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Supporting Early Childhood Teacher's Use of Parent Engagement Strategies: What is the Process and Content of Coaching Sessions During the Getting Ready Intervention?

Halle Miller

University of Nebraska-Lincoln, hallemiller@gmail.com

Dr. Lisa Knoche

University of Nebraska-Lincoln, lknoche2@unl.edu

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Introduction

- Coaching provides a method of professional development allowing teachers to increase in their knowledge, skills, attitudes, and values to support their students success (Weaver, 2004; Kapadia, Coca, & Easton, 2007; Smith, 2007).
- Working together with a mentor gives teachers a sense of confidence which can then positively influence their beliefs that student achievement is affected by their own teaching effort, making them more willing to adjust.
- Kirby and Paradise (1992) found that some characteristics of reflective practice led to enhanced on-task behavior in children and more efficient teaching.
- The purpose of this study is to understand how early childhood education coaching varies based on different teacher factors.

Research Questions

- How do (1) the topics discussed and (2) the process used during coaching in an early childhood parent engagement intervention vary based on *teacher's education level, specialized training, years of teaching experience, and years of experience in early childhood?*

Method

Sample and Setting

- Children and families were part of the Getting Ready study.
- Coaching was provided twice per month to enhance implementation and maximize treatment adherence and quality and lasted on average 52 min.
- 40 teachers from 76 publically-funded preschool classrooms
 - Educational Level:** 40% of teachers had some education beyond a bachelor's degree or have a graduate degree
 - Specialized Training:** 72.5% of teachers had an early childhood endorsement
 - Years Teaching:** average of 9.18 years; 50% for 7 or more years
 - Years in Early Childhood Setting:** average of 10.2 years; 57.5% for 7 or more years

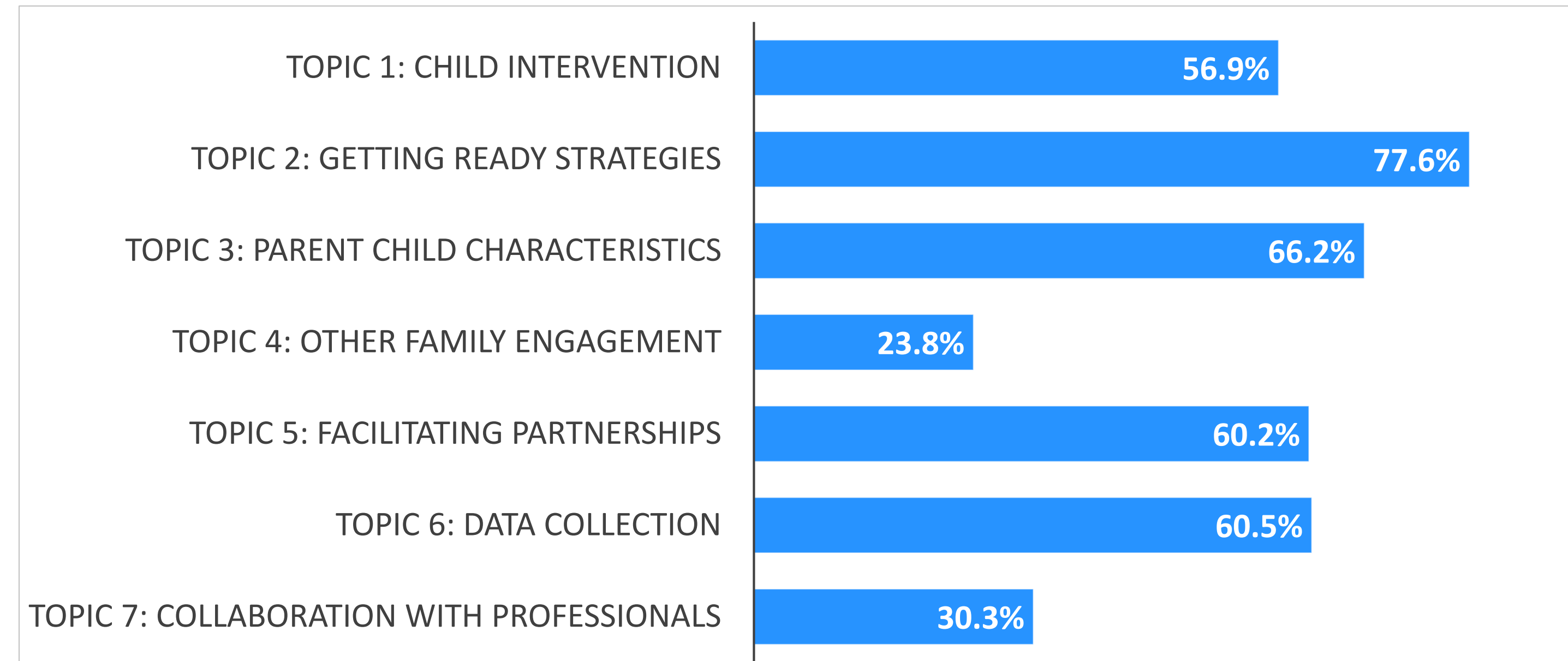
Content Addressed During Coaching Sessions

