

CHALK COACHING

Coaching to **H**elp **A**ctivate **L**earning
for **K**ids



Caroline Christopher
Vanderbilt University

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

Free pre-K: Strong early gains, but long-term questions

Universal, free preschool in Tulsa, Okla., has produced results attracting national attention, and could be a blueprint for Seattle. But after 16 years the long-term outcomes raise almost as many questions as they answer.

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(3:07)
 Education Lab: Tulsa's Publicly-Funded Preschool

By [Claudia Rowe](#)
 Seattle Times staff reporter

TULSA, Okla. —

In one of the most fiscally conservative states in the country, a place where politicians cry "socialism!" at the mere mention of government in family life, lawmakers have for 16 years supported

PREV 1 of 9 NEXT



RESEARCHING QUALITY

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.



4
YRS



WE EMBARKED ON A JOURNEY
TO BUILD A TOOL THAT WOULD
PROVIDE

MEANINGFUL OUTPUT LINKED TO COACHING STRATEGIES

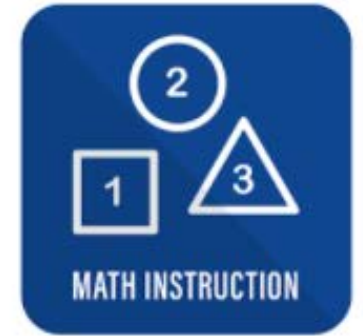
Using the findings from this partnership, we set out to translate our research into a web-based tool that allows coaches, teachers, and school system administrators to collect data on practices that benefit children.

Our approach is curriculum agnostic and can be used in any early childhood setting.



Operationalizing Quality

Our tool helps coaches collect data on practices that operationalized through specific, observable teacher and student behaviors.



1. COLLECT DATA THAT'S MEANINGFUL

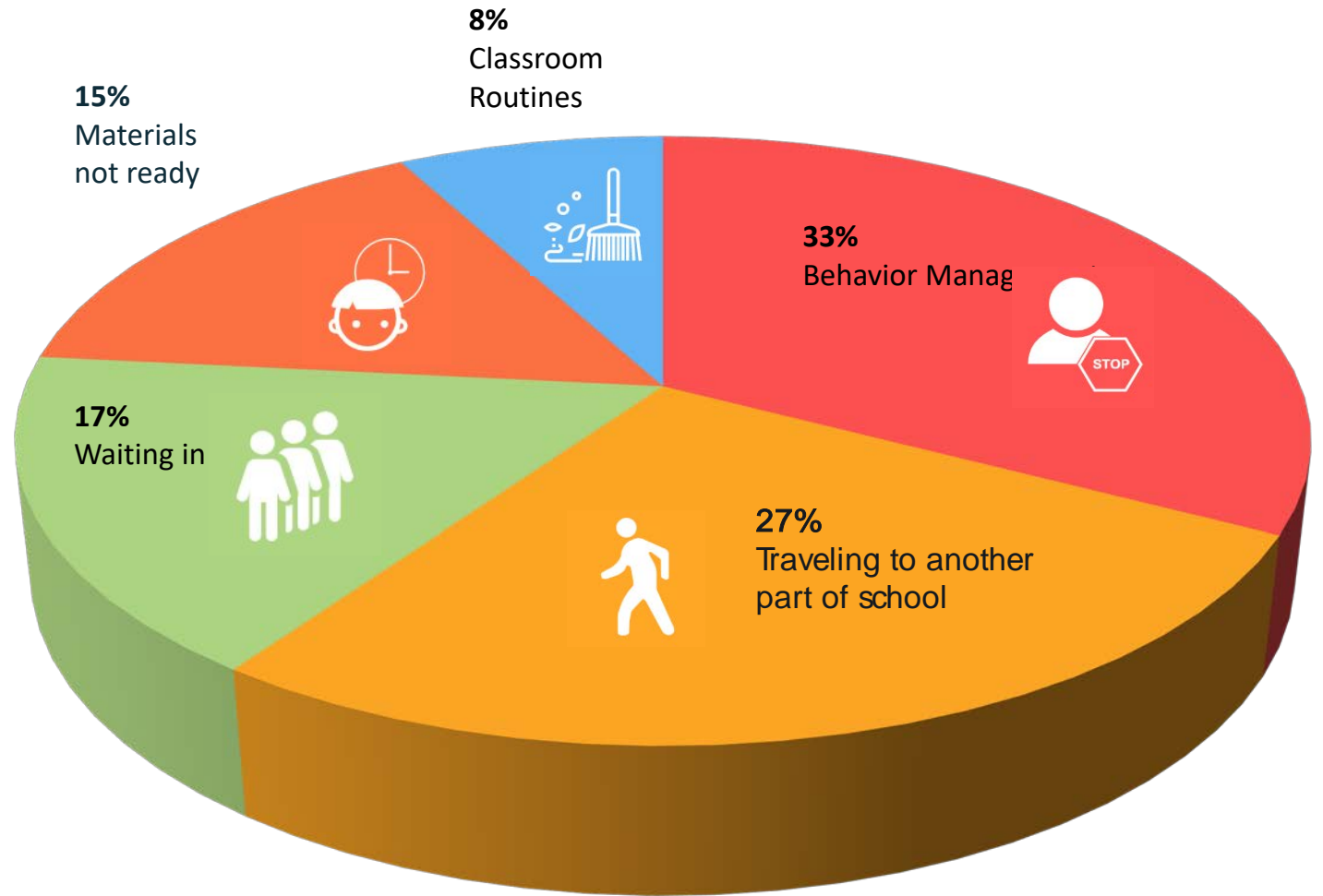
The screenshot shows a mobile application interface with a blue header bar containing a logo, a menu icon, and a back arrow. The main content area is divided into several sections:

