

Tier 2 Notes: Teaching Training and Coaching



SPP Community Meeting – Teacher Training and Coaching

December 6, 2014, 2:00pm – 4:30pm

Key objectives

- Brainstorm teacher training opportunities
- Incorporate teacher voice and feedback into the program

Question 1: How can teachers help to choose what training and coaching happens?

1. Theme: Understanding expectations and aligning with curriculum model
 - Must know what is expected of them as teachers.
 - Must understand what the expected child outcomes are that they (teachers) are expected to meet.
 - System prioritize teacher-centered training and education. Teachers make decisions about what kind of content.
 - How can teachers help to choose what training and coaching happens?...This assumes that there is already a model.
 - Based on Curriculum Model guiding the training offered.
 - High Scope – training integrated into workweek – rely on substitute to cover class for training.
2. Theme: Encourage a teacher-centered approach to assess and evaluate knowledge and identify training and coaching needs
 - Teachers use child data, classroom assessments, observation tools, self-reflection tools, and passions to develop professional plan.
 - Using parent feedback.
 - Professional curiosity – what do they want to learn more about.
 - Need to have a way to assess themselves to determine their level of knowledge; assessment process/professional evaluation.
 - Teacher-centered...built around teacher skills gaps, identified professional needs.
 - Teacher be able to identify skills that they need support in...e.g., behavior management, support in xyz...
 - Teachers inform coaches of their needs (partnership).
3. Theme: Offer options to develop individualized professional developments plans for teachers
 - Have a professional development advisor that helps develop individual professional plan e.g., Staff/teacher plan might focus on what the exact need that the teacher has...for example a teacher might need help with teaching math.

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- Is there an inclusive system – to choose P.D. coaches from multiple training and approved organizations.
 - Reinforce linking coaching 2 Edu. As well as training.
 - Individualized Professional Dev. Plans.
 - Coaching should inform training development (anecdotal, not just data).
 - Each Teacher have a PD plan that identifies/articulates their specific objectives for growth, including goals and activities which their coach supports them to find appropriate trainings and then implementing the strategies in their classrooms.
 - Keeping the onsite coach separate from the Supervisor role...
 - Teacher should not be penalized with gaps or identified areas of growth.
4. Theme: Offer ways to track learning and align training requirements across systems, including consideration of current teacher certification
- Link to degree pathway/PD plan.
 - Out of Registry, keeping track of what classes, etc...is necessary to stay on track/pathway. E.g., Illinois
 - Reinforce linking coaching 2 Edu. As well as training. (repeat)
 - Aligning the different training requirements (DEL, City, SPP, State and Federal...)
 - Recognition and incorporation of current teacher certification.
5. Theme: Offer access to teaching communities and associated resources
- Teaching communities – e.g., New Zealand teacher research project. Learning community based coming together.
 - Have organized meetings with teachers of SPP throughout year to reflect, collaborate.
 - Survey all preschool teachers who will be teaching SPP. programs – private and public.
 - Seek resources from Child Care Resources and PS Educ. Services, Seattle Schools.
 - Utilize resources that have already been developed.
 - Look to Wisconsin’s P1-34 and PDPs.
 - Use the Director or staff within or with staff to develop an education pathway.
 - SERF Seattle Early Reading First was a great example of an effective program that supports the teacher, model (coach) and hands on experience.
6. Theme: Develop a flexible model with menu of choices and levels of training
- Variety of methods to inform the trainings offered.
 - Variety of choice/Level i.e., begin, middle, intermediate.
 - Provide with menu of courses, which ones are STARS credits, BA oriented, etc.
 - Different modalities and schedule e.g., evening, weekends, online, languages....
 - Affordable and accessible Training (culturally and linguistically relevant).
 - Offering variety of languages and supporting home language and English acquisition.
7. Theme: Have a centralized and coordinated system to develop and monitor teacher training and build capacity

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- Can there be a universal coordination, development and monitoring of teacher training, ex.: one location, entity sets topics schedule for Professional Development.
- Building the capacity of trainers in the area – so it's easy for teachers and the system to find trainers for specific content that meet the needed requirements.
- Center: educational leadership training for content area.
- Pathway for teachers to communicate their needs (training content and topics, etc.)
- Need to be actively involved in deciding what training is offered. Having a committee/work group that facilitates this process.
- Can participate in focus groups designed to provide professional development direction.

