2015-2016 Fremont Community
ECHO Evaluation Outcomes:
CLASSROOM COACHING PROGRAM

This year's Classroom Coaching Program was successful

in several different ways:

- This year the coaching program was held in 16 classrooms at 8 preschool sites. This included preschool children from the 3-year old and 4-year pre-kindergarten levels.
- Progress outcomes from Results Matter *Teaching Strategies **GOLD*** scores indicated that the six different developmental domains were all within the Widely Held Expectation range by the spring assessment for the overall Pre-kindergarten 4-year old community.
- Significant progress was noted throughout the school year in the attainment of Classroom specific goals using the *Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT).* Key practices scores improved, while Red Flag scores were maintained at almost non-existent, and challenging behaviors were handled appropriately.
- Significant progress was also noted in beginning and ending *overall* TPOT scores. Key practices and Red Flag scores for the coached group were close to or above the 80% goal set at the beginning of the year.
- Scores on the new TPOT tool used by all classrooms reached an average of 90% proficiency by the end of the school year.
- An analysis of the teacher and coaching behaviors/practices that support effective coaching resulted in strong agreement that both coaches and teachers were effective partners in the coaching process. 100% of the responses **strongly agreed** or **agreed** with the statement that coaches used skills and strategies effectively in the coaching process. 100% of the responses **strongly agreed** or **agreed** with the statement that teacher's effectively responded to coaching.

Introduction to the Classroom Coaching Model

The Classroom Coaching Model was developed by Suzanne Adams, Joan Baronberg and Kristen Klaasson, State Coaching Trainers. It is essentially a professional development activity designed to improve and sustain quality for specific classrooms at 7 of the Fremont County community childcare and preschool sites serving children in preschool special education and the Colorado Preschool Program.

The ECHO Council has adopted the following goals from the Coaching Model:

1. To develop a cadre of early childhood practitioners who practice intentional teaching strategies and are self-reflective about their own educational practice in order to implement and maintain high quality, early learning environments.

2. To train a group of early childhood coaches who can support the practitioners as they work to achieve high quality, early learning environments.

The Coaching Model uses a local peer coaching approach employing directors, classroom teachers and consultants who understand and practice intentional teaching strategies themselves. The Local Coaches then work with selected classroom teachers, either new teachers or those who could use a boost in teaching practices, to help them work toward achieving a high quality early learning environment in their classrooms. Expectations for quality early education are always changing and coaches help teachers meet new requirements and demands.

For 13 years the Coaching Model Developers have visited the ECHO community to observe and provide feedback to our local coaches as they work with teachers. The past two years the trainers did not visit the ECHO community. Instead, Reflective Support was offered to all Early Childhood and Infant/Toddler coaches beginning this year on October 7th, 2015 and continuing through April 2016. The first meeting took place on October 7 for 1.5 hours. Subsequent meetings occurred monthly for 1.5 hours via the internet. Stephanie Hickman, Colorado Early Childhood Regional Coaching Consultant, led the meetings and Sharyl Boehm, Cheryl Gould and Linda Davis participated in the meetings.

Evaluation Strategies and Outcomes

Measuring Children's Outcomes

The ECHO Council always keeps an eye on the social-emotional, physical, language, literacy, cognitive and mathematical outcomes of children under their charge. Quality classrooms promote good child outcomes, especially for children who are at risk. The ultimate goal for any quality improvement strategy is that child outcomes remain high.

The result of the Coaching Program is partially measured by identifying children's outcomes in the classrooms being coached. This year's Results Matter *Teaching Strategies **GOLD*** scores indicate significant progress occurred between the fall and spring testing periods for the ECHO preschool classrooms that participated in the Coaching Project:

Introduction to Teaching Strategies GOLD

The *Teaching Strategies GOLD* assessment system measures the knowledge, skills and behaviors that are most predictive of school success. The current analysis focuses on six areas of development and learning in a population of 4-year old, pre-kindergarten children attending 7 *Coaching Project* preschool classrooms in the Fremont County area. The developmental and learning areas included in this evaluation are as follows:

- Social-Emotional Development
- Physical Development
- Language Development
- Cognitive Development
- Literacy
- Mathematics

Teachers using the *Teaching Strategies GOLD* assessment tool follow a systematic process, or cycle in order to collect the data needed for all reports. An important part of this cycle is evaluating scores by comparing them to research-based indicators of development and learning (Widely Held Expectations).

