



Prekindergarten High-Quality Components

Professional Development: Mentoring/Coaching

EARLY CHILDHOOD EDUCATION DIVISION

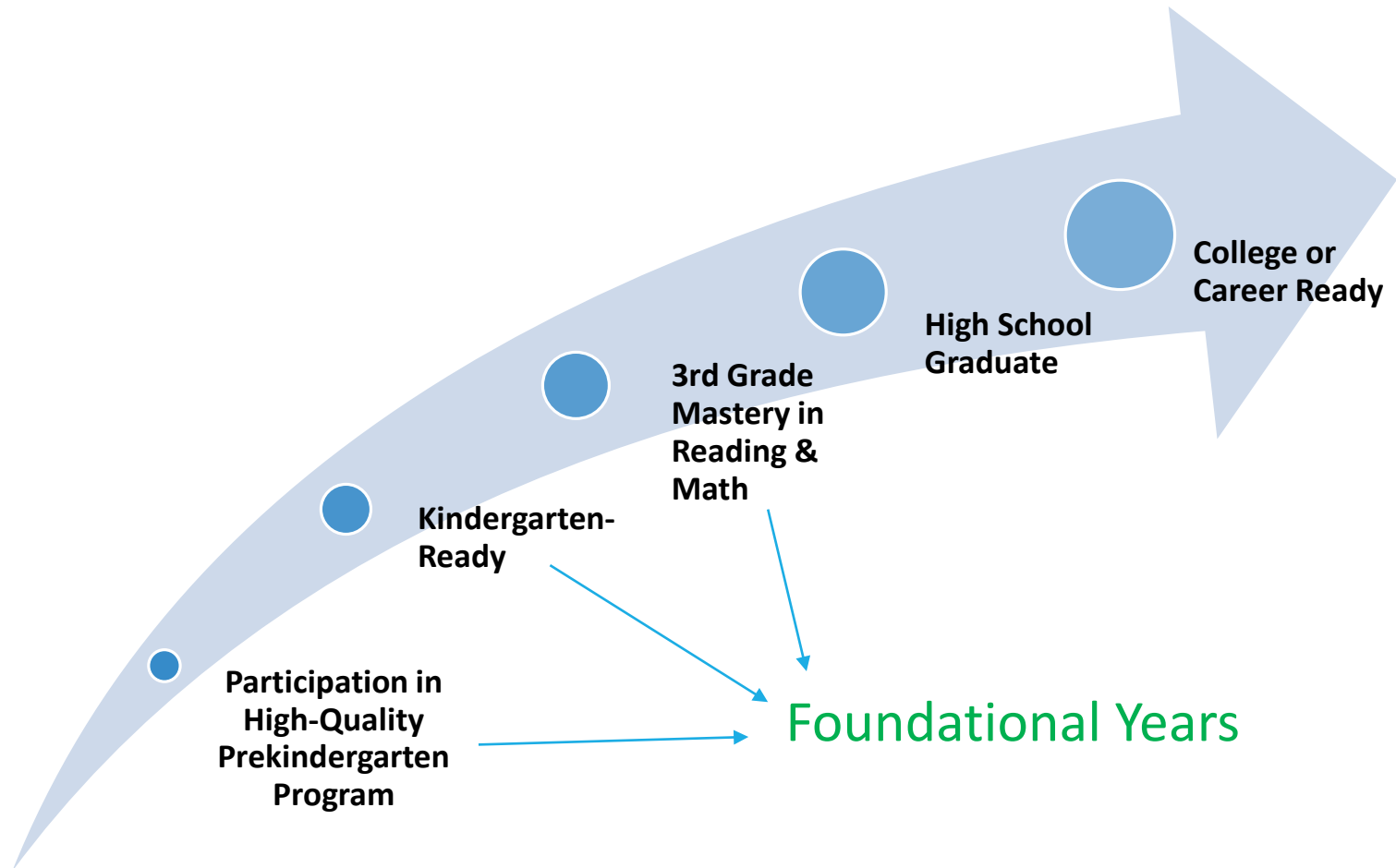
TAMALA OLSBY



Key Topics

- Foundational Years: Prekindergarten - 3rd
- Review of High-Quality Component: Teacher Qualifications
- Mentoring/Coaching
- Supporting High-Quality Efforts

