



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



CYFS Summit on Research in Early Childhood  
April 25<sup>th</sup>, 2012

# 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!



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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.*

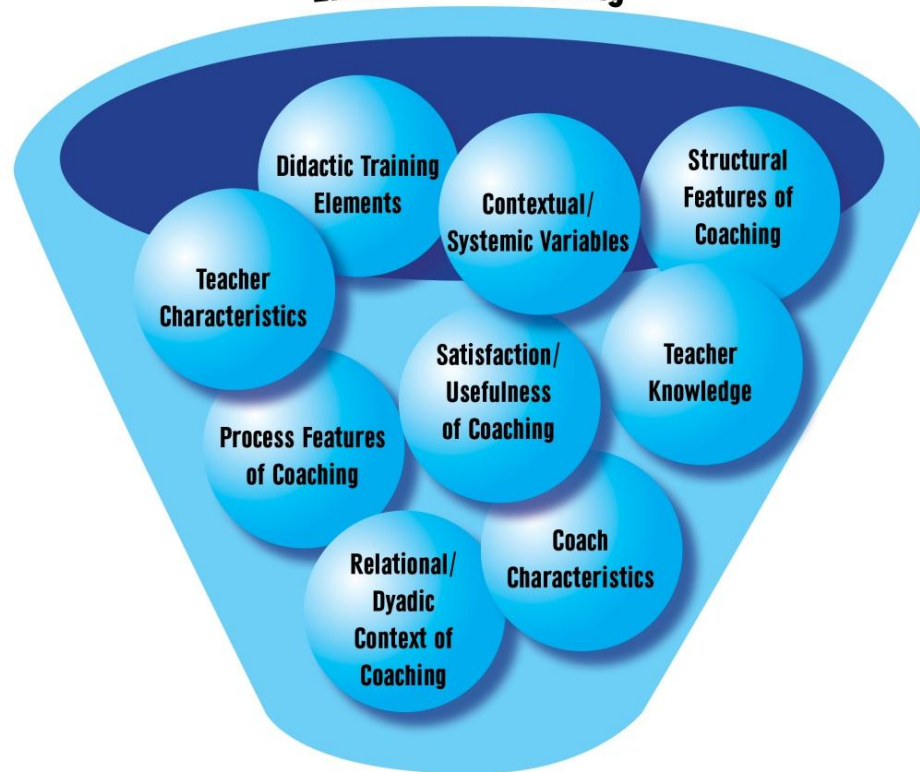
# Evaluation Design

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



**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

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

\*1 survey missing

# Sample - Coaches

## **Ethnicity**

White, non-Hispanic	81.0%
White, Hispanic or Latino	0.0%
African-American	9.5%
Biracial/Multi-racial	9.5%

# Sample – Coaches

<b>Average experience in early care</b>	14.6 years (SD=9.9)
<b>Average experience as a coach</b>	5.5 years (SD=5.5)
<i>All coaches had participated in the ECTC Coach Training series.</i>	

\*1 survey missing

# Coachee Characteristics

- ✓ Child Care
- ✓ Preschool
- ✓ Family

# Sample – Coachees

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

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

\*4 Child Care, 1 Preschool survey missing

# Sample - Coachees

## *Ethnicity*

White, non-Hispanic 75%

African-American 5%

White, Hispanic or Latino 10%

Biracial/Multi-racial 10%

# Sample – Coachees

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

\*4 Child Care, 1 Preschool survey missing

# Observational Coach-Coachee Data

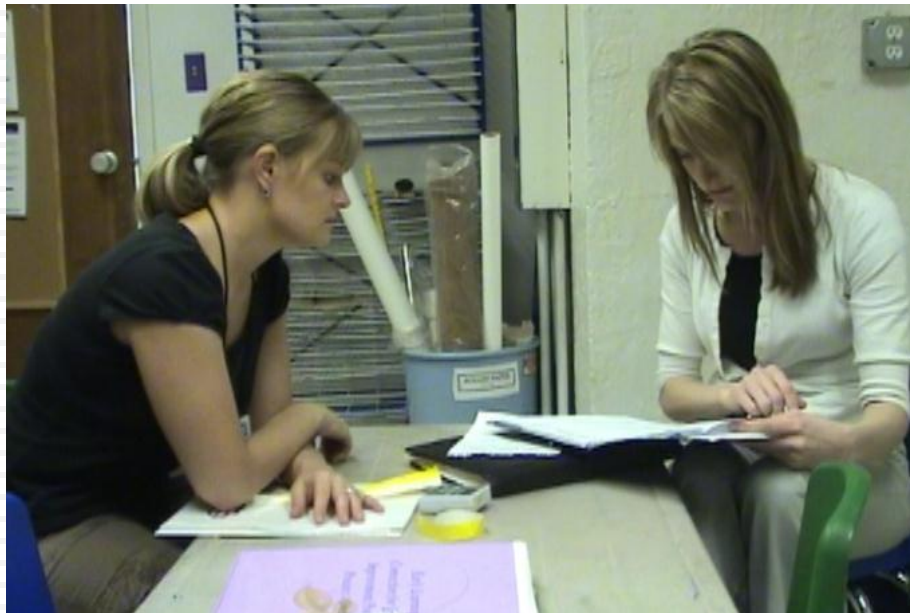
Unpacking the “black box” of the  
coaching conversation...





