

# Embedded Instruction for Early Learning

## *Tools for Teachers & Families*

### Constructing a Coaching Roadmap: Tips for Collaborative Goal Setting and Action Planning



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**#DEC2018Conference**



# Ground Rules for Playing in the PBC “Sandbox”

- Settle in and be comfortable
- Participate, ask questions, and reflect
- Take a break if needed between scheduled breaks
- Silence phones
- Get to know each other and enjoy...





# Objectives for Today's Session

- Introduce the key components of PBC
- Discuss shared goals and action planning, including the strengths and needs assessment
- Practice using strengths and needs assessment data to develop high-quality goals and action plans
- Discuss how measurable goals and action plans inform focused observation and reflection and feedback



# Setting the Context: Key Components of PBC

# Practice-Based Coaching



(Snyder, Hemmeter, & Fox, 2015)

# Importance of “Practices” in PBC



Critical to define the practices that are the focus of coaching

PBC is the framework that guides coaching actions

# Defining Terms...

## Competency:

- Statement about what practitioners should know or should be able to do (i.e., knowledge and skills).

## Practice:

- Observable actions or behaviors that demonstrate competency





# Side-by-Side – You Try It..



## Competency

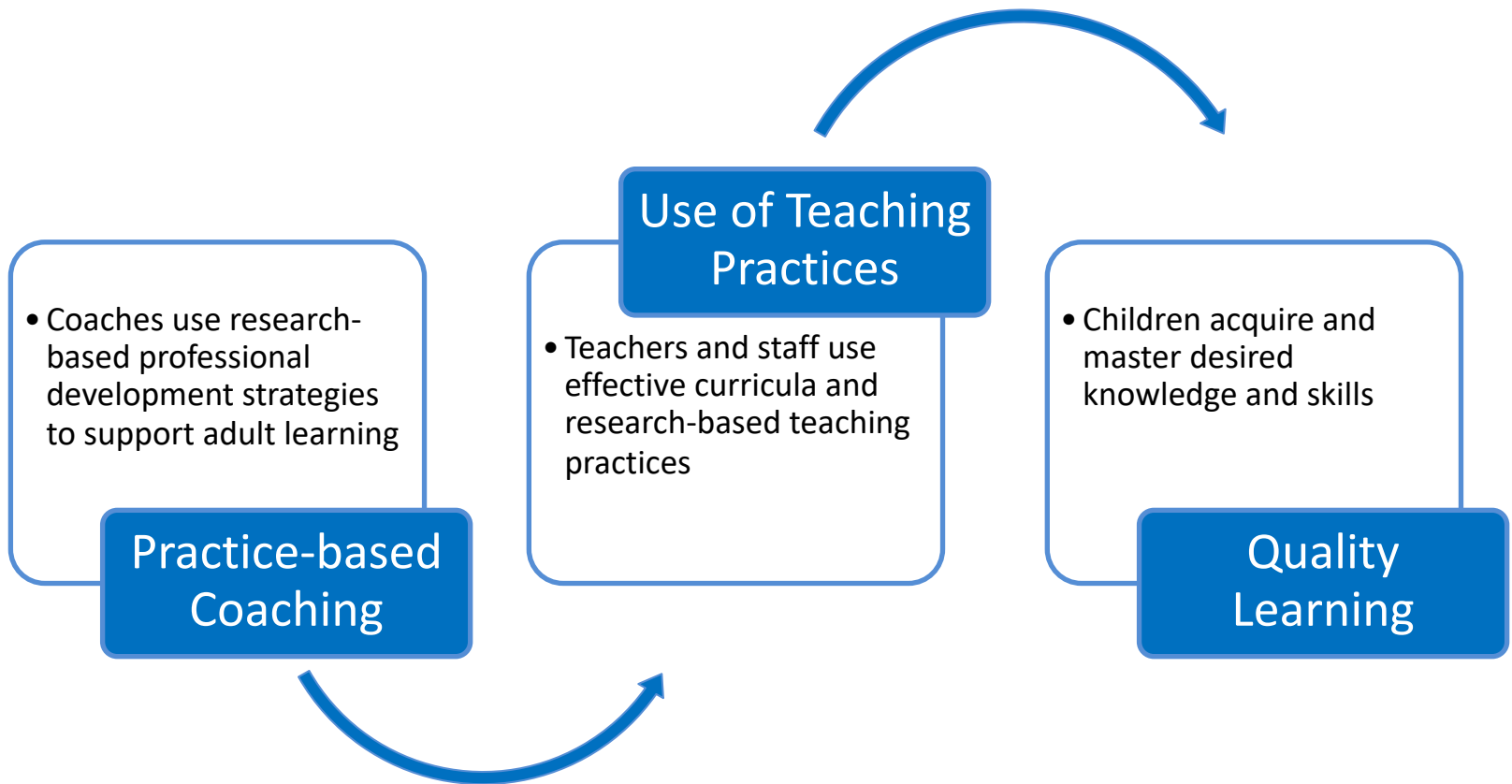
- Use systematic instructional procedures with fidelity to support child learning
- You try it.....

