Supporting the Use of Authentic Assessment Through Relationship-Based Professional Development:

Protocols for Implementation

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Programs and processes appear in full in Appendix B.

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Supporting the Use of Authentic Assessment Through Relationship-Based Professional Development: Protocols for Implementation

Overview

What is the purpose of this document?

This document provides a protocol for coaches, mentors, or other RBPD providers who support teachers' use of authentic assessment. These various RBPD techniques include observation, feedback, reflection, mutual planning, and tracking goals. Although implementing authentic assessment is our focus, the approach is useful regardless of content.

The document includes three components:

1. Terms and definitions.

2. Program-level considerations, with examples.

3. A tool to review steps in the process of relationship-based professional development.

What is authentic assessment, and why is there a focus on authentic assessment in early care and education in Minnesota?

The Early Childhood Assessment Project survey defines authentic assessment as the systematic recording of developmental observations over time (ongoing throughout the year) about the naturally occurring behaviors and functional competencies of young children in daily routines (actual work) by familiar and knowledgeable caregivers in the child's life.

Authentic assessment

- is embedded within curriculum,

- is a cooperative and collaborative process,

- is intended to help professionals and parents learn more about children,

- assesses what individual children can do, and

- makes assessment part of the learning process (Bagnato & Yeh Ho, 2006, p. 16; Morrison, 2000).

Results from recent studies show a continuing need to expand the knowledge, skill level, and implementation of authentic assessment in early education settings in Minnesota (Center for Early Education and Development, 2014). In 2014, as part of the Minnesota Early Childhood Comprehensive Assessment System, the Center for Early Education and Development (CEED) at the University of Minnesota surveyed early childhood professionals about their awareness and use of authentic assessment. Our purpose was to learn more about how much early childhood care providers knew about authentic assessment and they used it. Slightly more than 700 respondents from family child care, center-based child care locations, Head Start, and school-based services answered the survey. The purpose was to identify existing knowledge, practice, and gaps regarding using assessment to inform practice with young children.

Although respondents reported attending past training sessions, the data enabled CEED to identify future training topics. The survey suggested that professional development (PD) providers and early educators agreed on the support systems they believed would be most beneficial for early educators:

- Onsite support with a mentoring/coaching component.

- Support for embedding assessment into daily routines.

- Video demonstrations of specific assessment practices.

- Support on how to use assessment data to inform practice.

In a separate survey in spring 2015, data were gathered about the extent to which people are currently using aspects of RBPD in their work. Those data were analyzed and shared in a report to the Minnesota Department of Education.

Why was a protocol commissioned to describe how relationship-based professional development can support teachers' use of authentic assessment?

Relationship-based professional development (RBPD) is a mode of professional development where the relationship itself is the vehicle through which teachers grow in knowledge and practice. Traditional content-based professional development (training and in-service) may provide definitions, descriptions, and demonstrations of skilled practice. Yet despite increased focus on assessment in recent years, providers still struggle to define and apply authentic assessment in their work (Susman-Stillman, Bailey, & Webb, 2014). The RBPD approach is based on literature that suggests relationships help people grow in different ways than classroom-based training (Neuman & Wright, 2010).

> This protocol serves primarily as a guide that can clarify roles, purposes, and procedures for coaching to authentic assessment as a content area.

The word *protocol*, as defined by Merriam-Webster, is "a detailed plan of a scientific or medical experiment, treatment, or procedure." The Minnesota RBPD protocol shows how RBPD can benefit children by supporting providers implement authentic assessment in a meaningful way. The Authentic Assessment RBPD protocol identifies a series of processes that facilitate effective relationship-based professional development across a variety of systems, programs, providers, and educational settings. Users may vary and include principals, coaches, those who support coaches, or other administrative planners. With such diversity of applications to early childhood and K-3 settings, it is difficult to identify one set of consistent expectations, definitions, and strategies. The protocol provides a menu of options that supports student learning via relationship-based approaches. Leaders may use it to assess what already exists and what may still be needed. Having a protocol is designed to nudge these varied systems toward instituting practices with increasing consistency and sustainability.

What is relationship-based professional development (RBPD), and why apply it to authentic assessment?

Professional development models are emerging in early care and education field. These models include both traditional professional development (training and in-service) and follow-up support. Such efforts are designed to affirm teachers' effective practices and increase skills. In Minnesota, a variety of programs use this relationship-based level of support to build applied knowledge across a variety of topics.

Although it has been called a variety of terms (*coaching, mentoring*, etc.), RBPD is characterized by 1:1 or small group support facilitated by a designated leader/coach/ facilitator. Many programs use this process as a follow-up to training. Whereas training defines and offers a baseline of knowledge and expectations, RBPD helps teachers apply knowledge and practice in their own setting. In RBPD, a seasoned professional offers feedback and mutual planning, along with ongoing observations. Most RBPD approaches include similar processes but may differ in intensity, accountability, data tracking, roles, and delivery modes. This varied implementation of approaches is exhibited in Minnesota, with programs employing a variety of RBPD models depending on audience, content, or statewide initiative.

In the absence of one clear model that may be implemented statewide, the protocols described in this document are intended to

- describe key components of the RBPD process,
- highlight commonalities and distinctions among current RBPD work in Minnesota,
- provide a guide that can assist programs in assessing current resources and needs for RBPD implementation, and
- offer a menu of steps to consider when implementing RBPD.

Given the emerging research in RBPD as a promising practice and the reality of uneven use of authentic assessment in diverse early childhood settings, using this professional development model can effectively build and support teaching practices.

What is the research base for relationship-based professional development (RBPD)?

A combination of training and feedback on practice is more effective in supporting teacher change than training alone. In order to support successful changes in knowledge *and* practice, teachers benefit from professional development models that include follow-up observation and individualized feedback (Pianta, Neuman, & Wright, 2010). After reviewing the professional development literature, the National Professional Development Center on Inclusion (2008) concluded that

> a small, but growing, body of empirical evidence suggests that professional development is more likely to be effective and enhance teaching and learning when it has the following elements:
>
> 1. Professional development approaches that are focused on professional practices and consist of content-specific rather than general instruction.
>
> 2. Professional development that is aligned with instructional goals, learning standards, and the curriculum materials that practitioners use in practice.
>
> 3. Learning opportunities that are intense, sustained over time, and include guidance and feedback on how to apply specific practices through methods such as coaching, consultation, or facilitated collaboration (e.g., communities of practice, teacher study groups). (p. 4)

Isner et al. (2011) reported clear guidance about coaching effectiveness from Child Trends' review of promising features of coaching. Moreover, according to Neuman and Wright (2010):

> Professional development plus coaching was related to significant increases and educationally meaningful changes in providers' skills and practices in both centers and home care settings. Professional development coursework alone did not lead to improvements in either teacher knowledge or practice. In fact, scores on both measures for this group were indistinguishable from controls. Effective professional development is specific and targeted, involving many opportunities for practice with feedback in the context of one's own practice. (p. 7)

Table 1 shows an oft-cited visualization of the effectiveness of relationship-based professional development (Showers, Joyce, & Bennett, 1987).

Table 1.

Effectiveness of Relationship-Based Professional Development

Professional Development Outcomes			
Professional Development Elements	**Knowledge Level** (Estimated percentage of participants understanding contents)	**Skill Level** (Estimated percentage of participants demonstrating proficiency in the instructional practices)	**Transfer to Practice** (Estimated percentage of participants regularly implementing instructional practices in the classroom)
Theory (e.g., presenter explains content - what it is, why it is important, and how to teach it)	10%	5%	0%
Demonstration (e.g., presenter models instructional practices)	30%	30%	0%
Practice (e.g., participants implement instructional practices during the session)	60%	60%	5%
Coaching (e.g., participants receive ongoing support and guidance when the return to the classroom)	95%	95%	95%

Terms and Definitions

Although RBPD includes categories with finely tuned distinctions (coaching, mentoring, and consultation,) in this protocol we will use the term *coaching*, the word and process often described in the literature about how to support teachers in their use of authentic assessment. Coaching is also a common term used in a variety of RBPD initiatives in Minnesota. For more information on definitions and distinctions of RBPD models, see http://www.naeyc.org/GlossaryTraining_TA.pdf, a technical assistance glossary from the National Association for the Education of Young Children's glossary.

Definitions of Coaching

In this document we identify two overlapping yet distinctive definitions of coaching. Each suggests the end goal of coaching is to improve student learning and development.

