

"Action Plans At Work":

Effective Mentor Coaching for Family Childcare Providers

*Presented by
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Infants,
Toddlers,
Preschoolers &
School Age

Note:
Get your
Action Plans
Ready



Lyssa Laine's
Coach-Cultivate-Create

www.lyssalainzs.com



Mentor Coaching for Family Childcare Providers

01

What is Mentor
Coaching

02

Effective
Coaching-
Practice Based

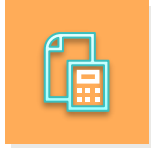
03

Action Plans at
Work

04

Effective
Teaching
Practices

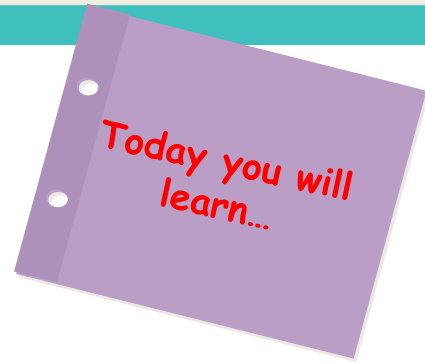
Outcomes



Understanding how to effectively coach to produce outcomes.



Develop an effective action plan for family childcare providers.



Strategies to promote effective teaching practices.



Whoa!

It is time to get
“Action Plans
at Work”.



Mentor
Coaching is...



01

Mentor Coaching

Mentor Coaching



“Mentor-Coaches support professional development and work to build excellence in the daily practice of teaching staff. ”

*By JoAnn Knight Herren
(Being an Effective Mentor-Coach)*

- Mentoring offers an approach to teacher training within the context of the teaching environment and emphasizes excellence in daily practice.
- Mentoring reflects the principles of adult learning that guide training and staff development. Training builds on teachers' experiences, provides opportunities for peer interaction and problem solving, is relevant to the work in which staff are engaged, and uses a variety of learning strategies.
- Mentoring is a strategy to ensure the implementation of curricula and best practices in teaching and home visiting. By enhancing staff skills, mentoring fosters positive child outcomes and school readiness.

- ABC's of Mentor Coaching



Always build the
relationship first

Be an active listener

Collaborate to develop
an action plan

Why is Coaching Important?



Coaching is an effective source of professional development.

Coaching Benefits Children



- Coaching influences teaching practices.
- Quality teaching influences child outcomes.

The Role and Impact of Coaching

In this video coaches
and educators
discuss coaching.



Video: Role and
Impact of Coaching

02

Effective Coaching- Practice Based



Practice Based Coaching (PBC)

PBC is a
cyclical
process

Promote
positive
outcomes for
children and
families.



Collaborative
Partnerships



Shared Goals and
Action Planning



Focused
Observation



Reflection and
Feedback

PBC Cycle

National Center on
Early Childhood
Development, Teaching
and Learning



Collaborative Partnerships

The coach and educator work together to define and carry out the partnership.



- Partnerships are centered around work.
- The coach and educator bring their own specific expertise.

What is Shared Goals and Action Planning?



- The educator and coach use a needs assessment, or other tool, and child data to determine practices to work on collaboratively.

Shared Goals and Action Planning: How



Educators and coaches engage in **three** main steps toward identifying goals:

- Gather information.
- Write shared goals.
- Develop an action plan.

Gather Information

Gather information about an educator's current practices.

- Direct observation
- Interviews
- Self-reflection
- Other data



Write Shared Goals

The educator and coach select a goal to target for improvement.

Shared goals address:

- A specific teaching or home visiting practice.
- Strategies and resources.



Writing Goals

In this video, a coach supports an educator in identifying a goal and developing an action plan



Video: Writing Goals

What is Focused Observation?

The coach zeroes in on the educator's goals and practices to:

- Gather information.
- Record notes.
- Use supportive strategies.



Focused Observation: How

Determine the specific goal of the observation related to the action plan.

Agree on:

- A data collection method
- Coaching strategies
- An observation format
- A time to observe



Coaching During the Observation

The coach may also provide a variety of supports during the observation. These might include:

- Modeling of practices
- Side-by-side support
- Other help



Reflection and Feedback: How

When reflecting and giving feedback,
the coach:

- Shares observations.
- Asks open-ended questions.
- Guides discussion on practices that value and affirm all children.
- Encourages recognition and sharing of assumptions and implicit biases.
- Offers resources.
- Celebrates successes and progress.

Providing Feedback

When educators and coaches reflect on practice implementation, the coach:

- Provides encouragement and support.
- Helps the educator monitor progress towards goals.
- Provides opportunities for deeper insight.