Widely Held Expectations are a range of scores depicting the expected developmental levels of children according to their age in each of six domains: Social-Emotional, Physical, Language, Cognitive, Literacy and Mathematics. Children who perform within the target range of Widely Held Expectations are considered to be displaying developmentally appropriate growth in each of the skill levels measured. The score ranges constituting *Widely Held Expectations* at each age level were determined by a consortium of child developmental experts after an extensive review and update of the literature in the field. *Widely Held Expectations* standards are the same for state, national and international regions. Information will be presented summarizing the percentage of children who obtained or exceeded WHE during both the Fall and Spring assessment periods at the aforementioned preschools.

Table I presents data on the approximate number of 4-year old, Pre-kindergarten *GOLD* student profiles gathered in both the fall and spring **from all children** (both special program supported and non-supported) participating in the *Coaching Project*. The table also breaks out the number of 4-year old, Pre-K children receiving special program support (IEP, CPP & Head Start) from each of 7 preschools. Three-year old children were also part of the Coaching project, but their GOLD data was not included in the current evaluation.

ECHO Community & Preschool/Child Care Sites	Total 4-year old Children in Coaching Project		IEP (Special Education) In Coaching Project		CPP (Colorado Preschool Program) in Coaching Project		Head Start (without IEP children included)	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Preschools in Coaching Project	49	65	7	10	18	25	15	16

Table 1

When considering the total results of all the students in the *Coaching Project* (All Coached Preschool classrooms), the average number of students obtaining or exceeding expectations in all six developmental areas ranged from a low in Mathematics of 72% proficient to a high in Literacy development of 97% proficient by the spring assessment. All areas were seen as relatively strong performances with no areas of significant weakness being noted in the spring. The six tables below (Tables 2 through 7) display the percentage of *Coached Program* students (all 4yr. old Pre-K, CPP, IEP and Head Start) meeting or exceeding Widely Held Expectations in both the Fall and Spring assessment

periods, and the resultant growth throughout the school year. All four groups (Total 4yr-preK, CPP, IEP and Head Start) were within the Widely Held Expectations criteria by the Spring Assessment

Student Groups	Fall	Spring	Growth
All Coached Preschools	67%	85%	18%
CPP	67%	100%	33%
IEP	57%	80%	23%
Head Start	67%	81%	14%

Table 2 Social-Emotional Development

Student Groups	Fall	Spring	Growth
All Coached Preschools	70%	83%	13%
CPP	83%	96%	13%
IEP	57%	70%	13%
Head Start	60%	69%	9%

Table 3 Physical Development

Student Groups	Fall	Spring	Growth
All Coached Preschools	71%	88%	17%
CPP	83%	100%	17%
IEP	57%	80%	23%
Head Start	64%	63%	-1%

Table 4 Language Development

Student Groups	Fall	Spring	Growth
All Coached Preschools	77%	91%	14%
CPP	78%	96%	18%
IEP	86%	80%	-6%
Head Start	64%	88%	24%

Table 5 Cognitive Development

Student Groups	Fall	Spring	Growth
All Coached Preschools	78%	97%	19%
CPP	78%	96%	18%
IEP	71%	90%	19%
Head Start	79%	100%	21%

Table 6 Literacy Development

Student Groups	Fall	Spring	Growth
All Coached Preschools	43%	72%	29%
CPP	38%	84%	46%
IEP	43%	70%	27%
Head Start	36%	67%	31%

Table 9 Mathematical Development

*4-year old **GOLD** pre-kindergarten children outcomes*

❖ The overall Fremont County Coaching Project community of 4-year old, pre-kindergarten children made significant gains from the fall to the spring assessment periods in all of the domains assessed (social-emotional, physical, language, literacy, cognitive and mathematical). The average gain was 18%, but gains as high as 46% were noted.