1. The Colorado Coaching Consortium in the Coaching Competencies for Colorado Early Childhood Education (2009) stated that coaching is, "intentionally designed to promote sustainable growth." According to this definition, the coach eventually "lets go" as the teacher's skills becoming self-sustaining. The Consortium definition also explicitly listed growth in "attitudes, skills, and knowledge":

   Coaching is a learning process based on a collaborative relationship that is intentionally designed to promote sustainable growth in the necessary attitudes, skills, and knowledge to effectively implement the best practices for the development of young children and their families. (para. 1)

2. The definition of the University of Kansas Coaching Project at the Center for Research on Learning includes the term "non-evaluative," which may be a challenge for supervisors who serve as a coach but must evaluate teachers coach. The wording of this definition emphasizes mutuality by using terms like "share" and "expressed goal of learning together":

   Coaching is a non-evaluative, learning relationship between a professional developer and a teacher, both of whom share the expressed goal of learning together, thereby improving instruction and student achievement. (Knight, 2006, p. 37)

Coaching is most effective when the following occurs:

- Details about the coaching model, activities, and sequencing of activities are articulated clearly and aligned with objectives and outcomes.

- Coaches receive supervision and are provided with guidance regarding documentation, observation, and feedback.

- Intensity and duration is matched to the desired outcomes.

- Coaches receive clear guidance (ideally through a coaching manual) that supports fidelity of implementation.

- Coaches reflect on data to support ongoing improvements and tailoring of strategies. (Isner et al., 2011)

Definition of Professional Learning Community

A professional learning community (PLC) is a distinct but often complementary relationship-based approach that can support teacher practice and student outcomes. PLCs consist of facilitated peer relationships that focus on data, learning, and application, and are most common in school-based settings where teachers meet together to look at resources and data. A facilitator (sometimes called a "coach") guides the discussion and application of data to plan for group and individualized instruction.

Professional learning communities are included in this document as a relationship-based strategy for applying knowledge to practice. As is the case with other relationship-based approaches, clearly defining plans and goals, implementing them, and performing ongoing evaluation of the process (and outcomes) are critical.

The Great Schools Partnership (2014) has defined a PLC as "a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students" (para. 1). PLCs function with different names, implementation processes, and often a lack of clear outcome results. Dufour (2004) described three critical questions to be addressed in effective PLCs, with a particular emphasis on the third question:

- What do we want each student to learn?

- How will we know when each student has learned it?

- How will we respond when a student experiences difficulty in learning?

Over time, PLCs have been implemented with varying degrees of focus, facilitation, intensity, and outcome-based goals. Dufour (2004) identified three components of successful PLCs:

- Ensure student learning.

- Culture of collaboration (as opposed to teacher isolation).

- Focus on results.

(For a description of varied implementation levels, discussion of challenges/outcomes, and specific activities and goals, see http://edglossary.org/professional-learning-community/.)

Other RBPD Models Currently Used in Minnesota

When coaching has been included in the model, professional development initiatives in Minnesota have led to changed practice and increased student outcomes (Lizakowski, 2005; Markovitz, Hernandez, Hedberg, & Silberglitt, 2015). Based on data from Minnesota's Early Childhood Assessment Project (2014), authentic assessment has not been strongly integrated into practice in our state. Therefore, outcomes from other content areas (e.g., literacy, math, social-emotional interventions), suggest that consistent coaching practices offer a viable option to strengthen teachers' use of authentic assessment. (See Appendix B for current RBPD activities.)

Implementation Approaches

Programs (Head Start, school districts, child care centers, etc.) that have implemented coaching as a value-added approach to professional development have required deliberate planning around a number of implementation issues. For example:

- What is the role of the principal/director/administrator?

- Who will be the coaches? How are their responsibilities allocated?

- How is coaching funded?

- How will teachers experience this level of individualized support? Happily or with trepidation?

- When will the coaching occur?

These and other questions arise as program leaders explore and commit to offering coaching regardless of content area. When the content area is assessment, coaching includes supporting teachers throughout the cycle of authentic assessment, including: gathering data by means of authentic assessment in day-to-day teaching practice; connecting those data to formal assessment tools; and using the data to plan/adapt for individuals and groups accordingly. Coaching also may mean determining how specific assessment tools are used to plan for and support children's learning and development.

Supporting teachers through relationship-based models has the potential to demystify the authentic assessment process so that it is integrated into an educator's daily routines of interacting, observing, planning, and teaching children. Implementing the systemic or programmatic level of building capacity for authentic assessment coaching includes several steps based on the literature and expert coaches in K-12 instruction, Head Start practice, content areas (literacy and math), and those who work specifically with classroom-wide and

child-specific assessment tools. Even coaches and teachers in the role of primary implementers can use systems thinking to identify the level of commitment and resources needed to support successful assessment RBPD.

In the following pages we will outline a way to implement a framework for using RBPD to support teachers' practice of authentic assessment. The outline begins with foundational considerations and identifies the what, who, and how needed for implementation. The stories below offer real world examples of various RBPD approaches.

Stories to Consider

✓ "Anywhere School" includes pre-K through Grade 3. After a year of planning that included teacher input and discussions with the principal and team leaders, Anywhere School has a plan for assessment coaches. The school used professional development funds to identify two teachers with strong classroom background and leadership skills whose role changes so that they teach a half-day and have a half-day dedicated to classroom coaching and planning for PLCs. Teachers have attended an "assessment primer" course about authentic assessment, and then two days of training on implementing a specific child assessment tool.

Although all of the teachers have taken assessment courses in their degree programs, they report finding it difficult to gather meaningful information without using a formal checklist approach. They are interested in working together with support from a coach to be more intentional about how they use data. The two coaches receive training on a coaching model and are ready to go as the new school year begins.

✓ Action Head Start has decided that the three education coordinators will add assessment coaching to their job description. They will work with teachers twice a month to review their data, observe their process of documentation in the classroom, and co-plan instructional strategies and conferences using the assessment data. The education coordinators and teachers all attend a two-day training on using TS Gold assessment and data tracking system.

As part of the coaching process, the education coordinators realize that even though they know about assessment, they aren't as confident as they would like to be about supporting teachers in this work. They identify two articles and a webinar on authentic assessment and create an informal learning community for themselves. They decide to each work with one teacher for the first several months and meet together to discuss coaching strategies and what they are learning about helping teachers apply assessment skills.

✓ Play & Learn child care center is building a portfolio in order to try for a 3-star rating in the next round of Parent Aware ratings. The director decides that despite having an assessment tool identified, teachers do not seem particularly comfortable with and feel like the tool "takes time away from teaching."

The director attended a training on the DRDP, a child assessment tool, and decided to support teachers as part of her leadership role. She plans to do "assessment walk-throughs" once a month in the six classrooms at the center and will ask how teachers have been using observation and assessment in their daily routines. The director also plans to check in with teachers about their lesson plans once a month. She thinks that she can maintain this level of support and hopes to eventually use one of the two staff meetings to discuss student progress using findings from the teachers' assessment work.

Foundations

Before moving forward with a plan, assess the current use of RBPD and initiatives that will impact authentic assessment coaching. This is the first step to initiating a process for

assessment coaching (or any other coaching). By looking at what already exists, leaders can think about how existing program conditions can use assessment coaching and how/whether professional learning communities may be part of the approach.

- o **Consider the larger context**: Various initiatives can affect assessment coaching implementation. For example, programs may require collection of formal assessment data using particular tools. If this is the case, coaches may need to think about how to promote authentic assessment as a meaningful way to gather data that will be documented in specific tools. Head Start requires programs to assess children three times per year. Parent Aware requires the use of approved assessment tools in order to be rated at a higher level. At times, funders require child assessment data for reporting requirements.

  All of these examples illustrate ways that requirements for using certain formal tools may affect the focus, timing, and process included in coaching. For instance, as noted in the Action Head Start example, a coach may need to be well versed in the TS Gold child assessment to help teachers use authentic assessment as a data-gathering process that gets recorded in TS Gold. Formal tools and authentic assessment can be complementary, but coaches must know how they work together. When the assessment context includes high stakes implications for either programs or teachers, that reality needs to be acknowledged as a potential program and teacher stressor.

- o **Determine whether there is existing RBPD and, if so, how assessment coaching will align with what already exists.** If there is no existing RBPD, work within the organization to understand the value of RBPD and how to integrate RBPD across levels of administration and teaching. If coaching already exists for other content areas, programs may need to look at whether existing coaches will add a new content area (and provide the training and time to integrate it). If a different person is supporting the use of authentic assessment, teachers' time and expectations for meeting with multiple people requires intentional planning.

