

Using a Tiered Approach to Coaching on the Pyramid Model

Angel Fetting
Kathleen Artman-Meeker
Jennifer Cunningham

Trina Chang
Gounah Choi
Shawna Harbin
Stefan Horbanczuk

UNIVERSITY OF WASHINGTON



Who is here today?

Use the chat to share where you are joining us from and what your role is in your center, school, or organization.

Overview

- Background
- Tiered Coaching
- Coaching profiles
- Pilot results
- Implications and future directions

Background

Professional Development and Coaching

Essential component of high quality early childhood education systems¹ and an active implementation driver² of evidence based practices

Effective early childhood PD must be designed to address the unique contexts of professionals across the early childhood sector

What is Tiered Coaching?

The TCM was developed to account for individual teacher differences, preferences, and classroom practices in the coaching process.

The TCM uses a person-centered approach to match teachers with an appropriate and efficient level of practice-based coaching support.



Why Tiered Coaching?

Evidence of differential effects based on teachers' engagement with and participation in coaching^{3,4,5}

Personal characteristics and psychological factors influence engagement and uptake of practices^{6,7}



Why Tiered Coaching?

Individual "expert" coaching, small group coaching, and self-coaching are effective strategies.

Relatively little guidance about how to choose specific coaching approaches

No research to date has attempted to bring these coaching approaches together in a systematic package.



TCM Project Goals

1. Create a data-driven decision model related to PD and teacher coaching profiles
2. Develop a tiered coaching model that matches teachers to different types of coaching
3. Evaluate the efficacy of the tiered model

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Project Overview



Pyramid Model:

Evidence based framework for supporting children's social-emotional development and address challenging behavior^{8,9}

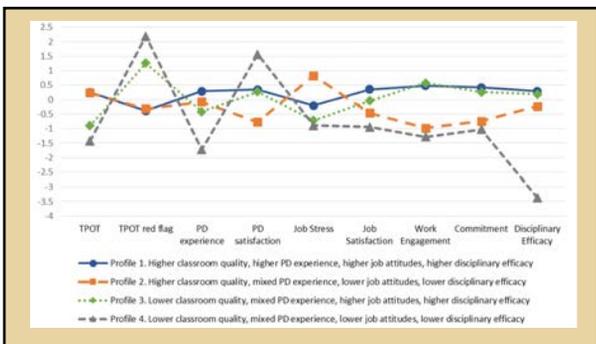


Year 1: Creating Coaching Profiles

Latent Profile Analysis: Method

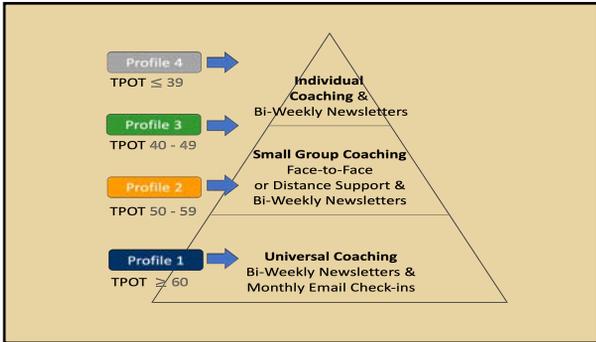
- 97 preschool teachers
- Teacher survey:
 - Demographics
 - PD experiences and satisfaction
 - Job stress and satisfaction
 - Work engagement and commitment
 - Disciplinary efficacy
- Teaching Pyramid Observation Tool (TPOT)

Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
14. The following statements are your opinion about teaching children. Please circle how much you agree or disagree with each of the following statements (When 0 = "Strongly Disagree" and 5 = "Strongly Agree").	1	2	3	4	5	
a. I can get children to follow classroom rules.	1	2	3	4	5	
b. I can control disruptive behavior in my classroom.	1	2	3	4	5	
c. I can prevent problem behavior on the playground.	1	2	3	4	5	
15. The following statements are about how you feel at work. Please circle if you can feel this way about your job (When 0 = "Not at all" and 5 = "Always/Every Day").	0	1	2	3	4	5
a. At my job, I feel bored with energy.	0	1	2	3	4	5
b. At my job, I feel strong and vigorous.	0	1	2	3	4	5
c. I am enthusiastic about my job.	0	1	2	3	4	5
d. My job inspires me.	0	1	2	3	4	5
e. When I get up in the morning, I feel like going to work.	0	1	2	3	4	5
f. I feel happy when I am working internally.	0	1	2	3	4	5
g. I am proud of the work that I do.	0	1	2	3	4	5
h. I am interested in my work.	0	1	2	3	4	5
20. In the classroom setting, please circle how much you agree or disagree (When 0 = "Strongly Disagree" and 5 = "Strongly Agree"). Please circle that the best "stronger" refers to the early childhood education program in which you teach.	0	1	2	3	4	5
a. Having what I know, I could decide if one agent's results were as good as early childhood educator's agent.	0	1	2	3	4	5
21. In the classroom setting, please circle how much you agree or disagree (When 0 = "Strongly Disagree" and 5 = "Strongly Agree").	0	1	2	3	4	5
a. In general, my experience with professional development activities has been positive.	1	2	3	4	5	
b. In general, professional development activities have been useful for increasing my teaching effectiveness.	1	2	3	4	5	
c. In general, college education or professional development activities prepared me for the needs of teaching children.	1	2	3	4	5	
d. My workplace provides enough resources and support for me to participate in professional development activities.	1	2	3	4	5	
22. In the classroom setting, please circle how much you agree or disagree (When 0 = "Strongly Disagree" and 5 = "Strongly Agree").	0	1	2	3	4	5
a. Professional development activities are readily available and accessible to me.	1	2	3	4	5	
23. The next questions ask you about your feelings of teaching as a career. Please circle how much you agree or disagree with the following statements.	0	1	2	3	4	5
a. I feel that I experience a lot of frustration in my work as a teacher.	1	2	3	4	5	
b. I feel that my job is challenging.	1	2	3	4	5	
c. I feel that I have job security in my current position.	0	1	2	3	4	5
d. I feel that my job makes personal relations.	0	1	2	3	4	5
e. I feel that my salary is more than adequate.	1	2	3	4	5	
f. I feel more appreciation except for my efforts and hard work.	1	2	3	4	5	
g. I feel that I have freedom to make important decisions about my work.	1	2	3	4	5	
h. I feel a lot of uncertainty about my career as a teacher.	1	2	3	4	5	
i. I feel that my potential as a teacher is not being used.	1	2	3	4	5	
j. I feel that my job makes me miss my teaching skills.	1	2	3	4	5	
k. I experience verbal abuse from parents.	1	2	3	4	5	
l. I experience a lack of authority in my job.	1	2	3	4	5	
m. I feel that experience in teaching should be taken into more people.	1	2	3	4	5	
n. I feel stress associated with criticism of teachers by the media.	1	2	3	4	5	



Latent Profile Analysis: Implications

- Person-centered approach to analysis that expands beyond traditional variable-centered approaches
- 4-class model provides meaningful and distinguishable groups with clear implications for designing and delivering PD.
- Used to develop a decision making system to match teachers to types of coaching



Universal Coaching

- Newsletters 2x/month
- Tips and information about applying Pyramid Practices
- Links to relevant resources, visuals, handouts

Building Positive Relationships

Build relationships by making deposits!

Why are relationships so important?

Put it into action!

Get an idea of your own strengths and weaknesses	75	75
Use positive communication when you are engaged in challenging situations	100	100
Use a variety of strategies for giving feedback	100	100
Use a variety of strategies for giving feedback	100	100

Guided Self-Coaching

- Goal setting and action planning via email at beginning of study
- Monthly check-in
- Option to request resources or to problem solve via email or Zoom with coach

NCQM Teacher Goal Planning Form		TCM Project Check in	
Teacher: _____ Date: _____		Please use this form to update us on any changes in your classroom in the last month. <i>* Required</i>	
Please fill in the form and bring it with you to our next coaching meeting.			
The strengths/line in each level of the Pyramid are:		Have any new children started in your classroom in the past month?	
<ul style="list-style-type: none"> • Tutoring and response relationships • High quality environments • Social Emotional Learning Strategies • Homeroom Supports 		<input type="radio"/> Yes <input type="radio"/> No	
The 3 most difficult parts of the Pyramid for me to use in my classroom are:		If Yes, please indicate how many new children have started in your classroom:	
1. _____		Your answer: _____	
2. _____			
3. _____		Have there been any changes in staffing in your classroom in the past month?	
The top 3 things I would like to work on are:		<input type="radio"/> Yes <input type="radio"/> No	
1. _____			
2. _____		If Yes, please describe staffing changes	
3. _____			

Small Group Coaching

- 3-5 teachers; in person or via Zoom video conferencing 2x/month
- Followed NCQTL TLC group coaching format:
 - Reflection
 - New content and demonstration (video, role play, etc.)
 - Learning activity
 - Action planning

