Early Childhood Coaching in NE: What Behaviors Characterize the Coach/Coachee Interaction?
Purpose

- Describe an evaluation study that was conducted to investigate early childhood coaching across Nebraska;
- Share results from a subset of data that highlights the association of coach and coachee behaviors;
- Offer an example of one mechanism for providing feedback to coaches on their coaching behaviors;
- Discuss implications for practice.
Thank You!

**Funding:** American Recovery and Reinvestment Act Funds; Nebraska Children and Families Foundation

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We express sincere thanks to the coaches and coachees who were willing to provide information and participate in observations for this study.
Evaluation Design

How was the evaluation designed and implemented?
Evaluation Design

- **Part 1: Follow-Up for ECTC Coach Participants**
  - All coaches who attended invited to participate in web-based survey follow up.
  - Provide training feedback and provide snapshot of coaching.
  - Sample = 34 coaches

- **Part 2: Coach-Coachee Observational Study**
  - Subset of coachees invited to participate in videotaped observations (n=22).
  - Intentionally selected from statewide efforts: Quality; Social-Emotional; EI/ECSE; Home Visiting; EHS/HS
  - Up to two sessions from each coach were videotaped.
  - Assess fidelity to ECTC coach training.
Elements of Coaching

- Didactic Training Elements
- Contextual/Systemic Variables
- Structural Features of Coaching
- Teacher Characteristics
- Process Features of Coaching
- Satisfaction/Usefulness of Coaching
- Teacher Knowledge
- Relational/Dyadic Context of Coaching
- Coach Characteristics

Early Childhood Educator Practices and Quality Classroom Experiences

Child Outcomes
Demographic Characteristics

Who were the coach and coachee (teachers, parents, child care providers, home visitors) participants that participated in the observation study?
Coach Characteristics
## Sample – Coaches

<table>
<thead>
<tr>
<th></th>
<th>Observation Group (n=21*)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>37 years (SD=9.7)</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>100% Female</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
</tr>
<tr>
<td>Some Training Beyond High School</td>
<td>4.8%</td>
</tr>
<tr>
<td>Two Year Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.8%</td>
</tr>
<tr>
<td>Four Year Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28.6%</td>
</tr>
<tr>
<td>Some Graduate Coursework</td>
<td></td>
</tr>
<tr>
<td></td>
<td>23.8%</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38.1%</td>
</tr>
<tr>
<td>Special Endorsements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>57.1%</td>
</tr>
</tbody>
</table>

*1 survey missing
# Sample - Coaches

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, non-Hispanic</td>
<td>81.0%</td>
</tr>
<tr>
<td>White, Hispanic or Latino</td>
<td>0.0%</td>
</tr>
<tr>
<td>African-American</td>
<td>9.5%</td>
</tr>
<tr>
<td>Biracial/Multi-racial</td>
<td>9.5%</td>
</tr>
</tbody>
</table>
# Sample – Coaches

<table>
<thead>
<tr>
<th>Average experience in early care</th>
<th>14.6 years (SD=9.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average experience as a coach</td>
<td>5.5 years (SD=5.5)</td>
</tr>
</tbody>
</table>

*All coaches had participated in the ECTC Coach Training series.*

*1 survey missing*
Coachee Characteristics

- Child Care
- Preschool
- Family
### Sample – Coachees

<table>
<thead>
<tr>
<th></th>
<th>Child Care (n = 10*)</th>
<th>Preschool (n= 6*)</th>
<th>Family (n=3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>36 years (SD=10.0)</td>
<td>30 years (SD=5.5)</td>
<td>28 years (SD=4.6)</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>100% Female</td>
<td>100% Female</td>
<td>100% Female</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GED</td>
<td>10.0%</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>High School Diploma</td>
<td>10.0%</td>
<td>--</td>
<td>33.3%</td>
</tr>
<tr>
<td>Some Training Beyond High School</td>
<td>10.0%</td>
<td>--</td>
<td>66.7%</td>
</tr>
<tr>
<td>One Year Vocational Training Certificate</td>
<td>10.0%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Two Year Degree</td>
<td>40%</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Four Year Degree</td>
<td>10%</td>
<td>66.7%</td>
<td>--</td>
</tr>
<tr>
<td>Grad Coursework</td>
<td>10%</td>
<td>16.7%</td>
<td>--</td>
</tr>
<tr>
<td>Graduate Degree</td>
<td>--</td>
<td>16.7%</td>
<td>--</td>
</tr>
<tr>
<td>Current CDA</td>
<td>20%</td>
<td>50%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Home Visitor group not displayed (n=1)**