❖ The CPP group had an average gain of 24%. The IEP supported group had an average gain of 17%, and the Head Start group had an average gain of 16%.

❖ The average group scores for the overall *Coached Preschool Classrooms*, and children receiving special funding supports (IEP, CPP or Head Start) were within the Widely Held Expectations range in all developmental areas by the spring reporting period. 72% to 97% of the overall Coached Preschool community (pre-K 4 yr. olds) met Spring Widely Held Expectations in all 6 developmental areas. 63% to 100% of IEP, CPP and Head Start supported children met Spring Widely Held Expectations in all areas.

❖ Mathematics development displayed the greatest growth between Fall and Spring of this school year for the overall Coached Preschools (29% growth). This was a similar finding when compared to last year's greatest growth statistic in math.

❖ The CPP *Coached* group generally showed the greatest overall growth during the school year and the highest Spring WHE scores. The group average scores for CPP supported students were generally at the lower end of WHE in the Fall assessment (except for Mathematics) and in the upper end of WHE in all the Spring assessments.

Measuring Improvement in the Attainment of Teaching Behaviors that Increase Positive Outcomes for Children

Each year the Local Coach and teacher in conjunction with the site Director meet to set teacher/classroom specific goals in the form of Action Plans. Classroom specific goals describe activities that will be accomplished by the teacher and coach to improve specific teaching objectives and outcomes for children. The progress or completion of these goals (Action Plan Outcomes) is another method for providing evidence of success and program quality improvement.

Five coaches supported 17 different teachers in developing and implementing Action Plans for this school year. Only 14 teachers, however, completed both beginning *and* ending TPOT assessments. Some of the teachers were no longer working by the end of the school year.

Action Plans were developed from September, 2015 through May, 2016. Most action plans were formulated based on goals derived from the *Teaching Pyramid Observation Tool for Preschool Classrooms* (TPOT). The teachers and coaches would generally review the Action Plans once per month. Sometimes they met more often than that and sometimes less often. A total of at 104 teacher/coach meetings were completed. The average number of coach/teacher meetings was approximately 6. The coach was responsible for providing strategies and resources and appropriate training to help

accomplish the goals. The teacher was responsible for implementing the activities/strategies and developing and adhering to an appropriate timeline.

This year the Coaching Team again relied on the *Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT)* to determine areas of strength and need in each classroom. Kelly Wilson, CDE Coach, previously taught the TPOT course to Directors and selected teachers helping all who administered the instrument to become Inter-rater reliable with the revised tool.

The TPOT assesses teaching practices associated with maintaining a supportive classroom environment, responsive teacher/children interactions, classroom preventative practices, social-emotional teaching strategies and individualized interventions. Three subscale scores are generated from the assessment of 32 individual TPOT teaching practices of the 2014 Research Edition TPOT:

1. A Classroom *Key Practices* measures the average score on 14 different positive teaching behaviors that promote children's activities including schedules, play, communication, interactive skills, transitions, expectations, social-emotional development, problem-solving and targeted individual interventions. Each of these items is scored on a continuum of 0 up to 10, with 0 indicating that none of the positive teacher behaviors are being practiced on a particular item, and as much as 10 indicating that all behaviors related to the specific item are being practiced. An average score is computed on all 14 items and can range from 0% to 100%. Whereas a perfect score would be an average score of 100%, the goal of the program is to have an average score of at least 80% or higher (considered reaching *Fidelity*). This would suggest that a majority of all 14 positive teaching behaviors are being practiced a majority of the time at a proficient level.

2. A *Red Flags* Score reflective of 17 different negative teacher behaviors that are not conducive to a positive learning experience for the children. The goal is <u>not to have any red flag behaviors</u> or a score of 100% absent red flags.

