



One size doesn't fit all: Using a Tiered Coaching Model in ECE

Jennifer Cunningham, University of Washington
Shawna Harbin, University of Washington
Mackenzie Weintraub, University of Washington
Ashley MacNish, Vanderbilt University

September 21, 2022

National Center for
**Pyramid Model
INNOVATIONS**

ChallengingBehavior.org

Webinar Host



Ashley MacNish,
Vanderbilt University



Today's Panelists



Shawna Harbin,
University of Washington



Mackenzie Weintraub,
Early Childhood
Education Consultant



Jennifer Cunningham,
University of
Washington



Overview

- Introductions
- What is Tiered Coaching?
- Coaching Match
- Coach Insights
- Questions

What is Tiered Coaching?



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

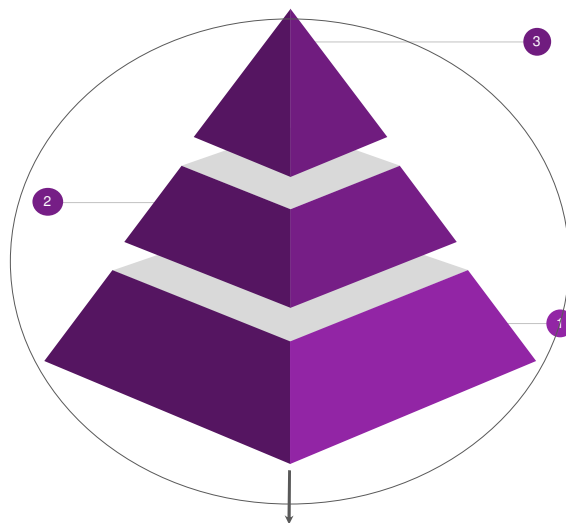
Person-centered approach to match teachers with an appropriate and efficient level of practice-based coaching support.

The TCM Project is an IES funded project at the University of Washington, led by Dr. Angel Fettig and Dr. Kathleen Artman Meeker. IES R324A170149

TCM Overview

Small Group Coaching

- Monthly newsletters
- Bi-weekly in person/online meetings with teachers (guided action planning, reflection, and planning with group)



Individualized Coaching

- Monthly newsletters
- Weekly meetings with teacher following individualized coaching cycle (observation, live coaching, reflection and feedback).

Self-Guided Coaching

- Monthly Newsletters
- Monthly check-in with teacher
- Self-guided action planning and goal setting

Universal PD for ALL Teachers: Monthly Newsletters and resources to support implementation of Pyramid Model practices via email

All levels of the TCM include...

- Consistent contact with a coach
- Practice Based Coaching principles and action planning
- Initial workshop training, materials, and resources to support implementation (Universal coaching)



Self-Guided Coaching

- Initial goal setting with a coach
- Self-guided action planning
- Monthly check-in with coach



Small Group Coaching



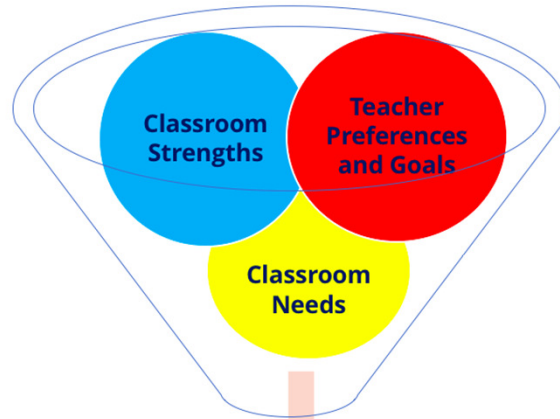
- 3-5 teachers + coach meet 2x/ month
- Each session follows a cycle of:
 - Reflection, feedback, and problem solving around implementation between sessions
 - Content focus and learning activity
 - Action plan around new content focus
 - Email follow up from coach

Individualized Coaching



- Weekly one-on-one coaching
 - Live coaching observation and in-vivo support
 - Debrief and action planning meeting
 - Follow up email from coach

TCM Educator Match



This is the starting point to determine the initial level of coaching

UNIVERSITY of WASHINGTON | COLLEGE OF EDUCATION






It's a Match!