# Describing Coaching Behaviors

## Early Childhood Coaching Conversations (ECCC)

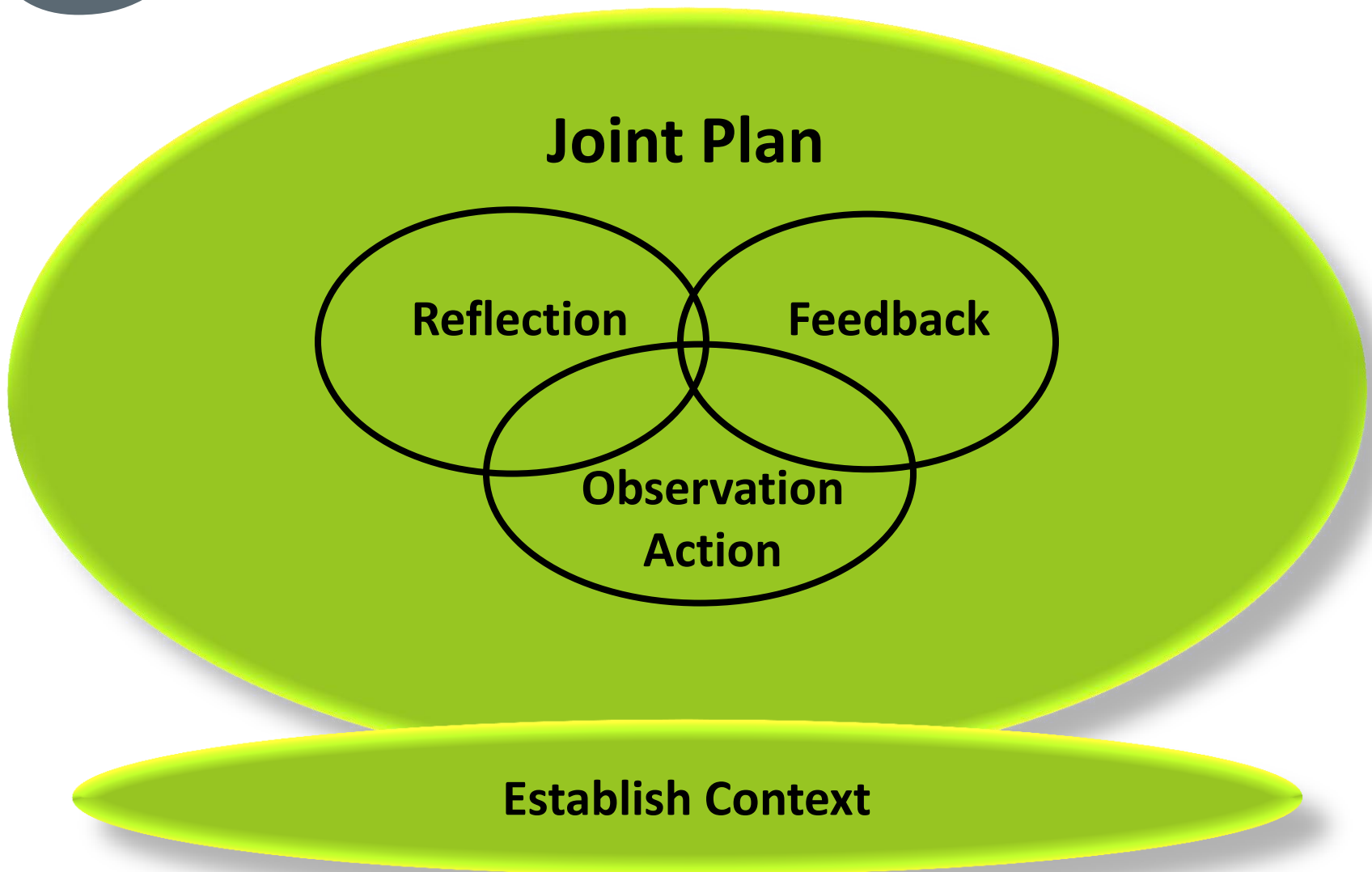


# Purpose of the *EC*CC Codes

*EC*CC 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



# 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

# Coach Behaviors Defined

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

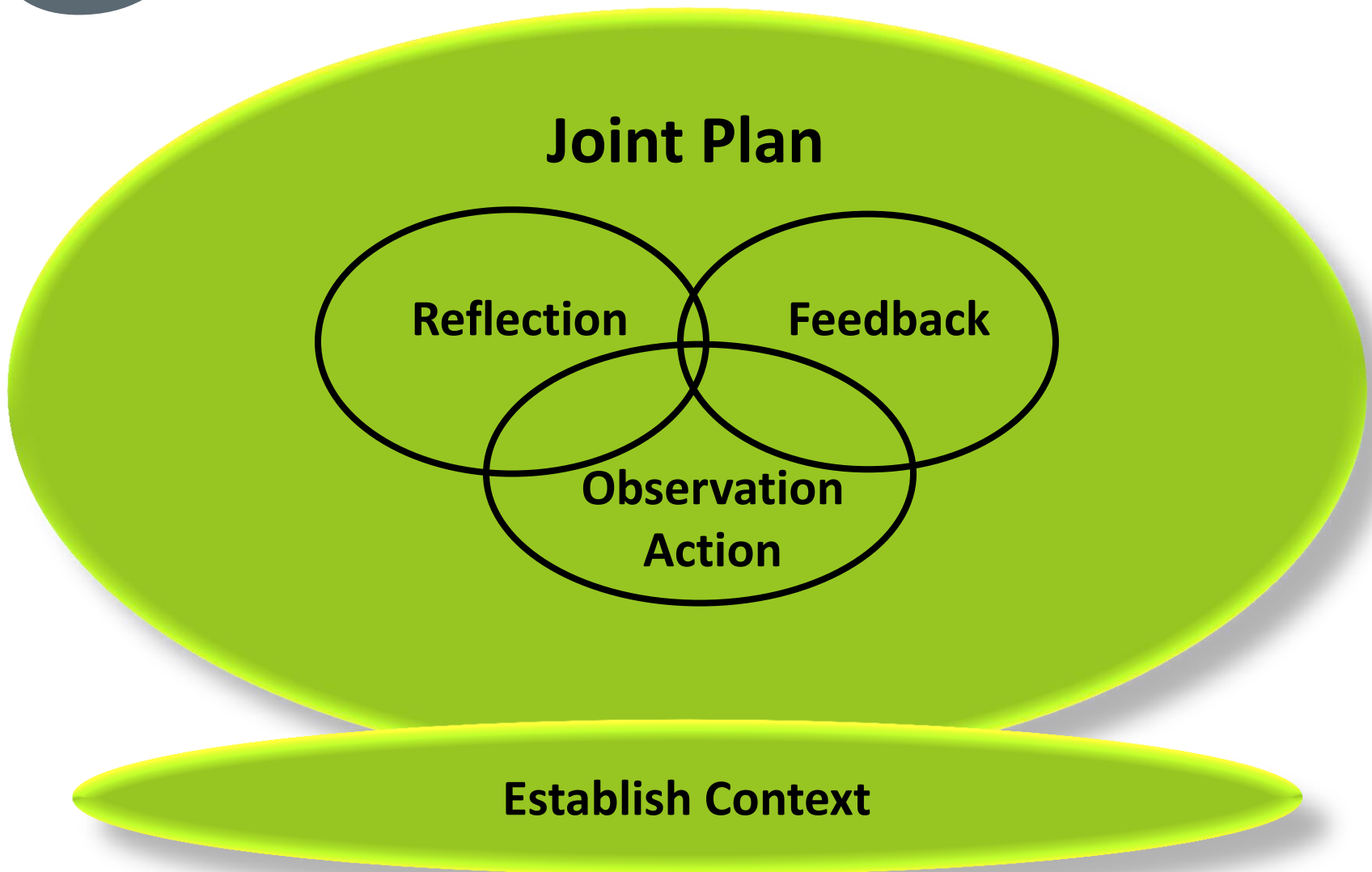


# Question 1: Behaviors

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

- Relationship
- Observation
- Feedback
- Joint Planning

# Coaching Components



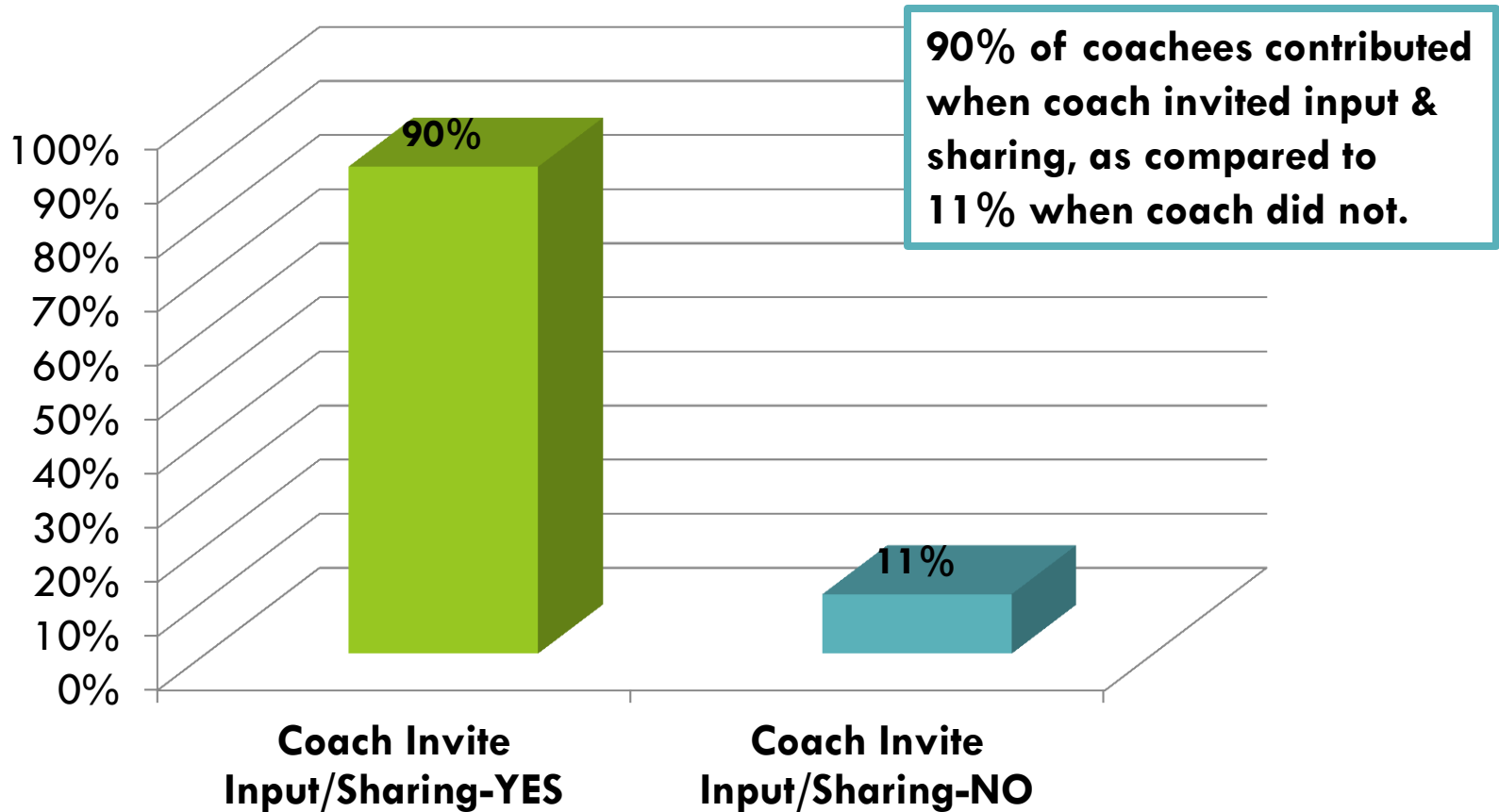
