

A light blue, stylized graphic of a hand with the index finger pointing upwards, holding a spiral. The spiral is composed of concentric circles that form a continuous line. The hand and spiral are rendered in a soft, painterly style with visible brushstrokes.

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

• PACCHIANO, D., KLEIN, R., & Shigeyo-Hawley, M. (2016). Job-Embedded Professional Learning Essential to Improving Teaching and Learning in Early Education. *Chicago: Ounce of Prevention Fund.*



State examples of JEPD

- 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=9a3a0d5fcc698f0cc5dc787e8&id=95c12d6c8c&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
- Texas Early Learning Council published *Partners In Action* in 2013 which is a toolkit for early childhood providers
 - <http://www.earlylearningtexas.org/mentoring-toolkit.aspx>

Virginia Preschool Initiative - Plus

Ann Lhospital, Implementation Support Specialist,
UVA-CASTL





Context

- 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

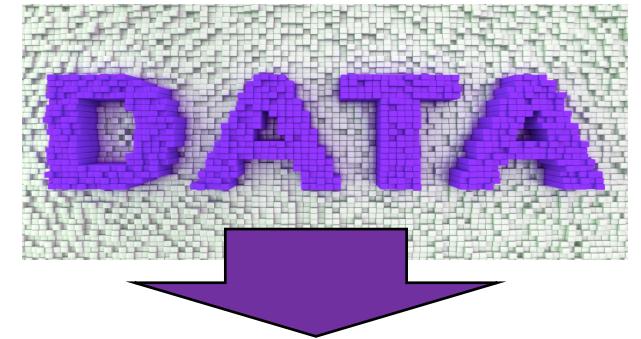
1. How many coaches are part of your preschool expansion/improvement in your state?
2. How do you support your coaches (trainings, visits, calls, and/or other)?
3. Are coaches being trained a particular coaching model? If so, what is that model?