Reflection

- Reflective phrases
 - I hear you. It sounds like...
- Open-ended questions
 - What happened yesterday?
 - Why do you think...?
 - What might happen if...?



Goals of Providing Feedback

The goal of providing feedback is to get the educator to reflect.

The coach can give two types of feedback:

- Supportive Feedback
- Constructive Feedback



Effective Feedback

Effective feedback is:

- **Linked.** Coaches explicitly link the focused observation to the action plan
- **Specific.** Coaches clearly describe what was observed.
- **Responsive.** Coaches respect the educator's perspective and values.



03


Action Plans at Work

How do we start “Action Planning”?

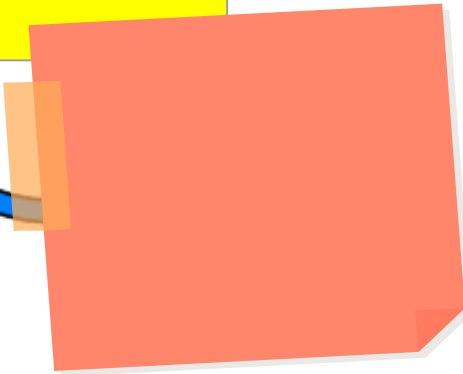

- Step 1: Specify a practice
- Step 2: Conduct a needs assessment
- Step 3: Identify priorities for coaching
- Step 4: Set SMART Goals
- Step 5: Develop an action plan



Action Planning Flow Chart



1	2	3	4	5
Specify a practice or a set of practices.	Gather information about implementation of practices through a needs assessment.	Use the information gathered about implementation, and identify priorities for coaching.	Set SMART goals based on priorities.	Develop an action plan for use as the coaching roadmap.



Develop an Action Plan

Action plans include:

- The goals that are the focus of coaching.
- Actions toward achieving the goal.
- How to know when the goal is achieved.
- Timeframe for completion.
- Supports or resources needed.
- Considerations on supporting and valuing all children.

Example of a Teaching Practice Action Plan

TEACHING PRACTICE ACTION PLAN		
<p>The goal I will work on in my classroom:</p> <p>I will change the way I structure my centers so that children interact with more team members during activities.</p>		
STEPS TO ACHIEVE THIS GOAL:	RESOURCES NEEDED:	BY WHEN:
1. Learn about another way to structure my centers.	1 to 2 hours after school, websites, training materials	Monday, 9/10
2. Meet with team members to discuss new center structure.	Use regular planning time on Wednesday	Wednesday, 9/12
3. Try it out for a week while videotaping or take notes about interactions; review video.	Video camera, coach to set it up, clipboard for each member to take notes	Wednesday, 9/19
4. Decide if the new way encouraged more interactions, and make changes as needed.	Discuss with coach and team.	Friday, 9/21
REVIEW DATE: 9/24		
<p>I know I achieved this goal because:</p> <p>My team and I have implemented a structure for centers that allow each of us to interact with all of the children during center time.</p>	<p>I am making progress toward this goal and will keep implementing my action plan.</p>	<p>I need to make changes to my plan to achieve this goal by revising the goal or changing the steps.</p>

The action plan is the coaching "road map."

Blank Sample of
an Individual
Mentor Coaching
Action Plan

Mentor Coaching Action Plan			
Educator Name:			
Round One			
Check-In Dates			
Shared Goals and Action Planning			
Focused Observation			
Data Reviewed:			
Reflection and Feedback			
Round Two			
Check-In Dates			
Shared Goals and Action Planning			
Focused Observation			
Data Reviewed:			
Reflection and Feedback			
<input type="checkbox"/> I have achieved this goal by meeting the criteria specified in the shared goal above	<input type="checkbox"/> I am making progress toward this goal and will keep implementing my action plan	<input type="checkbox"/> I need to make changes to my plan to achieve this goal by revising the goal or changing the action steps	

