

Coaching Corner: October 2014 Webinar

Kristin Tenney-Blackwell: Welcome, everybody, to the first Coaching Corner webinar, "Moving Right Along: Using Practice-Based Coaching to Support Preschool Classroom Transitions." I'm Kristin Tenney-Blackwell. I'm an educational consultant for Vanderbilt University, supporting the work of the National Center on Quality Teaching and Learning. So, I'll be one of the hosts for this webinar series and am joined by Ragan McLeod, who also works within Vanderbilt and is a coordinator for practice-based coaching events and an NCQTL presenter.

So, if you've attended a practice-based coaching event previously, you may have met Ragan. And, we are very fortunate to have her join us today to help monitor questions that come through the chat area. So, before I introduce our amazing presenter for today, I just want to share a little bit about the series and our time together. So, again, this is a first webinar in a series that will be offered monthly. So, each month we'll introduce a specific topic and we'll explore practice-based coaching as a form of professional development, as a way to really build a bridge toward best practice, toward improving the knowledge and practice of those caring for and educating young children, and improving outcomes for young children. So, we will be with you for an hour today, so let me move forward then to introducing our presenter for today's webinar, Kathleen Artman-Meeker. Welcome, Kathleen.

Kathleen Artman-Meeker: Thanks, Kristin. I am excited to be here today with all of you, and I'm excited to chat a little bit with you about classroom -- preschool classroom transitions. Some of you may recognize the title of today's webinar, that it's closely aligned to the Front Porch Series webinar call that happened last spring. And so, we're excited to take this a step further from the practice and strategies that are geared towards teachers to you as coaches, how do you help teachers implement these practices in the classroom? So, I'm really excited to have a chance to talk with you today about these important strategies. And thank you, Kristin. I'm excited to join you today as well.

So, we wanted to get together with you and share a little bit about ourselves. One of our goals with these coaching calls is to begin building a coaching community during these monthly webinars. And so we want to get to know you as time goes by, and we thought we'd start this first one by sharing a bit more about ourselves and perhaps about our daily transitions. And so, I will share that I'm -- this is Kathleen, and my family is there on the left side of your screen, my daughter and our brand-new baby boy, who was born this summer.

So, since the last time I did a webinar on transitions, all of my daily transitions have changed dramatically. So, getting to work takes a lot longer. I give a lot more directions; sometimes they're confusing. I've learned a lot of lessons now, having two kids over the summer. So, that's a little bit about myself and my cuties. And Kristin shared a picture of herself with her family.

Kristin: Right, so I was thinking, Kathleen, you know, our topic, right, of preschool classroom transitions. What we may know is a substantial portion of a preschool child's day and certainly a time of day when teachers often encounter challenges with child engagement as well as occurrences of challenging behavior. And so, as you were talking just about, you know, our transitions and our day being filled with them, I included this photo of our three children over here on the right-hand side. It's a very recent photo of our three girls at a cousin's soccer game.

She's a senior in college, and our girls joined in the cheer team while we were there, which really consisted of several members of the university's boys' soccer team. And it was interesting to watch, because their transitions into this cheering team, as well as kind of moving away and stepping away from the cheering team when we had to say goodbye, all looked very different, certainly because of their age and certainly because of their temperament. So, like many, right, our days are just filled with lots of -- lots of transitions. And we certainly recognize there's a lot to stay connected to when we're talking about transitions, so I'm super excited about today's topic.

Kathleen: So, our objectives for today are we're going to discuss the kinds of supports that teachers might need around the classroom transition practices or strategies to help teachers prevent challenging behavior during transitions or to minimize transitions in the first place. We're going to share some examples with you of practice-based coaching in action, so, tools and techniques and strategies that you can use, and give you an opportunity, as much as we can during a webinar, to practice using some of those coaching strategies, so, practice giving feedback or identifying places to start with the teacher.

And like I mentioned at the beginning, our goal for these Coaching Corner webinars as a series is to begin building a community of coaches where you can come to one another with questions, we can problem solve together about issues and concerns that come up. So, please do feel free to use the chat bar on the left-hand side of your screen to ask questions as we go. And Ragan, like we said, will be monitoring that. And then we will have some opportunities as the series goes on to hopefully open up microphones and be able to chat with one another, as we get more sophisticated with this webinar tool.