# RELATIONSHIP



*How does the coachee respond when the EC Coach:*

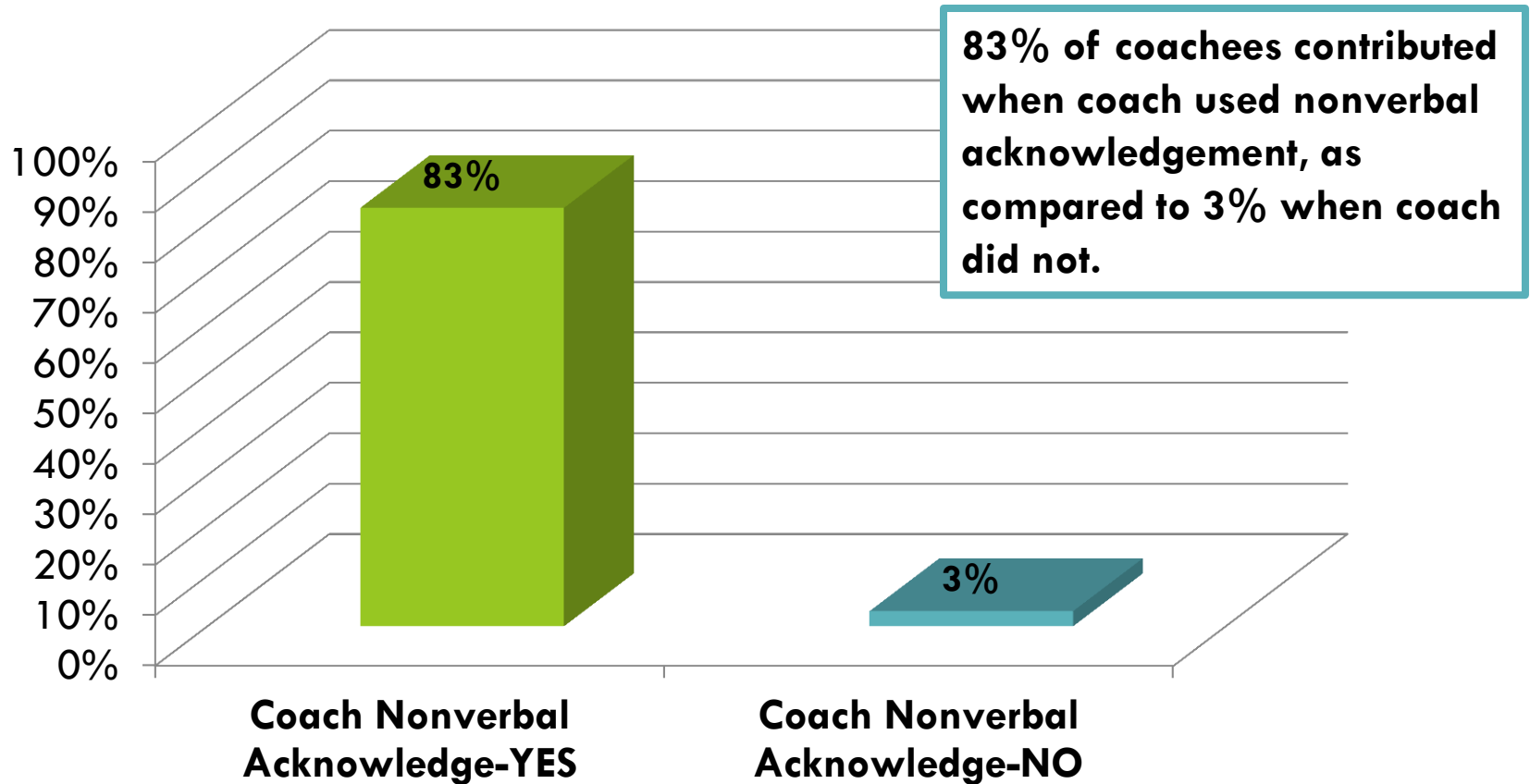
- Uses supportive statements that invite input?
- Uses nonverbal acknowledgement?

# Coachee Contributes or Elaborates



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 ( $p < .001$ ).

# Coachee Contributes or Elaborates



The odds of a coachee contributing to or elaborating on observations, questions or feedback that the coach has shared is **137x higher** when the coach uses nonverbal acknowledgement as compared to when they do not ( $p < .001$ ).