3. Using <u>Effective Strategies to respond to Challenging Behavior</u> is the third subscale measured. It is defined in three ways: 1. Noticing if a teacher was involved in an incident of challenging behavior during the TPOT administration, 2. If so, does the teacher use the listed 3 essential strategies, and 3. Does the teacher use any of the additional strategies to respond and correct the behavior

<u>Beginning and Ending TPOT Scores</u>

Beginning and ending (fall and spring) TPOTS were completed for the fourteen teachers coached. Table 10 below presents a comparison of average teacher progress as it occurred for the overall group of coached teachers between the initial (fall) and final (spring) assessments (Key Practice scores, Red Flag scores and Effective strategies for challenging behaviors). A positive result for the Key Practices Score would be any <u>improvement</u> toward a 100% score or at least a score above 80%. A positive score for the Red Flags would be any <u>reduction</u> in number of indicators toward a score of zero (100% absent red flags). A positive score for reducing challenging behaviors would be a "Yes" score on the question: All essential strategies used in each incident? A "No" score would be a negative result (i.e., strategies were **not used**).

The fourteen teachers used the new version of the TPOT, copyrighted in 2014 for both a Fall and Spring Assessment. More teachers were tested in the Fall than in the Spring, with 14 teachers being tested in both Fall and Spring. The scoring was recorded by percentage increases in a given item (e.g., Transitions improved from a percentage score of 90% in the fall to 98% in the spring). Table 10 reports the information from improvements to the Coaching Program from Fall, 2015 to Spring, 2016.

TPOT Items	Fall '15	Spring'16	Difference
Schedules/Routine/Activities	87%	89%	2%
Transitions	84%	96%	12%
Teachers engage in Supportive Conversations	91%	97%	6%
Promoting children's engagement	87%	95%	8%
Providing Directions	85%	90%	5%
Collaborative Teaming	87%	94%	7%
teaching behavior expectations	63%	87%	24%
Teaching social skills and emotional competencies	59%	75%	16%
Teaching Friendship skills	75%	87%	12%
Teaching children to express emotions	79%	92%	13%
Teaching problem solving	64%	79%	15%
Intervention for children w/persistent challenging behavior	81%	93%	12%
Connecting w/families	90%	93%	3%
Supporting Family Use of the Pyramid Model Practices	71%	86%	15%
Red Flags	97%	98%	1%
Challenging Behaviors	3y 2N (60%)	7y100%	40%
Average Score	80%	90%	10%

Table 10 Improving in Coaching Process Goals from Fall to Spring

The results suggest that the coached classrooms had made excellent progress by springtime and were performing above 80% in all but two of the areas measured, with a 90% score overall. Six of the 14 TPOT Key Practices were below 80% in the fall. By the Spring assessment, only 2 of the 14 Practices were below fidelity (80% or above) in the average score of all classrooms. Those two sub-80% goals

were in Teaching Social Skills and Emotional Competencies (75%) and Teaching Problem Solving (79%), both just slightly below 80%, but difficult areas for children and teachers. Teachers working with the 3 year-old children had the greatest difficulty on these two items, and scored much lower, overall, than their 4-year old teaching counterparts.

The Fall average score for the 14 Key Practices was at 80%. The Spring average score was at 90%, a 10 point gain overall. Individual classrooms made as high as 25% gains in Key Practices and Red Flags throughout the year. All teachers made a gain from their Fall to Spring performance.

Red Flags were uniformly low in the Spring (less than 2% total). Challenging behaviors observed during the TPOT administration were 5 in the Fall and 7 in the Spring. Three of the responses were appropriate in the Fall and two were not, resulting in a 60% correct score. In the Spring, all challenging behaviors observed (7) were handled using all three of the Essential Strategies, and occasionally the Additional Strategies for a resulting 100% correct score.