So, you're likely familiar with the practice-based coaching model. This is the framework that we're going to use to think about supporting preschool classroom transitions throughout this webinar and throughout this Coaching

Corner webinar series. Many of you have probably been to practice-based coaching events where you've learned about this component or this model. But today, if you're not familiar with it or not completely familiar, we're going to walk through each component step by step, and you'll leave the webinar with the tools and resources you can use, specifically related to classroom transition strategies.

So, let's start off by doing what coaches do and stepping into a teacher's classroom. We have a video of a teacher named Cleo who we are going to watch. And as you watch, a poll is going to pop up, and you can vote on the poll about what you think about Cleo's classroom transition.

[Video begins]

Cleo: [gasps] Everybody listen! [Children chattering] So, friends, when we're listening, we zip our lips like this. Zoop!

Child: Zoop!

Cleo: And open up your ears. When I ring the bell, it will be time to clean up our toys and come find your spots for breakfast.

[Bell rings]

Boy: Can I tell you something?

Cleo: So, we just rang the bell. We're going to clean up.

Boy: Can I still be Superman?

Cleo: You know what, you can be Superman a little bit later. On the drying rack. So, guess what? I'm looking at our schedule. After breakfast, we have circle, play court, and then we have another free choice time, and you can put it on again. Okay, Jermaine? Is that okay? So, you can take it off right now, and you'll get another turn later, okay? Come here.

Jermaine: But I love this costume!

Cleo: I know, you do love that costume. So, we're going to take it off and put it right on the clothespin, so we can have another turn in a minute. So, friends are cleaning up. Will you help kids kind of clean up?

Woman: Does that mean taking off our costumes?

Cleo: I'm going to help him, but so the blocks just need to go in a basket or on a shelf. Cecily is cleaning up! Way to go, Cecily and Abdullah! You know what, I'm going to give each of you a bone to feed Dubs. Come on over, you can bring the bone over and feed Dubs the bone. Oh, you know what, I think I can help you, my friend. Zzzz, zzzz, zzzz. And it looks like you are following directions. That means you can get a bone to feed Dubs, too.

Jermaine: Dub's a sweet dog!

Cleo: Yep.

Jermaine: How come Dubs is a sweet dog if he --

Cleo: Well, we've got to feed him. He looks really hungry right now. So, I need you to go put this away, and then you can feed Dubs.

Girl: I fed him.

Cleo: You sure did. Looks like Anya found her spot. Christian's looking for his chair.

[Video ends]

Kathleen: Welcome back. Just take a second to vote in the poll that you see at the bottom of your screen.

Kristin: Kathleen, do you want to walk through? There were a lot of -- a lot of strengths here and different things that we noticed. She certainly had a clear transition signal. She had those lights out, and she used her voice to say, "When I ring the bell, it will be time."

Kathleen: Mm-hmm, absolutely. I noticed that too, Kristin. And I agree that, as a coach, we step into a classroom kind of with a blank slate of what we're looking at, especially when we're showing a video like this. And so, when I see people respond that she does need some support around transitions, we might think about, well, what did we see that -- what exactly did we see that makes us answer that way? Was it the individual children who needed some extra support? Was it the adults who needed some support in the classroom? So, we might want to get kind of specific. Some other great things that we noticed in there, she used a classroom schedule.

When the individual child, when Jermaine needed a little bit of support in terms of getting out of the costume, she referred him to a schedule. She helped kind of check back in with him. She used a lot of descriptive praise or encouragement about his behavior for following directions and building a relationship with him about understanding what he likes. But I did also notice that she had to give some directions to adults to get some support from the other adults in the classroom, and I noticed there was one little girl who did kind of wander around rather than engaging.