- Topic 1, Child Intervention/Strategies:** specific child's goal in classroom
- Topic 2, Getting Ready Strategy Use by Teacher:** strategies used to support parent engagement in child's learning
- Topic 3, Parent-Child Characteristics:** focus on parent/child interactions
- Topic 4, Other Family Engagement or Collaboration:** other ideas to get the family involved in the child's learning
- Topic 5, Facilitating Partnership Process:** how meetings are going
- Topic 6, Data Collection/Use:** how is child doing on specific goal
- Topic 7, Collaboration with Other Professionals:** collaborating with therapists

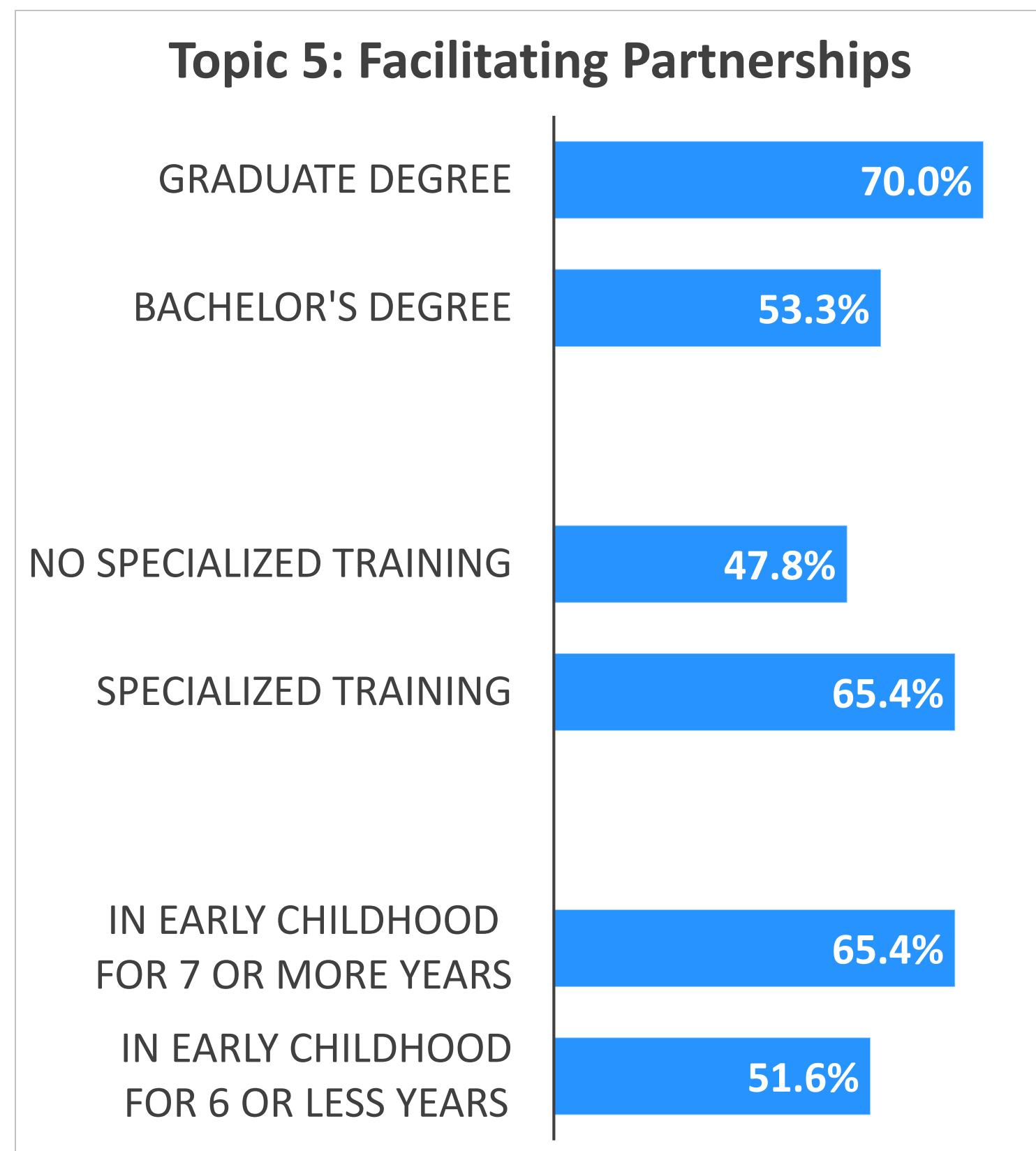
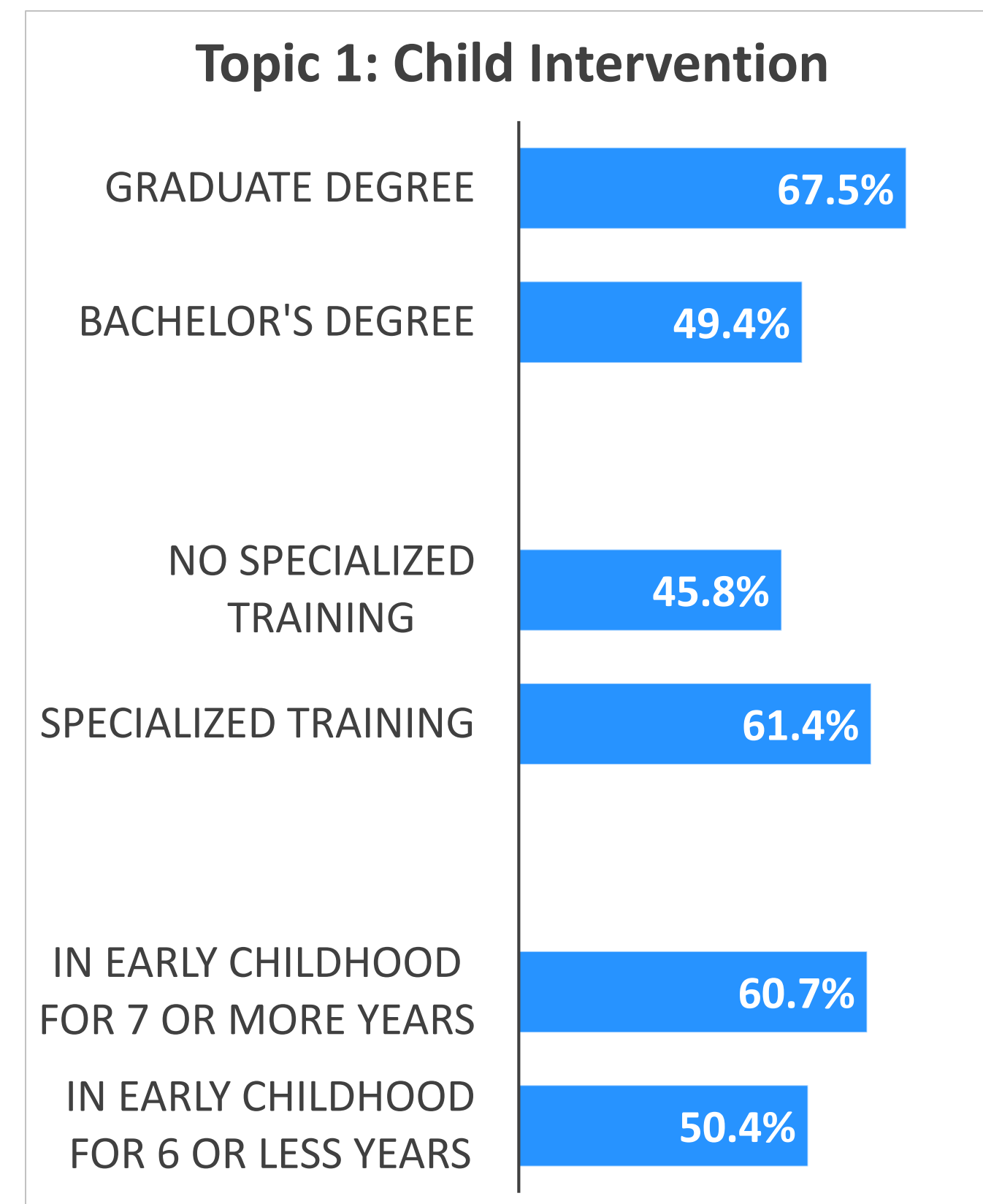
Processes Used During Coaching Sessions