*4 Child Care, 1 Preschool survey missing
Sample - Coachees

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, non-Hispanic</td>
<td>75%</td>
</tr>
<tr>
<td>African-American</td>
<td>5%</td>
</tr>
<tr>
<td>White, Hispanic or Latino</td>
<td>10%</td>
</tr>
<tr>
<td>Biracial/Multi-racial</td>
<td>10%</td>
</tr>
</tbody>
</table>
### Sample – Coachees

<table>
<thead>
<tr>
<th></th>
<th>Child Care</th>
<th>Preschool</th>
</tr>
</thead>
<tbody>
<tr>
<td>(n = 10*)</td>
<td></td>
<td>(n=6*)</td>
</tr>
<tr>
<td><strong>Average number of years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>teaching young children</td>
<td>9.6 years</td>
<td>5.7 years</td>
</tr>
<tr>
<td></td>
<td>(SD=9.7)</td>
<td>(SD=3.9)</td>
</tr>
<tr>
<td><strong>Average number of years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>working in early care and</td>
<td>10.0 years</td>
<td>6.7 years</td>
</tr>
<tr>
<td>education</td>
<td>(SD=9.4)</td>
<td>(SD=2.1)</td>
</tr>
<tr>
<td><strong>Average number of years</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employed in current position</td>
<td>4.7 years</td>
<td>3.1 years</td>
</tr>
<tr>
<td></td>
<td>(SD=6.8)</td>
<td>(SD=2.5)</td>
</tr>
<tr>
<td><strong>Average length time</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>employed at preschool/child</td>
<td>3.0 years</td>
<td>3.4 years</td>
</tr>
<tr>
<td>care center</td>
<td>(SD=3.2)</td>
<td>(SD=2.5)</td>
</tr>
</tbody>
</table>

*4 Child Care, 1 Preschool survey missing*
Unpacking the “black box” of the coaching conversation...
Describing Coaching Behaviors

Early Childhood Coaching Conversations (ECCC)
Purpose of the ECCC Codes

ECCC codes developed to provide information about behaviors observed during coaching conversations, for both coach and coachee, and intended to capture:

- Fidelity to coaching components;
- Range of behaviors evident in a coaching conversation (as defined by the ECTC Coach Training).
Coaching Components

Joint Plan

- Reflection
- Feedback
- Observation
- Action

Establish Context
Process of Coding

1. Initial codes developed and refined by project investigator and project coordinator.

2. Reliability training conducted for 3 UNL graduate students — ongoing discussion, refinement, video examples, etc. prior to actually establishing reliability.

    Consensus building is key!
Process of Coding

Actual coding process once coder is reliable:

- Coder views tape from start for 5 minutes to allow introduction to context of conversation.
- Coding of tape from start to finish with behaviors coded as present/not present every 2 minute interval.
Coach Behaviors Defined

1. **Establish relationship** – small talk

2. **Introduce new topics** – directs or initiates

3. **Acknowledges/affirms** – coachee behaviors, ideas, input

4. **Nonverbal acknowledgement** – active listening

5. **Use of questions** – invites input or clarifies intent
5. **Use of information** — share observations from time in home, center or classroom; shares information related to topic and/or coachee request/question; feedback which adds new information to coachee behavior or situation; suggestions

6. **Establishes connection and joint plan** — connects to previous conversations; promotes or establishing specific plans, actions, ideas
Coachee Behaviors Defined

1. **Participates in relationship** – small talk
2. **Brings up new topics or asks questions/makes requests** – unrelated or related to current topic
3. **Responses to coach** – contributes/elaborates or agrees/acknowledges
4. **Proposes changes** – new ideas, actions, behaviors as a result of the conversation
Question 1: Behaviors

How do the behaviors of coaches relate to the behaviors demonstrated by their coachee?

