HighScope's Strength-Based Coaching Process

Handout

HighScope's Strength-based Coaching Cycle

Research Supported Coaching Factors that Impact Child Outcomes

Factor 1: Advanced knowledge and expertise in child development, curriculum, and leadership.

Factor 2: Time directly with teachers. (1/3rd of coaching time should be with teachers).

Factor 3: Use of specific coaching activities:

- Conferencing: Coaching conversations that are reciprocal, respectful, reflective, and supportive.
- Assessing: Collecting, using, and reviewing data in partnership with teachers.
- Modeling: Demonstrating a skill or strategy (implicit and explicit).
- Observing: Watching teaching practices and children's actions and reactions before, during, and after goals are mutually identified.

Elish-Piper, L., & L'Allier, S. K. (2011). The Targeted Coaching Model – Description. LearnSure, Inc.

Elish-Piper, L., & L'Allier, S. K. (2010). Exploring the relationship between literacy coaching and student reading achievement in grades K-1. Literacy Research and Instruction, 49, 162-174.

Elish-Piper, L., & L'Allier, S. K. (2011). Examining the relationship between literacy coaching and student reading achievement in grades K-3: Building a research-based model. The Elementary School Journal, 112(1), 83-106.

L'Allier, S. K., & Elish-Piper, L. (2012). Literacy coaches in elementary schools. In R. M. Bean & A. S. Degan (Eds.), Best practices of literacy leaders: Keys to school improvement (pp. 43-62). New York: Guilford Press.

L'Allier, S., Elish-Piper, L., & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. The Reading Teacher, 63(7), 544-554.

Factor 1: Advanced Knowledge and Expertise
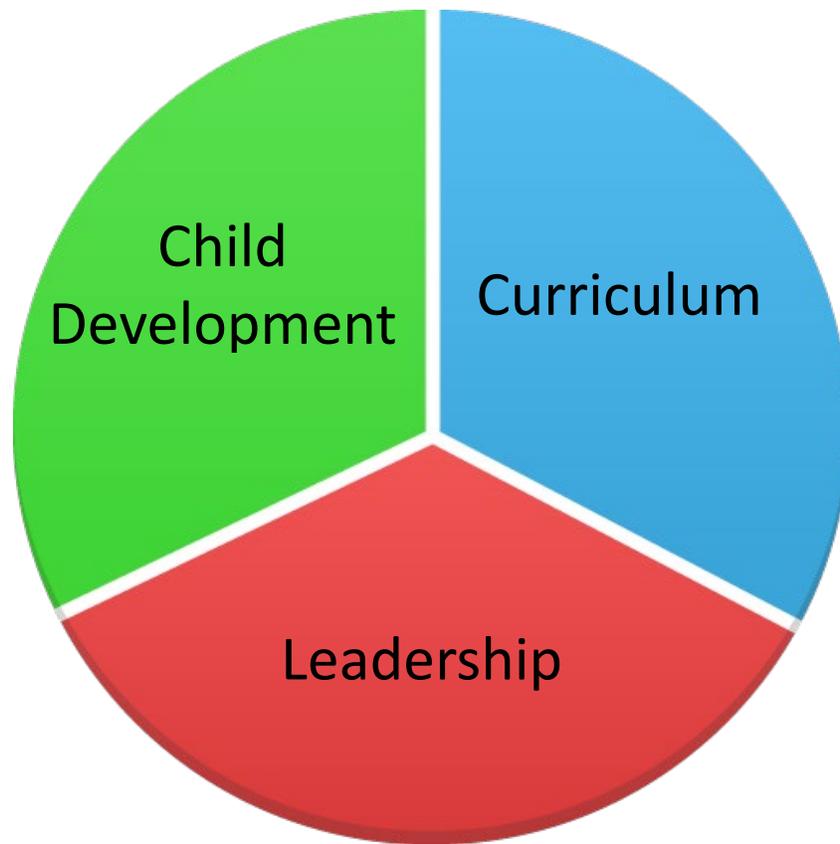
1. In which area do you already have advanced knowledge and expertise? (List what that is).

2. In which area are you weak or need more knowledge and expertise? (List what that is).

3. How are you going to work toward advanced knowledge in one or more of these areas?

Factor 2: Time Directly with Teachers

In your coaching role, think about when you are spending time directly with teachers and when you are not. List the coaching activities on the top part of the hourglass which are not in partnership with teachers. List the coaching activities on the bottom of the hourglass which are in direct partnership with teachers. (If you need more space write outside of the hourglass).