- Practice Teacher:** A red square icon with a clock face and the text "TRANSITION TIME" above it, with "Practice Teacher" written below.
- Recent Transitions:** A section with a horizontal line below the title.
- Start Time:** A red icon of a magnifying glass over a document with a plus sign, with "Start Time: 10:30 AM" written below.
- COMPLETE OBSERVATION:** A red rectangular button with white text.
- Transition Categories (Grid):**
 - Waiting in line/lining up:** Green square icon with three people in a line.
 - Classroom routines:** Blue square icon with a broom and leaves.
 - Traveling outside the classroom:** Orange square icon with a person walking.
 - Behavior management disruption:** Red square icon with a person and a "STOP" sign.
 - Children waiting on teacher/materials:** Red square icon with a person's head and a clock.
 - Other:** Blue square icon with a speech bubble containing three dots.
- Timer:** A large red circle with a grey border containing the text "0:00". Below it are two buttons: "START NEW TRANSITION" (grey) and "CANCEL TRANSITION" (blue).

2.

USE DATA

TO DRIVE
DECISIONS



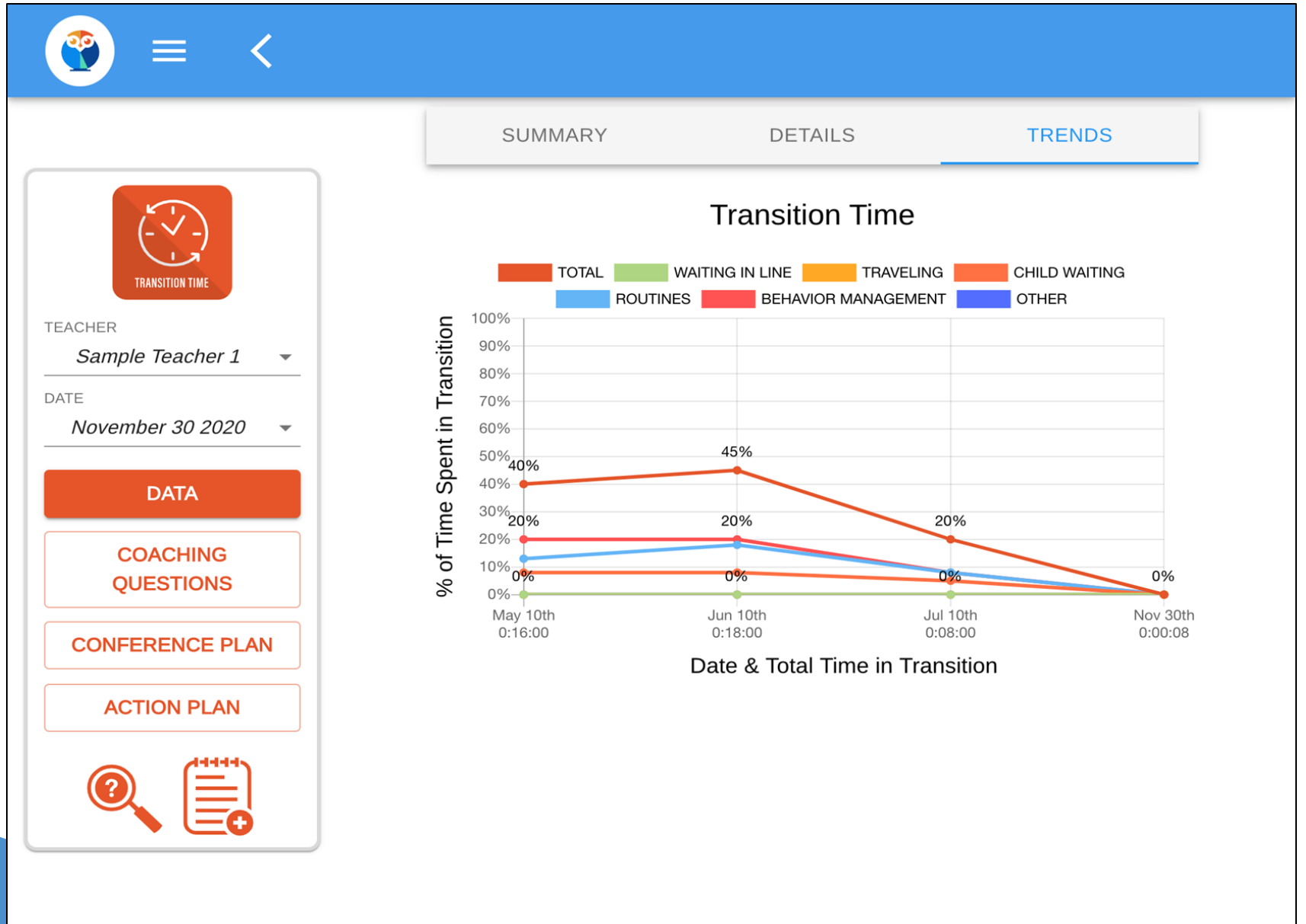
3. SET GOALS

DEVELOP
A PLAN

The screenshot displays a mobile application interface for creating an action plan. At the top, a blue header bar contains a logo, a menu icon, and a back arrow. Below the header, the title 'ACTION PLAN' is centered. The form is organized into several sections:

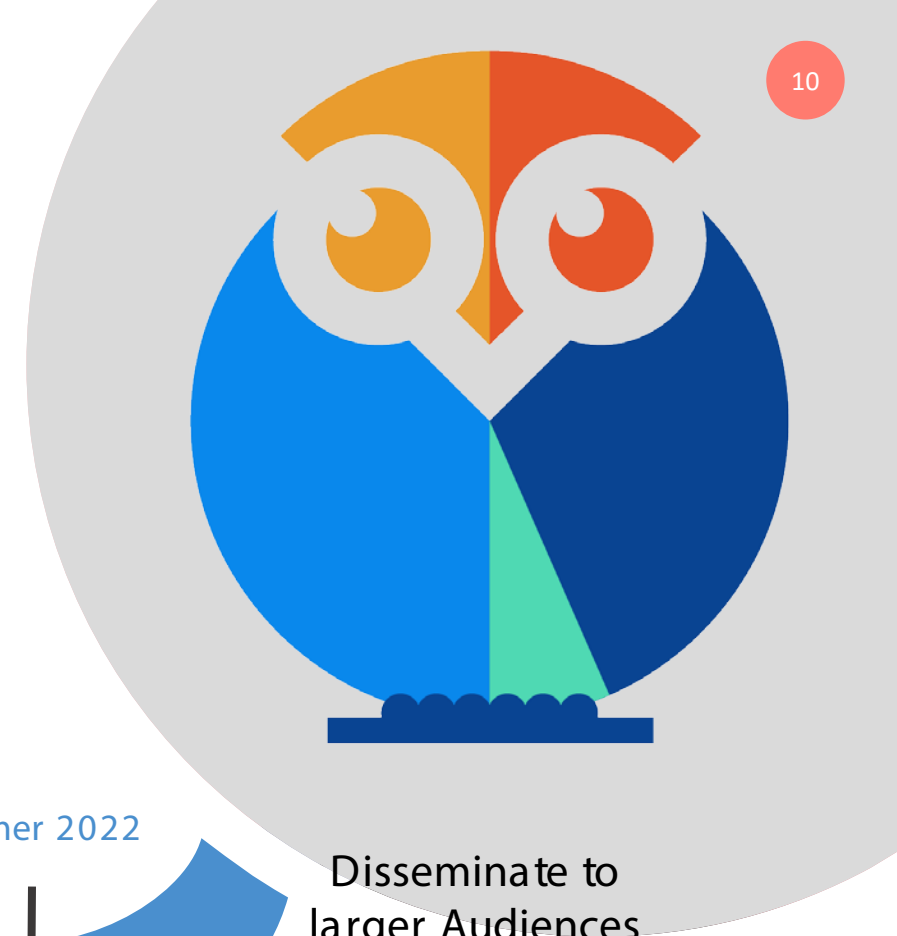
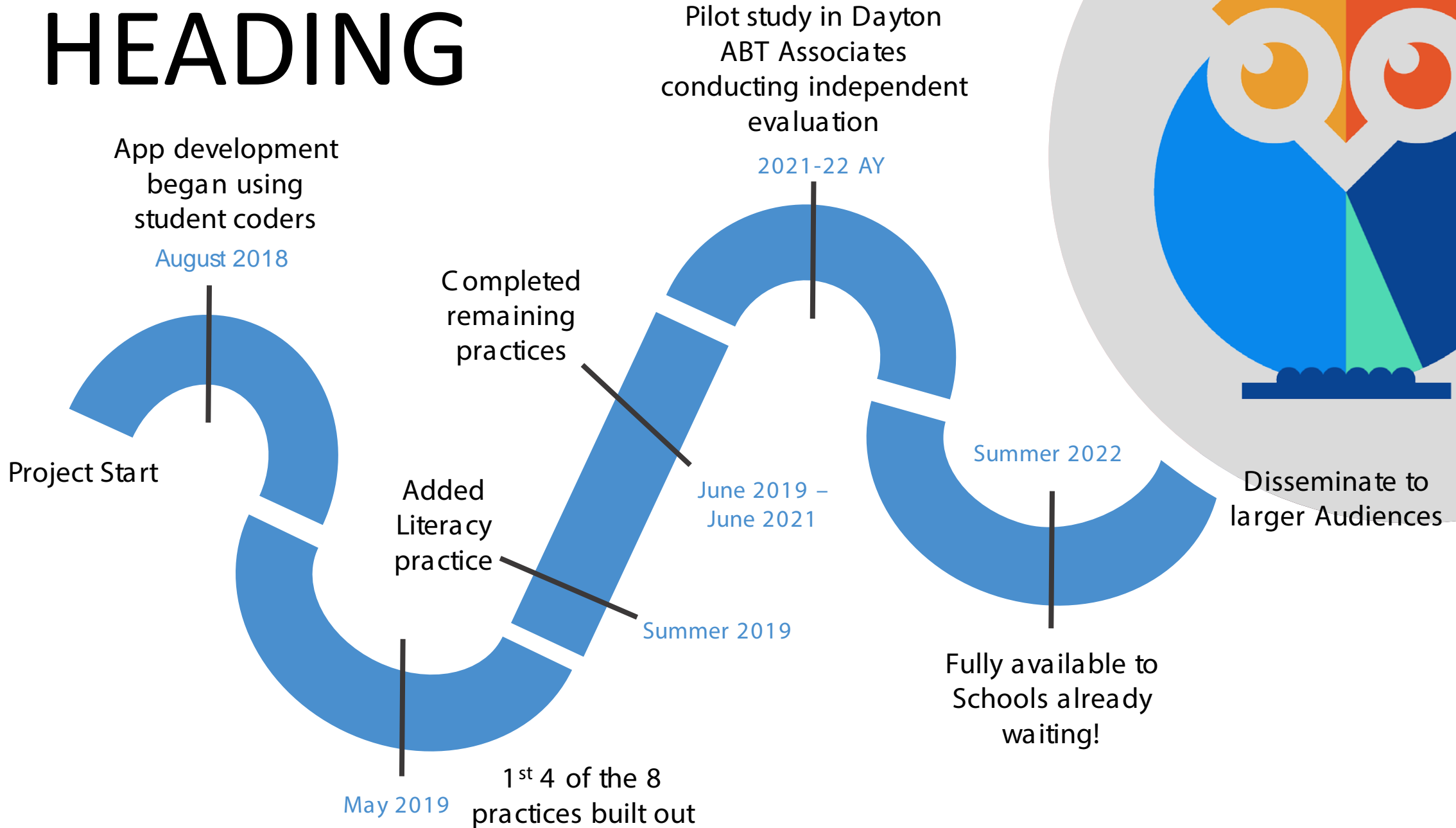
- Teacher Information:** 'Sample Teacher 1' and 'Chalk Coach Coaching' are displayed on the left and right respectively. The date '11/19/2020' is shown in the top right corner.
- Teacher Goal:** A large text input field with a blue border and an information icon (i) on the right.
- Achieve by:** A date selection field with a green border, an information icon (i), and a calendar icon. The date '05/26/21' is entered.
- Benefit for Students:** A text input field with an orange border and an information icon (i) on the right.
- Action Steps:** A list input field with a blue border, an information icon (i), and a plus sign (+) at the bottom left. It contains two numbered items: '1.' and '2.'.
- Persons:** A list input field with a yellow border and an information icon (i). It contains two numbered items: '1.' and '2.'.
- Timeline:** A list input field with a purple border, an information icon (i), and two date entries: '05/26/21' and '05/26/21', each with a calendar icon.

4. Monitor Progress Over time



WHERE WE'RE

HEADING



OUR PARTNERS



VANDERBILT.
Peabody College

the WOND'RY



United Way
of Metropolitan Nashville



University
of Dayton

preschool
*  *
PROMISE