  Also consider whether and how the philosophy, values, and so forth of the program align (or not) with using RBPD to support assessment. If the approach is "fix it—now!"—chances are the process-oriented nature of RBPD might not be an immediately comfortable fit. What might need to happen to create conditions for alignment with current PD approaches?

- o **Consider staff allocation, training, and availability.** What is already happening with relational support? Does the program already have coaches? Is someone (if not officially designated a coach) already doing similar activities such as observation/feedback, co-planning for goal-setting, accountability checks? What part of the administrators' role aligns with relationship-based work, and what does not? If there are no currently available personnel, programs may need to plan job descriptions, staff allocation, and preparation, as well as time for teachers to meet with them. Anywhere School has addressed the issues of staff allocation, time, and funding. A consideration for their approach might discussions about roles and relationships when peers shift to coaching.

- o **Ask how coaching will align with current professional development approaches and initiatives.** If the current PD landscape consists of periodic training days, how will coaching reinforce or integrate with traditional training approaches?

- o **Clarify roles and expectations for participation.** Program structure and roles vary across early care and education settings. Is the principal an instructional leader in this area? Are supervisors also coaches? Does the role of lead teacher include coaching assistants? Is participation mandated? Are assistants included in training and expectations of assessment practices?

- o **Find out what teachers already know and do in order to gather, document, and use authentic assessment in planning and individualizing for student growth.** Use simple self-assessment tools or administrator observation to determine what is really happening. Play and Learn child care center staff have been open about their difficulties using the formal child assessment tool. The director sought her own professional development so that she can understand the teachers' frame of reference and intentionally support how authentic assessment fits in the natural flow of their time with children.

Ask about what else is needed. If more resources are added, where will they come from? Who will do the planning? Who will do the work?

> Once the landscape for implementation is identified, actual planning can occur.

Key Questions for Implementing RBPD

Getting Ready: The What

- WHAT[1]: "What are we planning to do?"

  Create an implementation plan that identifies what needs to be added, supported, changed, or discontinued.

  - **Planning and decision-making.** In order to create a plan, program leaders and planners must first determine who will be involved. Will only administrative staff be responsible for planning and decision-making? Will teachers be an integral part of the planning or be included after many of the decisions have already been made? Communication processes will vary depending on who is part of the process from the beginning and who is included as planning moves forward.

  - **Infrastructure development.** Will there be new personnel, or will coaching be embedded in current positions with changes in responsibilities? What about time allotment for observations? Meetings? Group planning? Looking at assessment in order to plan? Do job descriptions need to be written? Funding sought? Programs that add responsibilities to existing staff must consider how to balance new expectations with compensation, time, and shifting expectations.

  - **Implementation modalities and expectations**. Will coaching include formal scheduled observations and feedback sessions, informal "walk-throughs," or technology (video, email feedback)? If technology is included, do coaches and teachers have access to Wi-Fi while they meet so that they can look at other Internet examples? What will the caseload be for RBPD providers? What will be the frequency and length of visits? What are the goals for the program? Teachers? Students? How will data be used?

  - **Data tracking.** How will data be gathered, documented, and tracked for ongoing implementation fidelity, evaluation, and knowledge use? How will the progress of coaching be monitored (how will programs/coaches/teachers know if coaching is making a difference for teachers and students, and what needs to be adjusted? Data provide the critical component at multiple levels: student outcomes, teacher practice, coaching processes, and leadership accountability.

  - **Content-focus**. For the purposes of this protocol, the focus is authentic assessment. Will coaches also integrate the process of using assessment with other content areas, such as literacy and other interactions (e.g., CLASS, Teaching Pyramid Observation Tool, math, developmental achievements, behavior, etc.)?

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[1] This framework is adapted from the National Professional Developmental Center on Inclusion (2008) conceptual framework.

- o **Authentic assessment tools**. How is information gathered, organized, documented, and used to make instructional decisions? How are providers expected to collect evidence for showing child learning? (For example, are clipboards available in the environment? Post-it notes? How are children's work samples gathered and organized?)

- o **Models.** What is the relationship model (e.g., expert-learner 1:1 coaching, facilitating learning communities, peer coaching, and use of reflective strategies)?

- o **Conceptual framework**. How does the framework or philosophy of the program reflect common components of effective RBPD that

    - ▪ recognize and affirm effective practice (strengths-based),

    - ▪ use a dialogical model of reflection and goal-setting,

    - ▪ offer individualized or practice-based support, and

    - ▪ could be used for evaluative purposes (i.e., for teacher performance or probationary status)?

Use of professional learning communities (PLCs). PLCs can be a supplemental or stand-alone RBPD approach that requires many of the same planning steps above. To build meaningful PLCs that support student learning, teachers bring data, and a facilitator supports discussion that helps colleagues use the data to improve student learning.

Getting Ready: The WHO

- Who are the RBPD providers (coaches)? **Who is doing the work?**

    - o **Competencies**.[2] Coaches will have experience and knowledge beyond the teacher level, and often have more years of experience in the classroom as well. Are coaches hired for their existing skills, or is training provided to develop the skills? For example, K-12 instructional coaches typically require a minimum of three years of experience since that modeling/demonstration is an expected coaching strategy. Although not the case for all RBPD models, it is something to consider.

    - o **Quantity.** How many coaches are needed? Will they have more than one role? How will their tasks be prioritized? Are coaches in other content areas working

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[2] Several states have developed competencies for coaches. An example of an early childhood coaching competency developed by the Colorado Coaching Consortium can be found at http://cocoaches.net/uploads/Coaching_Comps_Self-AssessmentRevisedFinal.pdf

with teachers? How will the authentic assessment content be connected and integrated with other coaching?

- o **Selection.** Are the coaches internal staff members who already have a leadership role? If they are hired for the job from outside the program, what is the job description, and what are the qualifications?

- o **Training**. What kind of training is needed for coaching strategies or in a particular coaching model? What training in content (authentic assessment) do coaches need? Are coaches already teachers who have effectively used authentic assessment, or is this a knowledge area that needs to be built?

- o **Ongoing support.** Who provides ongoing support for coaches? When? How? For example, some programs in Minnesota use online learning communities of practice to support coaches with coaching and content. Others provide mental health consultants who facilitate reflective practice groups. Still others have a cadre of master coaches for ongoing support, observation, and assessment of coaches' practice.

- **Who receives the coaching (educators)? What background, roles, and responsibilities do the RBPD recipients represent?**

  - o How is background knowledge in the authentic assessment cycle provided (e.g., group training, individual study, etc.)?

  - o Do educators choose to receive RBPD, or is it mandated? Is there an incentive?

  - o How is the communication facilitated: timetable, expectations, and so forth?

  - o When does coaching occur (i.e., via release from classroom time, after children leave, during class time)? Coaches anecdotally report challenges when meetings take place in the classroom when children are present, even though this is the reality for some programs. Even during naptime, teachers' attention is easily diverted to the needs of the children.

  - o Are the lead teachers the focus, or are other classroom staff members, such as special education staff, collaborative partners, teaching assistants, included? If the lead teacher is the one receiving the coaching, is he or she responsible for communicating and helping others implement and use authentic assessment in planning?

> Coaching is most often implemented as a follow-up to training.

Getting Ready: The HOW

Once the plan and the people are identified, how does coaching proceed? In the following section we will describe the ongoing "how" or process of authentic assessment coaching.

The Process of Authentic Assessment Coaching:
Stages, Processes, and Strategies

Once the conditions for implementation have been discussed and addressed at the program/system level, coaching for authentic assessment begins. In this section we will define and describe stages and strategies of the coaching process. These ideas are based on current Minnesota initiatives, as well as other literature about effective practice. Appendix A follows with a simplified list of possible strategies that individual program leaders and/or coaches can use to track their own process and activities. Each step in the process from this document is cross-referenced with the checklist in Appendix A.

All of the programs described earlier have their own needs, resources, and understanding of how to support teachers to effectively use assessment to plan for student learning. Although the frequency, personnel, and approaches differ, all planners and program directors can profit from looking at three common stages in the process of supporting teachers through coaching. These three stages describe an overall process for RBPD. Specific strategies, roles, and examples are provided later in this document in Appendix A. Sections from the appendix are noted (A2, B3, etc.) in order to link the definitions and descriptions with the strategies in the appendix.