Notes

Attitude

"The longer I live, the more I realize the impact of attitude on life. Attitude, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company…a church…a home. The remarkable thing is we have a choice every day regarding the Attitude we will embrace for that day. We cannot change our past…we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our Attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you… We are on charge of our Attitudes."

--Chuck Swindoll

Coaches as Followers

- Coaches respond to the teacher's lead, neither directing nor controlling the conference but sharing control.
- Teachers lead in their own goal setting and learning, choosing what interests them.
- Conferencing is a dynamic process, coaches don't always know where teachers ideas and thoughts might lead.
- We form partnerships with teachers, we learn from them and they learn from us.
- Trust is necessary, on both sides.

Your Own Beliefs

1. Write some thoughts down about your own beliefs, attitude, and perspectives about teaching, coaching, learning.
   - Teaching:

   - Coaching:

   - Learning:

2. How are you supporting teachers as the leader in the coaching partnership?

Building Relationships with Teachers

Connect the information we've discussed so far with these three scenarios. How would you begin to build a relationship with each teacher?

1. Lois has been a preschool teacher for 16 years. She is very confident about her teaching ability. She has seen many curriculums come and go and assumes that this new program she is supposed to start using is just another curriculum fad. Lois uses many of the same curriculum plans and teaching strategies year after year and feels she can outlast any new program.

2. Dustin is a first-year teacher. His previous job was in computer technology but decided to go into teaching because his personal passion is to work with at risk children. He finished his associate degree in EC but has had no experience in the classroom beside student teaching. He is surprised by how hard it is to teach young children but is willing to "try anything".

3. Rhonda has been teaching preschool for three years. She reports that she doesn't know if teaching is the right field for her. She has been going through some tough personal problems and seems to have one crisis after another – car problems, health issues, relationship troubles. During your first visit you notice that Rhonda's classroom reflects the chaos in her life – disorganized environment, unstructured daily routine and unfinished paperwork.
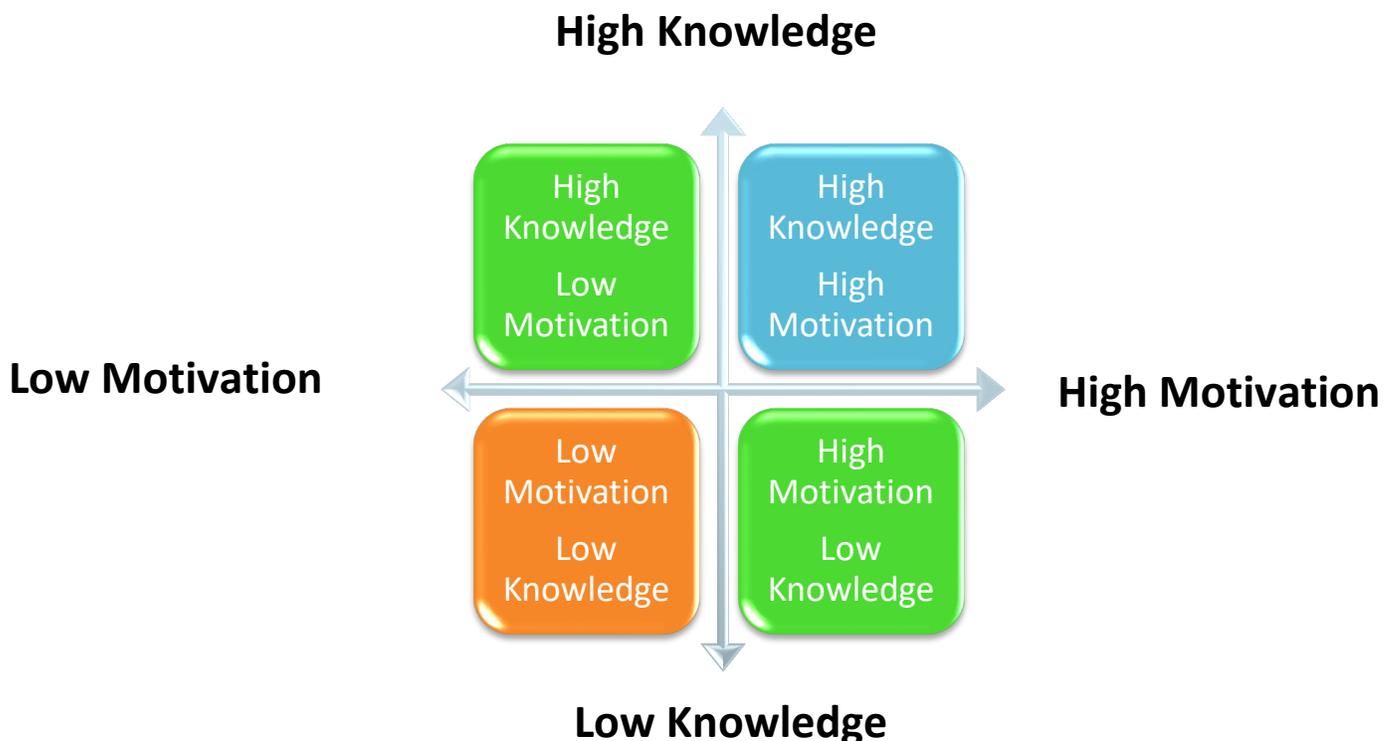
Role Clarity: Tasks and Actions

