

# Coaching Strategies for Providing Intensive Technical Assistance to Early Learning and Development Programs

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# INTRODUCTION



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# Getting to Know You....



# Icebreaker Activity

- On the **green sticky** note card write one word that comes to mind when you hear the word “**coaching.**”
- On the **red sticky** note card write one word that comes to mind when you hear the word “**training.**”
- Find someone else in the room you do not know (or don't know well), introduce yourself, and share the word you wrote on the green and red cards and place the sticky on the corresponding chart paper.



# Session Outcome and Objectives

- Outcome

- Understand effective coaching strategies that can be used to provide intensive technical assistance to ELDPs.

- Objectives

- Understand session outcome, objectives and activities.
- Understand differences between coaching and training.
- Understand 3 tiers of TA as they relate to QRIS, QISs, trainers.
- Understand effective coaching strategies used to provide intensive TA to ELDPs.
- Complete closing activities.



# Remember...

The role of the QRIS Quality Improvement Specialist is to support program improvement.



# **DIFFERENCES BETWEEN COACHING AND TRAINING**



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# Training Definition

*Training is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills*

NAEYC and NACCRRA Early Childhood Education Professional Development:  
Training and Technical Assistance Glossary





# Training

- Builds or enhances knowledge and competencies.
- Can focus on
  - Information dissemination.
  - Comprehension of content.
  - Application of knowledge or skills, and related attitudes and dispositions.
  - Analysis or synthesis of content.
- Planned and conducted based on profession standards and assessment of individual, group, and/or system needs.
- Includes interactive learning activities exercises and instructional aides to teach content that supports defined outcomes.



# Coaching Definition

*Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serve in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.*

NAEYC and NACCRRA Early Childhood Education Professional Development:  
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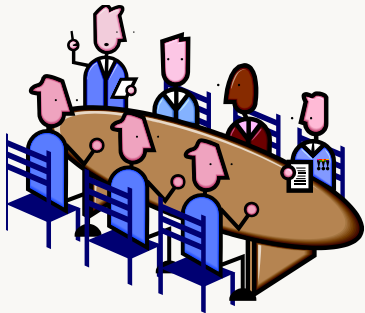
# Coaching

- Supports the development of specific skills and practices – focused on a performance-based outcome(s).
- Collaboratively set guidelines and goals.
- Can include questioning, listening, observation, reflection, feedback, prompting, modeling and practice.
- Concludes when goal achieved.



# Differences Between Coaching and Training

**Training** is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.



**Coaching** is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serve in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.



# Training – Riding a Bike

The trainer might approach the situation by asking you to attend a half-day or all-day session to “learn” how to ride a bike. He or she might stand at the front of the room facing you and perhaps a group of other people, and show PowerPoint slides or flipcharts regarding all the aspects of what bike riding entails. He/she might use pictures of people riding, and also give out handouts with the procedural steps of how to ride a bike. He or she might also prepare a hands-on experience where you and the other participants have the opportunity to get on a bike and help each other try out some of the things you’ve learned. With these basics, you will be sent home to continue trying out on your own that which you learned together.



# Coaching – Riding a Bike

The coach will begin by spending time with you exploring the reasons why you want to ride a bike in the first place. He or she will be checking to see if you are truly committed to bike riding and if there are any hidden things which will stand in the way of your future success. The coach will help you develop a picture of what successful bike riding entails and then will go with you a few times while you ride your bike. During each bike riding session, your coach will check in with you to determine how you are getting along with the new process. After each bike riding session, the coach will help you compare your reality in bike riding to the picture you developed and help you determine if there are any discrepancies in the two. The coach will work with you until you have determined that bike riding is definitely for you and that you have everything necessary you need to be a successful bike rider.



# So, What is the Difference?



# Activity: Coaching and Training Handout





# Considerations for Coaching

- Mindful planning and preparing.
- Culturally competent coaching practices.
- Strength based approach.
- Must deal with attitudes and beliefs as well as knowledge and skills.
- Change is not easy.
- Change happens over time.



