

A Tiered Coaching Model to Support Teacher Use of Pyramid Model Practices



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Given the important role that challenging behavior plays in early school experiences and achievement, identifying **feasible and effective** models for supporting teacher use of practices that facilitate children's social-emotional development is critical (Caprara et al., 2000).

> Professional development (PD) on the Pyramid Model (an evidence-based framework for supporting social emotional development) has positive impacts on teacher and child outcomes (Hemmeter et al., 2016)

> Teacher fidelity of implementation may be related to the extent to which they engage in PD (cf. Artman-Meeker & Hemmeter, 2013)

> Teachers' personal characteristics and psychological factors can influence their uptake of evidence-based practices (Jeon et al., 2014; Ransford et al., 2009 **Critical need to examine these factors when designing and implementing models of PD.**)

PROJECT OBJECTIVE

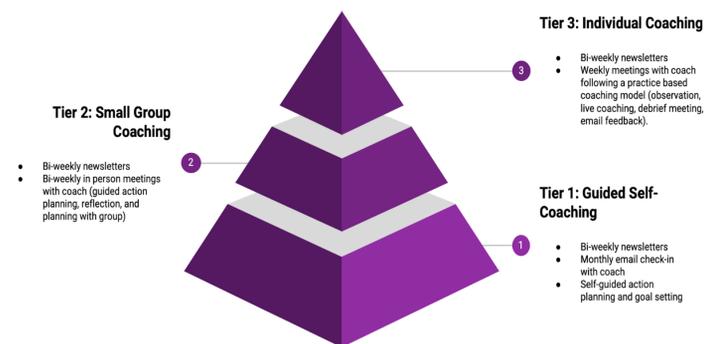
The goal of this field test was to apply and refine a tiered coaching model to support early childhood educators in the use of Pyramid Model practices in inclusive classroom settings. We aimed to assess a system informed by data and teacher preferences for assigning and moving teachers through tiers of coaching support.

Method

Sample: 16 lead preschool teachers in inclusive classroom settings

Measures: (1) Teaching Pyramid Observation Tool (TPOT) (2) Teacher Survey

Teachers were matched to coaching tier based on profiles (developed in Phase 1 of this project), and participated in coaching for 6 months



> Midpoint TPOT observation and teacher preferences used to guide gating decisions

> Post-test TPOT observation and qualitative interviews conducted to evaluate efficacy and acceptability of the Tiered Coaching Model

Building Positive Relationships

Why are relationships so important?

Children learn best in contexts that are responsive, supportive, and nurturing. Strong, positive relationships help support children's social-emotional development. When we build positive relationships with children in our classroom it can help them...

- Feel accepted
- Learn to communicate and get along with others
- Learn and practice appropriate behavior
- Develop self-esteem
- Engage more actively in interactions and activities

Put it into action!

Use the checklists below to identify practices in your classroom that your team is already doing and those that you want to work on in the coming year. Make a plan for when and how you will incorporate these practices, and identify the materials or support you will need. Check out the bottom of this page for links to some great resources and ideas for fostering positive relationships in your classroom!

Practices I want to work on this year...	Materials and support I need to implement these practices
<input type="checkbox"/> Follow children's lead in conversations and ask follow-up questions	(1)
<input type="checkbox"/> Get on children's eye level and join in play	(1)
<input type="checkbox"/> Give positive attention when children are not engaged in challenging behaviour	(2)
<input type="checkbox"/> Use a variety of strategies for getting to know families	(2)
<input type="checkbox"/> Identify ways to have conversations and connections with children who are nonverbal or who are dual language learners	(3)

More Resources:
Cultivate Learning Circle Time Features tips and strategies for building positive relationships with children and families
Positive Feedback Ideas (click for link to PDF)
Positive Feedback Tracking Sheet (click for link to PDF)
Building Relationships in Teaching Teams (click for link to PDF)

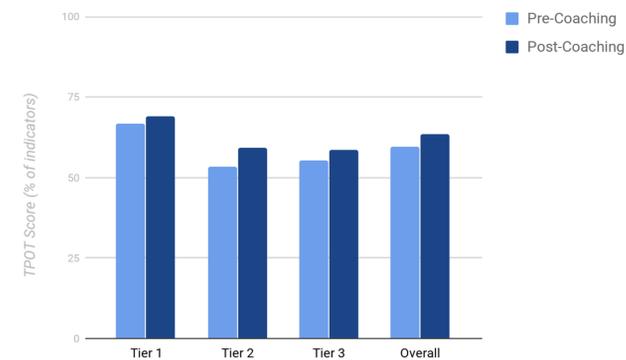
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Quantitative Results

> Across tiers, teachers increased their use of Pyramid practices by **2.4-5.8% of indicators**, on average

> Larger gains noted for teachers who moved into a new coaching tier at the mid point compared those who stayed in the same coaching tier throughout the study (average change of 2.5% and 6.1% respectively)

> At baseline, 50% of teachers' TPOT scores were considered moderate or high (60.7-78.6%). At post-test, 62.5% of teachers' scores were considered moderate or high, and none fell in the lowest fidelity range (<40% of indicators).



Qualitative Results

> Participants found coaching to be positive, supportive, and responsive to individual needs

> Teachers felt that the coaching...

- Expanded their "toolbox"
- Provided alternative ways to think about a solution
- Provided an opportunity to reflect and receive feedback

> Mixed reports on active engagement with self-coaching and newsletters

Implications

> First study to examine processes in which data and teacher input could be used to match teachers to coaching supports

> Coaching profiles and the TCM model provide a promising decision making framework for distributing and adapting coaching supports in response to teacher needs and preferences

> Focus group interview results indicate strong social validity for the tiered coaching procedures, however support for more active engagement in self-guided coaching may be needed

Future Directions

> Further evaluation of the application of the TCM model with a larger sample

> Evaluate effects on reducing child challenging behavior in the classroom and supporting pro-social skill development

> Cost analysis of coaching resources in tiered vs. undifferentiated models of coaching

> Consideration of other factors that may be important to consider in making decisions regarding the type and format of coaching teachers are assigned to

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