Continuum



The Foundational Years

By the age of 4,
a child from a low-income family will hear

30 million

fewer words
than a child from non-low-income family

The Foundational Years

6 out of 10

**Children in Texas are
From low-income households**

The Foundational Years

Vocabulary development during the preschool years is related to:

**later reading skills &
school success in general**

The Foundational Years

75%

of students who are
poor readers in 3rd grade
will remain poor readers in
high school

Focus: High-Quality Prekindergarten



Benefits of High-Quality Prekindergarten

- 85% increase in print awareness³
- 19% decreased need for special education services¹
- 24% less likely to be convicted of juvenile crime¹
- 20% more likely to graduate on time from high school¹
- 19% more likely to attend college²
- Earn \$150,000 more over their adulthood¹

1-SCHWEINHART, L, MONTI, J., XIANG,Z., BARNETT, W. S., BELFIELD, C.& NORES, M. (2005) *LIFETIME EFFECTS: THE HIGH/SCOPE PERRY PRESCHOOL STUDY THOUGH AGE 40* (MONOGRAPHS OF THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION, NUMBER 14). YPSILANTI, MI: HIGH/SCOPE PRESS.

2-FREDE, E. C., & BARNETT, W. S. (2011). NEW JERSEY'S ABBOTT PRE-K PROGRAM: A MODEL FOR THE NATIONS. IN E.ZIGLER, W. GILLIAM, & W. S. BARNETT (EDS.), *THE PRE-K DEBATES: CURRENT CONTROVERSIES AND ISSUES* (PP. 191-196). BALTIMORE: BROOKES.

3-W. STEVEN BARNETT, CYNTHIA LAMY, AND KWANGHEE JUNG. (DECEMBER 2005) *THE EFFECTS OF STATE PREKINDERGARTEN PROGRAMS ON YOUNG CHILDREN'S SCHOOL READINESS IN FIVE STATES* (THE NATIONAL INSTITUTE FOR EARLY EDUCATION RESEARCH, RUTGERS UNIVERSITY).

High-Quality Components

- Curriculum
- Student Progress Monitoring
- Teacher Qualifications and Professional Development
- Teacher-to-Child Ratio
- Family Engagement
- Program Evaluation
- Data Reporting

Focus: Professional Development - Mentoring/Coaching



Texas' Prekindergarten Teachers

- Available Degrees
- Available Coursework in Early Childhood Education
- Available Certifications