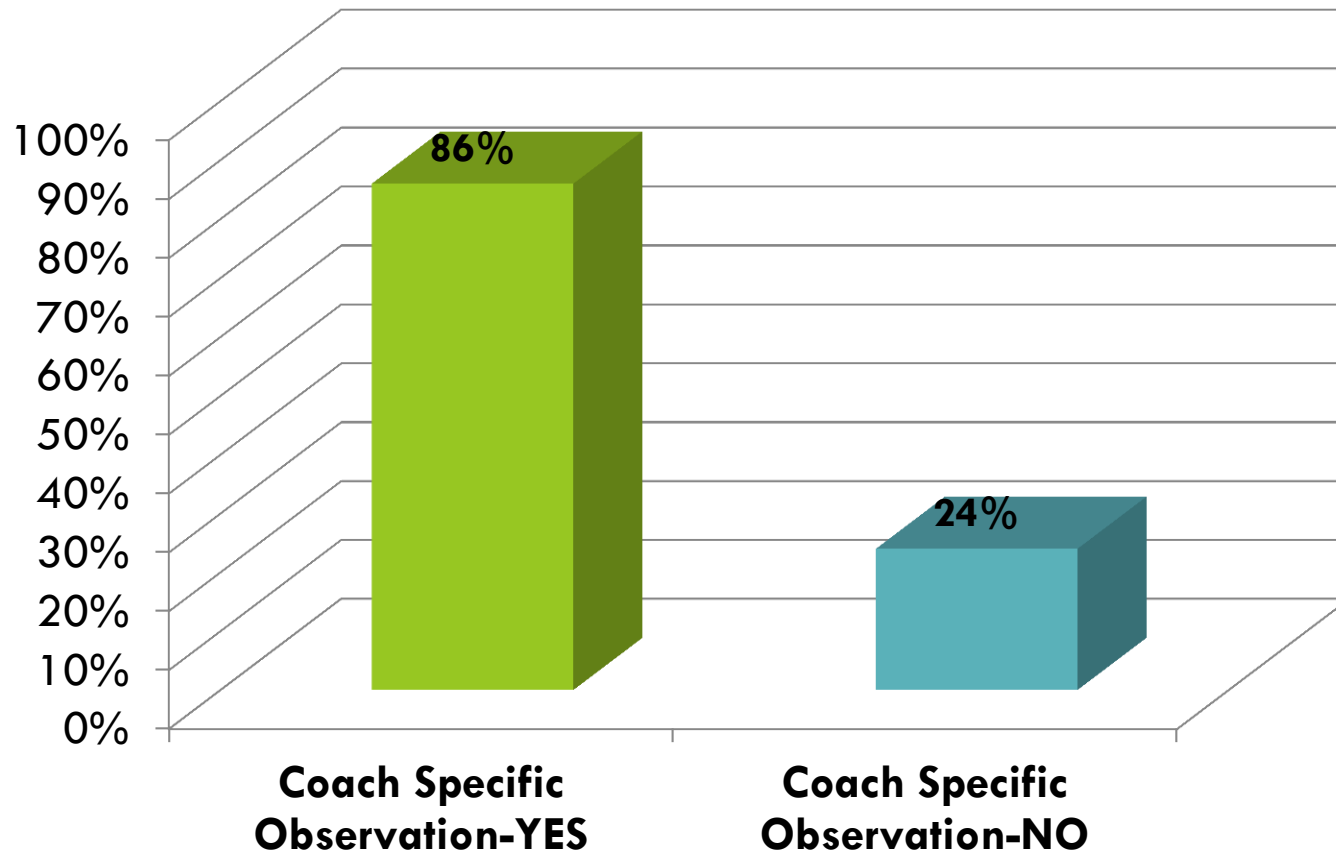
# OBSERVATION



*How does the coachee respond when the EC Coach:*

- Shares specific observations?

# Coachee Contributes or Elaborates



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 ( $p < .001$ ).

# FEEDBACK

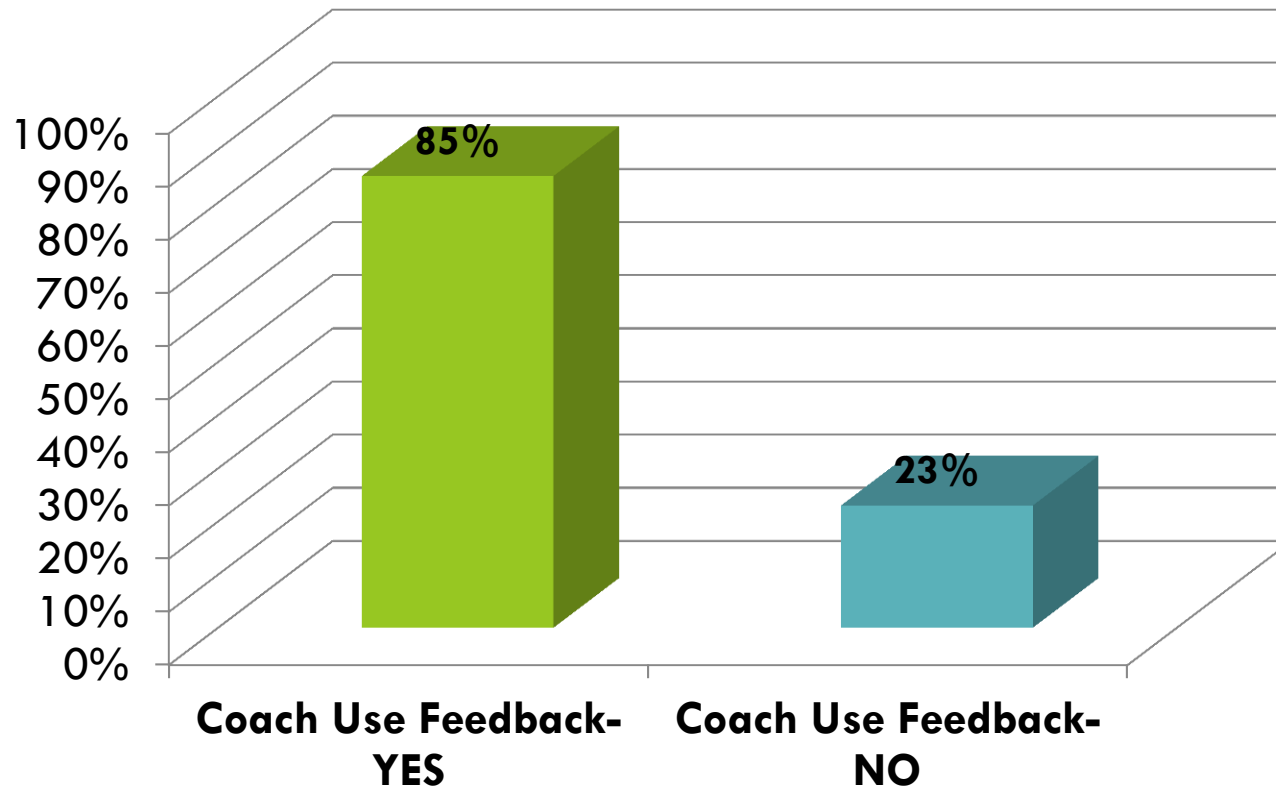


*How does the coachee respond when the EC Coach:*

- Provides feedback that is specific to the scenario, including specific examples?