## Practice

- Implement ***complete*** embedded instruction learning trials
- You try it.....



# Effects of Quality Coaching



# Practice-based Coaching is an Evidence-based Coaching Framework



- Impact of Professional Development on Preschool Teachers' Use of Embedded Instruction Practices: An Efficacy Trial of Tools for Teachers (IES Project Number R324A070008, R324A150076)
- California Embedded Instruction Pilot Project (California Department of Education, Special Education Division, Contract Number AGR00008966)
- Examining the Potential Efficacy/Efficacy of Classroom-wide Model for Promoting Social-Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities (IES Project Number R324A07212, R324A120178)
- Efficacy of BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders. Institute of Education Sciences (R324A110173, R324A16015)
- National Head Start Center for Quality Teaching and Learning (Office of Head Start Project Number 90HC000202)



# Reflections so far about PBC...



- Reflect briefly on what you have heard so far about PBC
- What are two things you believe are important to remember as you implement PBC?
- Write them down on your back-home plan



# Goal Setting and Action Planning: Defining Terms



When I hear the words *goal setting and action planning...*



# Goal and Shared Goal

## **Goal:**

- A statement describing the actions or behaviors of the teacher(s) related to a targeted teaching practice(s). Goal statements include an observable teaching practice, when the practice will be implemented, and how much or how often the teaching practice will be seen or heard.

## **Shared Goal:**

- A goal statement developed collaboratively by the coach and teacher



# Action Plan

- A document used to record the shared goal and agreed-upon information about how the goal will be achieved.
- Action plans include:
  - Goal statement describing the actions or behaviors of the teacher(s) related to the targeted teaching practices
  - Criterion statement/Goal achievement statement to know when the goal has been achieved
  - Action steps describing tasks that will help the teacher(s) to achieve the goal
  - Resources needed to complete the action steps
  - Timelines to determine the pace for completing each action step



# Using a Strengths and Needs Assessment to Inform Shared Goal Setting and Action Planning







# Strengths and Needs Assessment



- A rating scale designed to facilitate coach and teacher reflection about the teacher's current use of teaching practices that are the focus of PBC
- Completed by the coach and teacher to facilitate the shared goal setting and action planning process



# Strengths and Needs Assessment


Used to gather information about teachers' use of teaching practices

Used to gather information about teachers' knowledge of teaching practices

Embedded Instruction Teaching Practices	How much do you know about this practice?					How much support do you need to use this practice?					How often do you use this practice?				
	Just learning	I could teach others				None	A lot				Never	Every day			
1. Identify and align <u>target skills</u> for children.	1														
2. Write high-quality <u>priority learning targets</u> .	1														
3. Use high-quality activities to provide multiple and meaningful <u>embedded learning opportunities</u> .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
4. Develop an <u>activity matrix</u> to plan when and how many learning opportunities to embed within and across activities.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
5. Plan and implement <u>embedded learning opportunities</u> as <u>complete learning trials</u> .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
6. Collect and analyze data on <u>embedded instruction implementation</u> and child progress to inform instructional decisions.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Specific statements of the actions and behaviors of teachers (i.e., practice)

# The importance of vocabulary...

Embedded Instruction Teaching Practices	How much do you know about this practice?					How much support do you need to use this practice?					How often do you use this practice?				
	Just learning		I could teach others			None		A lot			Never		Every day		
1. Identify and align <b>target skills</b> for children.	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
2. Write high-quality <b>priority learning targets</b> .						3	4	5	1	2	3	4	5		
3. Use high-quality activities to provide multiple and meaningful <b>embedded learning opportunities</b> .	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
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- Learner
- Behavior
  - *Observable (specific action) and Measurable*
  - *Developmentally-appropriate*
  - *Functional and aligned*
  - *Generative*
- Conditions
- Activities
- Criterion

When asked, Matthew will move objects or himself in relation to another object or location (e.g., puts fork **on** napkin, puts backpack **in** cubby) **during circle, transitions, and meals.** He will do this for 10 times each day for three consecutive days.