Coach Role	Supervisor/Assessor Role	Both Roles	Gaps

Evidence-based Factors for Motivation

- Dweck (2006): Mindset Research
  - Growth mindset
  - Fixed mindset

- Bandura (1997): Self-efficacy Research & Theory
  - Confidence in ability to improve and grow
  - Belief in ability to produce results

- Stone & Heen (2014)
  - Openness to feedback
  - Collaborative, trusting environment,
  - Everyone is an equal partner (no power differential)

- Johnson, Pas, Bradshaw (2016): Importance of building alliances **(coach + teacher = partnership or alliance)**
  - Relationship quality
  - Collaborative process
  - Investment from coach and teacher
  - Benefits perceived by coach and teacher

Motivation and Knowledge Model

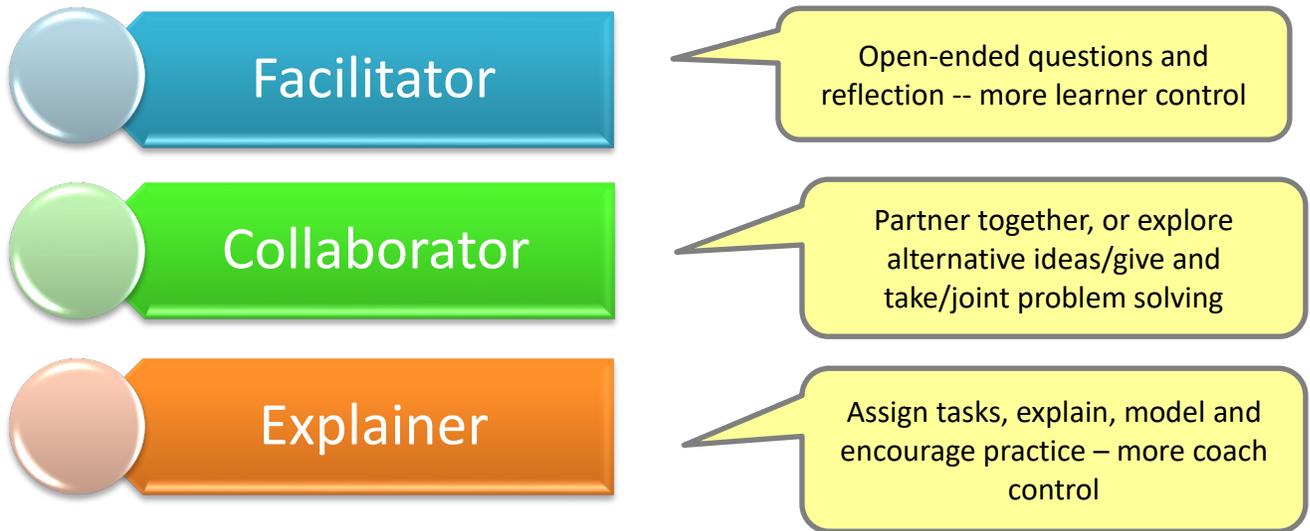(Hegland and Oesterreich—2011)