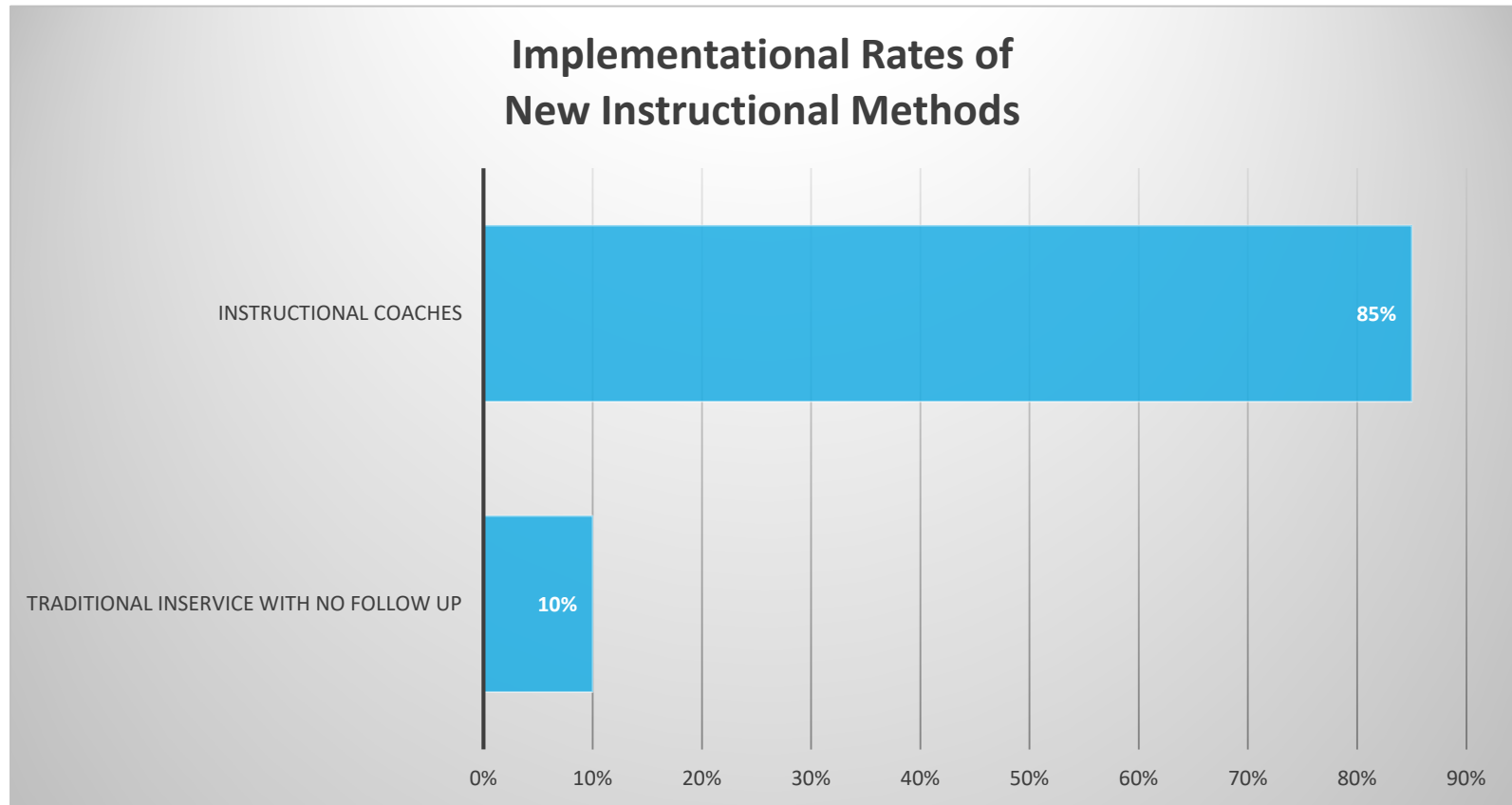


Research - Professional Development

Professional development yields three levels of results:

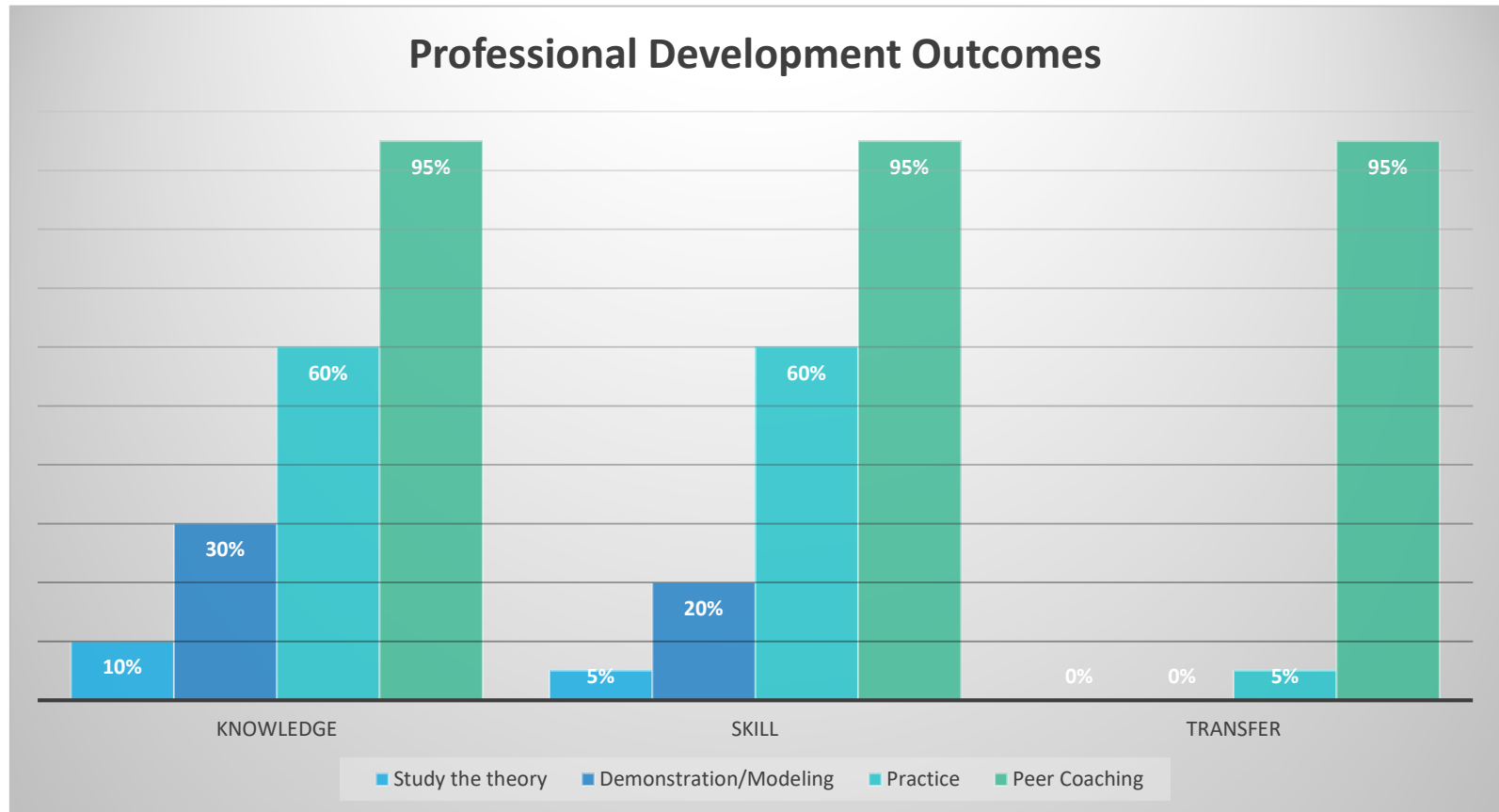
- educators learn new knowledge and skills because of their participation
- educators use what they learn to improve teaching and leadership
- student learning and achievement increase because educators use what they learned in professional development

Research - Mentoring/Coaching



From the University of Kansas Center for Research on Learning website (www.instructionalcoach.org), 2007