Classroom Goals

In addition to the total TPOT Key Practices, Red Flag and Challenging Behavior scores recorded between the fall and spring, progress in *Action Plan* goals for the teachers being coached was also measured. The Action Plan goals were mutually selected by teacher and coach based on TPOT areas that indicated a need for focus. New goals were added throughout the year as each previous goal was completed. A final TPOT observation and recording took place in the spring in order to gage progress over the year toward effective teaching practices.

Again, there was a total of 104 Coaching visits, generally at one/month between the five coaches and 17 teachers. Not all teachers completed the school year. A total of 87 Goals were selected by the teacher/coaching pairs to work on during the school year. Some teachers worked on three goals throughout the year, whereas others worked on as many as 10 goals. The average number of goals selected by teacher/coaching pairs was approximately 5.

Teacher progress in TPOT scores between fall and spring on all teacher/coach selected goals (including the initially selected goals and the additional goals) was approximately 10%. Out of the 87 goals selected, approximately 57 goals were completed and the remaining 30 goals are being worked on at the present time.

Measuring How Teachers and Coaches Felt about the Coaching Process

The effectiveness of any coaching relationship is dependent upon the supportive interactions that occur between teacher and coach, with each partner having his/her role to play. The third method for evaluating the Coaching program focused on an analysis of the teacher and coaching behaviors/practices that support effective coaching.   Two rating scale questionnaires were used to rate the use of effective behaviors by both the teacher and coach (see copies of The Teacher Evaluation: Teacher Responses to Coaching and the Coach Evaluation in the Appendix). The evaluation of the teacher's performance (Teacher Evaluation) focused on the teacher's positive reaction toward coaching and willingness to carry out new strategies and techniques. Examples of items from the Teacher's Evaluation are listed below:

- Able to co-develop realistic action plan w/coach
- Able to suggest realistic goals to improve own teaching
- Clearly documents progress toward goals for review w/coach
- Appears organized and well prepared for coaching meetings

Likewise, the evaluation of the coach's performance concentrated on the coach's knowledge and skills and overall effectiveness of coaching. Examples of items from the Coach's Evaluation are listed below:

- The goals/outcomes of the coaching process were clearly defined
- The coach helped me think and reflect on my own teaching practices
- My coach provided or recommended materials and resources
- My coach was positive and supportive

Each questionnaire/rating scale was completed at the end of the school year with the teacher and coach collaborating to provide the responses for both the Teacher and Coach Evaluations. The ratings were based on the respondent's level of agreement with a positive statement. A positive response was indicated when the respondent agreed with the statement. Conversely, a negative response was indicated when the respondent did not agree with the statement. A continuum of 4 response choices was possible:

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree

Analysis of the results indicated that both teachers and coaches performed well in the coaching interaction, with a high percentage of positive agreement indicated in the findings for both coaches and teachers:

Analysis of how well coach's used skills/strategies effectively (15 item rating scale) is presented below:

- 62% of the responses **strongly agreed** with statements indicating that the coach had performed in an effective manner while providing coaching to the teacher.
- 38% of the responses also **agreed.**
- 0% of the responses indicated **dissatisfaction** with the coaching process**.**

Graph 4 below presents data related to the percent of agreement with the rating scale items on how well the coach performed in the Coaching Process.

