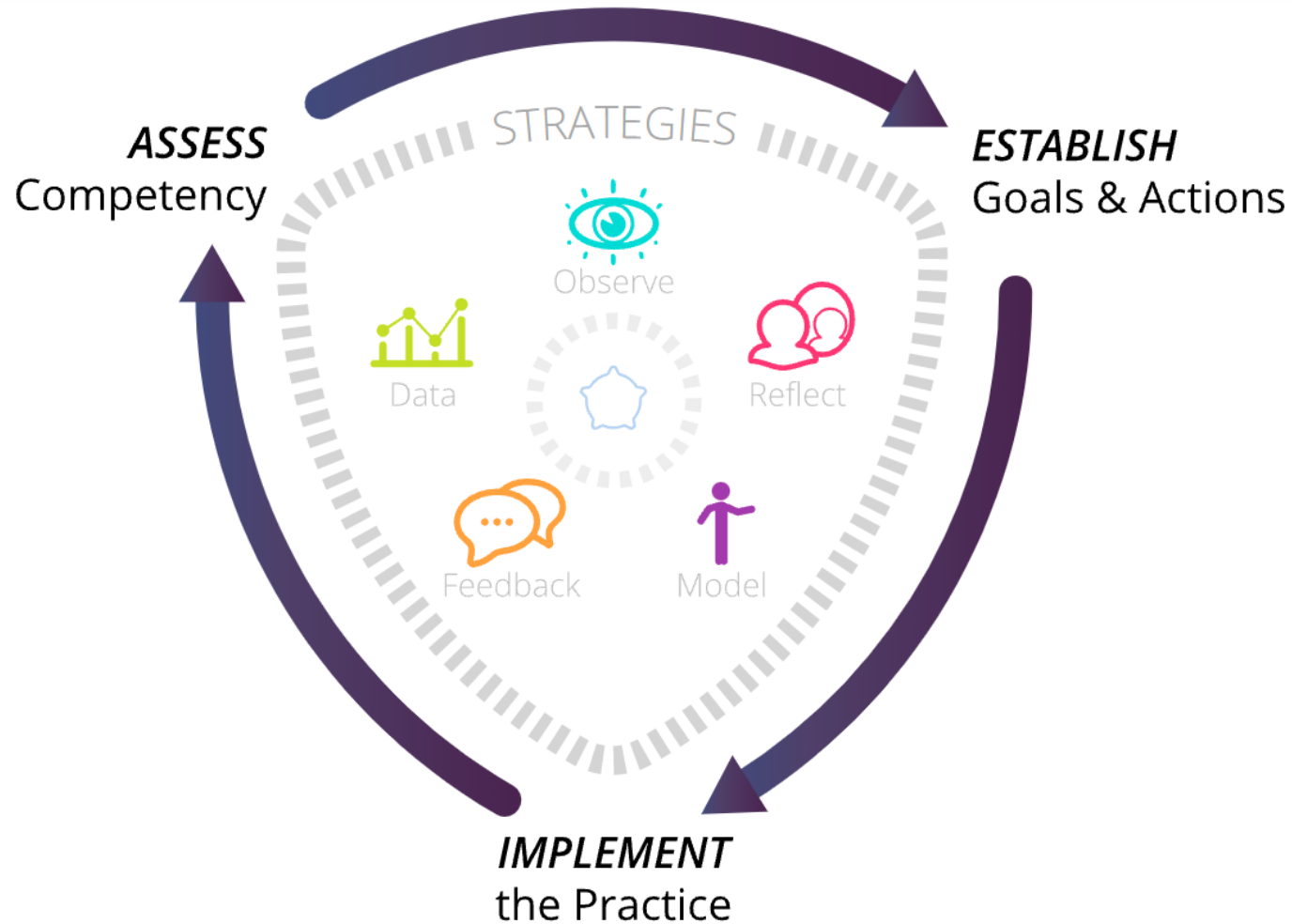
## Practices

- Provides a transition warning using a visual or auditory cue to alert children to upcoming transition
- Holds child's hand when walking
- Models vocabulary words during shared book reading
- Points to pictures in books while reading and describes them
- Engages in conversations with children on their level during activities
- Greets each child by name
- Listens and responds to children's questions

## Activities

- Sing the 'Clean Up' song
- Review the calendar at circle time daily
- Offer dinosaurs and sand in the sensory table

# 2. Collaborative Goal Setting



# Setting Strong Goals

S

• **Specific**

M

• **Measurable**

A

• **Acheivable**

R

• **Relevant**

T

• **Time-sensitive**

# Transforming Ideas into Strong Goals

"I want to better support children language development."