# Another Example

Practice	I am comfortable using this practice.	I would like to use this practice more often.	How much support do I need to use this practice?
1. Offer children a variety of <b>choices</b> throughout the day during teacher-directed activities, child-initiated activities, routines, and transitions.	Yes No	Yes No	A lot Some A little None
2. Use <b>specific praise</b> frequently throughout the day to acknowledge children's skills, behaviors, and activities.	Yes No	Yes No	A lot Some A little None
3. Use a variety of words to <b>describe objects, actions, and children's experiences</b> throughout the day.	Yes No	Yes No	A lot Some A little None
4. Respond to children's <b>verbal and non-verbal</b> communication by <b>repeating</b> what they say or do.	Yes No	Yes No	A lot Some A little None
5. Respond to children's <b>verbal and non-verbal</b> communication by <b>extending</b> what they say or do.	Yes No	Yes No	A lot Some A little None
6. Describe my own actions as I do them ( <b>i.e., self-talk</b> ).	Yes No	Yes No	A lot Some A little None
7. Describe children's actions as they do them ( <b>i.e., parallel talk</b> ).	Yes No	Yes No	A lot Some A little None
8. Ask a variety of <b>open-ended questions</b> that require more than a one-word response.	Yes No	Yes No	A lot Some A little None



# What teaching practices do you see?



- Review the strengths and needs assessment
- Write down 2 teaching practices you see this teacher using
- Write down 1 teaching practice the teacher has an opportunity to use, but does not use frequently



# Which teaching practices did we observe?

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- Respond to children's **verbal** and **non-verbal** communication by **repeating** what they say or do.
- Use **specific praise** frequently to acknowledge children's skills, behaviors, and activities.
- Were there opportunities for other practices?



# Who Conducts the Strengths and Needs Assessment?

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- The **teacher(s)** reflect on knowledge, skills, or dispositions related to the identified teaching practices
- The **coach** gathers information about teachers' use of identified teaching practices in the classroom





# Strengths and Needs Assessment Formats





# What type of information?

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- **How often** a teaching practice is used (frequency)
- **How well** a teaching practice is implemented (quality)
- **How confident** a teacher is when using a teaching practice (self-efficacy)
- **Teacher beliefs** about how a practice impacts children's learning

# How often a teaching practice is used (frequency)

Practice	We are doing this now...					We want to do this...					Difference between current use and desired use
	Not at all		All the time			Not at all		All the time			
Acknowledge children's verbal and non-verbal communication by extending what they say or do.	1	2	3	4	5	1	2	3	4	5	

Practice	How Often?					Change needed?	Priority (1-5)	Notes
	Never	Seldom	Sometimes	Usually	Always			
Acknowledge children's verbal and non-verbal communication by extending what they say or do.	1	2	3	4	5	Yes No		

# How well a teaching practice is implemented (quality)

Practice	When we use this practice we feel...			
	We need some help to use it correctly	Comfortable using this practice	Confident using this practice	We don't use this practice
<b>Acknowledge children's verbal and non-verbal communication by extending what they say or do.</b>				

# How confident a teacher is when using a teaching practice (self-efficacy)

Practice	We are confident using this practice.	We would like to use this practice more often.	How much support do we need to help us use this practice?
Acknowledge children's verbal and non-verbal communication by extending what they say or do.	Yes    No	Yes    No	A lot   Some   A little   None

# What a teacher believes about how a practice impacts children's learning

<b>Practice</b>	<b>We are confident using this practice.</b>	<b>We would like to use this practice more often.</b>	<b>Use of this practice supports children's learning.</b>
<b>Acknowledge children's verbal and non-verbal communication by extending what they say or do.</b>	Yes    No	Yes    No	Yes    No



# My Notes



- Think about the strengths and needs assessment document you would create for your program
  - What tools might inform your targeted teaching practices?
  - What anchor statements will you use?



What happens next?





# Shared Goal Setting



# Why are shared goals important?

- Identify teaching practices that are the focus of coaching
- Provide a common starting point
- Develop shared expectations
- Inform the focus of the observation



# How should goals be written?

- Collaboratively, following teacher's lead
- Specific to an observable teaching practice
- Achievable within a defined time-frame



# Example Goal

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The components are:

- **Observable teaching practice**
- **When the practice will be implemented**
- **How much or how often the practice will be seen or heard**

I will provide positive descriptive praise to at least 3 children during each free play activity and meal time each day for 2 consecutive weeks.