Research - Mentoring/Coaching



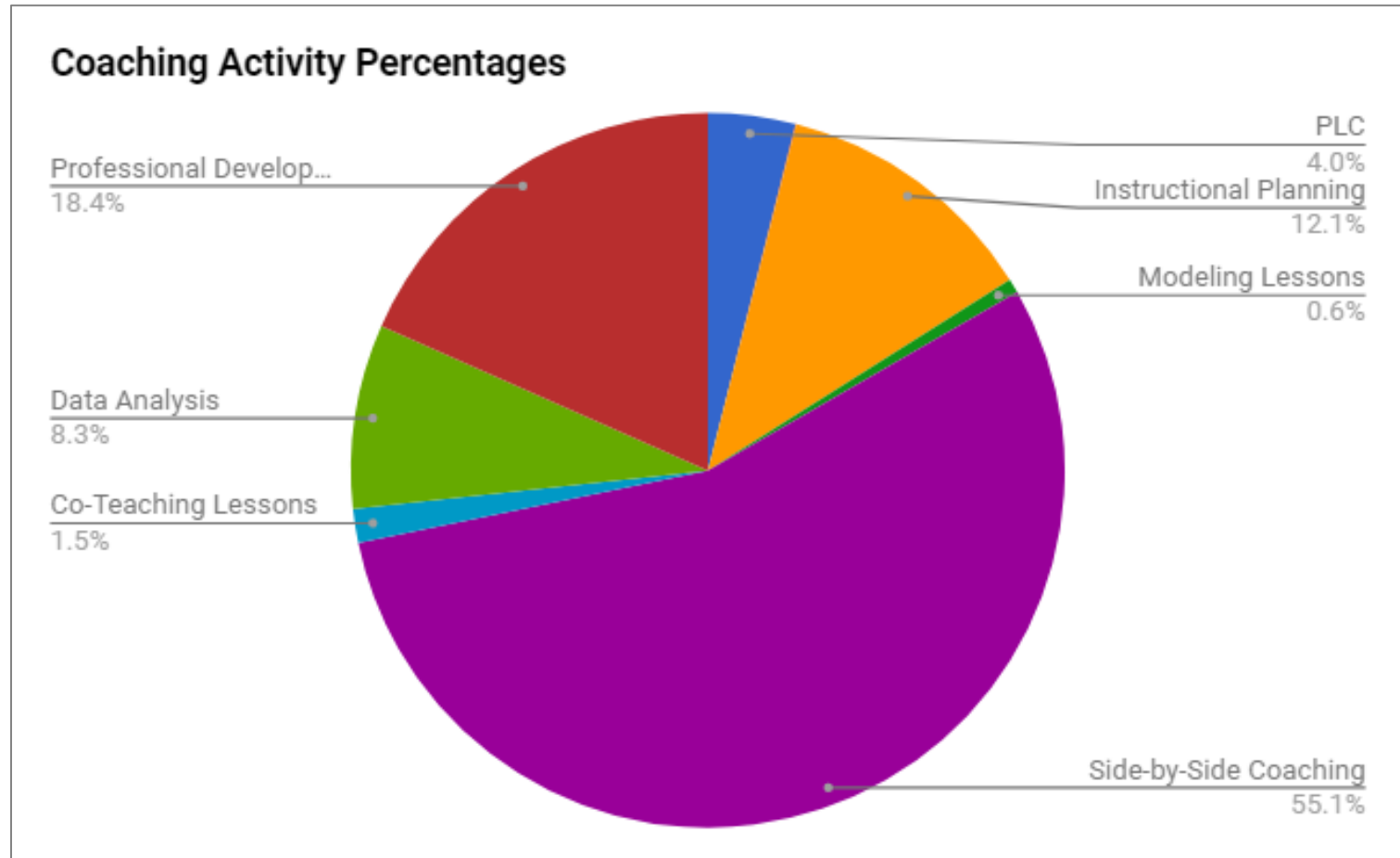
Joyce, B., and Showers, B. (2002). *Student Achievement through Staff Development* (3rd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.