- Process 1, Joint Plan Reviewed:** reviewing the discussion and agreement by coach and teacher on actions to be taken by both
- Process 2, Observation/Action/Practice:** examination of real-life or stimulated situations to provide the teacher with change to practice
- Process 3, Reflection:** analysis of existing actions, practices, and strategies
- Process 4, Feedback:** information provided by coach after teacher has acted and reflected on observations and actions
- Process 5, Joint Plan Developed:** creation of the joint plan

Topics

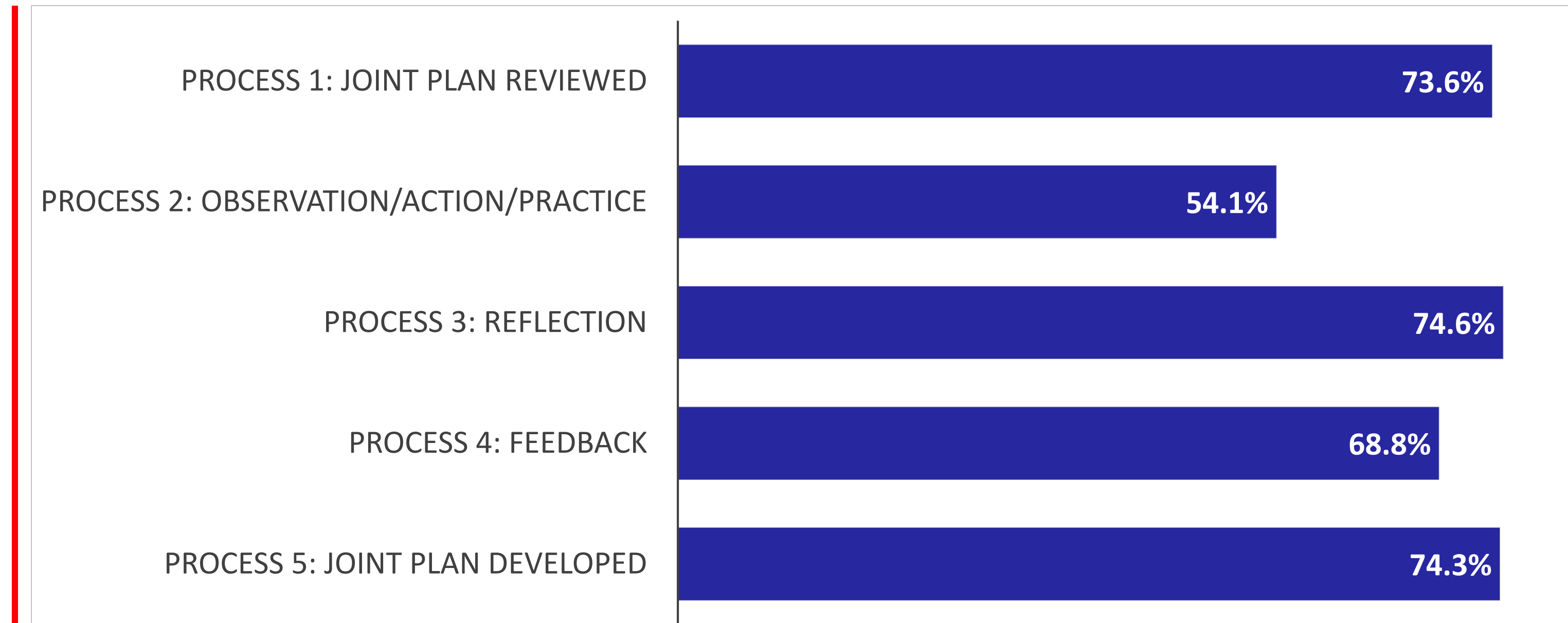


Topic	Education Level	Specialized Training	Years Teaching	Years in Early Childhood
1	★	★		★
2				
3				
4				
5	★	★		★
6	★	★		
7		★		