So, I think there are some things that we might want to think about or talk about with Cleo as we engage in this coaching partnership. So, I thought it was a pretty realistic transition. So, it's a typical day in a classroom. There were tons of strengths. But I think we also want to hear what Cleo has to say about her classroom and about her transition. So, let's hear what she had to say about those transitions. So, Cleo confides in us that sometimes the hardest thing for her is figuring out all the adults' roles, that there's always so much going on, she feels like she has to have eyes everywhere. She feels like it's going well, but sometimes she feels like she's juggling a lot just to kind of keep things moving during these transitions. And maybe, she's worried about that individual child who's standing and watching most of the time. So, just like every teacher, there's a lot going on in every classroom, and it's important to be able to take that time to hear what a teacher has to say. Even if maybe this looked like a fabulous transition, she's got it under control, she's got a lot of great strategies, maybe it feels like a concern to her, or maybe there are specific pieces of transitions that she'd like to brainstorm with someone.

Kristin: I agree, Kathleen. I think we all have different experiences that we bring into our interactions, right? And certainly we bring them into our observations. And so, we pick up on different things, and we all have different starting points. And, by meeting teachers where they're at and really responding to the thoughts that they share, even when they don't match ours as the coach, right? It's really about building and maintaining strong partnerships and relationships, which is certainly a key component to practice-based coaching. And, you know, like you mentioned, teachers who are supported in their work, we know they're better able to focus their energy on improving then and developing their skills. So, we also know that helping teachers to improve their practice involves intentionally thinking about the processes that are place to support effective coaching. And one piece is to start by thinking about what do we know about early childhood best practice and teaching practices?

Kathleen: Exactly, Kristin. And this brings us to the main point of today's webinar and of the Front Porch Series last spring. So, what are effective transitions and what are those practices that teachers are likely to need support around? So, we'll spend the rest of the time briefly talking about what those transition practices are, and then we'll dig into how you can support those teachers. So, what are effective transitions? We know they happen throughout the day. We know that they happen for a significant portion of children's classroom day, that they're engaged in transitions, whether it's from breakfast to free play, free play to group time, group time to outdoors, between different interest areas in a classroom, that they're engaged in a lot of transitions.

And there are some characteristics of effective transitions. The most effective transitions are necessary. There's a good reason for asking the children to move from one place to another. The best transitions are planned. A teacher has been really thoughtful about why and how children are getting from place to place, really thinking about the flow of people and time in their classroom. And the most effective transitions are good times for learning, that teachers think about having real learning goals embedded in those transitions and keeping them really engaging.

So, those are the things that we really want to think about when we're thinking about transitions. And the key practices that a teacher is going to work on is that they teach children how to transition. So, what does it look like to line up? What does it look like to choose an interest area or a center and go there? Is there a picture that you pick up and take it to the reading area to check in? What does it look like to wash your hands and come sit down at the breakfast table? Teaching children the expectations for those transitions. Preparing children for the transitions. So, just like we saw Cleo do in that video where she said, "When I ring the bell, it's going to be time to clean up," preparing children that it's about to happen.

Maybe, taking it a step forward and going around the room and saying, "Jermaine, in one more minute, I'm going to ring the bell, and what will happen next?" Or checking in with Tori, "Remember to check your schedule. We're going to be transitioning really soon." So, preparing children for their day and for what comes next. Embedding learning in transitions, so having songs, having social opportunities where children can practice engaging and interacting with one another during a transition, so that all that time is powerful learning time.

And finally, providing support to individual children who need it. So, whether that's scripted stories about a transition, a story for a child about coming into school in the morning, about riding the bus or riding in a car and coming in, taking off your backpack and your coat, saying good morning, washing your hands, saying goodbye to mom or dad, having these individual supports for the children who need them. These four things are the key practices that we want to see teachers doing in classrooms. And these might be the specific practices in practice-based coaching that you're supporting teachers around. Okay?

So, from the Front Porch Series, teachers got some information about really kind of user-friendly ways to think about transitions, so some tips for thinking about transitions. The first thing that we recommend to teachers is to examine the schedule. And so as a coach, this might be something that you sit down and do with teachers. Sit and look at the schedule. Is every transition necessary? Do all kids need to transition at the same time and in the same way? Are there transitions that can be eliminated, that we can get rid of? And you might look at unnecessary or really long transitions and think about ways to break those up. Thinking like a kid.

We want to make sure that transitions are expected and engaging, that kids know what to do. All children want to feel successful and want to feel confident in their environments, so making sure that we make that as transparent as possible for children. And that may be through visual schedules, that may be through giving them fun things to do during transitions, to go search for something fun in the group time area, have books and toys waiting for them there, or something like that. Songs, games, transition techniques. And again, I'll give you resources for some of these practices at the end that you can go and share with teachers.