Stage 1: Laying the Groundwork for RBPD

Providing clear role definitions is a key to successful outcomes. (This step was identified earlier in the "Foundations" section of the document as part of systems planning.) Once implementation begins, role clarity continues to evolve in the back-and-forth interactions between RBPD providers and recipients. Once programs identify the "who" (as in who is doing the coaching and who is receiving it), role expectations must be clear to all parties.

Coaching is generally defined as a non-evaluative position, so if the director or principal is providing support via walk-throughs or other check-in strategies, consider (and talk about) how to navigate the evaluative nature of the role. Doing so affects the teachers' willingness to take risks, a necessary component for trying new strategies. Include expectations about how RBPD providers will gather and use information, confidentiality, and so forth. (A1; A2)

Clearly identify expectations for participation from logistics to philosophy. Whether the approach is a walk-through with email feedback, a regular bimonthly coach observation/feedback meeting, or a facilitated peer discussion, the process will be more supportive—and successful—when teachers know exactly what to expect. Be explicit about logistics and purpose. Consider the following questions:

- What is the purpose of assessment coaching? (A3)

- What other goals may be addressed? (A4)

- What is the process like (e.g., meetings)? (A5)

- When and how often will the activities occur? Is release time provided or will we meet during class time? How many sessions or over how many months will we meet? (A5)

- Which strategies/expectations are standardized and which are flexible? What is the menu of activities? (A5)

- What should teachers have ready? What data will teachers need to have available? Lesson plans? Files? (A5)

- What is the communication plan? (A5)

- What technology will be used? (A5)

- How will we know that the RBPD is effective? (A5)

- **Educators have received baseline training.** Coaching is intended as a follow-up to previous training that provides all educators with a common knowledgebase. The role of the coach is to support the teacher as they apply that knowledge in their daily practice. Even when all teachers in a program attend the same baseline training, they will apply it based on how well they understand, believe in, or have prior experience with authentic assessment. RBPD is individualized, so coaches need to

  - consider the teacher's awareness of his or her own practice,

  - understand the value of authentic assessment to children and teachers,

  - be willing to change when needed,

  - understand the process of authentic assessment and various observation and documentation strategies.

  - be able to organize and track data, and

  - understand child development so that the teacher knows what they are looking at. (A6)

Will the process include one-to-one coaching or group professional learning communities? Depending on the RBPD approach and the systems infrastructure, the process of RBPD may be facilitated as a group. In this case, some of the following strategies may be adapted for developing peer coaching, using self-assessment to

identify needs, and bringing child data to group meetings to brainstorm planning and problem-solving.

Even with a PLC (or community of practice) approach, supervisors, and/or coaches ideally visit classrooms to remain aware of actual teacher practice and use real classroom examples when facilitating the learning communities. When educators share examples of effective practice, videos (with teacher permission), goals, and check-in on progress, these common experiences can be a powerful motivator for growth. The sense of community can create a culture around the use of authentic assessment that supports children's learning and development. (A7)

For Further Consideration

✓ Both Anywhere School and Play & Learn Child Care use a combination of 1:1 support and PLCs. Leaders will need to think about how to provide time for teachers to meet and attend group sessions. Planning with a clear agenda and advanced organizers about what to bring to group meetings will help build success and emotional safety for sharing.

Stage 2: Co-Creating the Relationship[3] (B1 and B2)

The term RBPD includes and implies a relationship. In some cases, coaches may be colleagues or supervisors who have known and worked with educators for many years. In other models, the coach may come from outside the organization. Creating a mutual partnership implies that RBPD providers are respectful, curious, and attentive to the teacher's needs and goals. It is possible to have more experience and knowledge and yet build a sense of partnership. What are the easiest ways for this teacher to communicate? Where does the coach see and name effective practice (strengths)?

As is the case between teachers and children, relationships include emotional support. Using a supportive tone, following the teacher's lead, acknowledging feelings, and listening reflectively are all parallel strategies for adult-adult relationships as well as adult-child relationships. Coaches are most effective when they maintain a stance of focus, support, and are fully present. Following through with meeting times and resources builds trust. While it is difficult to set aside "static"[4] of other tasks, the ability to be "in the moment" and open will help create safe spaces where teachers can take risks, try new strategies, and be comfortable with the process of feedback.

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[3] Many coaching protocols suggest "building the relationship." The term "co-creating the relationship" is used in the International Coaching Federation's core competencies, summarized at
http://www.coachfederation.org/credential/landing.cfm?ItemNumber=2206&navItemNumber=576
[4] Coaching with Powerful Interactions, Jablon et al., 2014

Building a Foundation for Effective Coaching, an ebook from Teachstone.com, identifies two key elements of rapport-building[5]:
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- Be authentic. Genuine respect and emotions are crucial to co-creating relationship. As a coach is able to be present, in tune, and wholehearted in the relationship, so is the teacher.

- Stay true to your word. Whether it is an offer to bring a resource or staying on topic as planned, follow-through creates a climate of trust.

Stage 3: Ongoing Processes of RBPD

Co-creating the relationship is named as Stage 2, yet it is ongoing. That said, the "meat" of RBPD is the ongoing cycle of planning, observation, action, reflection, and feedback that supports teacher implementation of authentic assessment strategies (or other skills). Various authors have named and described components of this cycle differently. The following description of five components that make up the ongoing cycle comes from Rush and Sheldon (2005), with comments added by the authors of this Minnesota RBPD protocol.

Note, again, that the components are cross-referenced to Appendix A.

For Further Consideration

✓ All of the program vignettes include "internal coaching," or coaching from a person who to some degree already knows the teachers. Although the levels of connection vary from peer to coach to supervisor, the coach-teacher prior relationship will be something to consider and (hopefully) build on. When collegial relationships change (such as former peers becoming coaches), it may take some time to adapt. When former peers demonstrate respect and mutual learning partnership, the focus can remain on the children and doing good work together.

In some cases, coaches will be assigned from an external source—either hired or provided through a program like Parent Aware. When this is the case, all of the stages and steps apply. The relationship-building will look different because in the beginning the coach and the teachers may not know one another. This model can add a layer of safety and non-evaluative partnership. It also requires discussing what, if anything, will be shared, and the external coach will also need to build a relationship with administrative personnel. This model also has challenges. Building a relationship may take longer, and it is critical to build trust and rapport by warmth, sensitivity, authenticity, and follow-through.

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[5] Rapport-building elements, from *Building a Foundation for Effective Coaching*, a Teachstone ebook. Retrieved from http://tinyurl.com/plhvt28

Joint Planning: Both the coach and teacher agree on coaching activities or opportunities to practice between visits. (C1)

>   **Comment:** RBPD is not a process in which the coach or supervisor assigns tasks without considering the ideas, learning style, level of understanding, and stage of change of the teacher. Instead, both the teacher and coach are involved in looking at the standards and identifying activities that would be most productive in building assessment skills and implementation.

>   Still, coaches need to plan. As part of a parallel process of what teachers are expected to do with children, coaches assess teachers' needs, document effective practice and growth, and use the information to plan coaching interactions. The coach's lesson plan adds structure and routine to the interaction by documenting the observations, questions, resources needed or requested, and goals. The coach lesson plan can reflect the "voice" of the teacher and serve as a data log for planning, interacting, and defining outcomes. (C2)

Observation: Examining another person's actions or practices to be used to develop new skills, strategies, or ideas. (C4)

>   **Comments:** Practice-based relational professional development relies on a clear picture of classroom routines, interactions, relationships, and learning experiences. Coaches use observation in a variety of ways and for several reasons: getting to know the teacher and classroom, observing with a particular focus, using an implementation tool, and observing while co-teaching, using video (either taped by the coach or other person) or via short walk-throughs or check-ins.

>   In all of these cases, the information gathered by the coach is intended to support the teacher's practice of authentic assessment, with the goal of improving children's learning and development. To determine observation frequency and strategies, several questions must be considered: What is the explicit focus of the RBPD? Is it to help a teacher embed regular authentic assessment and documentation at a beginner level? Is it to help a teacher use information that has been gathered and organized to individualize instruction? Is it to help a teacher implement a new assessment system? The complexity of the purpose as well as the goals and experience of the teacher will inform the purpose, length, and frequency of observations.

Action: Spontaneous or planned events that occur within the context of a real-life situation that provide the learner with opportunities to practice, refine, or analyze new or existing skills.