# Coachee Contributes or Elaborates



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 ( $p < .001$ ).

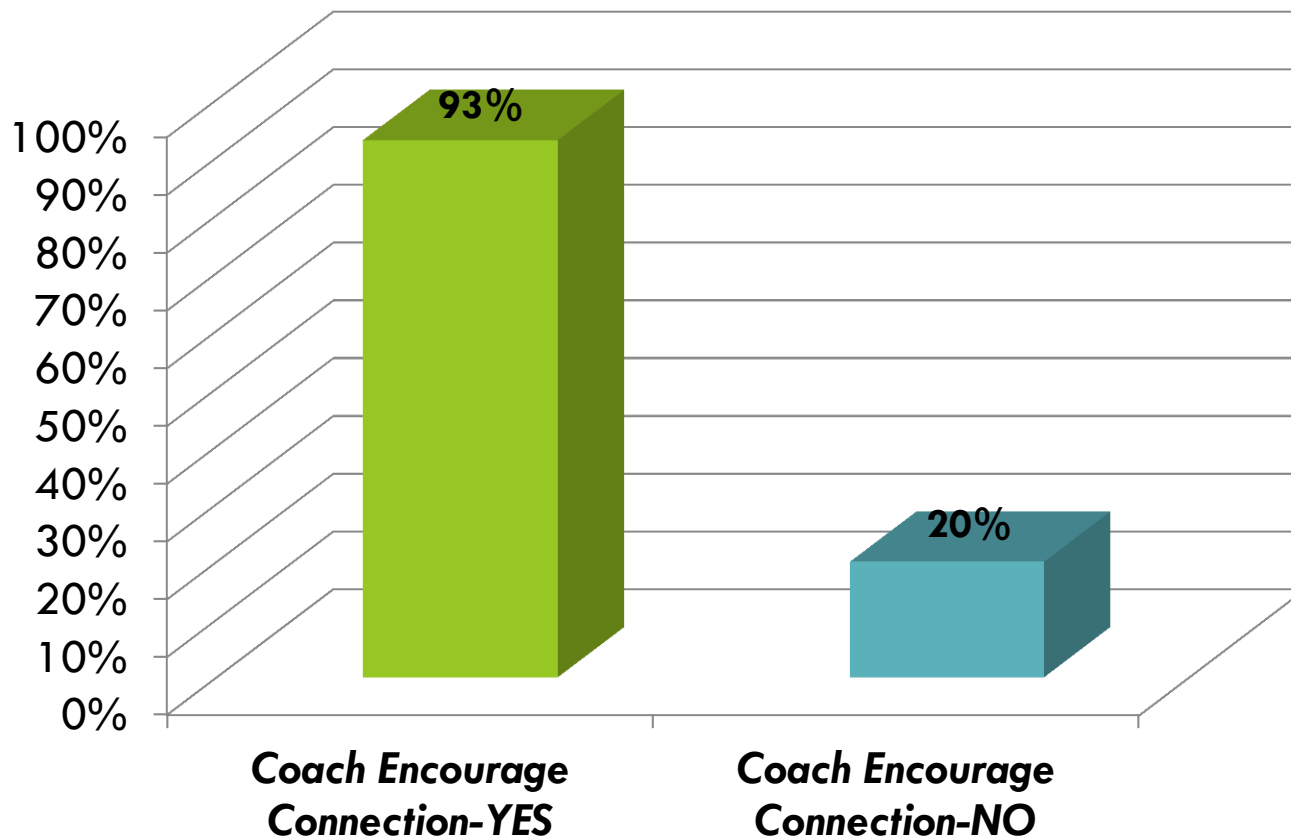
# JOINT PLANNING



*How does the coachee respond when the EC Coach:*

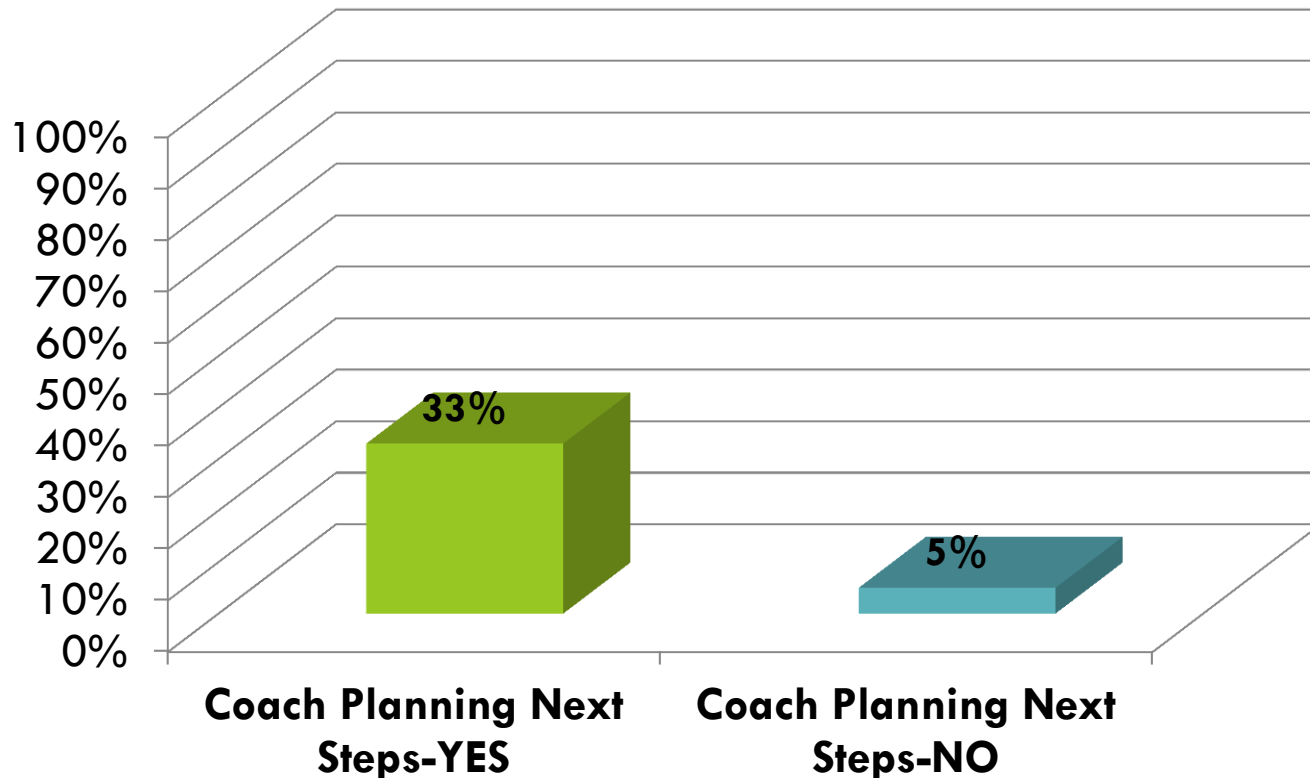
- Encourages connection?
- Uses specific comments, questions or reflections for the purposes of planning next steps?