High Knowledge

Low Motivation   **High Motivation**

High Knowledge Low Motivation

High Knowledge High Motivation

Low Motivation Low Knowledge

High Motivation Low Knowledge
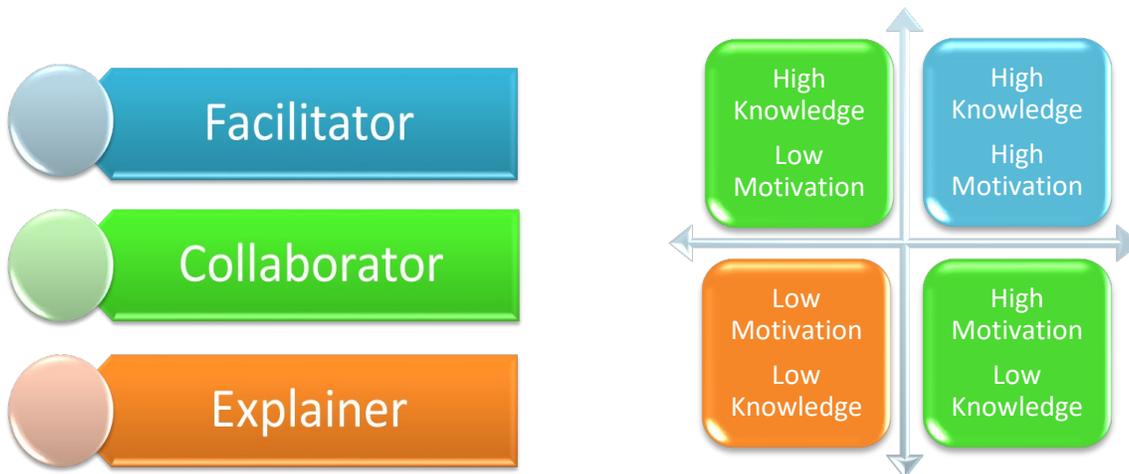
Low Knowledge

Implementation Plan

1. How do the research factors affect your current coaching situation?

2. How do you view your teachers in this strength-based coaching process?

3. What do you want to remember about role clarity as you coach your teachers?

4. What do you need to keep in mind about motivation and knowledge as you work with teachers?

Coaching Interaction Strategies

Facilitator

Open-ended questions and reflection -- more learner control

Collaborator

Partner together, or explore alternative ideas/give and take/joint problem solving

Explainer

Assign tasks, explain, model and encourage practice – more coach control

L'Allier, S.K. and Elish-Piper, L., (2011). The Targeted Coaching Model. LearnSure, Inc.

Coaching Interaction Strategies for Motivation and Knowledge Levels

Facilitator

Collaborator

Explainer

High Knowledge Low Motivation	High Knowledge High Motivation
Low Motivation Low Knowledge	High Motivation Low Knowledge

Introspective Questions

1) Think about yourself as a coach – where does knowledge and motivation fall on the grid?

2) How might your knowledge and motivation affect the coaching relationship?

3) What might you need from a mentor or supervisor?

4) How will you seek out what you need?

Respectful Explanations

1. This classroom is so disorganized. It's a wonder children can find anything.

2. It's just basic child development — don't use worksheets with preschoolers!

3. If I hear the words "good job" one more time, I'm going to scream!

4. How lazy — you never moved from that chair all hour!

5. Didn't you listen to me? Every time I see you at group time activities you never have your materials ready.

6. What kind of teacher would put kids in time-out for crying?

Horizontal Approach to Coaching
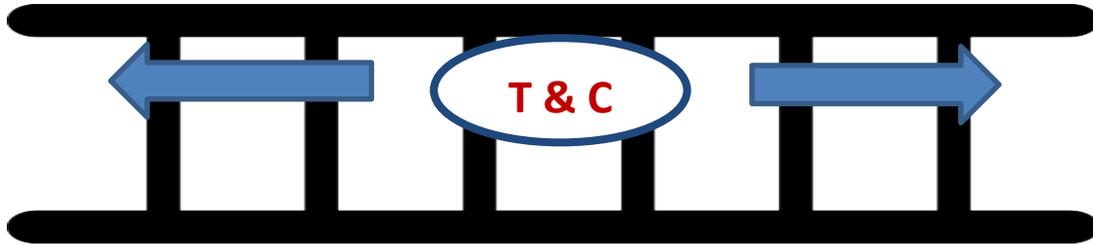
Shared control/Partnership:
The coach uses data to help her/him understand where the teacher is in terms of their understanding of child development, curriculum and program practices. The starting pioint is what the teacher can do. In order to help facilitate the teacher's development, the coach supports and builds upon the teacher's strengths and works together with the teacher to set goals.

Strategies for Communicating with Teachers

1. Be a Leveler

Body language: Your voice tone, words, facial expressions, body posture, and the way you move are in harmony with what you are saying. For example, when you feel concerned, you look and feel concerned.

Spoken language: Say what you mean. Share your feelings and thoughts in an honest, straightforward, respectful manner. Give your full attention to others as they speak. You work on real problems in real ways.