And finally, preparing to personalize when children need extra help. So, we might need an individual transition plan. We might need really specific strategies for children or for their families to help with transitions into or out of the program day. So, now that we know what the practices are that support effective classroom transitions, how do you know where to start with a teacher?

So, thinking again back to Cleo, how do we know where to start? And once you know the practices they're likely to need support around, you can begin the process of setting goals and developing a plan. And the first step for doing so is having a really clear understanding of a teacher's strengths, needs, and interests. And this is known as a needs assessment. You can use needs assessment tools for any set of teaching practices.

Today, we'll explore the tools that you can use to help support preschool classroom transitions specifically, okay? And the tools we'll talk about today can be used by a coach, but they can also be used as a self-reflection tool by a teacher or with a group of teachers as part of professional development to really think about the practices that are happening in programs. You already have tools at your disposal that you can use to help assess a teacher's strengths and needs.

So, take a second just to yourself to think about how would you know a teacher in your program needs or wants support around transitions? Just think to yourself. How would you know? So, some ways, thinking about tools that you use every day in your program, might be something like the CLASS, that's used really widely in Head Start programs. Where would transitions show up? How would you know that a teacher might need support? Do you look at productivity dimension? Where would you look? So begin to think about the tools you already have at your disposal. If your program uses other tools that are available, like an inventory of practices related to classroom strategies or curriculum materials, those might also be places that you can look. And finally, what you see on your screen are some sample materials from NCQTL, the in-service suites that hopefully most or all of you are familiar with, that are specifically related to transitions in the classroom. And these are available on the ECLKC website, and we will have the links to these resources available to you in a follow-up email that we'll provide after this webinar.

But the resources up here are the tools for supervisors or activities for teachers that you can use to really pinpoint the practices that are happening in transitions. So, you see the example up here, the number of transitions during the day is minimized. Minimal amount of time, given a warning before transitions occur. These are the kind of practices we just talked about, and the tools are already developed to help you think with teachers about those practices.

Kristin: So, Kathleen, just real quick, I was thinking, this is such great information. How helpful, right, for coaches to really view specific examples from observation to really then frame their discussions, which I think you're taking us to. You know, to really frame those discussions around the teacher's strengths and possible areas of need, and to really start a discussion with teachers about reflecting on their own practice.

Kathleen: Absolutely, absolutely. I think one of the major kind of emphasis in practice-based coaching is on a teacher really guiding the process and of it being a partnership between the coach and the teacher. And so being really respectful and really clear about what the practices are that a teacher is thinking about, and that we can all be using the same language and the same vocabulary around practices that are important and valued in our programs. So, absolutely.

So, once you have your needs assessment tools and you have an idea with a teacher about where they feel their strengths and possible needs are, and you have an idea about where you see that same information, how do you actually get started in a really concrete way? And so you take that reflection on strengths and needs, perhaps using those tools from NCQTL or data that you've collected in your program from other tools, and you're able to begin setting really concrete goals and developing action plans with a teacher related to the practices that she or he is using in the classroom or wants to develop in the classroom.

So, I have just another example up here, a tool that you can begin using to plan with a teacher as part of that conversation for action planning to learn more about what a teacher is doing now and what they want to be doing in the future, and to just kind of pool all the information together that you have. So this is also available on ECLKC to help a teacher plan for transitions, to think about, what are the transitions that happen during my day? What strategies might I use before the transition, during the transition, and after the transition to help kids in the classroom? So, as part of developing your action plan or even as a step on an action plan, you might complete this document with a teacher and have a chance to really dig in to what those transitions look like in a classroom. And that will help you really keep focus during this coaching partnership around transitions.

And here's a sample action plan that we've developed for Cleo with Cleo related to her classroom transitions. So, as part of the conversation with Cleo and her self-reflection and needs assessment, we can imagine that maybe she was most concerned about collaborating with other adults during the transitions. In Cleo's classroom specifically, there are a lot of adults coming in and out, different professionals working with individual kids: Speech and language pathologists coming into the room to work with an individual child, paraprofessionals, volunteers. There are lots of different adults. And so she was really concerned about how to be a leader and work collaboratively with that team without breaking up the flow of the day to give directions to adults. So, she really wanted to think about and work hard on how to develop transition roles and responsibilities and to communicate those with her team.

