Job Embedded Professional Development & Coaching

PDG STATE PEER TO PEER CALL
NOVEMBER 1, 2016
AGENDA

I. Introductions

II. What is Job-Embedded PD and Why is It Important; Best Practices and Selected Exs

III. VA’s approach to JEPD and Coaching, Ann Lhospital, Implementation Support Specialist & Questions for Discussion

IV. Next Steps
What is JEPD and why is it important?

- **Reflects how we learn** ~ Job-embedded professional development (JEPD) refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning. (Darling-Hammond, Hirsch)

- **Supports Alignment Across Sectors** ~ The Every Student Succeeds Act (ESSA) defines professional development as sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, activities. Alignment with goals of CCDBG, Head Start and EC-SPED for high quality professional development.

- **Results in improvements in teaching and learning** ~ Evidence-based job-embedded professional development is more likely to result in a change in instructional practice and improved outcomes for children.
Best Practices in JEPD

• Facilitated by school based instructional leaders
• Collaborative and within community
• Routine for sustained supports
• Inquiry based
• Structured
• Evaluated

The Alabama Reflective Coaching Model was designed to support First Class Pre-K teachers as part of the PDG

• [http://us8.campaign-archive2.com/?u=9a3a0d5fccc698f0cc5dc787e8&id=95c12d6c8c&amp;e=532ba55db0%20](http://us8.campaign-archive2.com/?u=9a3a0d5fccc698f0cc5dc787e8&id=95c12d6c8c&amp;e=532ba55db0%20)

In Illinois, The Ounce of Prevention has developed PDI in partnership with the Chicago Public Schools and Chicago Department of Family Support Services

• [www.theounce.org/EssentialSupportsforImprovingEarlyEducationSeries-JEPL.pdf](http://www.theounce.org/EssentialSupportsforImprovingEarlyEducationSeries-JEPL.pdf)

Texas Early Learning Council published *Partners In Action* in 2013 which is a toolkit for early childhood providers

Virginia Preschool Initiative - Plus
Ann Lhospital, Implementation Support Specialist,
UVA-CASTL
• Preschool Expansion Grant project in Virginia is called “VPI Plus”
• Center for Advanced Study of Teaching and Learning (UVA-CASTL) provides T/TA to 15 coaches across 11 school divisions
VPI+ Coaching Support

- CASTL provides coaches bi-annual **trainings** and **visits**, monthly individual and group **calls**
- **Practice Based Coaching** is our general framework
  - Some coaches also getting training/support in coaching models, like MyTeachingPartner, Pyramid Model, PATHS
What does coaching support look like around the country?
Tell us about your state’s coaching support

1. How many coaches are part of your preschool expansion/improvement in your state?

2. How do you support your coaches (trainings, visits, calls, and/or other)?

3. Are coaches being trained a particular coaching model? If so, what is that model?
How did Year 1 coaching go?

Average of 11 hours of coaching per teacher in Spring 2016; Frequency and focus of coaching varied

Coaches used data (CLASS, ECERS-R, PALS, GOLD) to plan individualized PD/coaching

Coaches began building learning communities with other coaches across the state
Teachers report strong relationships

Exhibit 35. VPI+ Teachers’ Perceptions of Coaching

- **I have a positive, collaborative relationship with my coach.**
  - 72% strongly agree, 20% somewhat agree, 6% somewhat disagree, 2% strongly disagree
- **My coach is available when I need help.**
  - 72% strongly agree, 21% somewhat agree, 4% somewhat disagree, 3% strongly disagree
- **My coach is knowledgeable about areas that are priorities to me.**
  - 68% strongly agree, 24% somewhat agree, 5% somewhat disagree, 4% strongly disagree
- **My coach provides me with useful resources.**
  - 68% strongly agree, 21% somewhat agree, 9% somewhat disagree, 3% strongly disagree
- **My coach provides me with practical suggestions for improving my teaching.**
  - 64% strongly agree, 23% somewhat agree, 9% somewhat disagree, 5% strongly disagree
- **I am looking forward to more coaching next year.**
  - 59% strongly agree, 29% somewhat agree, 9% somewhat disagree, 4% strongly disagree
- **I have changed my teaching practices as a result of coaching this year.**
  - 42% strongly agree, 34% somewhat agree, 6% somewhat disagree, 18% strongly disagree

92% agree
Fewer teachers report practice change

24% disagree

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I am looking forward to more coaching next year.

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I have changed my teaching practices as a result of coaching this year.