<div align="center">*****</div>

When levelers send a message, they
- Know something about the receiver
- Understand the message they are sending
- Have a positive attitude toward the message, they want to communicate it
- Have a positive attitude toward the receiver
- Have a positive attitude toward communicating, they want the receiver to understand
- Communicate clearly
- Pick a suitable time to communicate
- Use an appropriate method of communication
- Choose a comfortable place to communicate
- Engage the receiver's attention and interest
- Use words the receiver can understand
- Communicate an adequate amount of information, not too little, not too much
- Use a positive tone
- Communicate the same message through their actions and their words
- Take time rather than rushing
- Check to make sure the receiver understands the message

When levelers receive a message, they
- Give their full attention
- Have a positive attitude toward the sender
- Take interest in the message
- Receive the entire message before interpreting or making assumptions about it
- Have a desire to understand the message even if it is unpleasant
- Acknowledge and set aside their own fear, anxiety, anger, or frustration
- Let the sender know if they are too tired at that moment to receive the message
- Listen, rather than thinking of a response, while the sender speaks
- Ask the sender about words or ideas they do not understand
- Shut out distractions or move with the sender to a less distracting spot
- Ask for clarification if confused rather than pretending to understand
- Listen wholeheartedly rather than appearing to listen

From Virginia Satir, The New Peoplemaking p.99

2. Focus on Teacher's Strengths

- Look for teacher's strengths.
- View situations from the teacher's perspective.
- Take cues from teachers.
- Learn from teachers.
- Use the horizontal approach to coaching.
- Develop coaching plans around strengths and opportunities for growth.

3. Form Authentic Relationships
- Coaches share themselves with teachers.
- Coaches converse with teachers in a reciprocal, respectful, and supportive manner.
- Coaches respond attentively to teacher's concerns.
- Coaches give teacher's positive feedback.
- Coaches ask reflective questions.

4. Support Teachers
- Coaches observe and provide support for implementation of the curriculum.
- Coaches provide coaching activities to further the understanding of children's learning and the curriculum.
- Coaches refer teacher's to the curriculum to answer teaching and classroom issues.

5. Adopt a Problem Solving Approach to Conflict
- Coaches observe and provide support for implementation of the curriculum.
- Coaches provide coaching activities to further the understanding of children's learning and the curriculum.
- Coaches refer teacher's to the curriculum to answer teaching and classroom issues.

6. Use Curriculum Conversations
- Use statements that connect a <u>desired teaching practice</u> to the *effect on children*

    I noticed that when you <u>allowed Joseph to use the paint in his own way</u>, he *became very engaged and painted for a long time*.

Coaching Conversation Practice

- Think about the teacher you will be coaching and where she/he is in their understanding of child development, curriculum, and program practices.
- Determine your intention for the meeting (e.g., identifying a goal that the two of you have been focusing on; feedback after an observation; to create goals; etc.,). Jot a note here:

_____

_____

_____

1. How might you focus on being calm and present before the conversation begins?

2. How might you begin your conversation with the teacher(s) to connect positively?

3. What might you say to review the goals or intention for the conversation?

4. Share any notes, documentation, photos, videos, etc., that you gathered.

5. Incorporate reflective questions or strength-based statements (e.g., I noticed, Tell me more, This is important because, etc.,) that will bring attention to effective teaching moments observed.

6. How might you extend the teacher's learning to increase their teaching practice?

7. How might you anticpate and prepare for any clarifications that need to be discussed?

8. How will you follow up with the teacher?

Active Learning During Large Group Time

Teachers use the following strategies during large group time:

- Music and materials are ready (if applicable).
- Begin with an easy-to-join activity.
- Introduce main activity with a brief statement connected to children's interests, prior experiences, or content.
- All adults participate.
- Teachers give children a warning prior to the end of large group time.
- Use a playful transition to the next part of the daily routine.

All 5 ingredients of Active Learning are present:

1. Materials: Children can use props, their bodies, or their voices.

2. Manipulation: Children use their bodies, voices, or props in ways that make sense to them.

3. Choice: Children contribute ideas for how to move, sing, and participate.

4. Child Language and Thought: Children share ideas, express choices and figure out how to respond.

5. Adult Scaffolding:

   Teachers use all of the following strategies during large group time:
   - Adults support children's intentions.
   - Participate on the children's physical level.
   - Turn the props and materials over to children.
   - Observe and describe children's actions.
   - Imitate what children do and try out ideas and suggestions.
   - Give opportunities for children to be leaders.