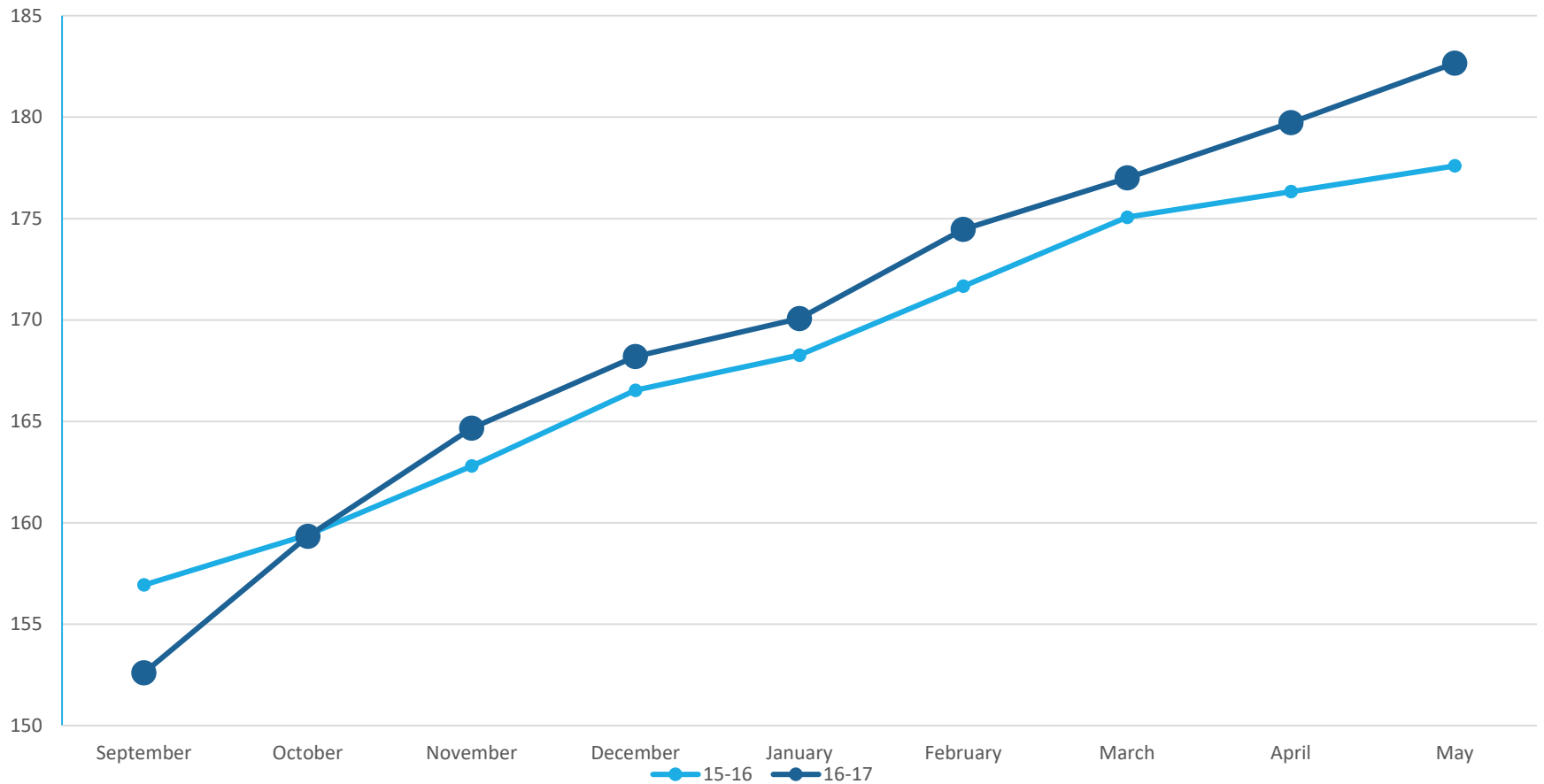
WACO ISD



Waco ISD PK Coaching 2016-2017



Comparison of Istation Skill Growth Data Before and During the HQPG with PD and Coaching



Teacher Feedback

“It is very important to me to keep going to the trainings because I was able to refresh my teaching strategies and learn something new to me. Having someone to ask about anything in the classroom (teaching strategies, environment, materials) with the experience or resources and how to use them is fantastic. It feels safe when you have someone to tell you how to use the new technology resources and how to apply them in the classroom. It is nice to talk with other teachers and share ideas.”

Side-By-Side Comparison

2016-2017 School Year

- Use of prekindergarten-specific coach
- Funded by the High-Quality Prekindergarten Grant
- Used CLI Engage resources

2017-2018 School Year

- Use of campus instructional coaches and district reading coaches
- Using available campus/district resources
- Using CLI Engage resources

Expectations of Rider 78

It is expected that prekindergarten teachers meet both of the following:

- Certified to teach prekindergarten
- Have an "additional qualification"

Teacher Qualifications

Options	Appropriately certified to teach early childhood	Additional Qualification
Option #1	Yes	Has a Child Development Associate Credential (CDA)
Option #2	Yes	Has a Montessori certification
Option #3	Yes	Has taught for at least 8 years in a nationally accredited child care program
Option #4	Yes	Has a degree in ECE, Special Education–ECE or a non-ECE degree with 30 units of ECE-specific coursework
Option #5	Yes	Completion of TSR – Comprehensive Program
Option #6	Yes	Has completed 150 hours of professional development in ECE-specific topics with 75 of the 150 hours being in a mentoring/coaching relationship
Option #7	Yes	Completes 30 hours of ECE-specific professional development annually with 15 of the 30 hours being in a mentoring/coaching relationship until 150 hours are documented

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Additional Consideration

Teachers need 150 hours of professional development over a five-year period to maintain their TX teaching certificate



Professional Development Topics

The professional development shall address topics relevant to high-quality prekindergarten including but not limited to:

- Revised 2015 Texas Prekindergarten Guidelines
- Use of student progress monitoring results to inform classroom instruction
- Improving the prekindergarten classroom environment to enhance student outcomes
- Improving the effectiveness of teacher interactions with students as determined by an evaluation tool

Core Elements of Mentoring/Coaching

- A one-to-one relationship between a mentor/coach and the protégé(s)
- On-the-job support that focuses on the development of specific early childhood education knowledge, skills or practices that can be used in daily work with children
- A shared commitment to continuous improvement to ensure positive outcomes for all children

Who can be a Mentor/Coach?