Considerations for matching practitioners to a type of coaching:

- Practitioner preference
- Practitioner experiences and perspectives
- Practitioner implementation of practices (e.g. TPOT Key Item scores, TPOT Red Flags)
- Logistics (number of teachers, coach time, scheduling)

Practitioner Match Tools and Communication

	<p>TPOT provides information about practices supporting children’s social-emotional development</p> <p><i>“Based on the TPOT observation of your classroom,</i></p> <ul style="list-style-type: none"> • <i>Your strengths are your supportive interactions with children and your schedules and routines.</i> • <i>You might be interested in learning more about teaching friendship skills or responding to individual children’s behavior.”</i>
	<p>Survey/Interview provides information about practitioner beliefs, job experiences, and preferences for coaching</p> <p><i>“Based on your responses to the survey, you may be looking for additional support around children’s behavior or a specific set of teaching practices. You also indicated that you’d be most interested in small group coaching.”</i></p>
	<p>Match Memo provides information about the match to the teacher</p> <p><i>“Based on all this information small group coaching may be a good initial fit for you. We’ll also work with you and your coach in winter to make any adjustments after you’ve had a chance to experience the TCM model.”</i></p>

Communicating the Recommended Match

Share recommendation using teacher’s preferred method of communication.

Explain the coaching level will change over time depending on their needs

Be sensitive when communicating with teachers about the match! Practitioners should feel as though their coaching match levels are appropriate for their needs, not evaluative or punitive



Stay the course or try something new?



- Set “check-in points” (e.g every 8-10 weeks) and consider:
 - Is progress being made on action plans?
 - Have TPOT key item scores increased into your goal fidelity range?
 - Have Red Flag scores decreased?
 - Have TPOT key item scores decreased?
 - Educator request/other logistics

Stay the course or try something new?



- Other considerations for movement outside of the “check in points”:
 - New classroom staff
 - New (or increase in) intensity or frequency of challenging behavior
 - Practitioner request

Coach Panel: Experiences with the TCM and Lessons Learned

UNIVERSITY of WASHINGTON



Questions?

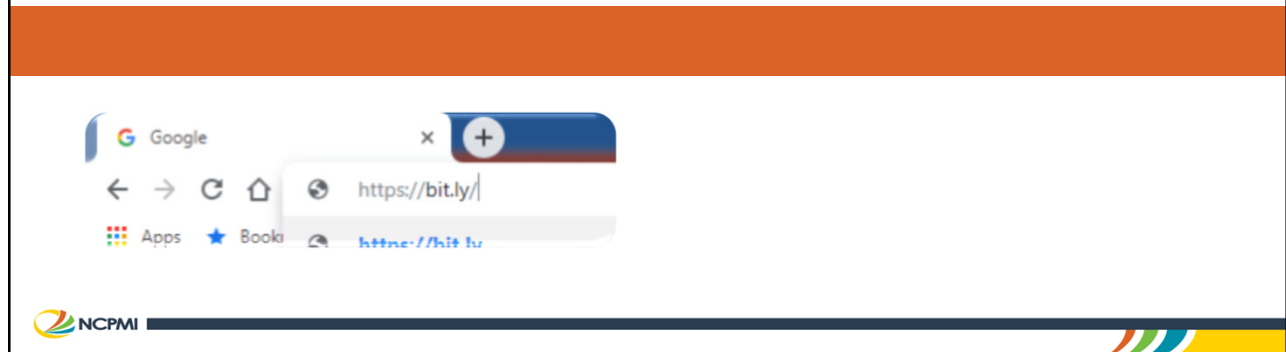
Use the Q&A panel to submit your questions.



Survey and Certificate

Recording Viewers

- Type URL or scan the QR code during presentation into a web browser window
- *URL is case sensitive*



Visit us online at ChallengingBehavior.org



Thank You

The contents of this presentation were developed under a grant from the U.S. Department of Education, #H326B170003. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Project officer, Sunyoung Ahn.