Evaluation of Coaches
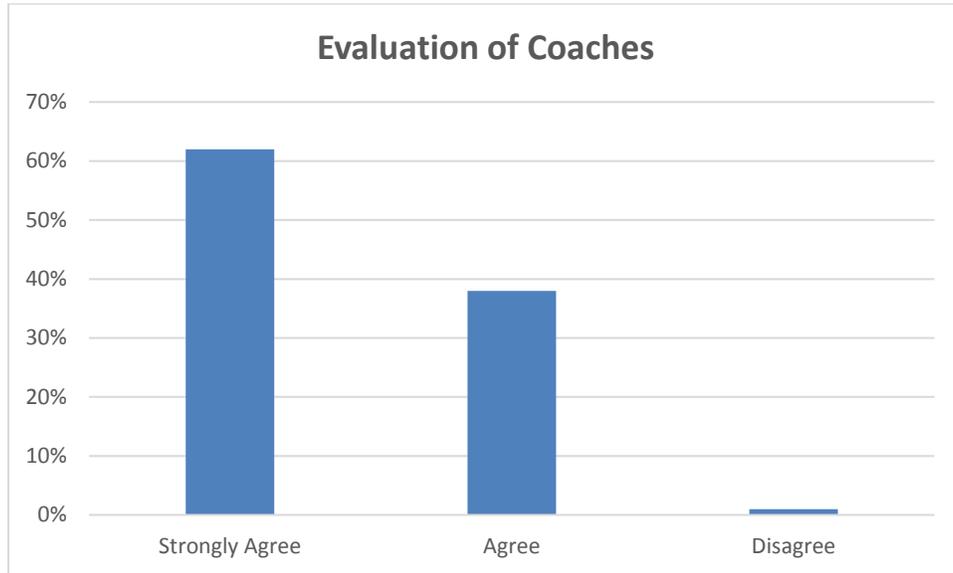
Graph 4 percent of agreement with the rating scale items on the Coach's Evaluation.

Anecdotal comments were also added to some of the Coaching Evaluations, suggesting further regard for the coaches by the teachers.

Examples:

- "Love having the support".
- "Helped Me with some of the areas that were struggles for me".
- "(Coaches name) is always very supportive & provides me w/new ideas that help me individualize my techniques w/the children.".
- "If there were things that came up that I had questions with she found the answers"
- She helped me learn what things I was supposed to have done for circle time, and some of the requirements for the classroom"

Analysis of how well teachers effectively responded to coaching (15 item rating scale) is presented below:

- 78% of the responses **strongly agreed** with statements indicating that the teachers had responded effectively to being coached.
- 22% of the responses also **agreed** with positive teacher responses to coaching**.**
- 0% None of the coaches were **dissatisfied** with the teacher responses.

Graph 5 below presents data related to the percent of agreement with the questionnaire items on the Teacher's Evaluation indicating that Teachers had performed effectively while being coached.

Evaluation of Teachers
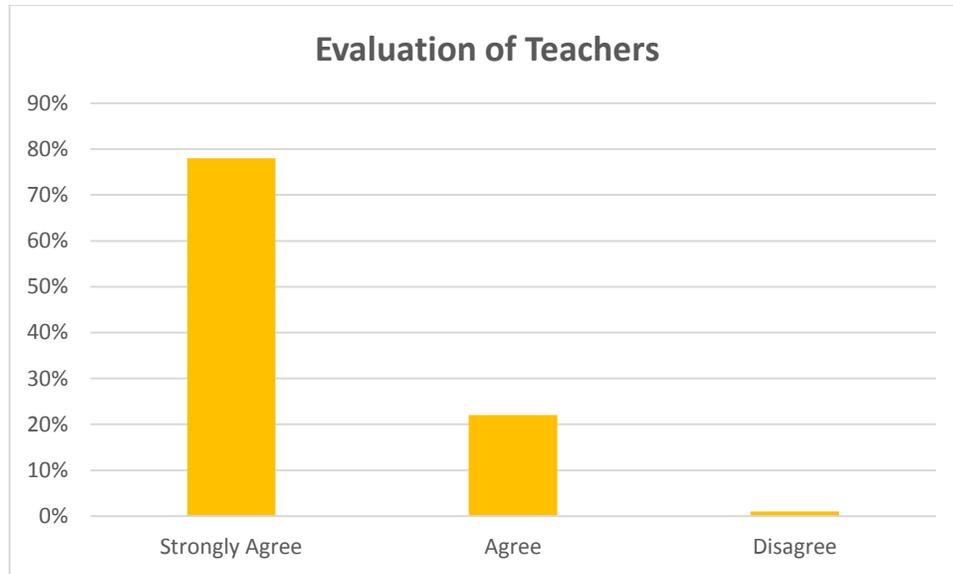
Graph 5 the percent of agreement with the questionnaire items on the Teacher's Evaluation.