# **TIERS OF TECHNICAL ASSISTANCE**



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# Overview of QRIS TA Model

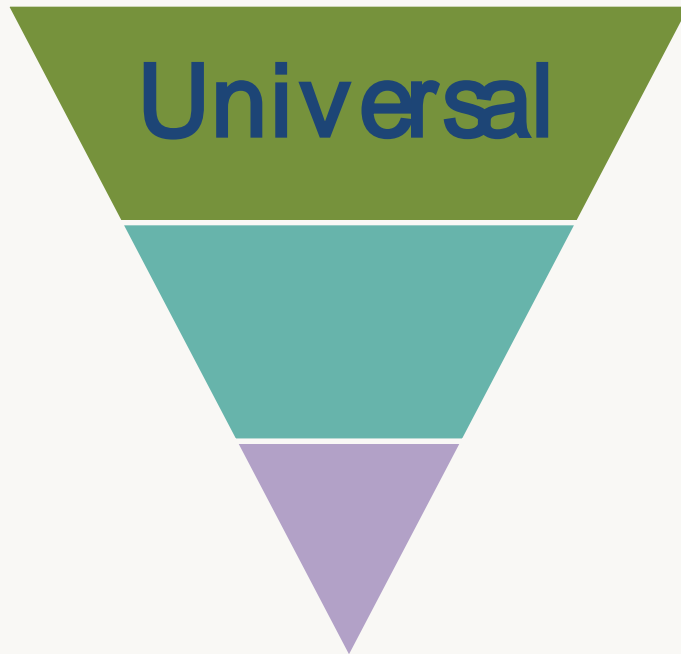
**Universal**

**Targeted**

**Intensive**



# Universal TA



- Most cost effective.
- Informational training sessions to groups.
- Content is general and not individualized for specific groups.
- Also includes web-based information accessible by independent users through their own initiative.



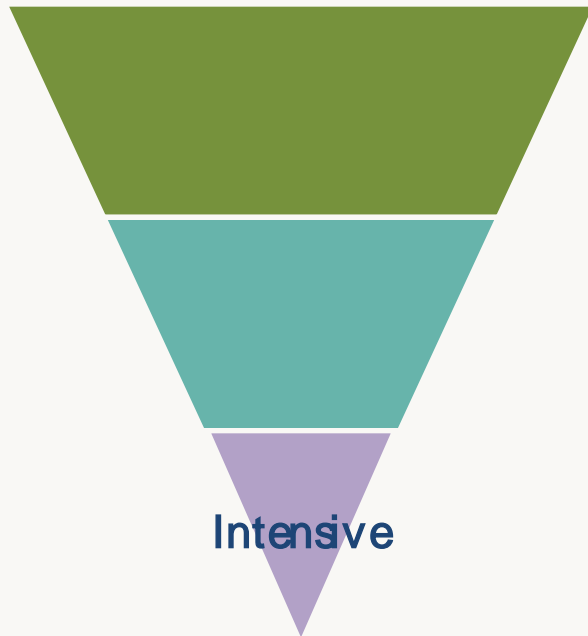
# Targeted TA



- Less cost-effective than universal, more cost-effective than intensive.
- Based on needs common to multiple recipients.
- Delivered in group trainings and/or work sessions.
- Based on identifying individual program needs, analyzing needs across multiple programs, and grouping programs.



# Intensive TA



- Least cost effective.
- TA provided to individual person or individual program.
- Based on individual needs unique to the program/ person or are best addressed within an individual program.



# How Does Intensive Technical Assistance Apply to QRIS, QIS and Trainers?

- Used for select individuals or programs.
- Based on individual or individual program needs.
- Based on QIS/trainers' resources.



# **DETERMINING PROGRAMS' TECHNICAL ASSISTANCE NEEDS**



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# Tools that Guide TA



## Quality Goal: Standard LD3

**The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.**

Increasing quality in this area is the goal of my program.

My goal is to have my program perform at a:



My current level of quality is satisfactory.  
I am ready to document this standard.



To meet this goal, I need to make improvements in the following areas. (Check items that you are currently not doing and want to improve.)

The program uses a basic indoor environmental arrangement that supports children's learning and development, including physical space that:

is accessible to all children enrolled in the program

is divided or arranged into interest or play areas

can be arranged into quiet and active play areas as needed

has a place for children to be alone

allows children and adults to move around freely

has enough room for equipment needed by children with disabilities

The program's indoor environment includes at least one place to display materials related to learning. Displays:

are at child's eye level

reflect current activities

are age-appropriate

reflect a majority of child generated (not commercially- or adult-created materials)

contain some three-dimensional items (for example, sculptures, textured collages, popsicle stick art, mobiles, etc.)

The program's indoor environment includes displays that:

represent various cultures, ethnic groups, and races

represent different ages, genders, and abilities

show children and adults in non-stereotypical roles



# My Action Plan: Standard LD3

**The program provides an appropriate indoor environment that supports children's learning and development and is accessible to all children enrolled in the program.**

My Goal:

What I want to change:

Why I want to change this:

My Plan:

Steps I will take:

When I will complete each step:

Resources:

I will use support funds for:

I will use help from my QI Specialist.  
They could help by:

I will use other resources, such as:

Oregon Quality Rating and Improvement System Standards: Center-Based Programs



Name \_\_\_\_\_



## Oregon's Childhood Care and Education Professional Development Plan (PDP)

### *Learning is a lifelong journey!*

As your professional interests and the demands of the field change, it is important to expand your skills and knowledge. Completing a professional development plan gives you a road map to follow along this journey. Please read this information to learn more about Oregon's Childhood Care and Education Professional Development Planning tool.