Individualized Coaching

- In-vivo coaching 1x/week
- Followed standard **practice based coaching** cycle:
 - Observation and live coaching
 - Debrief meeting within 24 hrs of observation
 - Follow up email summarizing feedback, directing to relevant resources, planning

Years 2 & 3: Testing TCM in the field

Field Tests: Measures and General Procedures

- Measurement Tools:
 - Teaching Pyramid Observation Tool (TPOT; Fox et al., 2014)
 - Teacher coaching profile survey
- General Coaching and Gating Procedures
 1. Baseline observations and surveys completed
 2. Pyramid workshop
 3. Coaching match (TPOT, Survey, Preference)
 4. Coaching phase 1
 5. Midpoint observation and check in with teachers, change in coaching match as needed
 6. Coaching phase 2*

Field Tests: Research Procedures

Year 2: Pre-post design

- Workshop training and tiered coaching for all participants
- 10 weeks of coaching followed by mid-point observation and gating procedures
- 10 additional weeks of coaching followed by post-test observations
- In person focus groups

Year 3: Planned RCT

- Workshop training for all participants, then randomized to intervention group; 7 weeks of coaching followed by an abbreviated mid-point observation
- Gating procedures completed but second phase of coaching not implemented (Covid-19 closures)
- Social validity survey

Field Tests: Sample

Year 2:

- 16 lead preschool teachers
- Teachers initially assigned to Tiers 1-3:
 - Tier 1: 7 teachers
 - Tier 2: 6 teachers (two groups)
 - Tier 3: 3 teachers

Year 3:

- 16 lead preschool teachers (7 assigned to intervention)
- Teachers initially assigned to Tiers 1-3:
 - Tier 1: 1 teachers
 - Tier 2: 4 teachers
 - Tier 3: 2 teachers

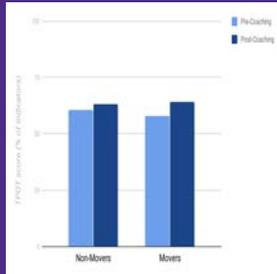
Results Year 2:

Initial Placement	N	Avg. Change
Tier 1	7	2.50
Tier 2	6	5.69
Tier 3	3	3.45



Results Year 2:

	N	Average Change
Movers	6	6.21
Non-movers	10	2.43



Year 2: Focus Groups Results

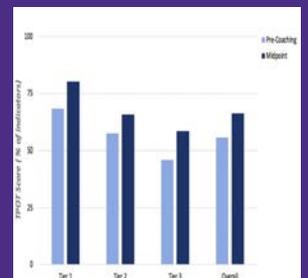
- Participants found coaching to be positive, supportive, and responsive to individual needs
- Teachers felt that the coaching:
 - Expanded their "toolbox"
 - Provided alternative ways to think about a solution
 - Provided an opportunity to reflect and receive feedback
- Mixed reports on active engagement with self-coaching and newsletters

Changes from Year 2 to Year 3

- Streamlined survey
- Option to complete workshop through self-paced online modules
- Strategies to increase engagement in Tier 1:
 - Implementation materials (ex: books, puppets, visuals) distributed with newsletters
 - Added action planning prompts and planning organizers to the newsletters
 - Offered opportunity to request 30 min brainstorm meeting with coach 1x month

Results Year 3:

Initial Placement	N	Avg. Change
Tier 1	1	12.12
Tier 2	4	9.33
Tier 3	2	12.44



Year 3: Social Validity Survey

- Rated PD and coaching materials as highly accessible and usable
- On average rated the likelihood of signing up to participate in a similar coaching program in the future as a "4" (scale of 1-5; not at all likely to very likely)
- Potential need for additional tailoring of content in small groups--some teachers indicated the concepts were not new to them

Implications

- First study to examine processes in which data and teacher input could be used to match teachers to coaching supports
- Coaching profiles and TCM model provide a promising decision making framework for distributing and adapting coaching supports in response to teacher needs and preferences

Future Directions

- Further evaluation of the application of the TCM model with a larger sample
- Strategies to promote more active engagement in self-coaching
- Individualization at Tier 2
- Effects on child outcomes
- Cost analysis of coaching resources in a tiered vs. undifferentiated models of coaching

Questions?

For more information contact:

Angel Fetting
afetting@uw.edu

Kathleen Meeker
kameeker@uw.edu

Jennifer Cunningham
jcc1@uw.edu

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