# Example Goal

The components are:

- **Observable teaching practice**
- **When the practice will be implemented**
- **How much or how often the practice will be seen or heard**

I will provide positive descriptive praise to at least 3 children during each free play activity and meal time each day for 2 consecutive weeks.



# Example Goal

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The components are:

- **Observable teaching practice**
- **When the practice will be implemented**
- **How much or how often the practice will be seen or heard**

I will provide at least 3 opportunities for children to make choices during meals and teacher-directed small groups every day for 1 week.



# Example Goal

---

The components are:

- **Observable teaching practice**
- **When the practice will be implemented**
- **How much or how often the practice will be seen or heard**

I will provide at least 3 opportunities for children to make choices during meals and teacher-directed small groups every day for 1 week.



# My Notes



- Think about the components of a high-quality goal. What do you want to remember when working with teachers in your program?
  - What will your goal setting process look like?
  - What documents or tools will guide the shared goal setting process?
  - How will you know if you have a high-quality goal?





# Types of Action Plan Goals



**Learn  
More &  
Try it Out**

I will read about developmentally appropriate materials for two interest areas in my classroom and will use the new materials to offer 2 children a choice in each area every day for 1 week.

**Do  
Practice  
More  
Often**

I will provide at least 3 opportunities for children to make choices during meals and teacher-directed small group every day for 1 week.

**Do  
Practice  
Better**

I will provide at least 3 opportunities for children to make choices during teacher-directed small group and music and movement for 1 week.

# Do New Practice

I will use objects when providing choices to Katie during interest areas and meals. I will provide her with at least 2 choices in each of these activities per day for 2 weeks.



# Your Turn!

- Write a goal related to the following practice:
  - Ask a variety of open-ended questions that require more than a 1-word response.

The components are:

- **Observable teaching practice**
  - What will the teacher say or do?
- **When the practice will be implemented**
  - Where does the practice “fit” within the daily activities and routines?
- **How much or how often the practice will be seen or heard**
  - What is sufficient and feasible for this teacher in this classroom?

# Action Plan

**Goal:**

**Criterion Statement:**

*Action Steps*

*Resources*

*Timeline*




# From Goal to Action Plan





# Action Plan Components

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- Goal – we've got it!
- Criterion statement
- Action steps
- Supports or resources
- Timelines

## Action Plan

**Goal:** I will provide at least 3 opportunities for children to make choices during meals and teacher-directed small groups every day for a week.

**Criterion Statement:** I will know I have achieved this goal when I provide 3 opportunities to either an individual child or to a group of children during both meals and teacher-directed small groups every day for 1 week.

### *Action Steps*

### *Resources*

### *Timeline*

**Step 1.** I will review the schedule and lesson plans and list the opportunities currently offered for children to make choices.

*Lesson plans, daily schedule*

*9/7*

**Step 2.** I will work with Maria to include additional materials during teacher-directed small group lessons and will write prompts in the lesson plan to offer choices during each teacher-directed small group activity .

*Materials, implementation guide 2, p. 23-24, planning time with Maria*

*9/10*

**Step 3.** I will brainstorm ways to offer choices to children at meal times and and write a plan to ensure these choices are offered.

*Planning time, lesson plan*

*9/10*

**Step 4.** We will collect data about how many choices are offered each day during meals and child-initiated play times.

*Video camera, time to review video, time with our coach*

*9/13*



# Action Steps



# Action Steps NOT Linked to the Goal

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**Goal :** I will provide at least 3 opportunities for children to make choices during meals and teacher-directed small groups every day for a week.

**Step 1.** I will work with Maria to brainstorm steps that need to occur during the morning arrival.

**Step 2.** I will identify strategies to ensure children are actively engaged in the morning arrival transition (e.g., signing in, looking at books on the carpet while waiting for other children to arrive).

**Step 3.** Maria and I will assign roles so that the classroom is “zoned” to support children’s engagement in the transition.

**Step 4.** The coach will observe how many children are actively engaged in the morning arrival transition and share her observations with me.



# Action Steps Linked to Goal

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**Goal** : I will provide at least 3 opportunities for children to make choices during meals and teacher-directed small groups every day for a week.

**Step 1.** I will review the schedule and lesson plans and list the opportunities currently offered for children to make choices.

**Step 2.** I will work with Maria to include additional materials during teacher-directed small group lessons and will write prompts in the lesson plan to offer choices during each teacher-directed small group activity.