Data Summary to Support Coaching Focus

Classroom: Date:

Center: Time:

Teacher(s):

Data Source:

Topic/Item/Specific Focus:

Strengths:

Opportunities for Growth:

Add Follow-Up Actions to Coaching Plan

Coaching Plan

Center: Date:

Classroom:

Goal:	Measurement Strategy:	
Specific steps to take:		**Timeline to complete each step**

Teacher Signature:_____Date: _____

_____ Date: _____

Coaching Signature:_____Date: _____

III. ADULT-CHILD INTERACTION

III–D. Adults use a variety of strategies to encourage and support child language and communication.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
☐ Adults control or disrupt conversations with children (e.g., lecture or quiz children, interrupt, talk over, dominate, redirect topic).	☐ Adults sometimes share control of conversations with children.	☐ Adults share control of conversations with children (e.g., let children initiate conversations, take turns, wait patiently for children to form thoughts without interrupting).	
☐ Adults do not observe and listen to children; children are told to be quiet so they can listen to adults or follow directions.	☐ Adults sometimes observe and listen to children.	☐ Adults observe and listen to children throughout the day (e.g., wait for child to speak first, remain quiet until child indicates he or she is done talking).	
☐ Adults ignore children when they talk; adults give directives.	☐ Adults sometimes converse with children in a give-and-take manner.	☐ Adults converse with children in a give-and-take manner. They make comments, observations, acknowledgments, and seek children's ideas.	
☐ Adults ask children many questions, especially closed-ended or leading questions with predetermined correct answers (e.g., "What color is this circle?").	☐ Adults ask a moderate number of questions; questions are both closed-ended and open-ended.	☐ Adults ask children questions sparingly; questions are open-ended (i.e., to discover child's ideas and thought processes); questions relate directly to what the child is doing.	

III-D. Adults use a variety of strategies to encourage and support child language and communication.

Circle one indicator level for this item based on the scoring rules on page 4.

1   ②   3   4   5

y Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
y Adults control or disrupt conversations with children (e.g., lecture or quiz children, interrupt, talk over, dominate, redirect topic).	y Adults sometimes share control of conversations with children.	X Adults share control of conversations with children (e.g., let children initiate conversations, take turns, wait patiently for children to form thoughts without interrupting).	Greeting - children talk about messages. T waits and listens while children decide that the message about the water table means there are bubbles in the table. Child tells about plans for the weekend. See rows 2 and 3
y Adults do not observe and listen to children; children are told to be quiet so they can listen to adults or follow directions.	y Adults sometimes observe and listen to children.	X Adults observe and listen to children throughout the day (e.g., wait for child to speak first, remain quiet until child indicates he or she is done talking).	WT - conversation about pets with 3 children C: I have two cats and one dog. T2: (listens, pause) "I have one dog, but no cats." C: Hey, we both have the same number of dogs! T2: (listens, smiles, nods her head) "Yes, you have one dog and I have one dog."
y Adults ignore children when they talk; adults give directives.	y Adults sometimes converse with children in a give-and-take manner.	X Adults converse with children in a give-and-take manner. They make comments, observations, acknowledgments, and seek children's ideas.	During WT: C1: Let's go to the movies! T1: That sounds like fun, how will we get there? C2: We could drive in a car. T1: I don't see a car. C1: We have to make one. C2: Yeah, with the big blocks! T1: Ok, show us how we could do that.
X Adults ask children many questions, especially closed-ended or leading questions with predetermined correct answers (e.g., "What color is this circle?").	y Adults ask a moderate number of questions; questions are both closed-ended and open-ended.	y Adults ask children questions sparingly; questions are open-ended (i.e., to discover child's ideas and thought processes); questions relate directly to what the child is doing.	SGT, T2: - How many do you have? (said over 10 times) - What color is this? (said over 10 times) SGT, T1: - Holds up letter and says, "Whose name has this letter?" (said over 10 times) - What letter does your name start with (said over 10 times) LGT, T1 - As she passed out instruments said, "What's this instrument?" (said to every child)

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III. ADULT-CHILD INTERACTION

III-J. Adults acknowledge individual children's accomplishments.

Circle *one* indicator level for this item based on the scoring rules on page 4.

(1)   2   3   4   5

y Check here if not observed or reported.