"I will expand on what children say and do by describing their experiences, labeling actions and feelings, or by adding at least one describing word to things they point to or name. I will do this at least one time for four children during activity choice time every day for 2 weeks."

# ACTION PLANNING

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Pick 1-3 practices to focus on at a time



Determine what resources the teacher needs to be successful (materials, modeling, training?)



Determine who will do what and the timeline



Determine how you will know you've reached the goal



Determine how you will acknowledge/celebrate

# Tools to Support Goal Setting

## Competency Reflection

Each statement below refers to behaviors or attributes providers should demonstrate when interacting with children or families. Many of the competencies are directly observable. Other competencies may be assessed through conversations with the provider or by examining the environment. Ask the provider to complete their version of this competency reflection. For each of the statements, mark the level of mastery the staff member currently displays. Meet to discuss your observations and the provider's thoughts and comments.

- ① **Emerging**  
Provider is building their understanding and use of the practice
- ② **Developing**  
Provider understands the practice and is working to consistently or fully implement it
- ③ **Mastered**  
Provider consistently displays or implements practice in an appropriate manner

COMPETENCY	REFLECTION	NOTES
<b>1</b> <b>Direct Observation</b>	<b>1 2 3</b>	
A Offer engaging and unique experiences outdoors.	1 2 3	
B Bring appropriate indoor activities to the outdoor learning environment.	1 2 3	
C Implement the program's safety checklists and policies in the outdoor learning space.	1 2 3	
D Interact with children to extend their learning as they use materials.	1 2 3	
E Provide at least 60 minutes of free-choice time every day.	1 2 3	
F Provide at least 60 minutes of outdoor time every day.	1 2 3	
G Seek out professional development opportunities that address problem-solving, reducing stress, self-care, goal setting, etc.	1 2 3	
H Make time for exercise, relaxation, and healthy eating.	1 2 3	
I Give auditory or visual cues before transitions and keep children engaged during transitions.	1 2 3	
J Provide visual supports for routines, such as handwashing, lining up, snack time, etc.	1 2 3	
K Review the daily schedule of activities and experiences with children.	1 2 3	
L Model to children the skills needed to navigate routines.	1 2 3	
M Provide specific, positive feedback when a child or youth navigates a routine successfully.	1 2 3	

Viewing as: TCS/Administrator Caregiver

STAFF NAME
DATES
CERTIFIER

## Caregiving Observation & Reflection Tool (CORT)

View published New draft Moderate



The goal of this measure is to assess caregivers' strengths and areas for growth by observing actual caregiving practices. This measure covers the many domains that make up a high-quality child care environment. The observation tool is divided into five domains which encompass various constituent skills.

### Domains

- Language & Literacy
- Responsive Relationships
- Balanced & Differentiated Instruction
- Comprehensive Caregiving
- Family-Centered Practice

### Rating

When rating a skill, take into account only the caregiver's actual behavior during your observation on that skill. The skill levels build on each other, so a caregiver may show some skills under emerging and some under developing, or some developing skills and some under mastery. When rating a caregiver on a skill, try to pick the competency level that best fits the materials, behaviors, and skills you see in the child care environment.

Example: If a caregiver mostly has interactions on a specific skill that you would classify as developing, but you see one or two emerging skills, that caregiver could likely be classified as developing on that skill. However, another caregiver who shows both emerging and developing qualities on a skill may better fit in emerging. During an observation you will only see a snapshot of the child care environment and teaching practices.

- E - Emerging - Staff member is building their understanding and use of the skill.
- D - Developing - Staff member understands the skill and is working to consistently or fully implement it.
- M - Mastered - Staff member consistently displays or implements practice in an appropriate manner.
- 0 - Not Observed



## Action Plan Quality Checklist

Instructions: Evaluate the quality of your Action Plan using the checklist. Read each indicator and circle "yes" or "no" in the boxes provided.