# Coachee Contributes or Elaborates



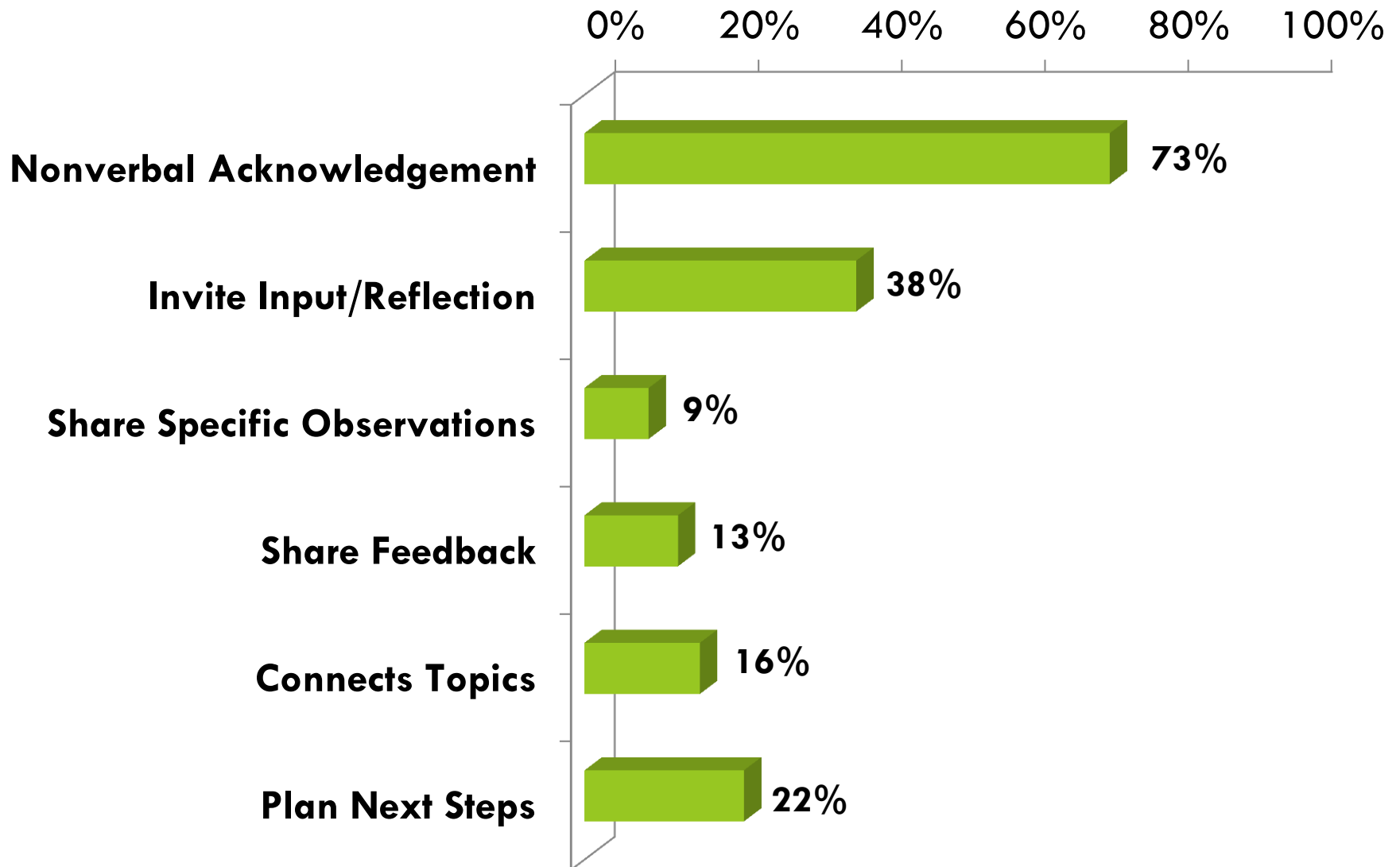
The odds of a coachee contributing to or elaborating on observations, questions or feedback that the coach has shared is **50x higher** when the coach encourages a connection to previous conversations as compared to when they do not ( $p < .001$ ).

# Coachee Proposes Ideas for Change

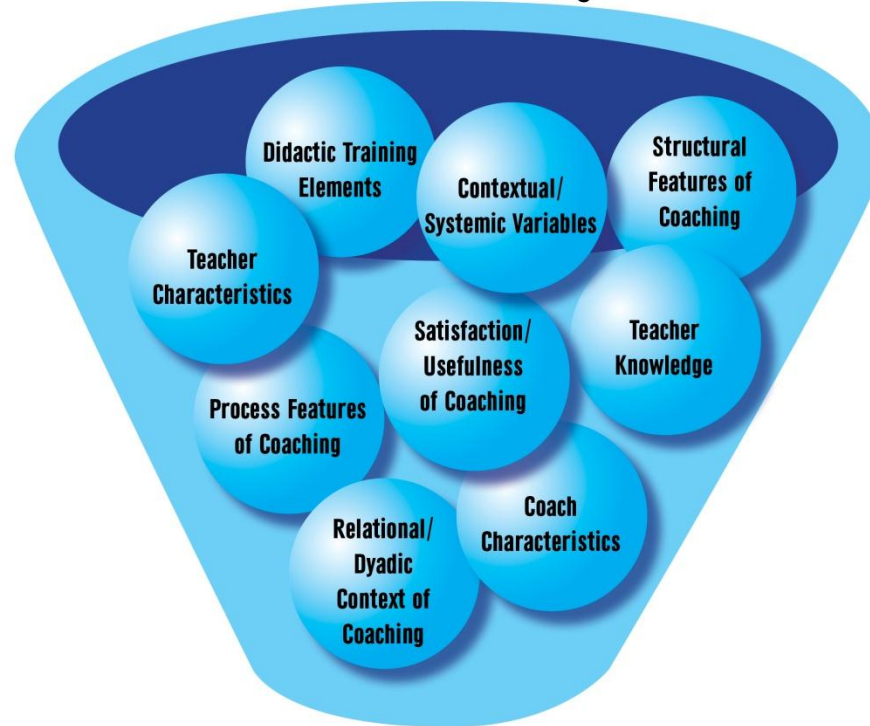


The odds of a coachee proposing ideas for change (behavior, action or attitude change) as a result of coaching is **9x higher** when the coach uses questions, comments or clarifying statements for the purpose of planning next steps as compared to when they do not ( $p < .001$ ).