- An early childhood expert
- Early childhood staff from an ESC
- Instructional coach within/outside of school district
- Supervisor (supervisory responsibilities should be kept separate from mentoring/coaching)
- Principal or other leadership personnel with an early childhood background within a school district
- Coach from an early childhood agency
- Peer teacher who is considered an expert in ECE or in a specific early childhood skill or practice (30% rule)

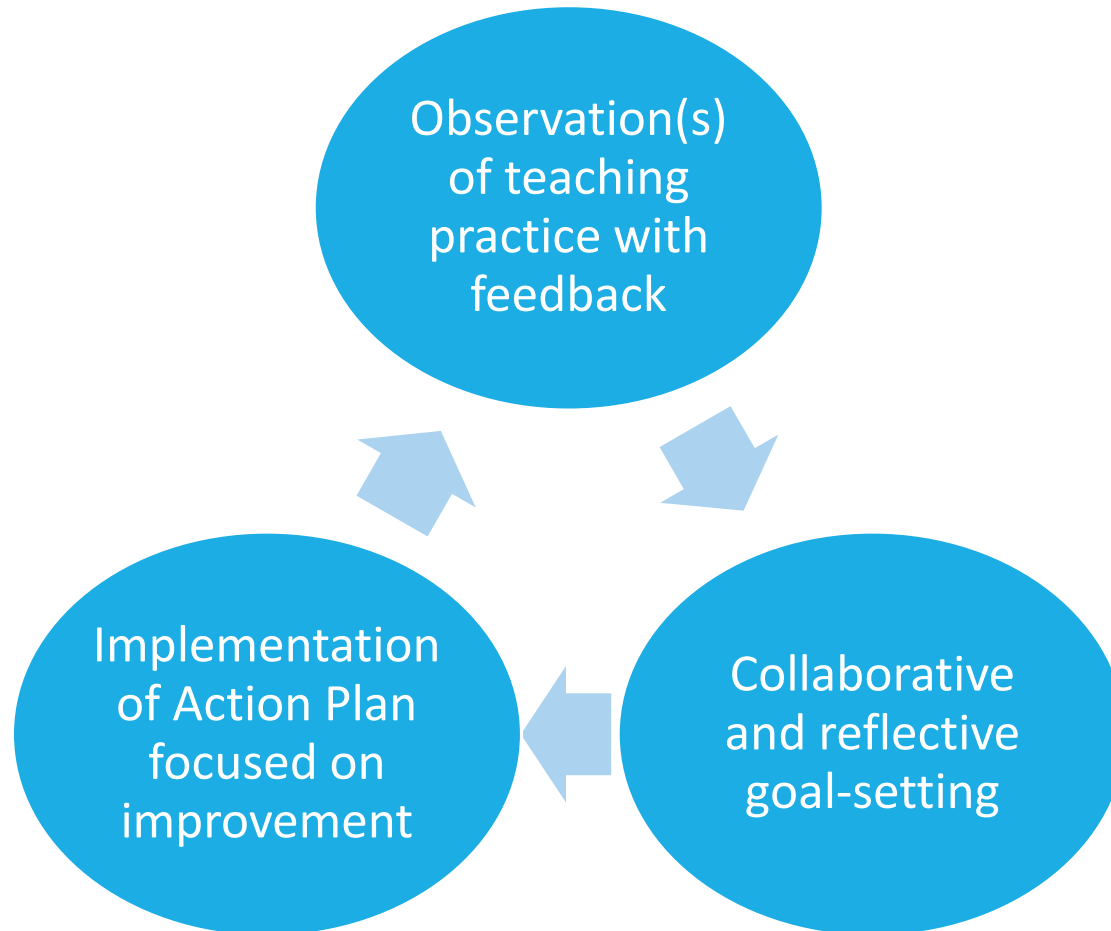
Characteristics of a Good Mentor/Coach

- Confident/knowledgeable about early childhood education
- Strong leadership skills
- Ability to connect with people
- Good observational skills
- Believes that people can change