So, you see the example here of the action plan that she and her coach developed with a goal statement about developing transition roles and responsibilities with the adult members of the team with the ultimate goal of supporting children during the transitions. And then the three steps that she was going to take to achieve that goal. So, identifying all the steps that need to happen in each routine. So, that would be the form that we just saw on the previous slide where we think about each transition and what happens before, during, and after. And so she would complete that with her team during a regular planning meeting. And then, second step, work with the team to develop a matrix of responsibilities, and then assign each adult or work together with the team to decide who's responsible for each of those responsibilities in the matrix. And finally, develop and use a visual schedule to remind each of us about our responsibilities. And so we see the resources that are needed there, we see the timeline for when those are going to be completed.

So, a resource for you, a sample action plan here that you can see related specifically to transitions. So, now that we are thinking about an action plan and the specific strategies that we want to see implemented in classrooms and that Cleo wants to see implemented in her classroom, that we might begin thinking about how would we look for those strategies in the classroom? What exactly would we look for to use -- to really support Cleo in the classroom? So, as a coach, you're going to go in, step into the classroom, do some observation, and stay really focused on the transition strategies.

So, what we'd like you to do is use the chat -- the poll, or the chat feature that you see in the middle of your screen. So, give us some ideas about the kinds of data you might collect about transitions in Cleo's classroom. And thank you, Rachel, for chiming in there. So, others, please feel free to give us some ideas. What do you think the kinds of data you might collect as a coach?

Kristin: We've got a couple other folks who've chimed in. We -- they're looking at planning documents or they're taking a look at lesson plans. We've got folks who are saying, let's really time the transitions, so part of our data could be the timing. We've got some folks looking at the actual schedules and who all is involved, and perhaps the different adults' roles during transitions. Great feedback.

Kathleen: Absolutely, absolutely. So, I really do appreciate all of the different kinds of data that you all are talking about, from the structured tools that you use in the program, like the CLASS productivity dimension or the behavioral indicators under that dimension that you might be looking at, down to the really specific day-to-day practices that you might see in the classroom, so exactly what children are doing during the transition and graphing that. The number of staff in the classroom. And using the assessment and the length of time each transition takes. So, I think that these are really all really important concrete pieces that give you information.

So, you might -- as you've noticed, or as you've commented on -- really think about what her goals are and think about the practices that she's developed and think about what you might specifically collect related to those. For Cleo, we might look at the adult roles in the classroom. We might time what adults are doing during transitions. So, how much time does each adult spend in the different roles that they're related to? How many directions does Cleo have to give to the adults in her classroom? Those kind of things might be important data to collect. We might look at, as you mentioned, the number and length of transition, how long it takes, the number of directions Cleo gives to children, the ratio of positive comments to negative comments, or directions to encouragement comments during a transition.

We might look at the children in the classroom, the number of children who are engaged, the number of children who are wandering or non-engaged, the number and type of challenging behavior that happened. So, again, these are all really linked to the goals that a teacher has and what specifically she wants us to focus on or he wants us to focus on. But we have a variety of tools at our disposal to really give Cleo lots of information about transitions that she probably isn't able to get herself, because she's in it, she's doing the work of transitioning. So, having that objective person sitting and watching what she has requested us to watch can be a really valuable way to open up the conversation.

Okay, so I'm just going to show you an example of some observation notes that a coach might collect in Cleo's classroom. So, if I were Cleo's coach, this is just a little snippet of an observation log that we might see. So, I might write down the time that the transition began, so that I can collect some data on the length of the transition, like you noticed. And then, what I like to do as a coach is keep a running record, for the most part, of what I observed during this really focused time looking at ob-- or looking at transitions, at the focus that the teacher has helped me set.