>   **Comments:** Coaches (whether supervisors, designated coaches, or peers) may participate in the classroom routines by demonstration lessons, co-teaching, or noticing opportunities in the moment.   Through "reflection on action" as a learning

tool, coaches and teachers can have common, real-life experiences to think and talk about for affirmation, adaptation, and planning. Instructional coaches in the K-12 arena are specifically required to be seasoned teachers so that they can demonstrate lessons or co-teach.

Reflection: Analyze existing strategies to determine how the strategies are consistent with evidence-based practices. Strategies may represent effective practice or require modification to meet goals. (C6) When strategies are working, teachers and coaches celebrate success and share strategies with others. When strategies aren't working, teachers are able to reflect on their emotions, values, attempts, and ways to adapt that help them move towards their goals.

> **Comments.** Researchers continue to substantiate reflective practice as a viable means for teacher growth. Coaches can facilitate reflection by asking questions about the teacher's state of mind, decision-making, planning, and how using assessment is affecting their view of the child and teacher's own role. New professionals—as well as professionals who are building new skills—can benefit greatly from reflecting with a colleague or a coach who can help them ask questions they may not know to ask.

> For instance, when a coach articulates a teacher's effective practice and asks how the teacher decided to use a certain strategy, a teacher becomes more cognizant of her own teaching behaviors. This awareness of one's own decision-making helps effective practice become more intentional. When a strategy does not go well, a sensitive reflective question can diffuse defensiveness and lead to planning for next time.

Feedback: Feedback is the information provided by the coach and is based on the coach's direct observations, the teacher's report of his or her own actions, or information shared in order to expand the teacher's current level of understanding about a specific evidence-based practice.

> **Comments.** Feedback timing is an important consideration. In their review of 10 empirical studies on the various attributes of feedback, Scheeler, Ruhl, and McAfee (2004) found *immediacy* to be the attribute of feedback that had consistent impact across modalities. To clarify, these 10 studies were comparisons of feedback approaches, modalities, and so forth. While a variety of approaches were similar in overall effectiveness on teacher practice, timing made a significant difference on the success of the feedback part of the overall process. Effective feedback for adults (a parallel process for adult-child feedback) leads to greater understanding and motivation.

> To find out what the teacher knows and does and to scaffold a teacher's understanding or implementation of assessment, a coach asks questions and observes the teacher. Quality feedback may include providing new information,

clarification, or asking more questions to understand the teacher's perspective. Within the experience of a supportive relationship, teachers are able to risk asking questions, sharing doubts, and trying new assessment strategies.

Practical considerations for Stage 3 implementation.

Aside from the five components identified in the literature as part of the coaching process, coaching entails several other pragmatic contributions to the work of coaching.

First, develop a toolbox of RBPD strategies. Over the course of a coaching relationship, coaches will use a variety of strategies. Strategies vary depending on the teacher's stage of awareness. For instance, in order for a teacher to try a new strategy, he or she needs to understand what the strategy is, what it looks like, and why it matters. Assessing a teacher's understanding will help a coach recognize whether the teacher needs to more clearly "see" the strategy to better understand it, and evaluate if the teacher is ready to implement the strategy with intentionality or needs only to "tweak" already-strong skills.

The following menu of strategies, documented in the literature and discussed in anecdotal interviews, has been used by coaches to help teachers implement effective assessment practices:

- Consider using video.

    o Use video of children to practice observation and documentation. Pause and name the behavior to facilitate understanding. Pause and plan for what comes next to facilitate implementation.

    o Use video of exemplary practice or teachers sharing their journey of authentic assessment.

    o Use classroom video of the teacher. Provide a focus for viewing: "Watch this clip from dramatic play and see what you can learn about Joey's ability to join in play." Then plan together: "How can you use this awareness to help him join in play in other areas of the classroom?"

- Co-plan. (Together look at data and embed adaptations directly into lesson plans.)

- Demonstrate/model. (Gather assessment data while playing a game with children and model documentation and use of information to scaffold "in the moment" and plan for later.)

- Connect assessment process/strategies to daily routines.

- Reframe teacher comments and ask for more information or build on them for new ideas.

- Brainstorm solutions to challenges together and make a plan for implementing them.

- Reflect teachers' concerns and name dilemmas. ("You are worried that documentation is taking away from interacting with the children and your program requires you to use documentation for planning. Hmm . . . that is difficult. How are you thinking about working with that situation? What can I do to support you?")

- Use powerful questions to motivate, inquire, analyze practice, and problem-solve. Powerful questions typically are open-ended and include higher order thinking so that teachers gain clarity, identify barriers, or move into a deeper realization of their own practice. Examples follow:

    o If you could do it over again, what would you do differently?

    o What is an example of how your idea might work?

    o What is the opportunity that could come from trying this?

    o What are the things that get in the way? What is one possible solution?

    o What would you need in order to try again?

- Affirm specific efforts that lead towards effective practice, not just completion of tasks and successes.

- Identify ways for teachers to share successes and lessons learned with one another to create a culture of learning to implement authentic assessment.

- Notice or describe the effect on the children when the teacher pays close attention and comments on a child's effort.

- Use forms and implementation checklists as tools, reminders, resources.

- Offer resources (book study, article, example from another teacher, etc.)

- Work with colleagues to identify ways to remember implementation strategies and affirm successes (and efforts!).

- Integrate use of assessment with content areas. If teachers are involved in other initiatives, embed other content when possible so that assessment feels like embedded practice and not an "add on." Find out if they are part of other coaching initiatives, such as the following:

    o Literacy (Minnesota Reading Corps, etc.).

    o Classroom Assessment and Scoring System (or other classroom-based assessments).

    o Pyramid model (TACSEI).

- o Curriculum coaching.

- o Math (Numbers Work, etc.)

For more strategies and ideas, see "Communicate Effectively" and "Facilitate Learning and Results" in the International Coaching Federation Core Competencies document: http://tinyurl.com/kaowy3m

Goal-setting and ongoing evaluation of effectiveness. (C8) Teachers who are part of relationship-based professional development engage in ongoing improvement. They may work to increase intentionality around a familiar practice, extend a familiar practice to a different part of the daily schedule, or add or embed a completely new practice. Co-creating goals, documenting, and measuring ongoing progress are components of any successful professional development process. The effectiveness of the overall RBPD process is measured in the increased implementation of authentic assessment practices and use of assessment to meet the needs of children. As a parallel process, coaches also set goals for themselves, document activities, and check in on their own progress as coaches. Strategies include the following:

- Co-create goals based on reflection, standards, and teacher stages of change.

- Write down goals that are attainable, measurable, specific, and have target dates. Check in on progress in between formal sessions when possible.

- Use data as a measure of coaching effectiveness as well as teacher implementation of assessment.

- Use periodic tools for self-assessment (both teachers and coaches).

Stage 4: Closure, Summary, and Celebration

The process of coaching is one of building skills for self-assessment and ongoing learning. When coaching works well, teachers need less and less support and move forward with knowledge, practice, and resources to use when challenges arise. Together, coaches and teachers can affirm and celebrate each new skill as it becomes part of the teacher's habitual practice. Be sure to identify a transition plan as teachers move into new levels of skills and practice around authentic assessment.

While much of the attention is rightfully on the ongoing work aimed at teachers, effective RBPD programs include a parallel process of support for the coaches themselves. The final section addresses two added considerations for RBPD.

Considerations for high quality RBPD in authentic assessment: Training and support for RBPD providers. Aside from the work that RBPD providers do with teachers, they benefit from their own professional development that includes both training and ongoing support.

- **Training**. Coaching initiatives from a variety of approaches (Head Start, International Coach Federation, Instructional Coaching literature) suggest a two-pronged need for training: (a) training to build skills and competencies that all coaches need, regardless of content; and (b) training and/or deep experience in the particular content area being coached.

- **Ongoing support.** Coaching, while educational rather than therapeutic, has similarities to family-based practice and home visiting: Coaches work with adults who are in a process of change. This type of work may require reflective practice groups for managing the emotional labor of the role and some coaching projects offer a master coach level of support for coaches. Others offer mentors for coaches. Because coaching is relatively new, an ongoing community of practice for coaches can serve as a place to dialogue with colleagues, problem-solve, hone coaching and content knowledge, and gather feedback on their coaching decisions and practices. Facilitators of these communities of practice follow parallel practice of relationship-based work.