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

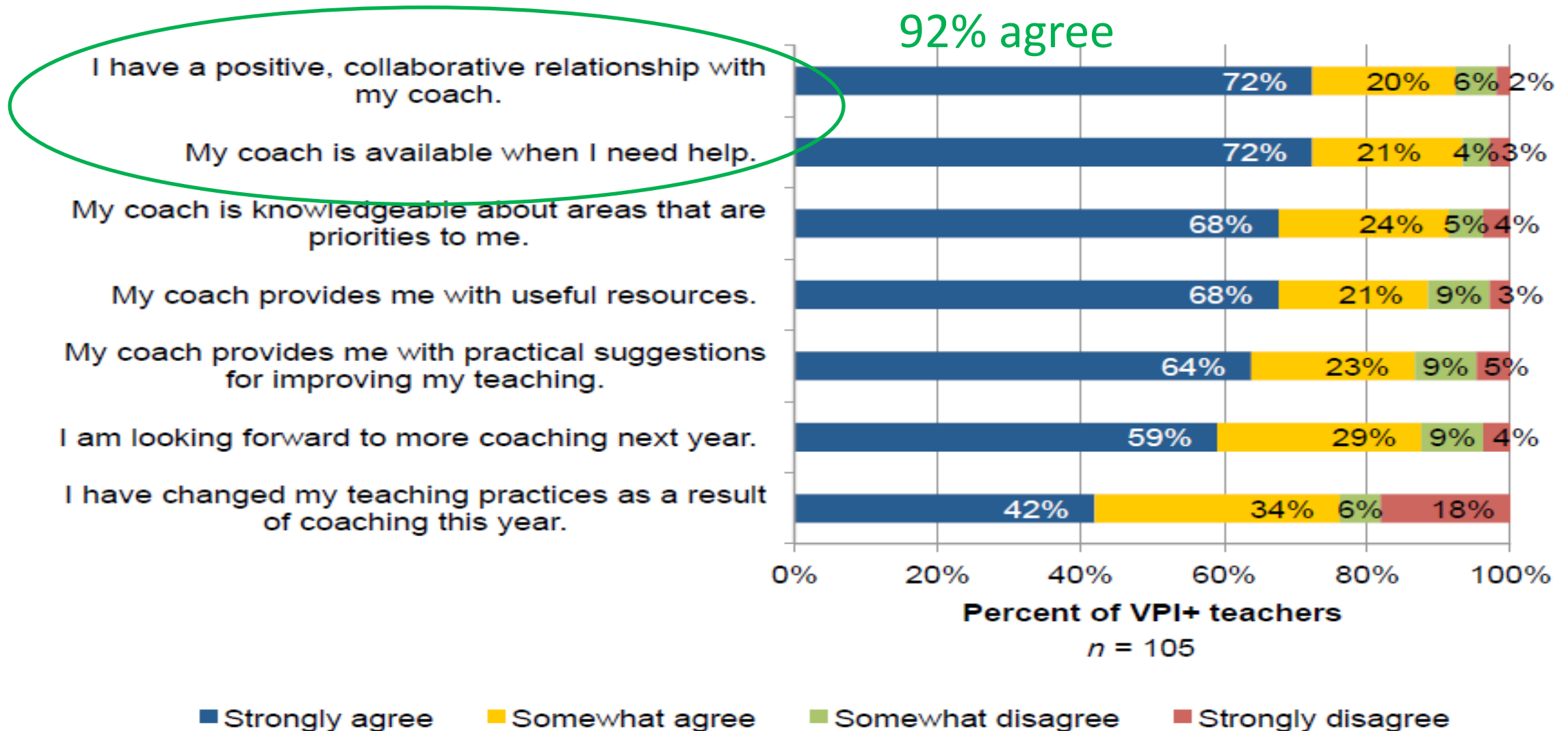


Coaches began building learning communities with other coaches across the state



Teachers report strong relationships

Exhibit 35. VPI+ Teachers' Perceptions of Coaching



Fewer teachers report practice change

Exhibit 35. VPI+ Teachers' Perceptions of Coaching



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 $\frac{3}{4}$) 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

Coaching Checklist: Focus and Intensity

Coach: _____ Teacher initials: _____ Date of 1-1 support call: _____, call # _____

Assess FOCUS

Assess INTENSITY

Plan for improvement

Focus for Case Study Teacher		Notes	
Look at Action Plans + Individualized Teacher PD Plans/Coaching Focus Plan + Coaching log			
1. Does the current Action Plan have a clear practice focus (goal identifies 1 specific teaching practice or behavior)?	No	Yes	
2. Does the current Action Plan match the focus of the previous Action Plan so that there is a clear ongoing focus? • Select N/A if teacher completely reached last AP goal	No	Yes N/A	
3. Does the current Action Plan focus match the planned focus of the teacher's Individualized PD Plan (or Coaching Focus Plan)?	No	Yes	
4. Does the focus of coaching contacts (in coaching log) match the planned focus of the Individualized Teacher PD Plans (or Coaching Focus Plan)?	No	Yes	
Intensity for Case Study Teacher		Notes	
Look at Coaching log (frequency of contacts and coaching strategy use) + Coach report of teacher level of need			
5. Was there at least 1 individual meeting in the past month?	No	Yes	
6. Was there at least 1 focused observation in the past month?	No	Yes	
7. Was Video review used at least 1 time in the past month?	No	Yes	
8. Was Modeling via video used at least 1 time in the past month?	No	Yes	
9. Was Data review used at least once over the 1-3 months and at least 3 times total across the year?	No	Yes	
10. Did the teacher receive higher levels of intensity, with 1 or more of the following • 2x/month Meetings • 2x/month Observations • 2x/month Video Review or Modeling via video • Select N/A if teacher has demonstrated low level of need	No	Yes N/A	
Total Focus + Intensity indicators met		____ / 8 (if 2 N/A) ____ / 9 (if 1 N/A) ____ / 10	

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



GET TO KNOW VPI+

VPI+ NEWS AND EVENTS

VPI+ REPORTS

VPI+ RESOURCES

Video Clip Directory

Included in this video clip directory are a series of video clips that have been carefully vetted and selected by staff from the Center for Advanced Study of Teaching and Learning (CASTL). Video clips on specific topics can be narrowed down using the categories on the left.

Please note: The links below direct you to a website not associated with the Commonwealth of Virginia Department of Education (VDOE). The VDOE does not necessarily endorse the views expressed or the data and facts presented on the external sites.

Search

*Select categories to narrow down results, then press Search.



Classroom Interactions and Organization

- ☐ Instructional Interactions
- ☐ Social and Emotional Support
- ☐ Prompting Positive Behavior
- ☐ Productive Routines and Transitions
- ☐ The Environment

146 AVAILABLE VIDEO CLIPS



A Day in the Life of The Creative Curriculum Preschool Classroom



Source: Creative Curriculum



Acting Out Stories



Source: High Scope



All Together



Source: ECLKC/NCQTL



Almost Even



Source: ECLKC/NCQTL

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