- 42%
- 34%
- 6%
- 18%

Percent of VPI+ teachers

n = 105
Why didn’t more teachers report practice change?
Tell us your ideas...

• Talk with your team and share any ideas about why fewer teachers (about ¾) reported practice change...

• Highlight 1 factor that you think applies to your state as well
Some of our coaches’ ideas...

- The survey data could be “wrong”?
- Change takes time?
- Some teachers aren’t motivated to change (yet)?
- We need to meet more regularly...
- Maybe we should be coaching differently (more teachers watching exemplar videos and watching videos of their own classrooms)?
What can we do to help make coaching/PD more effective?
What would you recommend?

• Talk with your team and share 1-3 recommendations about what we may do to make coaching/PD more effective

• Highlight at least 1 recommendation that you’re trying in your state. (We’d love to hear how it’s working!)
We’ve taken a 2-pronged approach:

- Coaching Focus
- Coaching Intensity
Overview of our recommendations

**Coaching Focus**

- Focus on fewer content areas in an ongoing way (Less is more!)
- Set goal for % of coaching focus
- Coaches build expertise in content areas—get more training through coaching model and other PD
- Coach learning communities in 2 content areas: math, social-emotional

**Coaching Intensity**

- Schedule frequent coaching meetings: 2x/month (min. 1x)
- Set goal for # of contacts/month
- Leadership: protect coach time
- Use video modeling monthly, using vpiplus.org Video Clip Directory
- Use video review monthly
- Use data review monthly
**Checklist for Focus and Intensity**

**Assess FOCUS**

**Assess INTENSITY**

**Plan for improvement**

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### Coaching Checklist: Focus and Intensity

**Focus for Case Study Teacher**

<table>
<thead>
<tr>
<th>Focus Items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at Action Plans + Individualized Teacher PD Plans / Coaching Focus Plan + Coaching Log</td>
<td></td>
</tr>
<tr>
<td>1. Does the current Action Plan have a clear practice focus (goal identified &amp; specific teaching practice or behavior)?</td>
<td>No</td>
</tr>
<tr>
<td>2. Does the current Action Plan match the focus of the previous Action Plan so that there is a clear ongoing focus?</td>
<td>No</td>
</tr>
<tr>
<td>Select N/A if teacher completely reached last AP goal</td>
<td></td>
</tr>
<tr>
<td>3. Does the current Action Plan focus match the planned focus of the teacher’s Individualized PD Plan (or Coaching Focus Plan)?</td>
<td>No</td>
</tr>
<tr>
<td>4. Does the focus of coaching contacts (in coaching log) match the planned focus of the Individualized PD Plans (or Coaching Focus Plan)?</td>
<td>No</td>
</tr>
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</table>

### Intensity for Case Study Teacher

<table>
<thead>
<tr>
<th>Intensity Items</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look at Coaching Log (frequency of contacts and coaching strategy used) + Coach report of teacher level of need</td>
<td></td>
</tr>
<tr>
<td>5. Was there at least 1 individual meeting in the past month?</td>
<td>No</td>
</tr>
<tr>
<td>6. Was there at least 1 focused observation in the past month?</td>
<td>No</td>
</tr>
<tr>
<td>7. Was Video review used at least 1 time in the past month?</td>
<td>No</td>
</tr>
<tr>
<td>8. Was DSR review used at least once over the 1-3 months and at least 3 times total across the year?</td>
<td>No</td>
</tr>
<tr>
<td>9. Did the teacher receive higher levels of intensity, with 1 or more of the following (2x/month Observations, 2x/month Video Review or Modeling, Select N/A if teacher has demonstrated low level of need)?</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Focus + Intensity Indicators met</th>
<th>/ 8 (if 2 N/A)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>/ 0 (if 1 N/A)</td>
</tr>
<tr>
<td></td>
<td>/ 10</td>
</tr>
</tbody>
</table>

### Plans for Coaching Focus (e.g., what to focus on more/less to meet teacher needs?)

### Plans for Coaching Intensity (e.g., increasing frequency of contacts, support strategies?)
Other questions for you

• Are you facing similar issues?
• What data do you have to know if your coaching is working/how to improve?
• Any helpful research or resources you are willing to share?
  (thanks CEELO for the resource list!)
New video clip directory

www.vpiplus.org
Thank you!

VA: Check out vpiplus.org to use our

• Professional Development Resources
• Video Clip Directory

CEELO- the materials and go to meeting recording will be posted on our website at http://ceelo.org/pde-ta/

• Questions: reach out to your state TA liaison