Particular challenges in authentic assessment. Anecdotally, coaches report that one challenge in authentic assessment is the teacher's level of child development background knowledge. For example, an assessment tool may say the child "knows the alphabet," and a teacher may need to identify whether that skill is in progress. But does the teacher understand the steps within the process? How aware is the teacher of the difference between saying the ABCs, reading them from the ABC chart, finding letters out of sequence, and so on? All of the developmental possibilities that are wrapped up in one indicator may require a deeper level of child development knowledge than many teachers have. A critical role of an authentic assessment coach may be to help the teacher know what exactly he or she is looking at while observing the child and understanding the multiple ways to scaffold for growth.

> The process described above is designed to link with Appendix A, a process check for ongoing implementation designed to follow the guidance from this document.

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Appendix A. Processes Checklist for Relationship-Based Professional Development:

Using Coaching to Promote Use of Authentic Assessment of Early Childhood Settings

About this process check. This document is for those who plan, provide, or support relationship-based professional development (RBPD)—that is, coaching for authentic assessment. It provides a way to identify roles, expectations, and steps in the process. All of the pieces may not fit all roles. Not all strategies match up with all RBPD delivery models. It is intended as a menu for commonly considered components of the coaching components and to serve as a practical tool for checking in on stages of the coaching process, as well as a way to assess or build skills and practices. The letter/numbers in the left column identify where this links to the RBPD protocol document.

<div align="center">**Beginning the RBPD Relationship: Laying the Groundwork**</div>

A1. I work with teachers as a: ☐ colleague/peer   ☐ supervisor   ☐ designated coach   ☐ external coach

    OR How do you describe your role?

A2. Discussion of roles

       ☐ Partnership (not evaluative)   ☐ If supervisor, how will roles be integrated or identified?

- **Coach's role** How do you describe your role?
    - ☐ What can the teacher expect from the coach?
    - ☐ How will the information be used?
    - ☐ What is the documentation process?
    - ☐ Strengths-based; support/affirm effective practice (provide an example)
    - ☐ Reflective process
    - ☐ Together we may: Identify gaps in understanding or practice; set goals; gather information that informs team planning (PLCs, program level PD).
    - ☐ Confidentiality (Who will know about our conversations)

- **Teacher's role** How does the teacher describe his/her role?
    - ☐ What data and tools will be gathered or provided? (Bring examples of lesson plans? anecdotal notes? and so forth)
    - ☐ Questions
    - ☐ Set aside time
    - ☐ Stage in the process of using data from authentic assessment in planning and individualizing

A3. Purpose

- o The purpose of this ongoing relationship-based work is: **to use authentic assessment in a way that meaningfully impacts children's learning and development and leads to positive outcomes for children (group and individual?)**

- o Other? _____

A4. Related goals

☐ Greater understanding of authentic assessment
☐ Explicit process of observation and documentation
☐ Including information from authentic assessment in lesson planning
☐ Including information from authentic assessment in individual child support
    ☐ Other?

A5. ☐ Discussion of process and logistics

- o How will the coaching be delivered? ☐ 1:1 face to face ☐ 1:1 using technology ☐ 1:1 using combination of face to face and technology ☐ Group ☐ online
- o How often?
- o Over what time period? (# of months?)
- o Location
- o Possible activities
  - ☐ Video (use and purpose: exemplary practice from other teachers; video of children for purposes of observation; video from this teacher's classroom)
  - ☐ Demonstration lessons
  - ☐ Observation and feedback session
  - ☐ Other
- o Communication methods and preferences: (email, blog, phone, text, face to face, other)
- o Reminders and changes of plan for meetings
- o Individual or group reflection (PLCs)
- o What materials will the teacher need? (lesson plans, observation record, assessment portfolio, other)
- o What documentation will be used to track progress and evaluate outcomes?

A6. ☐ Discussion about how professional development connects/integrates, i.e., training and coaching.

- o What is the background knowledge of the teacher and coach?
- o What training has been provided? Did they both attend in order to have a shared frame of reference?
- o How/what does the teacher know, believe, or do regarding:
  - o Value of authentic assessment to children and teachers
  - o Willingness to change when needed
  - o Understanding of the process of authentic assessment

o Various observation/documentation strategies, etc.
o Ability to organize and track data
o Understanding of child development so that the teacher knows what they are observing/where to scaffold from and to.

A7. What are the expectations for participation in individual coaching and/or peer groups (or PLCs)? If the approach is primarily group-based, address expectations above as well as how teachers will blend individual and group needs, including:

o Use of self-assessment to identify needs
o How to choose child data for group meetings
o Facilitation process for brainstorm planning and problem-solving
o Shared examples: effective practice, videos (with teacher permission), goals
o Methods for checking in with individual needs and questions.

Co-Creating the Relationship

B1. Building a partnership

o Relationship is an ongoing process that is planned for and supported at every meeting. (Check in questions; seeking teacher perspective)
o Mutual sharing:
    o experiences
    o knowledge
    o questions about authentic assessment
    o successes and challenges

B2. Agreement about focus

☐ What does it mean to "be present?" What gets in the way?

☐ Coach maintains a stance of respect and emotional safety[6].

o Strengths-based
o Articulation to promote intentionality
o Individualizing
o Mutual learning partnership
o Modeling
o Follow-through
o Authentic/genuine

☐ Approaches: curiosity, perspective-taking, reflective

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[6] See Jablon et al. (2014), *Coaching with powerful interactions*.

Ongoing Process of RBPD: Coach Planning, Observation, Reflection, and Feedback

C1. Joint planning: *How does my planning reflect partnership and the "voice" of the teacher? Where in the coaching lesson plan are there opportunities to adapt to ideas, learning styles, level of understanding, and stage of change of the teacher?*

C2. Pre-observation planning: *How does the coach plan and communicate before the visit?*

- ☐ Check in with anticipatory set (reminder; what are we talking about/working on/doing)
- ☐ Invitation for teacher input (questions/ worries/ successes since the last meeting)
- ☐ Refer to prior interaction and goals
- ☐ Provide information or resources as follow-up to prior visit
- ☐ Plan for strategies and gather materials (video; demonstration lesson; handout; …)
- ☐ Determine time for feedback (as close to observation as possible for maximum effect)

C3. Connecting

- ☐ Begin by seeking the teacher's perspective: what has this been like for you? What is working? What gets in the way?
- ☐ Which part of the authentic assessment process is the focus?
    - o Observation
    - o Documentation
    - o Lesson planning
    - o Individualizing
    - o Other?

C4. Observation of teacher practice

- o Tools used: ☐ Checklist ☐ Scripted notes ☐ Video ☐ Formal tool (i.e., CLASS, TPOT, specific child, _____) ☐ other
- o Purpose of observation: ☐ link to goals, activity, etc. For instance: "observe small group for ☐ teachers interactions and documentation of child activities"
- o Note specific quotes, time points in the video, moments of effectiveness

C5. Post-observation planning (coach) (Prior to giving feedback, coach has planning time; may only be 10 minutes but needs time to reflect and be intentional).

☐ Coaching stance—self-check on readiness to be fully present and connect, (clarity on static, triggers, judgments, assumptions)

☐ Think about stage of teacher change. Does he/she understand what is expected? What is the level of knowledge? Implementation? Coach selects questions, resources, and plan accordingly.

☐ Examples of moments of effective practice. Specific (use quotes or moments in video; even if it is in the middle of less effective moments, look for what is happening that is evidence of authentic assessment process.)

☐ Plan for questions: reflection on experience? Feelings? Success? Challenge? Pose a problem?

☐ Leverage point: what is a moment to build from? Where is the starting point and where does this teacher need to go?

☐ Decision about strategies or tools

C6. Coach-teacher interaction

☐ Coach uses a coaching plan and documentation of visit
☐ Mode (face to face; group; connection by technology—skype, google chat, email)
☐ Connection/relationship
o Warmth
o Coaching stance
o Ask a broad question about the teacher's experience "How was that for you?"
☐ Restate the goal of this interaction
☐ Seek the teacher's perspective and thinking
☐ Use reflective questions
☐ Practice active listening
☐ State examples of effective practice—be specific (quotes, video)
☐ Seek teacher's assessment of child's experience
☐ Refocus when necessary by restating goals, checking in with teacher
☐ Read teacher cues for pauses, opportunities to think, reflect challenges and/or doubts
☐ Use "and" language rather than "or" when possible. "You are busy in the moment with children and are expected to also be assessment and finding time to document."
☐ Review documentation
☐ Co-planning. Use documentation to connect to real world tools (lesson plans, IEP goals, individual needs)
☐ Goal-setting
☐ Summary statement from teacher and coach
☐ Planning for next visit

C7. Menu of coaching strategies

☐ Experiencing authentic assessment (at an adult level: parallel process; coach observes, documents, and uses in coaching interaction)

☐ Shares effective/ineffective scenario for teacher to analyze (higher order thinking)

☐ Mini-training study with video (use video from Results Matter, etc.)