Level 1 Indicators	Level 3 Indicators	Level 5 Indicators	Supporting Evidence/Anecdotes
X Adults praise children's accomplishments (e.g., "Everybody did a great job cleaning up!" "I like the way you're sitting quietly").	y Adults sometimes praise children's accomplishments.	y Adults do not use praise.	T1: Wow! Good for you!, You did it! nice job, Jeffrey. Great job. Good work. Good job (said numerous times) T2: Thumbs up for you! That's a pretty picture. Nice job with the puzzles. Good girl, eating all your lunch. That's good listening. Good job! (said numerous times)
X Adults give children tokens, stickers, and other rewards for their accomplishments.	y Adults sometimes give tokens, stickers, or other rewards for children's accom- plishments.	y Adults do not give rewards for children's accomplishments.	During clean-up, children each earn a smiley face sticker if they do a "good job" cleaning up. After each part of the day, T1 tells the children if they were "good" or "naughty" and puts a marble in the Marble Jar if they are good. She told me that when the marbles reach the line, the children have earned a pizza and movie afternoon.
X Adults do not use encouragement to acknowledge children's efforts and ideas.	y Adults sometimes use encouragement to acknowl- edge children's efforts and ideas.	y Adults use encouragement to acknowledge individual children's efforts and ideas (e.g., repeating children's ideas, commenting on what children are doing, putting children in control of evaluating their own work and efforts).	See Row 1. Lots of Good Jobs from both teachers throughout the day.

T1: Good job
11111
11111
11111
111

T2: Good job
11111
11111
11111
11111
1111

II. SCHEDULES AND ROUTINES

II-G. Group times for mobile infants and toddlers are fluid and dynamic and focus on children's actions, ideas, and interests.

1   2   (3)   4   5

☐ **Check here if not observed or reported.**

Notes: (a) Group times are defined as both small- and large-group gatherings that generally are planned but occasionally are spontaneous. (b) Group times consist of activities with hands-on materials or music and movement activities.

	Level 1 Indicators	**Level 3 Indicators**	**Level 5 Indicators**	**Supporting Evidence/Anecdotes**
Row 1	☐ For mobile infants and toddlers, there are no daily group times. **Examples:** – Children are confined in seats. – Free play continues all day in between caregiving routines.	☒ For mobile infants and toddlers, sometimes group times are a regular part of the day. **Examples:** – Group times do not occur every day. – Only whole-group times are scheduled.	☐ For mobile infants and toddlers, group times (small and large groups) are a regular part of the day. **Examples:** – Children paint shells for small-group time. – Before lunch all the children gather together and sing songs. – During choice time, a small group of children play with balls and buckets. – Children wave scarves to music during whole-group times.	☐ Mark "N/A" if there are only infants aged 0–6 months in room, and leave all remaining rows blank. Note: If level 1 is checked, score a 1 and leave the remaining rows blank. The day of the observation, teachers did group times with materials but did not observe whole group times with singing or moving their bodies to music.
Row 2	☐ Children make no choices during group time. **Examples:** – Caregivers make choices for children on how to use materials. – Children sing songs as instructed by caregivers.	☒ Children make some choices during group time. **Examples:** – Caregiver allows Amari to choose the blue car from his basket but says he has to drive the car instead of flying it around. – Ciara chooses "Wheels on the Bus" and wants to sing the "mommies" verse first, but the caregiver tells her to "sing it the way the verses go."	☐ Children make many choices during group time: • How to explore and use materials • How to communicate • Where to sit and/or stand • How to move • What to sing • How to sing **Examples:** – At small-group time, caregivers give children a set of materials to use in any way they want. – Children move their bodies to music in any way they want. – Children can sit any way they want for large-group activities.	See row 3. Child was pounding playdough with both fists; Child pushed cookie cutter really hard into the playdough after the teacher showed her how. Child was playing with playdough and he was putting it on his head. The teacher said to keep it on the table. Child spread the paint onto the paper using his fingertips. Child wanted to paint the top of her hand but the teacher said she could only use the paint on the bottom of her hand. Did not do whole group activities today.

▼

	Level 1 Indicators	**Level 3 Indicators**	**Level 5 Indicators**	**Supporting Evidence/Anecdotes**
Row 3	☐ Children do not use the materials provided in their own manner. **Examples:** – Caregivers have children make a product, such as a rabbit or flower. – Children move their bodies to music as the caregiver instructs them to or listen to directions on the CD.	☒ Sometimes children use the materials provided in their own manner. **Example:** – At small-group time children may use the Duplos any way they want, but during large-group activities, the children have to sing the songs the way the teacher leads them.	☐ All children use the materials provided in their own manner. **Examples:** – While using water and paintbrushes, Natalia bangs her brush on the table. – While using shakers to music, Linus waves the shaker in the air and imitates how other children are moving their shakers. – Ben moves his body vigorously to the fast music.	SG #1, Playdough and cookie cutters. Children choose how they want to play with the playdough. Some squeeze, bound, others use cookie cutters. SG#2, Handprints. Children put each of their hands in paint and placed their hand on a piece of paper with the teacher's help. Once the children made their handprint they could paint anyway they wanted.
Row 4	☐ Children's actions and interests do not determine the length of group time. **Example:** – Caregivers insist that children stay with an activity until all children are done.	☐ Children's actions and interests sometimes determine the length of group time. **Example:** – Children can leave the table when they are finished with small-group activities, but all children have to stay and sing for large-group activities.	☒ Children's actions and interests determine the length of group time. Children explore and play with materials for varying amounts of time. **Examples:** – Toddlers come and go freely from one small group to the other. – Children have choices when they do not want to participate in the large-group activity. – Caregivers stop group times when children begin to lose interest.	When each child was done painting or using playdough, the teachers cleaned them up and then they could choose materials in the room to play with.