Preschool Teaching Pyramid Implementation Grant

Canon City Schools was awarded a State Personnel Development Grant (SPDG) on preschool positive behavioral interventions and supports (PBIS) four years ago. Parts of the funds were used to sponsor Pyramid Module Training for all eight of the sites serving children from preschool special education and the Colorado Preschool Project.

This year, 2014-2015, the coaching program is composed of 16 classrooms at 8 preschool sites.

Conclusions

This year's Classroom Coaching Program was successful in several different ways:

- Progress outcomes from Results Matter *Teaching Strategies* **GOLD** scores indicated that the six different developmental domains were all within the Widely Held Expectation range by the spring assessment for the overall 4-year old community
- Significant progress was noted throughout the school year in the attainment of Classroom specific goals using the *Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT).* Key Practices improved, while Red Flag scores were almost non-existent.
- Significant progress was also noted in beginning and ending *overall* TPOT scores. Average Key Practices, Red Flag and Challenging Behavior scores for the coached group were well above the goal set at the beginning of the year.
- An analysis of the teacher and coaching behaviors/practices that support effective coaching resulted in strong agreement that both coaches and teachers were effective partners in the coaching process. 100% of the responses **strongly agreed** or **agreed** with the statement that coaches used skills and strategies effectively in the coaching process. 100% of the responses **strongly agreed** or **agreed** with the statement that teacher's effectively responded to coaching.

APPENDIX

TEACHER EVALUATION

COACH'S & TEACHERS COLLABORATIVE EVALUATION OF <u>TEACHER RESPONSES</u> TO COACHING

<u>Teacher Responses</u> to Coaching Intervention: *Coach & Teacher Collaborative Rating*	Use of Skills or Strategies			
	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
Works collaboratively w/the coaching process				
Appears organized and well prepared for coaching meetings				
Able to identify own professional strengths/weaknesses				
Able to suggest realistic goals to improve own teaching				
Able to define goals in observable, measurable terms				
Able to co-develop realistic action plan w/coach				
Follows through w/coaching suggestions (i.e., reads articles, observes models, practices techniques, etc.)				
Effectively implements action plan using agreed upon methods				
Clearly documents progress toward goals for review w/coach				
Continues action plan until goals are met				
Seeks help when appropriate, rather than waiting too long				
Able to identify challenges/solutions w/coach as the need arises				
Meets all obligations as outlined in the *Teacher Action Plan*				
Able to collaboratively plan next action steps when goals met				
Overall, Coaching Intervention was effective				

COACH EVALUATION

(by teacher/coach consensus)

Please check the appropriate box to rate the extent to which you agree or disagree with each statement as it applies to your current coaching experience.

	1 Strongly disagree	2 Disagree	3 Agree	4 Strongly Agree
Effectiveness of coaching				
The goals/outcomes of the coaching process were clearly defined.				
My coach helped me implement new skills and/or improve existing skills.				
My Teacher Action Plan helped me accomplish goals.				
My coach helped me think and reflect on my own teaching practices.				
The overall quality of the coaching provided enhanced my job performance.				
Coach knowledge and skills				
I found my coach to be knowledgeable in early childhood content.				
My coach provided or recommended materials and resources.				
My coach was prepared for each coaching session.				
My coach provided timely feedback.				
My coach kept appointments.				
Individualization of coaching experience				
My coach individualized to my adult learning style.				
My coach provided a range of coaching techniques.				
My coach elicited information from me on what I have done before moving on to what I could do.				
My coach was positive and supportive.				
My coach was helpful in examining challenges and possible solutions.				
In what way did working with your coach advance your professional knowledge and contribute to the quality of your teaching and caring for children?				

Some questions adapted from: Parsons, R.D., & Meyers, J. (1984). *Developing consultation skills.* San Francisco: Jossey-Bass.

CDE Early Childhood Coaching Consultation Team, 2012