Action Plan Component	Yes / No
<b>Goal</b>	
• Does the goal include one or more specific actions a coachee will do?	Yes No
• Can the actions be counted or measured?	Yes No
<i>Goal ✓: If you answered no to either indicator above, revise the goal or be sure to that your goal achievement statement includes specific actions you can hear or see and that can be counted.</i>	
• Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice(s)?	Yes No
• Is the goal achievable within the next 2-3 coaching cycles?	Yes No
<b>Goal Achievement Statement</b>	
• Is it clear how the coachee and coach will know when the goal is met?	Yes No
• Is the goal achievement statement dependent on teacher actions rather than child?	Yes No
<b>Action Steps</b>	
• Are there two or more action steps to break down how the goal will be achieved?	Yes No
• Is there at least one action step that includes what support the coach will provide (e.g., modeling, side-by-side verbal/gestural support, videotaping, etc.)?	Yes No
<b>Resources</b>	
• Are materials or resources listed for all action steps?	Yes No
<b>Timeline</b>	
• Is there a timeline for the next action step?	Yes No

Notes:

Adapted from: Impact of Professional Development on Pre-school Teachers' Use of Embedded Instruction Practices. Project funded by the Institute of Education Sciences (R324A150076). Adapted from: Pyramid Model Expansion to School District Implementation in Pre-Kindergarten Classrooms. Project funded by the Office of Innovation and Improvement in the U.S. Department of Education (4118170021MNP5).

National Center for Pyramid Model Innovations  
ChallengingBehavior.org  
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VLS, Using the VLS: Coaching to Enhance Practice, Lessons 4 & 5

<https://www.virtuallabschool.org/focused-topics/using-vls/lesson-4?module=24031>

<https://www.virtuallabschool.org/focused-topics/using-vls/lesson-5>

VLS Foundational Courses

<https://www.virtuallabschool.org/learn>

# Tools to Support Follow-up/Follow Through

Direct Care:   
Learning Environments

## Competency Reflection

STAFF NAME:   
DATE(S):   
CERTIFIER:

<p><b>IV Concluding Reflections</b></p> <p>Staff member's overall strengths in this area:</p>    <p>Mutually identified goals in this area:</p>    <p>Follow-up plans and training to support these goals:</p>    
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VLS Foundational Courses  
<https://www.virtuallabschool.org/learn>

Ohio Department of Job and Family Services  
**CLASSROOM SELF-ASSESSMENT ACTION PLAN FOR STEP UP TO QUALITY (SUTQ)**

Program Name		Program License Number	
Name of Classroom/Group		Teacher's Name	
<i>All Three to Five-Star Rated programs must complete this section</i>			
Name of classroom self-assessment tool		Area of tool identified for improvement	
Goal(s)			
Timeframe for goal completion			
Actions steps planned to achieve goal			
Signature of Lead Teacher Completing Form			Date
<i>The following section must be completed by programs choosing to meet the requirement of this program standard to earn points towards a Four or Five-Star Rating.</i>			
Describe progress towards goal(s)			
Identify challenges and how those challenges were addressed			
Outline adjustment to goals (if needed)			

Ohio Department of Jobs & Family Services  
<http://www.odjfs.state.oh.us/forms/num/JFS01518/pdf/>

# 3. Observing Staff with Intention

Watch and listen  
Record information about the observation  
Use coaching strategies



**OBSERVE**



**MODEL**



# Observing Staff with Intention





# 4. Reflection & Feedback

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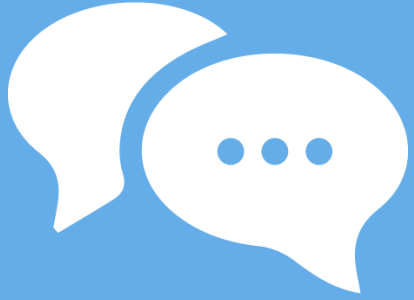
**SUPPORTIVE  
FEEDBACK**



**CONSTRUCTIVE  
FEEDBACK**



**REFLECTIVE  
QUESTIONING**



"You collaborated well with your co-teacher during that planned experience. I saw that you took turns introducing vocabulary, asking follow-up questions, and managing clean-up."