# Frequency of Coach Behaviors



## Elements of Coaching



**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

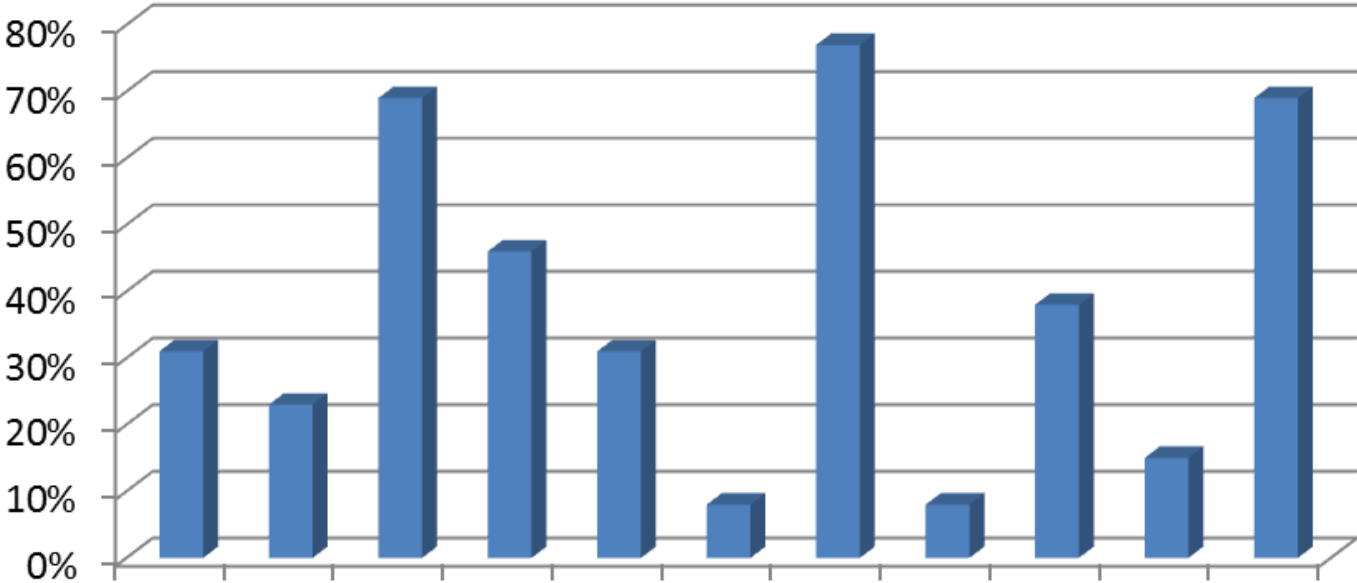


- Intended to provide a visual description of individual coaching behaviors used during a particular session, and including coachee responses.
- Developed to provide the coach with the opportunity to reflect on her coaching behaviors within the context of the individual conversation and along the continuum of the relationship.

# Use of Coaching Strategies

Coach: 1

Date: 8/26/11

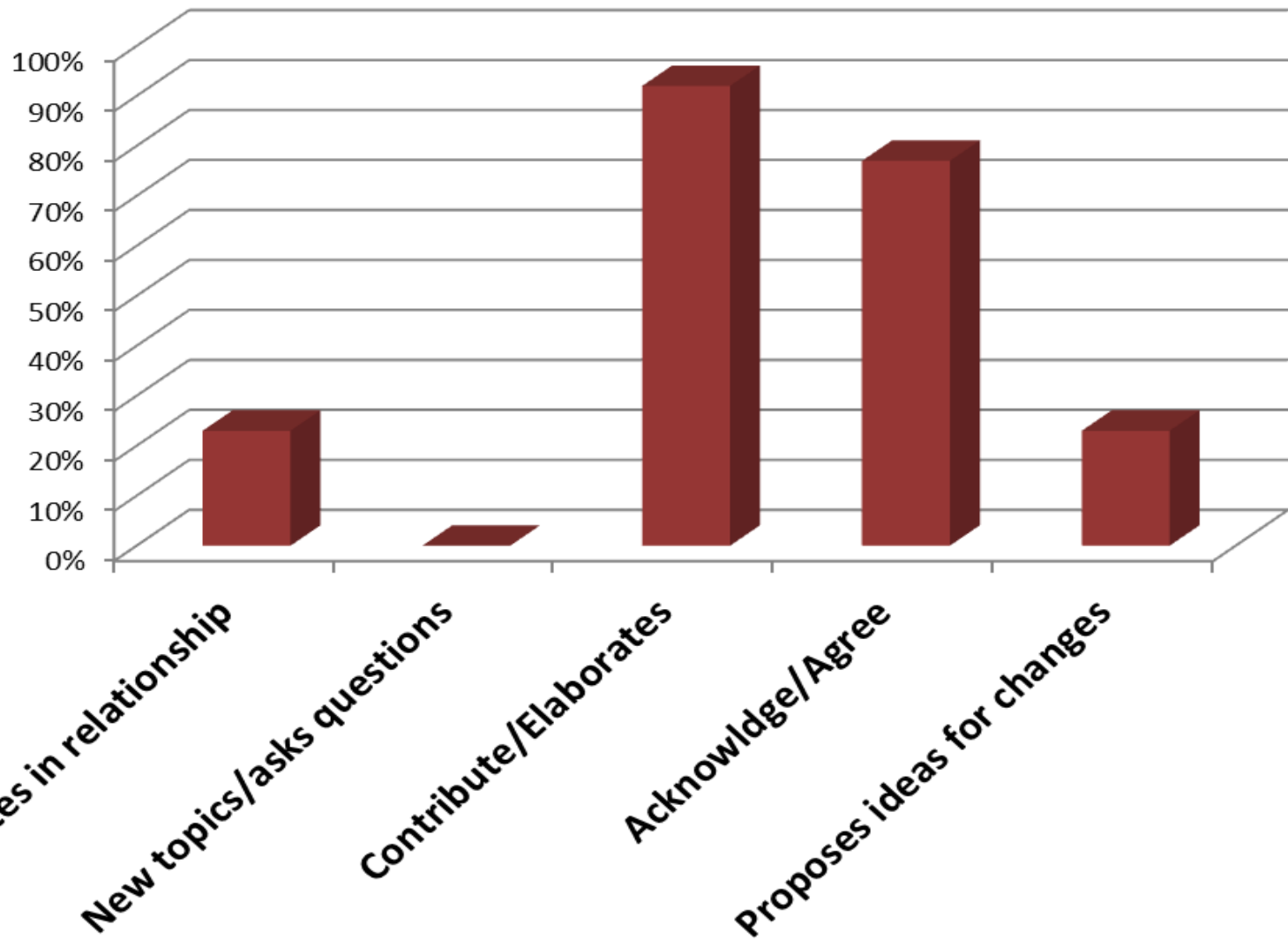


Establish Relationship  
Introduce New Topic  
Acknowledge/ Affirm  
Questions - Input/Reflection  
Questions - Clarify  
Info - Shares Observations  
Info - Shares Info  
Info - Feedback  
Info - Suggestions  
Connects Topics  
Joint Planning