☐ Use video to pause and describe moments of effective practice (when present)

☐ Use video to pause and ask: What did you see the child do? What indicator does that fit? What might come next? What support might he/she need?

☐ Use video to pause and "do over" (when missed opportunity)

☐ Videotape children in the classroom and practice taking anecdotal notes; match to ECIP; consider a strategy or scaffold

☐ Provide a reading about authentic assessment to discuss as background for selecting a goal

☐ Bring an example of documentation from another classroom

☐ Connect to prior knowledge—when have they made adjustments because of noticing something about a child, a routine, a lesson that was not proceeding as planned

☐ Teacher observes coach (coach provides an assignment: "Look for when I jot a note—see if you can tell me what I noticed."

☐ Identify common opportunities for documentation

☐ Brainstorm reminders to be more intentional

☐ Discuss ways to involve entire teaching team

☐ Analyze lesson plans and make adjustments for group or individuals depending on observation

☐ Use real life scenarios to practice use of authentic assessment in teaching decisions

☐ Practice (role play) skill with coach

☐ Classroom Routines—find a routine where the adaptation is easier/harder

☐ Examine documentation systems for uses or gaps

☐ More?_____

C8. Goal setting and tracking progress

There are several steps that lead to increased implementation of authentic assessment practices and use of assessment to meet the needs of children. As a parallel process, coaches also set goals, document, and check in on their own progress as coaches. Strategies include the following:

☐ Co-create goals based on reflection, standards, and teacher stages of change.
☐ Write down goals that are attainable, measurable, specific, and have target dates.
☐ Check in on progress in between formal sessions when possible.
☐ Use data as a measure of coaching effectiveness as well as teacher implementation of assessment.
☐ Use periodic tools for self-assessment (both teachers and coaches).

Stage 4: Closure, Summary, and Celebration

The process of coaching is one of building skills for self-assessment and ongoing learning. When coaching works well, teachers need less and less support and move forward with knowledge, practice, and resources to seek when challenges arise.

☐ Identify transition points to reduced support and increased teacher self-efficacy
☐ Make a transition plan to celebrate and move forward
☐ Identify next steps for training and practice
☐ Build a check-in process if new challenges arise

Coach Support

☐ I know who I can talk to when I want to celebrate, brainstorm, or problem-solve
☐ I have ongoing group support by (reflective practice, community of coaches, online support)
☐ Ongoing training (identify)
☐ Master coach or mentor

Appendix B1. Current RBPD Activities

Organization	Audience	Content focus/ Purpose	Coach training & support	Time frame for training coaches	Internal / External to program	Key coaching practices/Process including delivery, main components of the model
Centers of Excellence	Statewide support of ECSE professionals	Evidence-informed practices around social- emotional learning, home visiting, and inclusive classroom experiences	Intentional internal coaching training and ongoing support	Provided regionally dependent on the selected work. Range from 4 to 6+ days	State supply professional development facilitator who acts as an external coach to program implementing the selected practices	Internal coaching structures are supported by aspects of practice-based coaching.
Center for Inclusive Child Care	Child care providers/ Pre-school	Special needs, inclusion, concerns about development, challenging behavior	Practice-based coaching imbedded in model; quarterly community of practice which includes PD; during 1st year of work complete 4 CICC classes	32 hours of TOT training;	Coaches are external to the program	Observation, modeling, resource sharing, strategy development, family connection
Center for Early Education and Development	Parent Aware (PA) coaches, coaches in Head Start & school-based higher education, center directors	Quality adult-child interactions as measured in the Classroom Assessment & Scoring System (CLASS);how children experience classrooms	2-4 days of face-to-face training (CLASS reliability is prerequisite). Monthly ongoing online learning community support that includes monthly chat, discussion forums, and resources posted as requested or identified. (Currently CLASS coach mentors provided by Child Care Aware, trained by CEED)	Provided regionally depending on need; agency specific by request	Both PA coaches and independent coaches are external Head Start, school-based and program-specific are internal	Practice-based coaching; use of video; ongoing focused observation and feedback. Match strategies to teachers' stages of awareness. Strengths-based (name "moments of effectiveness" and build goals accordingly)

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Organization	Audience	Content focus/ Purpose	Coach training & support	Time frame for training coaches	Internal / External to program	Key coaching practices/Process including delivery, main components of the model
Head Start-Practiced Based Coaching (PBC):	Head Start grantees	Systemic coaching program	Cyclical process: 1. Shared goals & action plans 2. Focused observations 3. Reflection & feedback	Leadership & coaching academies, on-line coaching group, web based coaching companion site, monthly TTA support. Individual Bi-weekly to monthly meetings with coaches	Leadership academies, 3 days; coaching, 2 days	Systemic implementation, with ongoing evaluation, inclusive of cyclical process and various coaching models: Expert, Peer-to-peer, group, and self.
Minnesota Association for the Education of Young Children	Early childhood program directors and staff	1. NAEYC accreditation 2. Sustaining Quality (SQ)	NAEYC professional conferences and institute; Accreditation Facilitation Project support network	Program designer trained at McCormick Institute; trained other staff to implement; additional curriculum adapted from McCormick and other leadership resources	Consultants are external to the programs in both projects	1. Pre-accreditation support to develop portfolios and prepare class-rooms for assessor's visit; provide cohort trainings on each of 10 standards plus key aspects of accreditation, and conduct 2-4 site visits (20-40 hours) with Directors and staff ; includes initial/mid/final observation and assessments 2. Cohort trainings, facilitated PLCs, site visits

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						Observation and feedback
						Resource sharing
						Strategy development and goal setting to maintain quality improvements
						Post-accreditation support to offer training in leadership development for administrators
						12 hours of leadership development training, 12 hours of PLCs, and 2-4 site visits (30-50 hours)
Minnesota Licensed Family Child Care Association	Licensed Family Child Care Providers	NAFCC Accreditation	MLFCCA Mentor Credential	Self paced/ program provided. Can be done 6 months to one year based on training availability.	Coaches are external to the program	Observation, modeling, resource sharing, and goal setting/ completion. Initial assessment based on NAFCC guidelines provides base for goals and strategies.

Organization	Audience	Content focus/ Purpose	Coach training & support	Time frame for training coaches	Internal / External to program	Key coaching practices/Process including delivery, main components of the model
Minnesota Reading Corps **ServeMN**	Head Start 3-5, School District, School Readiness sites, community child care, family child care internal coaches and master coaches	Relationship-based interactions for adults with children, and adults with adults for Language, Literacy, Social Emotional and Math	High quality training for teachers and coaches on the program component, content, and interactions. Three full days of foundation on Relationship based practices, process, observation tools, data collection and integrity, integrity, five additional half-day coaching trainings, monthly side by side master coaching Master coaches get additional support through monthly, 1 hour Master Coach Hangout via Google hangout, of reflection, problem solving, support. Done for national coaches separately from Minn. team due to size.	A minimum of 49 hours yearly. In a 3rd year internal coaches may only receive 25 hours a year, due to gradual releasing teachers from coaching as they reach goals; this may vary based on the quality of the coach	Internal coach, chosen by the site. External Master Coach, hired and trained by Reading Corps.	What : Data based decision making, with clear targets, benchmark children fall, winter, spring, evidence based interactions, implementation with fidelity, How: Sensitive Encouraging Explicit Develop by Doing (SEEDS) training and coaching supports balanced interactions for Process SEEDS is the relationship based instructional approach that maps out for teachers and coaches ways to intentionally interact with children or adults in order to promote academic growth and social-emotional well-being. SEEDS serves as the pedagogical framework within which teachers and coaches create a rich learning environment.