So, I might write down the practices that I see her using from the tools that we used at the beginning. She gave a clear transition signal, so I'd write down exactly the quote. I might write down the situation with Jermaine, that he didn't want to take the costume off, so she showed him the class schedule, and the quotes that she used. I always try and be really objective and write down exactly what I saw, "just the facts" kind of situation as I'm writing down what I observed so that we can, as an adult, or as a coach, stay really objective and concrete, rather than putting judgment necessarily on what I saw. I want to make sure that I write down as many quotes as possible, write down as much concrete data. What I might also have on these notes are tally marks of, specifically for Cleo, the number of comments she made to adults or directions she had to give to adults. I might tally the number of positive comments she made to children or the number of praise statements that she made to children.

If we decided to focus on individualized supports for kids in her class, I might write specifically about Jermaine or about Tori and everything I noticed them doing during -- during a transition. So, we can have different strategies, different things that we look at, depending on the specific focus of an action plan or a goal. Okay? So, another strategy that we might use while we're observing is to think about ways that we as a coach or you as a coach can support Cleo or support the teachers that you're working with. And I think it's really important to remember that ultimately a coach is a guest in a teacher's classroom in many ways. You have different roles in your programs, different responsibilities, but when we're stepping in, it's important and can be helpful to think of yourself as a guest and acknowledge that by offering to help before jumping in.

We never want to be one more adult who's distracting Cleo during that transition, right? We want to take the time to make sure that we are being respectful of what's happening in her classroom and offering help or asking if that's okay before we jump in. Taking charge or modeling practices without discussing it in advance, one, may not be welcome, and, two, it may make it less likely that the teacher is able to really focus on the modeling that we're doing. She may be distracted with other things if she's not expecting us to model a strategy. So, we never want to undermine a teacher in the classroom. But things like tying a shoe, setting out materials, playing with children are great ways to help out.

During transitions specifically, some strategies that you may use, you may give the teacher, you may give Cleo a little signal when a transition is running long. So, if it's already been five minutes of transition to breakfast, you might just tap your wrist or your watch with a pre-kind of determined signal for her to let her know that you passed that five-minute mark. You might, with her encouragement or with her permission, model using an individual schedule or a scripted story with a child.

Maybe, Cleo isn't really comfortable knowing how to support Tori, who's just kind of wandering during transitions. And so, as a coach, you might say, "I'm happy to use this schedule the first time, and you can watch, and we'll see how it works and problem solve it together."

And then you can walk through the transition with Tori and help her get engaged. You may sing a transition song to teach it to the teacher. You may model praising children when they're transitioning really well. Or, you may point to a child or indicate in some way that a child needs some extra support that the teacher's not noticing, or an adult who needs some extra support, in Cleo's case, perhaps. So, the next component in the practice-based coaching cycle is reflection and feedback. So, once you've collected all the data in your focused observation, you have a lot of information that you can provide back to a teacher, but you also have a great opportunity to spark some reflection on the teacher's part specifically related to these practices, okay?

So, you might discuss the data that you collected on your anecdotal notes or running record. So, you've got those verbatim quotes from the classroom. And so as a coach, I might sit down with Cleo, and I might specifically give that really positive, supportive feedback about what I saw. "I saw you give three individual warnings to children before the transition. You really had Jermaine's attention when you got down on his eye level and acknowledged that he really loved the Superman costume. Jeremiah followed -- or Jermaine followed each step in your three-step directions." So, noticing the impact that a teacher's behavior has on kids and being able to refer that back.

Another type of feedback you might give or you should give, supportive feedback and also constructive feedback. So, we might give a teacher really a lot of information to think about related to how things might change, or how the action plan is being implemented. And this is where there are lots of opportunities for reflection. So, you might say, "Remember, next time get down on Jeremiah's eye level to give him the one-minute transition warning." We might say something like, "Transition to breakfast lasted eight minutes this morning. What are some ideas for shortening that transition?" So, that we give some concrete data, and then we're able to follow that up with open-ended questions for the teacher about the transition practices.

And you also want to think about ways that you can ask questions, additional questions, that further opportunities for reflection. So, asking her, "Which transitions are going really well? What's great about them?" So, that we can get some feedback about the coaching process as well and about the action plan that's been developed. How do we capture the characteristics of great transitions and help put them into this transition? What does this transition look like in your ideal scenario? What do you expect the children to do? If you could change one thing about this transition, what would it be? How did the transition today compare with yesterday, and so on, so that we can really give a teacher a chance to talk about her experience and that we can really listen and get information about those transitions.