Mentor Coaching Action Plan				
Educator Name:	Ms. Happy ABC			
Round One				
Check-In Dates	10/14/20	11/12/20	12/02/20	
Shared Goals and Action Planning				
<p>The goals identified are: that keeping the students safe in my environment and trying to practice social distances and encouraging the parents to wear the face masks. The second goal is the TSG goal to make sure I'm doing them correctly.</p>				
Focused Observation (Conversations and TSG Data)				
Data Reviewed:	Literacy	N/A	N/A	
<p>The spring 2019/2020 TSG data was reviewed to determine a baseline. During the educator discussion we discussed the trends about the data from last school year. The Class Profile report was viewed. It compares information about children's skills, knowledge, and behaviors to widely held expectations for their age or class/grade during a particular checkpoint period. Some trends identified are literacy and math. The fall 2020/2021 TSG data in due on November 8, 2020 to be entered in the system. Currently, what data are</p>				
Reflection and Feedback				
<p>Reflection 1st Meeting: Provide support with health and safety and TSG; educator use take home activities, provide materials and booklets; extending lessons and using anecdotal notes.</p> <p>3rd Reflection/ Feedback: Discussed the Fall TSG Data entered in on November 8, 2020. Discussed how the resources and strategies were used to support the goals. Provided support with using different strategies for obtaining TSG data for the children virtually. Provide tips for families using this link</p>				
Round Two				
Check-In Dates	10/28/20	11/18/20	12/16/20	
Shared Goals and Action Planning				
<p>The goals identified are: that keeping the students safe in my environment and trying to practice social distances and encouraging the parents to wear the face masks. The second goal is the TSG goal to make sure I'm doing them correctly.</p>				
The action plan to reach these goals: The plan is to provide support for safe environments and to understand				
Focused Observation (Conversations and TSG Data)				
Data Reviewed:	Cognitive	Language		
<p>10-28-20: Provided resources in regards to health and safety. Educator will provide feedback on the activities used and the information shared with families.</p> <p>11-18-20: During this meeting Ms. ABC discussed about language and literacy.</p> <p>12-16-20: During the final coaching call I discussed with Ms. ABC to continue making progress working towards her goals.</p>				
Reflection and Feedback				
<p>2nd Meeting Feedback: Provided information in regards to social distancing, health and safety practices. (Document Attached) Additional resources: Office of Head Start Updates on COVID-19 https://eclkc.ohs.acf.hhs.gov/about-us/coronavirus/ohs-covid-19-updates and CDC Guidance https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html Provide tips for families using this link https://www.zerotothree.org/resources/3210-tips-for-families-</p>				
<p><input type="checkbox"/> I have achieved this goal by meeting the criteria specified in the shared goal above</p> <p><input checked="" type="checkbox"/> I am making progress toward this goal and will keep implementing my action plan</p> <p>I need to make changes to my plan to achieve this goal by revising the goal or changing the action steps</p>				

Completed
Sample of an
Individual Mentor
Coaching Action
Plan

04

Effective Teaching Practices



What are Effective Teaching Practices?

Teaching practices and interactions are responsive to and build on each child's pattern of development and learning.



Effective, nurturing, and responsive teaching practices and interactions are key for all learning in early childhood settings. They foster trust and emotional security; are communication and language rich; and promote critical thinking and problem-solving.



Effective Teaching Practices!

Share your
effective teaching
practices....

The effective
teaching practices
are grouped in
three categories:

- ❖ Interactions
- ❖ Environment
- ❖ Individualization

Build
relationships..

Promote
trust and
security

Interactions

Interactions facilitate concept development to support:

- Children's innate curiosity and creativity
- Children's higher-order thinking (e.g., reasoning, analysis, problem-solving) and language skills
- Opportunities for children think more deeply about the world around them

Environment

The learning environment must have consistent daily schedule and step-by-step routines give children a predictable day. Schedules and routines in the group care setting and at home help children:

- Feel in control of their environment
 - Feel safe, secure, and comfortable
 - Know what is happening now and what comes next
 - Know how to do an activity or task
- Engage in learning





Individualization

Strategies to support individualization through ongoing assessment include:

- Using a child assessment tool
- Observing and identifying children's knowledge and skills
- Gathering information from parents and family
- Conducting informal observations

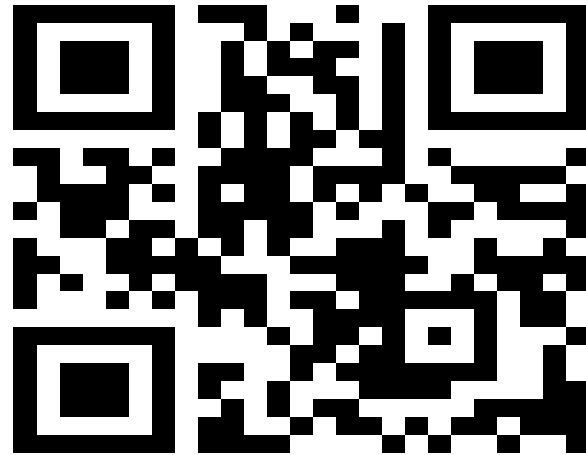
A picture is
worth a
thousand
words





FEEDBACK TIME!

Please scan the QR code to complete the survey or go to <https://tinyurl.com/lyssalaines>





Thank you!



Resources

**“Practice-Based Coaching:
Components &
Implementation” by Early
Edu Alliance University of
Washington**

**“Being an Effective Mentor-
Coach” by JoAnn Knight
Herren**

ECLKC: Teaching Practices

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