Notes

Coaching Activities

- Classroom or child observation/feedback

- Make visual cues

- Reading assignment

- Visit another teacher

- Coach models for teacher

- Provide "over the shoulder" coaching

- Assign a strategy to try during a specific time

- Watch a training video

- Video tape the teacher

- Teaching teams view each other's videos

- Watch a video recorded earlier in the process

Other Ideas:

Coaching Log

Center: Teacher(s):
Classroom:

#	Date	Coaching Activity/Teacher(s)	Documentation

Coaching Reflections

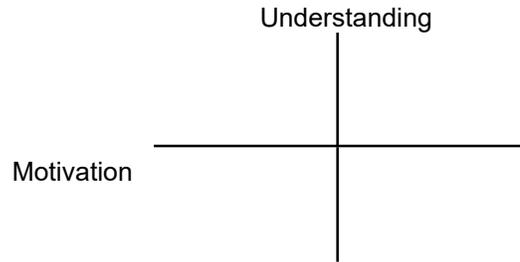Center: Date:

Classroom:

Teachers: Coach:

Teachers' Understanding/Motivation

Understanding

Write each teacher's name in the appropriate quadrant.

Motivation

Coaching strategy or activity I used:	
What went well:	**What was challenging? What might I do differently?**
Observations:	**Next time:**

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Data Summary to Support Coaching Focus

Classroom: Date:

Center: Time:

Teacher(s):

Data Source:

Topic/Item/Specific Focus:

Strengths:

Opportunities for Growth:

Add Follow-Up Actions to Coaching Plan

Coaching Plan

Center: Date:
Classroom:

Goal:	Measurement Strategy:	
Specific steps to take:		Timeline to complete each step

Teacher Signature: _____   Date: _____

_____   Date: _____

Coaching Signature: _____   Date: _____

Reading Reflections

Classroom: Date:

Center:

Teacher:

Source:

List three main points from the reading source:

    1.

    2.

    3.

How will these strategies or ideas support you in your teaching practices?

How will you put these strategies or ideas into action in your classroom?

Observation
View and Reflect

Center: Date:
Classroom:

Teacher(s):   Part of day:

Type of Observation:

Focus:

Three things I thought were effective:

1.

2.

3.

One thing to think about:

One thing I learned from watching:

Try it Out

Center: Classroom:	Date:
Teacher:	Part of day:

Strategy I am trying:

When I used this strategy:	I'd like to remember:

One thing I learned from this experience:

Videotape Self-Reflection

Center:	Date:
Classroom:	Teacher:

My Plan:

Strategies I saw myself using:

My strengths in this video:	Opportunities for growth in this video:

Strategies I'd like to try next time:

Working with Your Teacher

Think of about a teacher you are working with right now.

1. Where is this teacher on the knowledge/motivation grid?

Motivation

Knowledge
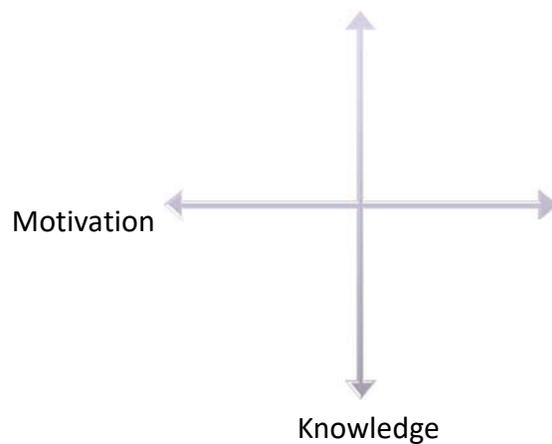
2. What are your ideas for coaching this person?