Kristin: So, Kathleen, I was thinking, I just can't help myself, but I feel like I just want to jump in and respond. I mean, you're really highlighting this piece about coaches providing supportive feedback first. And, you know, I'm thinking that when we really -- what I captured from what you said was that when we really, as a coach, encourage teacher reflection during a feedback session, it really continues to help them think about their classroom practices, their interactions with children.

And I also got from you that it helps teachers to become even more engaged in the collaborative process. So, those specific examples from observation are really used to highlight the strengths and also be a springboard for discussion about things that might be harder and that we can problem solve through. So, I just felt so excited about what you shared and wanted to chime in.

Kathleen: Great. Thank you. Yeah, absolutely. And I want to share a resource that one of the members of our coaching community has shared that I thought was absolutely perfect for this webinar. And as we build a community of coaches sharing great ideas, September, actually, I believe, who you see in the chat bar, shared this with us prior to this webinar, that one of our roles as coaches in this reflection and feedback stage is to share resources with teachers as well and to be a resource and a sounding board for teachers, a supportive place for teachers to bounce off ideas and to get new ideas.

So, this is an example of an adult picture schedule that a classroom developed, so that all of the adults in the room would know their role. And was in a really friendly way, was developed in a way that kind of modelled the classroom's approach to communication and to being really open and transparent. And so this is an idea we might share with Cleo that kind of adds to her toolkit and adds to our own toolkit as coaches, that this might be a great fit. There are a variety of adults coming in and out of her classroom every day, and so a strategy like this, this visual about what to do, how to help during transitions, or what your roles and responsibilities are, could be a great way to help the adults in a classroom know how to jump in, know how to help, without Cleo having to verbally stop what she's doing and give directions during a transition. So, this could be a really nice preventive tool.

So, I want us to take a second to really practice and think about this important element of reflection and feedback. So, we won't show the video again because it's kind of long -- for this particular purpose -- but if you think back to the video and think back, imagine that had been your focused observation, specifically how would you give feedback to Cleo? What would you say? So, think about these elements of supportive feedback, constructive feedback, reflective questioning. You see this chat box appearing here. Type in some ideas of how you might start a conversation, what feedback you might give to Cleo, just so that we can share these starters with each other and have a written kind of brainstorm of these ideas for each other.

Kristin: A lot of curiosity. You know, folks are chiming in and they're staying curious about the teacher and the teacher's experience. This is great.

Kathleen: Absolutely. I think curiosity is a great disposition for a coach to have when you step into a classroom, to try and learn more and really try and figure out where the transition -- or where the teacher is coming from in that conversation.

Kristin: I remember someone very special to me teaching me something really important and saying how as a coach she felt maintaining the act of inquiry was the piece that just really helped her through all situations.

That was something she held very tight to and was willing to share with me, so...

Kathleen: Yeah, and what a great model to set for teachers and for your program as a whole to really kind of ask questions first and really try and figure out, from a teacher's perspective, modelling how a teacher tries to figure out a child, how a teacher has that kind of stance of wondering about why a situation is the way it is and what a child is thinking, feeling. We can kind of model that for teachers through our own coaching behavior.

Kristin: Yes, and several of these comments, I mean, they're really pointing out like specific strategies that the teacher used and then kind of asking, you know, maybe if she noticed that there's other times of day that she could use those strategies, or kind of like pointing it out and then asking some questions for additional opportunity to kind of step back and think about the experience itself and think about when she used that strategy, what was the outcome? Or were there other different ways, you know, that she could have used one of these pieces elsewhere, or is there a way that we could have tweaked it?

Kathleen: Yeah.

Kristin: Okay, yeah.

Kathleen: And I'm noticing in the comments that people are honing in on maybe the interactions with an individual child. So, really kind of recognizing her connection to the little boy in the Superman costume and how supportive that interaction felt. And we don't have the backstory between Cleo and that particular child to know what kinds of support this child has needed, so making sure that we're -- so we're kind of recognizing the success of that interaction. Asking questions about how you feel the adults together are working.

Kristin: Right, absolutely. Really honing in on those things that Cleo wanted to learn more about and focus in terms of her action plan and the goals. Oh, this is wonderful.