**Step 3.** I will brainstorm ways to offer choices to children at meal times and and write a plan to ensure these choices are offered.

**Step 4.** We will collect data about how many choices are offered each day during meals and child-initiated play times.

# Action Plan

**Goal:**

**Criterion Statement:**

<i>Action Steps</i>	<i>Resources</i>	<i>Timeline</i>



# My Notes



- Think about the components of the action plan, what do you want to remember when working with teachers in your program?
  - What are key features of the criterion statement, action steps, resources, and timeline?
  - What do you want to remember about the action planning process when working with teachers in your program?



# Putting it All Together





# Five Steps for Success:

## Shared Goal Setting and Action Planning

1. Identify the practices that will be the focus of PBC
2. Develop Strengths and Needs Assessments and gather Strengths and Needs Assessment data
3. Review and discuss the Strengths and Needs Assessment data
4. Identify the Shared Goal
5. Write the Action Plan

Write the goal

Write the criterion statement

Write the action steps

Decide on the resources and record them

Develop a timeline and record it

**(Remember the action plan is a working document! 😊)**



# Using the Action Plan to Guide Coaching





# What makes an observation “focused”?



- Gathering information guided by current action plan
- Recording information related to current action plan goal
- Beginning to plan for reflection and feedback about implementation of action plan

# Give It a Try!



- Use the action plan we wrote today to do a focused observation
- Collect data and write down notes about what you observe
- Begin to plan for reflection and feedback



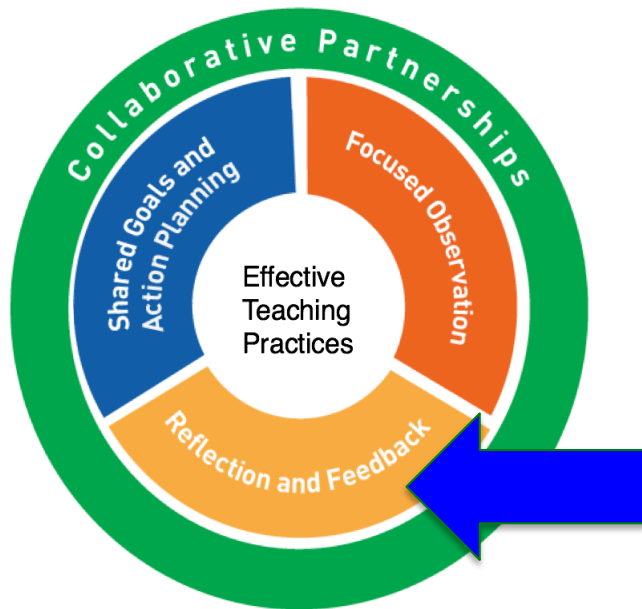
# Discussion

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- How did having an action plan influence the data you collected in your focused observation?



# The Action Plan guides reflection and feedback....



- Reflect on progress completing action steps
- Reflect on teachers' use of practices that are the focus of the action plan
- Provide supportive and constructive feedback



# Facilitating Reflection

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*Today I observed your outdoor coloring activity. You mentioned before the observation that you had brainstormed some ideas for open-ended questions with Maria before the activity. What did you notice today about children's responses when you asked them about their artwork?*



# Supportive Feedback

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*You asked questions to 5 different children during the coloring activity! One open-ended question I heard you ask to three different children was "What did you draw?" This question is open-ended because it provides an opportunity for children respond using more than 1 word.*





# Constructive Feedback

*In addition to “What did you draw?” you asked 14 other questions that were closed questions. For example, “Is that Sue's eye?” and “Is Sue feeling happy or sad?” are closed questions because they only require a 1-word response.*

*One way to increase the number of open-ended questions you ask might be to plan for questions you could ask before the activity or to make some visuals you can use to cue yourself during the activity. What strategy do you think might be most helpful? Can you think of any other strategies?*



Before you go....





- <https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-pbc>

# Thank You!!

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**Thursday 3:00 – 4:30 p.m. (Seminole A)**

*Supporting Implementation of Embedded Instruction in Inclusive Classrooms:  
Lessons Learned from California*

**Friday 9:15 – 10:15 a.m. (Seminole A)**

*Five Essential Strategies for Facilitating Adult Learning Within the Practice-  
Based Coaching Framework*

**Friday 12:15 – 1:15 p.m. (Orange/Osceola/Lake)**

*Preschool Teachers' Engagement in Two Variations of Practice-Based  
Coaching: On-Site and Self-Coaching*