8. Theme: Other

- Head Start – 4 day program
 - These are not the most important questions that we should be discussing for teachers training and coaching: What do teachers need, e.g.
 - PSS step up to addressing need for substitutes so teachers can attend training.
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Question 2: How can teachers track and advocate for their own training and coaching?

1. Theme: Use and expand MERIT to track training

- MERIT be expanded to track local training.
- Increasing the effectiveness of MERIT. – Beyond merit approved training incorporate onsite training/PD coaching.
- Have MERIT become more user friendly and tracks information better..
- Please use MERIT for tracking.
- MERIT – we already have it, just use it. It will be confusing to have 2 systems.
- Educators need to know how to organize professional development in MERIT. (organize special event on MERIT).

2. Theme: Offer teachers options to attend or opt out of training; including those that may be duplicative

- Do not force teachers to attend the same training multiple times.
- Balance of optional and mandatory trainings.
- Balance required trainings and teachers' choice of trainings – e.g., having required trainings plus selectives.
- # of hours of required training – be aware of it! (relate to G5 Q1, comments on alignment of required trainings).

3. Theme: Implement a system and mechanism for teachers to plan, evaluate the quality of and validate training, including developing an advisory group of SPP teachers

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- Create a group of teachers who have decision-making influences on what training is developed and offered (content, location, and times offered).
 - Tracking of the quality of the trainings given.
 - Teachers should be able to participate in the planning of training options.
 - Follow-up communication to validate the effectiveness of the previous training.
 - Build teachers capacity to reflect on their work, and make decisions, and feel comfortable asking for training and assistance.
 - Teachers need to be aware of the core competency to effectively give feedback about what levels they're at and what's the next level of training they need (think about the Q at the end of the evaluation from that asks teacher to indicate what training and what level they want).
 - Trainings are evaluated via a focus group with a lens of how it met four elements of the Frame. Focus groups should have a variety of participants. May only be able to happen once/year due to cost.
 - Have a voice – within structure to say this is what we need back to policy makers.
 - Advisory group or committee group of the SPP teachers for dialogue with Office of Early Learning.
 - What does advocating for own training mean? (change requirements, fulfill).
4. Theme: Offer recognition, incentives, merit and rewards to motivate and retain teachers
- Incentives and Rewards when:
 - Meet the goal of IDP.
 - WA Early Achievers with continued Edu. Funding.
 - Achieving certain milestones. E.g., 5% raise when XYZ. Attending training e.g, H.S. bonus.
 - Have incentives to retain and motivate teachers.
 - Mentor, career ladder, professional development.
 - Create, informing, providing PD themselves as teachers.
 - System merit for professional record – STARS.
5. Theme: Provide teachers with access to a mentor/coach to develop an Individualized Plan
- Staff being able to select coaches not the State/City scribing a coach.
 - Get an Individualized Plan (from reflection of teacher with their coach) utilizing resources that are already in place.
 - Important to have a first year teacher to have a mentor.
 - If not a new teacher: set goals/objectives – set plans and what outcomes reaching for.
6. Theme: Develop a system of support and accountability, including funding for training
- Simple statewide approach to a professional dev. Registry that tracks teacher's education and training.
 - Funding to support additional training and education beyond \$150.00 reimbursement by DEL.
 - With accountability that is ongoing. With continued funding.

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- A balance with accountability and individualization. (Gives honesty, relationship, trust and meeting the needs of the teacher.)
- Continued computer skills training (for tracking and assessment).

7. Theme: Other

- Build on what exists...
 - Create partnerships with current systems.
 - Have alignment to reduce confusion about different requirements/systems.
 - Common language across system and requirements. E.g., using same terminology.
 - How best to integrate Family Child Care Providers into the system?
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Bike Rack

- How are you defining “Training”???
- Reflection? How is that the same or different from evaluation
- Will consulting and technical support be provided to leaders to support, organize and facilitate training, coverage for training, their own competence in training areas, budgeting for PD time = requirements.
- Is Seattle Preschool coordinating with the Seattle Teacher Residency about the latest thinking about teacher preparation?
- Is the intent to create an insular training system, with all training/coaching provided by a single organization, or do you hope to partner with resources from a variety of organizations or methodologies?
- Support working with children special needs – Inclusion. Let’s remember the above (needs).
- In the future, please facilitate groups so that less dominant voices are heard, and race equity lens is honored.
- What best practices in Inclusion are being considered? What are best practices in leadership, staffing, budgeting, etc for site-based inclusion systems/practices. TA or consulting for Center Directors to support inclusion?