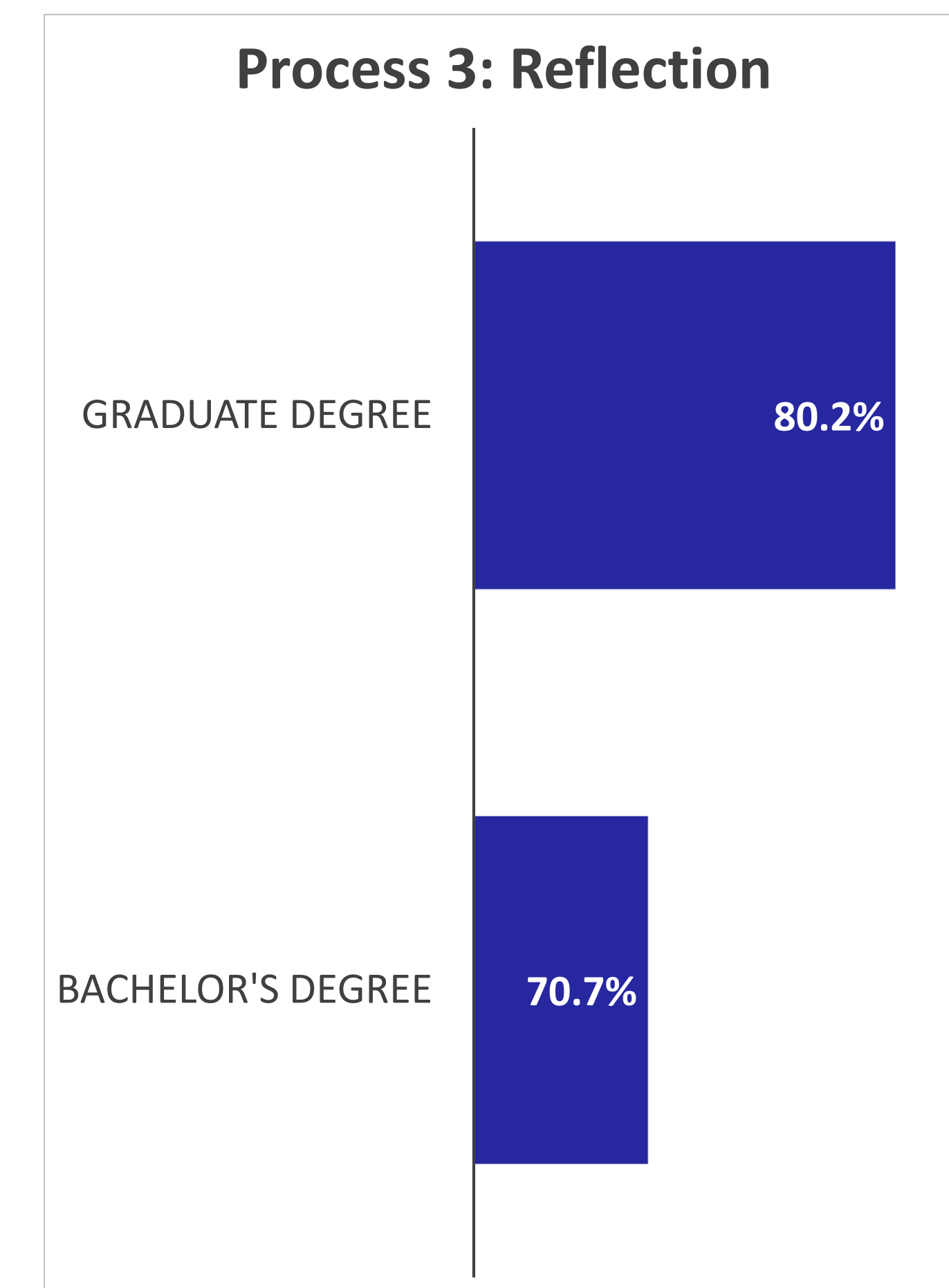
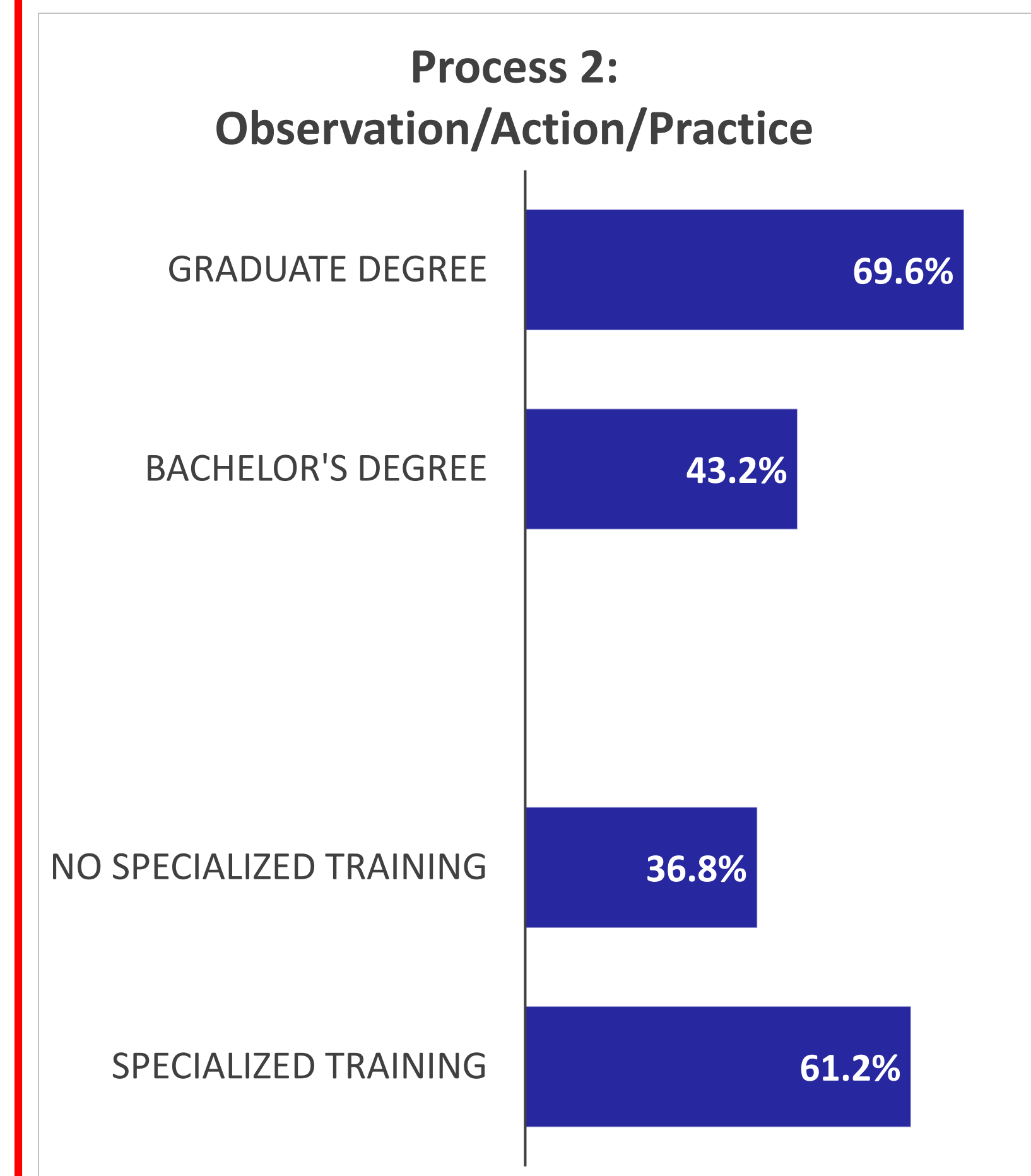


Results

Processes



Process	Education Level	Specialized Training	Years Teaching	Years in Early Childhood
1				
2	★	★		
3	★			
4				
5				



Conclusions & Discussion

- The **topics** discussed during an early childhood parent engagement coaching session are primarily in the teacher's control. The topics that are discussed are chosen based on what the teacher feels is necessary to talk about. Thus, it makes sense that there is greater variation in the topics discussed at coaching sessions based on the different teacher variables. Teachers with more education, more training, and more experience were talked more about child intervention and facilitating partnerships. This might be because with more education, training, experience, teachers have more knowledge about how to make a child successful.
- The **processes** used during an early childhood parent engagement coaching session are primarily in the coach's control. The coach is trained to use a protocol for each session. In this regard, it makes sense that there were less variation in the processes of a coaching conversation because the Getting Ready intervention is wanting coaches to use similar processes, regardless of the teacher's education, training, and experience. However, there was some differences in the observation/action/practice and reflection processes of a coaching conversation. These processes were used more with teachers who had more education, training, and experience. This group of teachers could have more practice in doing these processes from their extra education, training, and experiences.
- For future, it would be beneficial to look at statistical differences in the topics and processes and see if they are significantly different from one another.