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Organization	Audience	Content focus/ Purpose	Coach training & support	Time frame for training coaches	Internal / External to program	Key coaching practices/Process including delivery, main components of the model
Numbers Work!	Charter & public school preschool classrooms, community based child care, Head Start & tribal Head Start	Early math	Coach training Monthly coach meetings (coaching, training, peer support)	Initial 6-8 hour orientation then ongoing (built into monthly meetings)	Internal	Individualized Reflective conferencing cycle Coaching in use of assessment data
Parent Aware Quality Coaches	Family Child Care & Center-based	Coaching on quality child care environments and interactions – Implementing the Parent Aware Coaching Model	Training as outlined by DHS as well as ongoing meetings, webinars	On- Going	Internal	Building relationship, assessing quality, setting goals and developing improvement plans

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Organization	Audience	Content focus/ Purpose	Coach training & support	Time frame for training coaches	Internal / External to program	Key coaching practices/Process including delivery, main components of the model
Parent Aware Quality Coaches Submitted by Kim Stone/via Nancy Johnson Programs can contact their local CCR&R or School Readiness & Head Start can contact MDE and all programs and parents can visit www.ParentAware.org	All early childhood education programs serving 0 – 5 aged children in licensed child care, Head Start and public school sponsored programs	Supports for programs to achieve their Parent Aware star goals	Parent Aware Quality Coach Endorsement outlines the requirements of a Parent Aware quality coach Monthly reflective practice sessions for coaches CLASS certification required Monthly online learning community for CLASS coaching Additional CLASS coach PD such as dimension-specific in depth training for coaches. Quarterly Field Team or statewide PA meetings	Training for trainers need to be completed within 1 year upon being hired	Primarily external	Individualized Reflective and motivational to set goals that change practice Reflective Practice cycle: try new skills, observation, video, collect data, reflective conferencing, goal setting, start again with practice, observation, etc. Coaching for using child observation & assessment to individualize curriculum
Words Work!	Head Start	Early literacy	Mentor training/ monthly mentor meetings (coaching, training, peer support) Individual meetings with mentors	Initial 6-8 hour orientation then ongoing (built into monthly meetings)	Internal	Organizational coaching Individualized /Reflective conferencing cycle Coaching in use of assessment data

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Appendix B2. Current RBPD Activities (con'd)

Organization	Tools - evaluating practices, consistency	Unique attributes/ other	Delivery	Location/ statewide?	Evaluation/ outcome/
Centers of Excellence	Each innovation has tools used in the evaluation of the innovation (not necessarily published assessments).; benchmarks of quality are used in all to determine program capacity to implement	Commitment to work towards full implementation, scaling and sustaining efforts over a 5 year cycle. Official contract established	Multiple methods of delivery, In person, and though technology	Regionally supported on a predictable schedule.	Building evaluative measures of training and coaching effectiveness.
Center for Inclusive Child Care	Practiced Based Coaching using Adapted BEAM Pyramid Model (Watson, et al, 2008). The provider fills out an evaluation that focuses on the support the coach gave and new skills that they are using based on the information/ tools they learned through the coaching relationship.		Onsite delivery, face to face, phone, online	Yes	Retention of child
Center for Early Education and Development	Monthly "check in" on coaching lessons learned and challenges; Periodic CLASS observation date (depends on program) Use of baseline data to determine coaching goals	Cross-sector work in pre-K observation training and CLASS coaching training; Online support focused on PA coaches and mentors (past OLCs were cross-sector) Built around CLASS tool; coaches supported also to maintain reliability demonstrated via annual recertification test	Coaching is primarily face to face; includes some distance coaching--sharing video, phone, email, re-sources Also some group coaching	Yes	Increased quality of adult-child interactions

Organization	Tools - evaluating practices, consistency	Unique attributes/ other	Delivery	Location/ statewide?	Evaluation/ outcome/
Head Start-Practiced Based Coaching (PBC):	Valid and reliable tools are selected by grantee. PBC is inclusive of: coaching agreements, coach and coachee assessment tools, action plans, observation logs, and the Web Based Coaching Companion site.	Designed to support effective teaching practices using data informed based decisions about professional development and coaching.	Academies are in person.	Two regional academies have been held In Chicago, as well as 1 state.	13 MN Head Start grantees completed academies in 2014-2015. Grantee completed a PBC strategic plan to incorporate into its TTA plan.
Minnesota Association for the Education of Young Children	1 & 2. NAEYC Observable Criteria tool and other NAEYC self-study and self-assessment tools 2.Self-assessment based on training content from McCormick Center by Paula Jorge Bloom Early Childhood Work Environment Survey (ECWES) to determine PLC focus Program Administration Scale (new in 2015) Monthly PLCs and Cohort trainings	SQ is unique in that the focus is leadership development in order to improve quality of early childhood programs and uses a PLC model of RBPD in addition to site-based	Face-to-face, onsite with individual program, cohort trainings and PLC's, phone and email support	Currently limited to 9 county metro area Intent to open services to greater Minnesota	1. NAEYC Accreditation Formal 3rd party evaluation Child Trends (contracted by Greater Twin Cities United Way) http://www.childtrends.org/wp-content/uploads/2012/01/Getting-Ready-FR.pdf Coaches evaluated by staff 2. Retention of NAEYC Accreditation Support for Accelerated Parent Aware ratings Program Evaluation (various); pre & post self-assessments and PAS
Minnesota Licensed Family Child Care Association	Accreditation tools provided by the National Association for Family Child Care	Mentors have the experience as family child care providers and are also accredited themselves.	Onsite-face to face, phone, email	Statewide	Increasing the number of accredited family child care homes and also supporting providers through the Parent Aware process after accreditation. Improve the quality of care for children in the family

Organization	Tools - evaluating practices, consistency	Unique attributes/ other	Delivery	Location/ statewide?	Evaluation/ outcome/
					child care homes.
Minnesota Reading Corps **ServeMN**	ELLCO Pre/POST with monthly tasks for goal accomplishment in their Goal Setting Book, Integrity Checklists for evidence-based practices that teachers/coaches are trained on and then set goals and coach to. Coaches and teachers love them as they provide clear expectation and are props for ongoing learning Response to intervention and Data decision-making process, Literacy- and math-rich schedule to hang evidence based strategies onto. Integrity list for coaches and master coaches that includes; what and how	Math is a new focus of Professional Development,	Training in large group with the coach present, Coaching is 1:1 or some-times 2 teachers: 1 coach. Teachers receive coaching, 2 site visits a month: Pre-Observation, Observation of Literacy & Math rich schedule, and Observation of specific Teacher Goal (min. of 30 minutes, Post observation/reflection, problem solving and sharing of observation approx. 1 hour.	State Wide funding for MN. National in 5 other states currently it will be 7 in 2015-16 school year.	NORC quasi-experimental evaluation outcomes were significantly higher than match sites for children in all 5 areas of early predictors and Reading Corps classrooms out performed Classroom environment ELLCO results compared to basic or less for match classrooms Data are collected on children fall, winter, spring and identified children assessed monthly through progress monitoring. That data is used for site, and program improvement, ELLCO is done fall and spring, again used for site and program improvement.
Numbers Work!	Moomaw curriculum-based early math assessment tool	Sustainability planning within organization	Coaching done face to face	East metro plus Mille Lacs Band of Ojibwe	Project outcomes not directly tied to coaching but coaching a critical element of the logic model (children demonstrated statistically significant growth across sites)
Parent Aware Quality Coaches	Environment self-assessment	Strength-based with practice based model	Face-to-face, phone conversations, Skype	Statewide	Star Rating Child Trends Evaluation

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Organization	Tools - evaluating practices, consistency	Unique attributes/ other	Delivery	Location/ statewide?	Evaluation/ outcome/
Parent Aware Quality Coaches Submitted by Kim Stone/via Nancy Johnson Programs can contact their local CCR&R or School Readiness & Head Start can contact MDE and all programs and parents can visit www.ParentAware.org	MN Environment Self-Assessment (based on ECERS & ITERS) Early Childhood Indicators of Progress PA-approved Child Assessment Tools Curricula aligned with the ECIPS and approved for Parent Aware Classroom Assessment Scoring System (CLASS)	Multicultural and language diverse team of coaches who can bridge between cultures and languages Many ELL and/or culturally diverse providers and teachers SES diverse providers and teachers Flexible coaching starting with respect for the provider or teacher and their needs	1- to 4-year cycle of improvement efforts	Statewide	Child Trends conducting evaluations of child results, provider improvements, and parent satisfaction.
Words Work!	Early Language and Literacy Classroom Observation (ELLCO) Peabody Preschool Vocabulary Test (PPVT) Boehm Test of Basic Concepts Preschool	Sustainability focus and planning within organization All teaching staff (not just teachers)	Mentoring done face to face	In Head Start programs around the state	Children demonstrated statistically significant growth in literacy skills each year. Longitudinal study found WW students outperformed their peers locally and nationally on standardized tests in reading and math. Mentors a critical part of the logic model.

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