



A Tiered Approach to Coaching on the Pyramid Model: Matching Coaching Resources to Teacher & Classroom Characteristics

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Introduction

- Considering a person-centered approach to examine classroom quality and inform professional development provides holistic information on individual teachers' various characteristics that help identify tailored/individualized coaching strategies.
- Because supporting young children's social emotional learning and addressing challenging behaviors present an emotional and psychological process for teachers, these characteristics are important to consider when understanding classroom quality.
- We aim to create a teacher coaching profile assessment to best match teachers' needs to available professional development (PD) supports.

Data Collection Procedures & Latent Profile Analysis

- 97 Preschool teachers in the Pacific Northwest region completed the following data collection procedures:
 - ✓ Teacher Survey (Demographics, PD experience, PD Satisfaction, Job Stress, Job Satisfaction, Work Engagement, Work Commitment, & Disciplinary Efficacy)
 - ✓ Classroom observation (classroom quality) using the Teaching Pyramid Observation Tool (TPOT; Fox, Hemmeter, & Snyder, 2014)
- We conducted the latent profile analysis (replicating Jeon, Buettner & Hur, 2016) to identify underlying group/membership of individual teachers on classroom quality, PD experience, job attitudes, and disciplinary efficacy.

Latent Profile Analysis Results

In the latent profile analysis, model comparisons revealed that the four-profile model had the best fit (the smallest Bayesian Information Criterion [BIC] value and the significant log-likelihood ratio test confirming the most parsimonious model) and .85 of entropy. Although the three-profile model also showed a good fit, the four-profile model revealed theoretically meaningful and distinguishable groups. Figure 1 graphically shows the four-profile model with standardized scores of each variable and Table 1 demonstrates the means and standard errors of each variable in each profile. The standardized score of above zero means that the participants reported a score higher than the average (the entire group mean).

Figure 1. Four-Profile Model

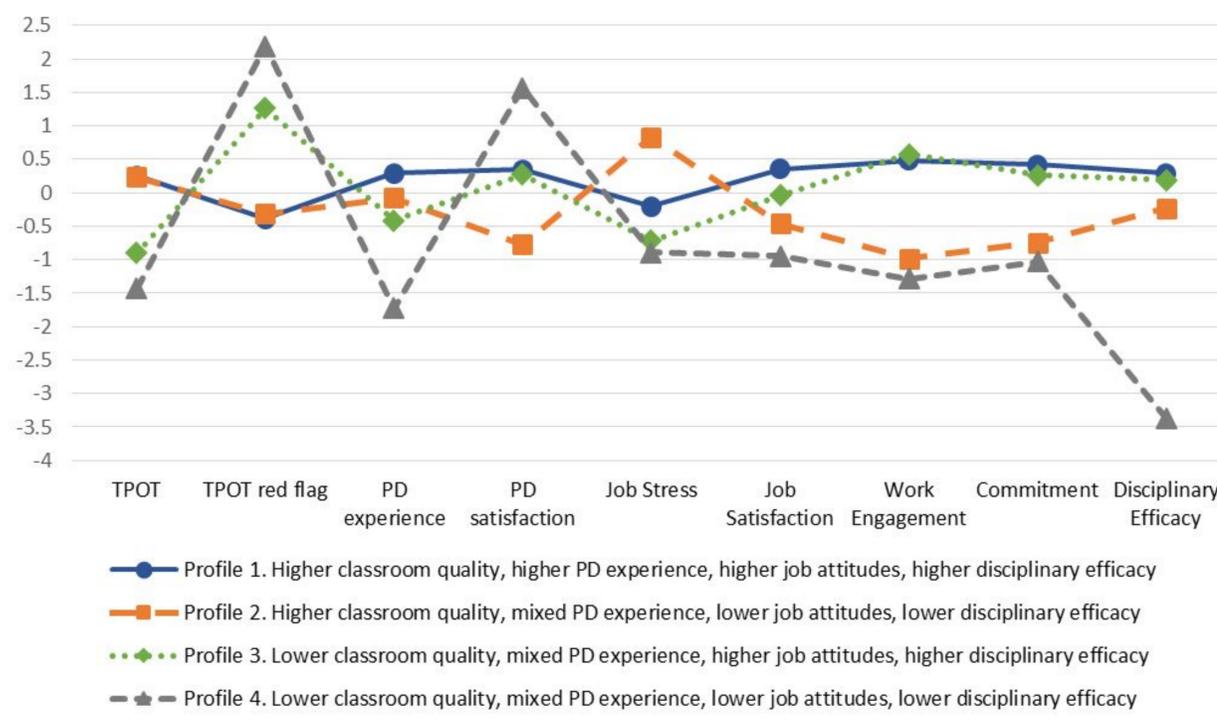


Table 1. Standardized Means and Standard Errors of the Four-Profile Model

| | TPOT | TPOT red flag | PD experience | PD satisfaction | Job Stress | Job Satisfaction | Work Engagement | Commitment | Disciplinary Efficacy | Bachelor's degree | Membership |
|-----------|-------------|---------------|---------------|-----------------|-------------|------------------|-----------------|-------------|-----------------------|-------------------|------------|
| | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) | Mean (SE) |
| Profile 1 | 0.25 (.19) | -0.38 (.14) | 0.30 (.11) | 0.35 (.12) | -0.21 (.19) | 0.35 (.16) | 0.48 (.16) | 0.42 (.10) | 0.29 (.13) | 86% | 48.1% |
| Profile 2 | 0.24 (.18) | -0.31 (.15) | -0.07 (.21) | -0.78 (.27) | 0.83 (.18) | -0.46 (.18) | -0.99 (.19) | -0.74 (.35) | -0.23 (.15) | 92% | 29.4% |
| Profile 3 | -0.90 (.22) | 1.27 (.31) | -0.41 (.45) | 0.27 (.22) | -0.72 (.24) | -0.04 (.28) | 0.58 (.19) | 0.27 (.20) | 0.19 (.22) | 51% | 16.5% |
| Profile 4 | -1.43 (.04) | 2.19 (.78) | -1.73 (.48) | 1.56 (.01) | -0.89 (.13) | -0.95 (1.14) | -1.28 (.39) | -1.03 (.01) | -3.37 (.49) | 33% | 3.0% |

Discussion & Implication

- Our results provide insights into teachers' PD choices and an innovative person-centered approach to analysis that expands beyond traditional variable-centered approaches.
- We faced challenges distinguishing between 3- and 4-class models. Though meaningful and simple, 3-class model hid potentially important variability affecting teachers' buy-in and PD needs. We present the 4-class model because it provides meaningful and distinguishable groups with clear implications for designing and delivering PD.
- Utilizing the four profiles created, we developed a gating system to serve as the decision-making process for a tiered coaching model.

Tiered Coaching Model