"You used several of the strategies we talked about to keep the children engaged during the book reading, like using questions that connect back to children's lives."



"I noticed a few of the children did not know that they were supposed to be cleaning up – they kept engaging with materials at their center."

"Next time, try giving the children a few key warnings before the transition."



What would you do differently next time?

Did that work the way you thought it would?

What did you do that worked well?

What resources or supports do you need to make that happen?

# Tools to Support Reflective Dialogue



## Starter Phrases for Reflection

### Objective phrases:

- Tell me about ... how Kelsey responded during homework time?
- What happened when ... you showed Daveon the number line?
- How did it go when ... Briley sat next to Jiyoung?

### Interpretive phrases:

- What do you think would happen if ... you gave Carl a leadership role?
- Why do you think ... Case and West were fighting?

### Comparative phrases:

- If you had to do it again, how would you do it differently?
- How did today compare to yesterday?
- How would it be different if ...

### General phrases:

- I wonder what/if ...
- I notice that ...
- I wonder how that was for the children.
- Can you help me understand?
- Tell me what you see.
- Share your thoughts.
- Did you have any challenges?
- What felt good about it?
- What do you think it looked like from the children's perspective?

Coaches should use a variety of open-ended questions to engage staff members in reflective dialogue. Using a variety of open-ended questions helps the learner to reflect on their current knowledge and practices, the outcomes of new practices implemented, and what went well or needs support. Use the example questions below to encourage reflection and support your coaching conversations with staff members.

Types of open-ended reflective questions includes *awareness* questions, *analysis* questions, *alternatives* questions, and *action* questions.

### Awareness

Awareness questions ask the learner to reflect on what he or she already knows or is doing. They are typically who, what, when and where questions.

- What do you know about...?
- What have you tried so far?
- What did you do that worked well?
- How did that work for you?
- What do you think about...?
- What went well?
- What supports were most helpful?

### Analysis

Analysis questions ask the learner to compare the current knowledge, skills, outcomes to desired knowledge, skills, outcomes.

- What do you know now after trying...?
- Did that work the way you intended?
- How does that compare with what your originally thought?
- How did you know you needed to do something else?
- How do you feel about that?

### Alternatives

Alternative questions ask the learner to reflect on possible ways to achieve desired outcomes.