Mentoring/Coaching "Basics"

- Mentoring/Coaching Cycle
- Delivery Models
- Outcomes-Focused
- Content Areas
- Relationship-Based
- Sustained and Consistent
- Documentation

Mentoring/Coaching Cycle



Delivery Models

- Face-to-face interactions
- Professional Learning Communities (PLCs)
- Technology-based coaching
- Hybrid or combination of methods

All mentoring/coaching delivery models should contain:

- Observation(s) of teaching practice with feedback
- Collaborative and reflective goal setting
- Implementation of action plan focused on improvement

Outcomes-Focused

Goal: Kindergarten-readiness



- Addresses a specific early childhood skill or practice
- Moves basic early childhood theory to classroom practice
- Best if practice is measurable
- Aligns with tool
- Continuous improvement

Content Areas

Things to consider:

- Connected to identified need(s) of teachers
- Use of results from a research-based tool
- Use of data, especially child-outcome data
- Research-based
- New teachers vs. veteran teacher

Relationship-Based

- Built on a foundation of respect and trust
- Supports teacher
- Feedback in the moment
- Self-reflection
- Builds on what the teacher does well

Sustained and Consistent

- Not a single event; should be considered ongoing
- Intensity and duration matches content being conveyed
- Moves on once skill or behavior is mastered



Documentation

- Elements to document:
 - Name of mentor/coach
 - Name of staff member
 - Focus of mentoring/coaching (ECE-specific topic)
 - Time spent in mentoring/coaching activities

Data Upload

Data to be uploaded into PEIMS/ECDS:

- Demographic data
- Enrollment in half-day and/or full-day PK
- Sources of funding for PK classrooms
- Class size
- Instructional staff-to-student ratio
- Type of curriculum
- Student progress monitoring tool and results (BOY and EOY)
- Kindergarten readiness data
- **Teacher qualifications**
- Family Engagement Plan

Support



Support from Education Service Centers

- Education Service Centers in all 20 regions of state
- Many have Early Childhood Specialists to provide professional development, workshops, technical assistance, mentoring/coaching as well as provide additional resources
- Common professional development: Prekindergarten Guidelines, Classroom Management, Conscious Discipline, Inclusion, Family Engagement, Curriculum Alignment, Using Data, etc.

Support from Children's Learning Institute (CLI)

➤ Coaching support

- Three-Day Coaching Workshops
- *Effective Mentoring Strategies* eCIRCLE course (introduces key components, tools and strategies for coaching)
<https://cliengage.org/public/tools/online-learning/ecircle/>
- *Coaching Competencies* (provides a framework for coaching behaviors across five core competencies)
<https://cliengage.org/public/tools/quality/coaching/>
- Tools that have a coaching component:
 - ✓ *Classroom Observation Tool (COT)*
 - ✓ *Classroom Environment Checklist (CEC)*

Additional Resources

- *Partners in Action: A Mentoring Toolkit for Early Childhood Providers:*
https://www.earlylearningtexas.org/media/23607/0_final_texas_mentoring_7-8-13.pdf
- Texas School Ready: <http://www.texasschoolready.org/coaches>
- Together4Children:
<http://together4children.org/?s=Coaching+from+the+heart>
- NAEYC: http://www.naeyc.org/books/coaching_with_powerful_interactions
- Head Start eclkc: <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

Conclusion

- Greatest Asset - Classroom Teacher
- Importance of Professional Development
- Effectiveness of Mentoring/Coaching



Things to Consider

- What resources do we have?
 - Funding
 - Personnel
 - Time
- Who could serve in the role of mentor/coach?
- In what ECE topics could our prekindergarten teachers benefit from mentoring/coaching?
- What model of mentoring/coaching should we use?
- What research-based tools could we use?
- How will we document our professional development that includes mentoring/coaching?

FAQ Document

Send questions regarding professional development that includes mentoring/coaching to the following email address:

➤ earlychildhoodeducation@tea.texas.gov

A frequently asked questions document will address the questions received by December 8th.

The FAQ document will be available on TEA's website.

TEA - Early Childhood Education Division

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Next Webinar



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