CHALK COACHING

Coaching to Help Activate Learning for Kids

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What determines PROGRAM QUALITY for young children?

There is a breadth of literature on the benefits of quality programming

BUT quality is defined in differently and is often difficult to measure objectively
From 2014-2018, we partnered with a local school system to begin a data driven process with 1,586 children in 26 classrooms to determine the markers of classroom quality that specifically relate to improved academic and self-regulation outcomes.

We not only were able to identify 8 such classroom practices, but also replicate their importance across different classrooms and grade levels (Farran et al., 2019; Christopher & Farran, 2021).

In 2019, we added a ninth practice, Improving the Quality of Literacy Instruction, as it became a priority in our state.
Using the findings from this partnership, we set out to translate our research into a web-based that allows coaches, teachers, and school system administrators to collect data on practices that benefit children.

Our approach is curriculum agnostic and can be used in any early childhood setting.
Our tool helps coaches collect data on practices that operationalized through specific, observable teacher and student behaviors.
1. COLLECT DATA THAT’S MEANINGFUL
2. **USE DATA TO DRIVE DECISIONS**

- **33%** Behavior Management
- **27%** Traveling to another part of school
- **17%** Waiting in
- **15%** Materials not ready
- **8%** Classroom Routines
3. SET GOALS

DEVELOP A PLAN
4. Monitor Progress Over time
WHERE WE’RE

App development began using student coders
August 2018

Completed remaining practices

Added Literacy practice

1st 4 of the 8 practices built out
May 2019

Pilot study in Dayton
ABT Associates conducting independent evaluation
2021-22 AY

Completed remaining practices

Summer 2019

Disseminate to larger Audiences
Summer 2022

Fully available to Schools already waiting!

Project Start

Summer 2022
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