1. Descriptive Information

Breakout Session A2 - Advances in Providing Multi-Level Support for Coaching and Individualized Professional Development	Facilitator
Coaching and other individualized professional development (PD) strategies are increasingly common in early care and education (ECE) as a way to strengthen practice. This breakout will be structured as a roundtable discussion, with panelists responding to questions from the facilitator and audience members about the implementation and evaluation of coaching. Four topical areas will be covered: (1) coaching features, (2) the strengths and fidelity challenges of implementing coaching, (3) the matching of coaching to the needs of ECE programs and contexts, and (4) considerations for scaling up coaching in the ECE system. Panelists have extensive experience with coaching across multiple levels (e.g., classroom, program, system) and will share details about coaching projects, provide research findings, and share experiences with the application of research to policy and practice.	• Kathryn Tout, Child Trends **Presenters** • Eboni Howard, American Institutes for Research (AIR) • April Crawford, Children's Learning Institute, UT Health Science Center • Ann-Marie Faria, AIR • Chrishana Lloyd, Child Trends **Scribe** • Jennifer Wenner, Child Trends

2. Brief Summary of Presentations

This roundtable discussion is organized into three themes/questions:
- What is the work of coaching?
- Implementation of coaching
- Research and evaluation: where do we need to go next in our understanding of coaching?

Each presenter provided a 10 minute summary of key issues she has encountered in her work on coaching and provided insights to spark discussion.

Summary of Presentation #1: Eboni Howard
Participating in coaching projects has shaped the questions Eboni asks
Coaching can take many forms. How is it defined? How can we measure it?

Lessons from the OPRE early learning mentor coach study:
- Providers self-identified the focus of the work - providers tell coaches what they need
- Coach serves as collaborative partner

Typical coaching approaches: modeling, observing, sharing materials and resources

Lessons from the Head Start Coaching Design study:
- Looks at the impacts of coaching using clear definition and identification of features
- What of coaching: structure, process, staffing
- But the "how" of coaching is still hard to define: fidelity of implementation

Summary of Presentation #2: Chrishana Lloyd
Stages of coaching research that has influenced Chrishana's perspective:
1. Foundations of Learning project: A scale-up of the Chicago study; intensive, comprehensive model of coaching
2. Next generation: Head Start CARES, making PreK count: enhancement models of coaching
3. SCOPE project: defines the pieces of coaching and how they are being implemented on the ground; what are people doing in the real world?

Defining coaching:
- Supports for coaching: what is needed to actually make coaching work?

- Structural features: e.g., caseload
- Process features: what do coaches actually do?

Remaining questions:
- What does coaching look like in family child care settings?
- Are there differences in in-person vs. remote coaching?
- How do we assess the quality of coaching?

Summary of Presentation #3: Ann-Marie Faria
Ann-Marie represented coaching at a city-level, in an intervention project in Detroit

Early Educators Excel (E3) Coaching Model

Results of roll-out:
- Challenging to implement
- Participation in training by teachers was low
- Fewer coaching sessions than hoped
- Promising result: teachers who got the program saw growth in CLASS scores

Where next?
- Lower caseloads, hire more staff, more in-house coaches
- How to pick teachers for coaching? (making coaching a reward rather than viewed as punitive)
- Teachers want more topics on classroom management and family engagement
- Innovative approaches to measure of coaching

Summary of Presentation #4: April Crawford
April represented coaching at scale in a statewide system

Online coaching and professional development (observe, set goals, take action)

Training and goal setting tool (COT) - a tool for helping coaching and teachers set specific goals; teachers receive an action plan; includes a mentoring guide for coaches; annotated video clips of high quality examples of behaviors in action in a classroom

Coach workshop; monthly group sessions; monthly collaborative calls (coaches video themselves and bring those to the group for critique in terms of coaching competencies)

3. **Brief Summary of Discussion**
- Where is the greatest need? Is there a threshold of skill teachers need to reach before they can benefit from coaching? What are the key components of coaching?

- Important to be in classroom bi-weekly at a minimum; some tools or log makes coaching process more intentional; need leadership about how coaching will be implemented, about the philosophy of the model

- Important for coaches to have background in adult learning, regardless of their other background characteristics

- Be clear about dosage that system can afford; be specific about the goal of coaching and who is being coached

- April strongly endorses video-based library of best practices; teachers get video, script, notes, etc. before the coach arrives so the coach doesn't have to start cold. Maximizes coaching dollars. Dosage can also be maximized through group settings with a coach

- In terms of thinking about who should be coached, flexibility and openness to coaching is important; maybe ask teachers to volunteer and then select from among those volunteers. It is sometimes useful to start the coaching program with top-performing teachers and then those teachers can be cheerleaders for system

4. **Summary of Key issues raised** (facilitators are encouraged to spend the last 3-5 minutes of workshops summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)

   - Coaching can be for everyone; it can benefit high performing teachers as well as those who are struggling; however there is a need to consider how to prepare teachers for coaching and to consider their readiness to the process.
   - Implementation of coaching is complex at scale. Training, supervising and ongoing monitoring are critical to a successful coaching initiative.
   - The field is still early in our understanding of the key features of coaching and how to evaluated them (given that many are interrelated). New projects such as SCOPE will help move toward a better understanding of coaching features and context through development of a conceptual framework.