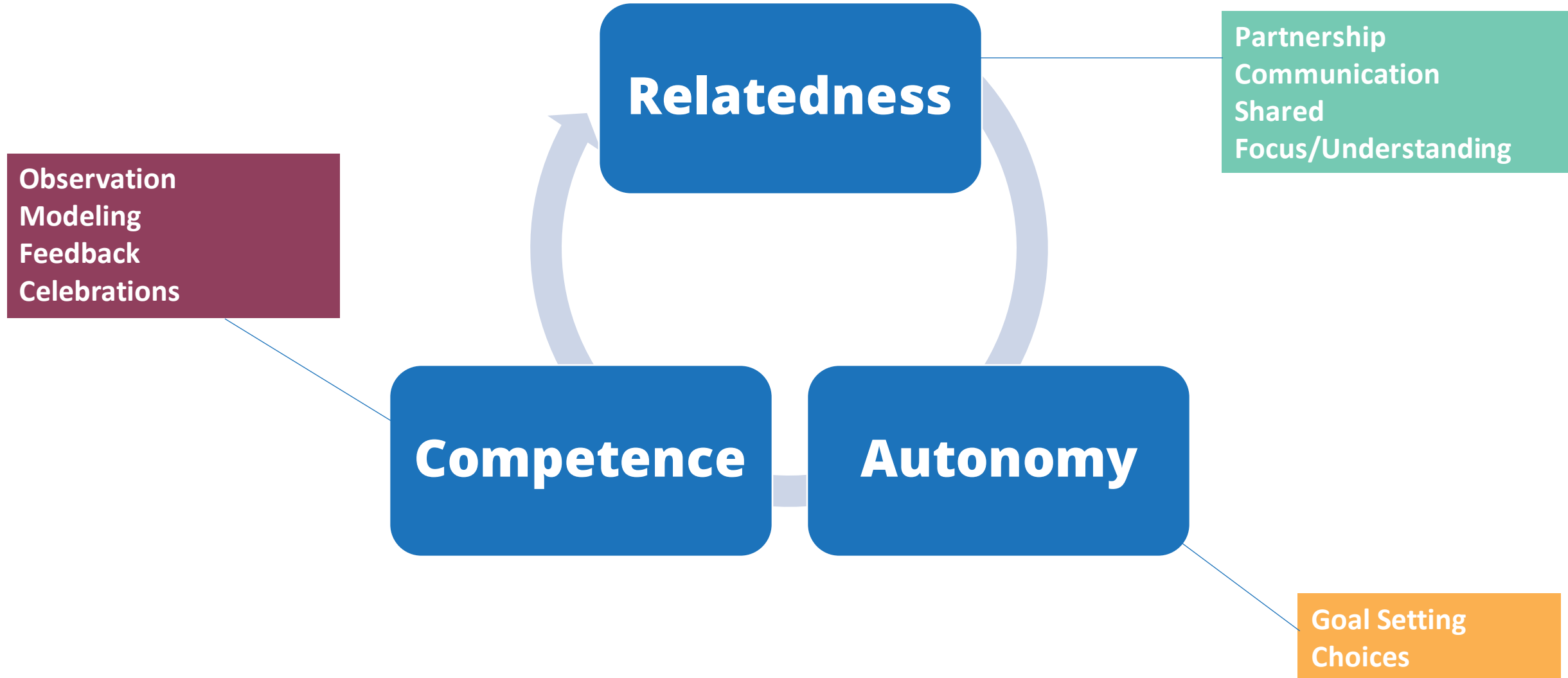
- How could you find out about...?
- What would you do differently next time?
- What else could you have done to make practice consistent with standards?
- What might make it work even better next time?
- What other opportunities would be useful?

### Action

Action questions ask the learner to reflect on what actions he or she will take to achieve the desired outcome.

- How do you plan to learn more about...?
- How are you going to put that into place?
- What resources or supports will you need?
- What do you plan to do?
- When will you do this?
- Where will you get the resources that you need?

# Effective Coaching Practices



# Making the link to further education

The screenshot shows the Ohio State Online website. At the top left is the text "Ohio State Online". At the top right is the Ohio State University logo, a red block letter "O" with a white outline, above the text "THE OHIO STATE UNIVERSITY". Below the logo is a navigation bar with the links "PROGRAMS", "ABOUT", "FUTURE STUDENTS", and "CURRENT STUDENTS". Below the navigation bar is a breadcrumb trail: "Home | Programs | Associate of Arts in Early Childhood Development and Education". The main heading is "Associate of Arts in Early Childhood Development and Education" in a large, bold, black font. Below the heading is the text "COLLEGE OF EDUCATION AND HUMAN ECOLOGY". A red italicized quote reads: "Get the knowledge, skills and credentials needed to set the foundation of learning for the children you teach." Below the quote is a paragraph: "The Associate of Arts Degree in Early Childhood Development and Education is your first step in building a foundation for success in a career in childcare by preparing you to work with children and families in a variety of settings. Our completely online program is designed to meet the needs of diverse students." To the right of the text is a circular portrait of Mikayla Garrison, a young woman with long brown hair, smiling. Below the portrait is the text "Mikayla Garrison" in red and "Program Graduate" in black.

<https://www.virtuallabschool.org/osu-online-aa-degree>

"Online AA"  
on VLS

# What are you taking away?

## Thank you!

<https://www.virtuallabschool.org/>  
[support@virtuallabschool.org](mailto:support@virtuallabschool.org)

Practical resources we shared today:

- Virtual Lab School, *Using the VLS: Coaching to Enhance Practice*
  - <https://www.virtuallabschool.org/focused-topics/using-the-vls-coaching-to-enhance-practice>
- Virtual Lab School, *Training & Curriculum Specialist Track*
  - <https://www.virtuallabschool.org/tcs>
- Head Start, ECLKC, *Practice-Based Coaching Framework*
  - <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>
- National Center for Pyramid Model Innovations, *Coaching Supports*
  - <https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>