# Coachee Conversation Behaviors

Coach: 1

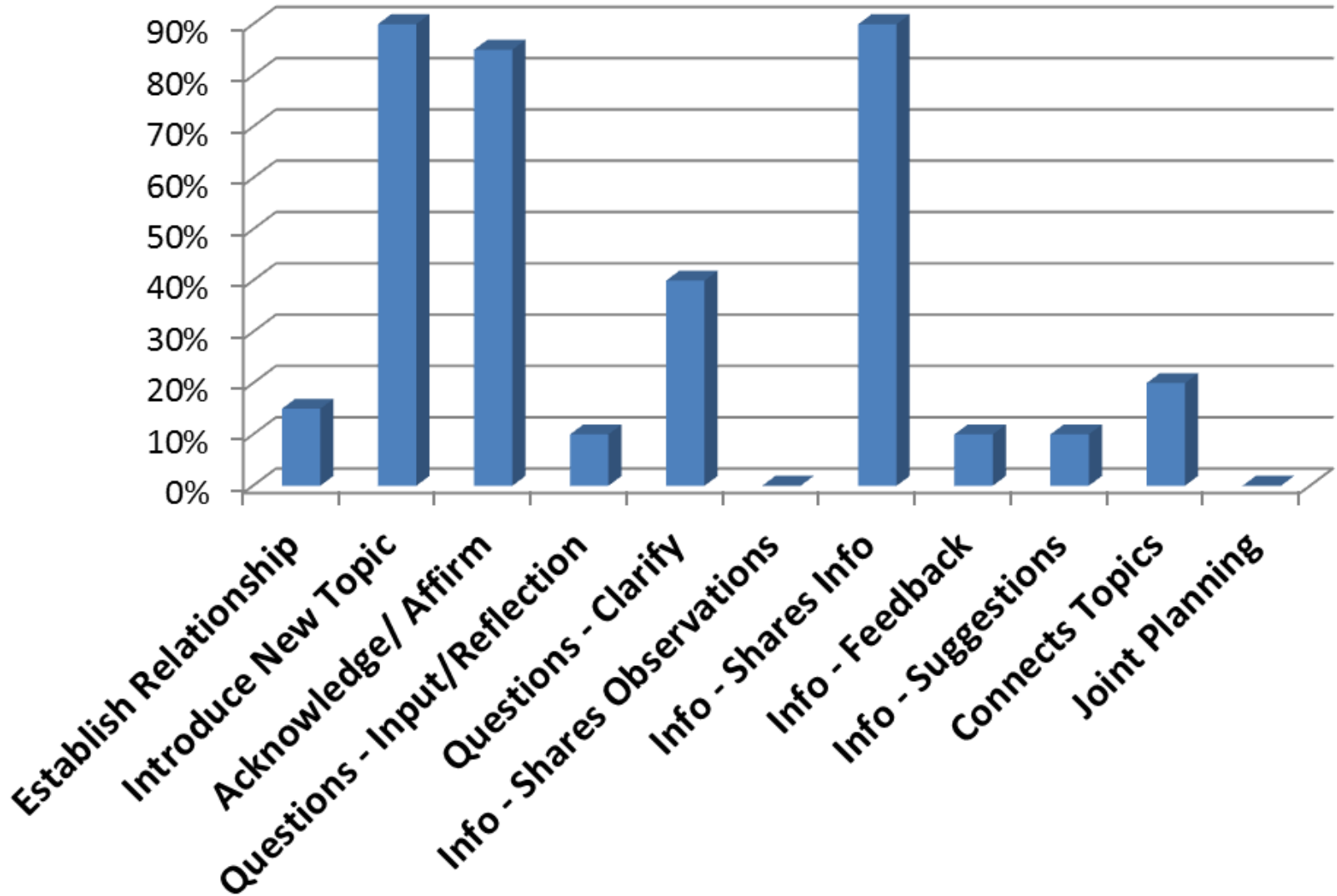
Date: 8/23/11



# Use of Coaching Strategies

Coach: 4

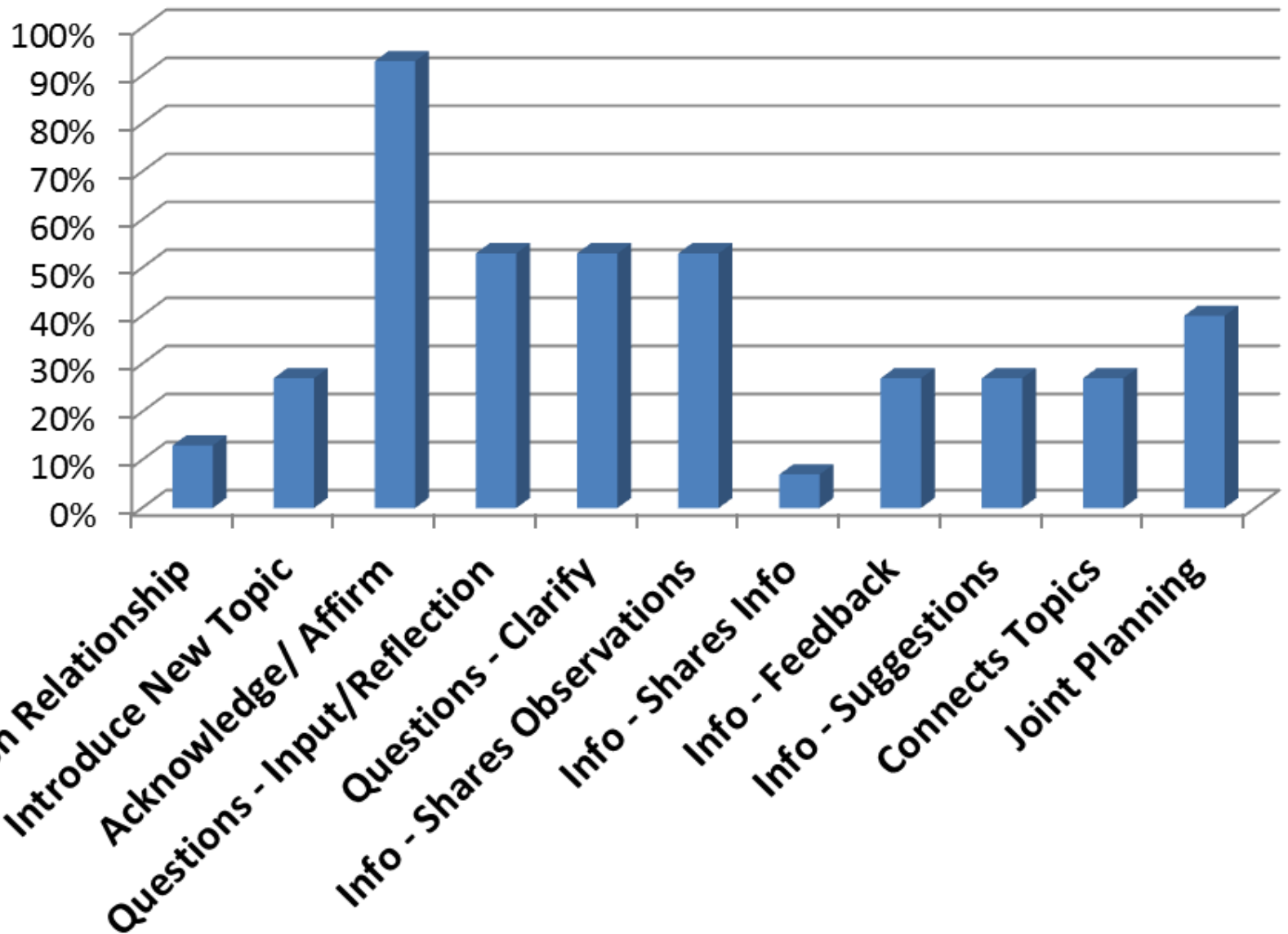
Date: 8/24/11



# Use of Coaching Strategies

Coach: 6

Date: 8/23/11



# Response from Coaches - Graphs

- *“...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.”*

# Response from Coaches - Video

- *“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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