- Relationship
- Observation
- Feedback
- Joint Planning
How does the coachee respond when the EC Coach:

- Uses supportive statements that invite input?
- Uses nonverbal acknowledgement?
The odds of a coachee contributing to or elaborating on observations, questions or feedback that the coach has shared is 73x higher when the coach uses questions or support statements to invite input or sharing as compared to when they do not (p<.001).
The odds of a coachee contributing to or elaborating on observations, questions or feedback that the coach has shared is $137 \times \text{higher}$ when the coach uses nonverbal acknowledgement as compared to when they do not ($p<.001$).
OBSERVATION

How does the coachee respond when the EC Coach:

• Shares specific observations?
The odds of a coachee contributing to or elaborating on observations, questions or feedback that the coach has shared is **20x higher** when the coach shares specific observations as compared to when they do not (p<.001).
How does the coachee respond when the EC Coach:

• Provides feedback that is specific to the scenario, including specific examples?
The odds of a coachee contributing to or elaborating on observations, questions or feedback that the coach has shared is **19x higher** when the coach uses feedback - including use of **specific examples** - as compared to when they do not ($p<.001$).
JOINT PLANNING

How does the coachee respond when the EC Coach:

• Encourages connection?
• Uses specific comments, questions or reflections for the purposes of planning next steps?
The odds of a coachee contributing to or elaborating on observations, questions or feedback that the coach has shared is 50x higher when the coach encourages a connection to previous conversations as compared to when they do not (p<.001).
The odds of a coachee proposing ideas for change (behavior, action or attitude change) as a result of coaching is 9x higher when the coach uses questions, comments or clarifying statements for the purpose of planning next steps as compared to when they do not (p<.001).
Frequency of Coach Behaviors

- Nonverbal Acknowledgement: 73%
- Invite Input/Reflection: 38%
- Share Specific Observations: 9%
- Share Feedback: 13%
- Connects Topics: 16%
- Plan Next Steps: 22%
Elements of Coaching

- Didactic Training Elements
- Teacher Characteristics
- Process Features of Coaching
- Relational/Dyadic Context of Coaching
- Coach Characteristics
- Contextual/Systemic Variables
- Satisfaction/Usefulness of Coaching
- Structural Features of Coaching
- Teacher Knowledge

Early Childhood Educator Practices and Quality Classroom Experiences

Child Outcomes
"I still don't have all the answers, but I'm beginning to ask the right questions."
Question 2: Feedback/ PD

• How can data from observations be used to provide feedback to early childhood coaches?

• What is the response of coaches?
ECCC Profiles

- Coach and coachee codes collapsed into definitions for ease of data sharing.
- Plotted in bar graph format by individual coach and using percent of intervals per coaching behavior.
Profile Examples

- Intended to provide a visual description of individual coaching behaviors used during a particular session, and including coachee responses.

- Developed to provide the coach with the opportunity to reflect on her coaching behaviors within the context of the individual conversation and along the continuum of the relationship.
Use of Coaching Strategies

Coach: 4  
Date: 8/24/11
“…Actually I learned that…I have more strengths than I thought I had…just really being able to see things about myself. I honestly felt pretty disoriented before that and really didn’t have any sense of an idea of how to evaluate myself in the coaching process.”

“Wasn’t really sure of the different behaviors I was using until I saw the graph.”
“Watching a video definitely made me feel more comfortable and also gave me a really good, clear depiction of how I’m doing.”

“…when you’re in the moment, you’re trying so many different things to get a hook you may not notice that it worked until after maybe you view it…That’s probably a really good benefit, to see what’s working.”

“It was useful so I know how the teachers feel, … if the teachers are seeing you [coach] be videotaped, they know that you need to experience the same things they’re experiencing. That you’re not above or you’re not better than they are, and that it’s ok to receive feedback. I know that’s a big part of our coaching process, and part of that is being a little… self-critical, and reflecting about how you do things.”
Summary

- The behaviors that early childhood coaches exhibit are important and relate to the likelihood of the coachees actively participating in the coaching conversation.

- Coach behaviors directed towards (a) relationship-building, (b) observational, (c) feedback and (d) joint planning, relate to an increase in the coachee’s level of engagement in the coaching session.

- Feedback for early childhood coach professionals is needed to support their practice; coaches expressed a desire for this support when interviewed. A mechanism for providing professional development to EC coaches about their use of coaching strategies is warranted.
Questions?

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