**What is a Professional Development Plan?**  
A PDP provides a place to document an intentional course of action and a commitment to grow in the field of childhood care and education.

**Why should you have a Professional Development Plan?**  
Child development outcomes are positively impacted by childhood care and education professionals who participate in quality professional development. Intentionally planning your professional development will prepare you to:

- Meet the requirement of

Oregon's Quality Rating and Improvement System (QRIS) Standard 3.4

- Meet the Oregon Statewide Scholarship program requirements
- Seek professional development opportunities that are responsive to your needs and interests
- Support the unique needs of the families and children in your program

### **How do you create a Professional Development Plan?**

Follow the visual outline below to "map" your journey and complete the plan.

### **Part 1**

#### **Conduct a self assessment**

- Reflect on your strengths, interests, feedback that you have received from parents or supervisors, your program's goals, and your children's needs
- Gather evidence documents that will help with your assessment
- Determine your professional development needs

### **Part 2**

#### **Develop goals and actions**

- Based on your self assessment, identify a long-term professional development goal
- Develop short-term, achievable goals that will help you accomplish your long term goal in the future
- Identify specific actions needed to meet short-term goals
- Identify measures that will let you know that you are progressing toward your goal
- Set realistic timelines
- Identify needed resources/supports

### **Part 3**

#### **Track your progress**

- Determine who will support you during your professional development planning and goal completion (supervisor, professional development advisor at local Child Care Resource and Referral, etc.)
- Schedule your first future "check in" to document your progress toward your goals
- Revisit your PDP quarterly

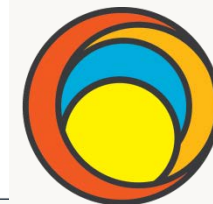
Get started 



## Part 2 Develop goals, actions, measurements and timelines

Short-term achievable goals (identify 2)	Specific actions needed to meet my short-term goals	Measurements that demonstrate progress	Realistic time	Resources/supports
<b>My 1<sup>st</sup> short-term goal(s) related to:</b> <ul style="list-style-type: none"> <li>• Movement on the Oregon Registry</li> </ul> <b>And/or</b> <ul style="list-style-type: none"> <li>• Increased hours beyond the basic number required for the current licensing period</li> <li>• Core knowledge categories of interest are:</li> </ul>				<ul style="list-style-type: none"> <li>• Oregon Center for Career Development in Childhood Care and Education (OCCD)</li> <li>• Oregon Registry Steps Application Worksheet</li> <li>• Oregon Registry Steps Document</li> <li>• Your local Child Care Resource and Referral Agency (CCR&amp;R)</li> <li>• A sample Professional Development Plan</li> <li>• A sample Oregon Registry Professional Development Statement</li> </ul>
<b>My 2<sup>nd</sup> short-term goal(s) related to:</b> <ul style="list-style-type: none"> <li>• Parent and/or supervisor feedback</li> <li>• My program's quality improvement plan</li> <li>• The children in my group are:</li> </ul>				<ul style="list-style-type: none"> <li>• Program director</li> <li>• Licensing specialist</li> <li>• Quality improvement specialist at CCR&amp;R</li> <li>• Programs that have achieved a quality designation</li> <li>• Other _____</li> </ul> <p>Links to these resources can be found at <a href="http://pdx.edu/occd">pdx.edu/occd</a></p>

Continue 



# Activity

What are other ways in which you determine TA needs for programs you have worked with?



# **EFFECTIVE COACHING STRATEGIES FOR PROVIDING INTENSIVE TECHNICAL ASSISTANCE**



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# Activity

What are some effective coaching strategies you have used for providing intensive TA to programs?





# Effective Coaching Strategies

- Building rapport to create and develop a supportive relationship.
- Mutually agreeing to work together.
- Asking reflective questions and use open-ended comments.
- Identifying and building on strengths.
- Setting agreed upon goals that are specific and attainable.



# Effective Coaching Strategies Cont.

- Onsite support:
  - Assessments (program or child).
  - Observations and providing feedback.
- E-mail and phone contact.
- Web-based supports.
- Reviewing materials.
- Connecting provider/program to resources:
  - Training
  - Financial aid
  - Community college courses



# CLOSING ACTIVITIES



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# Review of Topics

- Differences between coaching and training.
- Tiers of TA in relation to QRIS and Quality Improvement Specialists (universal, targeted, and intensive.)
- Effective coaching strategies for providing intensive TA.



What is One “Take-Away” you Got  
From this Session?



# Questions?



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# Certificate Stickers



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Thank you!



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