Kathleen: Yeah, thank you all so much for your comments. We really do think this is a space -- I want to chime what Dawn wrote here in the box, that we really do want to make this a learning space for all of us, so sharing your ideas with each other is fabulous and ultimately the goal that we have for these Coaching Corner webinars. So, you'll have lots of opportunities to share these, and we can have opportunities to learn from each other and from your experiences as well. Absolutely. All righty. Well, again, thank you for your comments. I think all of those are spot-on about what we would say to really recognize Cleo's efforts and achievements and accomplishments and also spark some reflection about the processes that are happening in the classroom as well.

So, we're really specific. I see lots of characteristics of strong feedback here, really specific about what you saw, really objective about what you saw, and opening up lines of curiosity or reflection for the teacher as well. So, very nice. Thank you very much.

Kristin: A lot of noticing strengths and supporting the teacher's reflection. Wonderful. Thank you again.

Kathleen: So, in our last few minutes together, I just want to make sure that you have some additional resources to use while you're coaching teachers around transitions. So, this is a quick checklist that we presented at the Front Porch webinar series specifically for teachers, for them to think about, you know, how are my transitions going? So, first off, can it be changed? Should it be changed? Do I have to have this transition? Are the children busy? Do they know what to do during the transition? Do they know what comes next? And does everyone have what they need? Getting at that individualized support pieces. So, just the kind of condensed version of that whole Front Porch webinar. These were the takeaways that we offered to teachers. And I think that these are also the takeaways that you can step back in a really friendly way and look at with teachers and help them kind of reflect on the transitions that are happening.

So, we have a ton of resources, and I think that this is one of the goals of the Coaching Corner webinars as well, is to begin building a network of resources and making sure that you're connected to the resources that can support you in your work. And so, specifically related to transitions, one great resource that's available free of charge on the Internet, challengingbehavior.org, the Technical Assistance Center on Social Emotional Intervention. They have a make-and-take about thoughtful transitions. And so those are materials you can download and use with teachers to help them develop classroom transition schedules, visual supports for kids, fun games for kids to do, fun way to give kids transition warnings, just a variety of really practical, easy, easy materials that you can just print out and teachers can use in their classrooms. They also offer some really phenomenal resources for families that can also be informative for teachers and staff as well, too, I think. But they have a Backpack Connection Series on that same website, and they have some specifically related to everyday transitions with tips for families and ways to practice at school.

So, I think this is -- I just can't say enough about these Backpack Connection resources. I think they're fabulous, just little one-pagers that are great for sharing with families and staff. That same website also has a larger file of teaching tools for young children that include scripted stories that you can print out about transitions. So, scripted stories about coming to the preschool classroom, scripted stories about going outside to play, scripted stories about sitting at circle time or group time. A variety -- I see the question about information in Spanish, and a variety of these materials are available in Spanish on the TACSEI website.

I don't have specific information at this time, but I do know that a variety of them are. There's been a concerted effort to get a variety of these materials in Spanish as well. Many of you are probably familiar with the Center on Social and Emotional Foundations for Early Learning, and their social emotional teaching materials. They have a What Works brief on transitions between activities that you might find valuable. And finally, the resources that we saw today related to classroom transitions. There's a 15-minute in-service suite specifically related to classroom transitions in preschool classrooms. So, all of the materials we showed you today are -- all of those downloadable PDFs are available there along with the presentation materials that you can use in brief professional development or training events. Okay?

And I do want to let you know that we will be providing a follow-up document, a kind of one-pager after this Coaching Corner webinar with a brief overview of everything we've talked about today and the lists and links to these resources. So, we know you can't write all this down really quickly and pull it from this Adobe Connect screen, so we want to make sure you get those resources, so you can find them yourself. Great. And with that, I'll hand it over to Kristin.

Kristin: Oh, Kathleen, I just can't thank you enough for, you know, really talking even more about how practice-based coaching really helps teachers continue to develop as professionals so that they can continue to support children in movement toward positive outcomes. Thank you so much, Kathleen, for joining us today and sharing information to support coaching efforts around preschool classroom transitions.

Kathleen: You're very much welcome. Thank you for having me.

Kristin: So thank you again, everybody, and enjoy the rest of your day.