



Teacher Behavior **Goal-Setting** System

CHILDREN'S
LEARNING
INSTITUTE™

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University of Texas Health Science
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Texas School Ready & CLI Engage

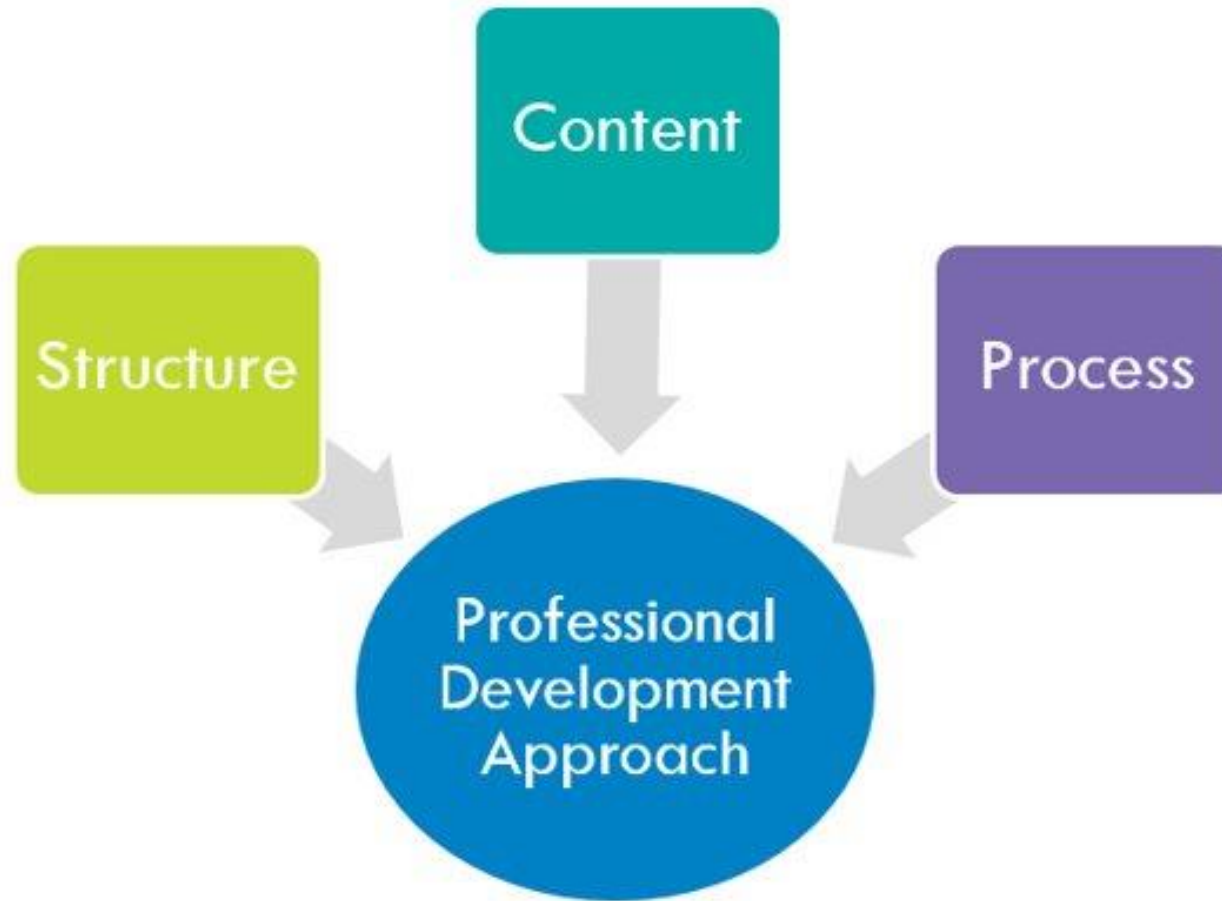
<https://cliengage.org>

Primary Funders:

- Texas Workforce Commission
- Texas Education Agency



TBGS Professional Development Model



Content: TBGS Competencies

- **Best Practices (cross-domain)**

- Classroom Management
- Social & Emotional Development
- Centers
- English Language Learners
- Student Progress Monitoring, Assessment, & Lesson Planning
- Effective Use of Technology

- **Language & Literacy**

- Oral Language
- Read Alouds
- Phonological Awareness
- Letter Knowledge
- Print Concepts
- Writing

- **STEM**

- Science
- Mathematics

Sample Items:

Print Knowledge, Letter Knowledge & Early Reading

Core Concepts (The What)

1	Distinguish between elements of print (e.g., between print and photograph or illustration; Talk with children about what is a letter, word, or picture).
1	Talk about/recognize familiar words (e.g., names, friends' names, environmental print, etc.).
2	Talk about features of print such as text contains letters, words, sentences, and/or spaces during reading activities (e.g., distinguishes between letters, numerals, pictures; segment words from a sentence, short vs. long words).
2	Talk about book and print concepts while reading a book (e.g., reading progresses from left to right, top to bottom, return sweep, etc.). Note: Not while encoding (writing words), which is recorded in written expression.

Context (The When/Where)

2	Involve children in small-group activities about print, letter, or reading instruction (e.g., Tier 1-small group for all children or Tier 2-additional small-group for targeted children).
2	Involve children in print, letter, or reading transition activities (e.g., "Line up if your name starts with the letter A").
3	Talk about print and letter knowledge during underutilized contexts (e.g., taking advantage of a teachable moment during greeting, bathroom, meal/snack, waiting time, walking in hallways, outdoor time, etc.; Teacher points out and talks about the EXIT sign when walking down the hall, etc.). Note: Not during centers.

Strategies & Approaches (The How)

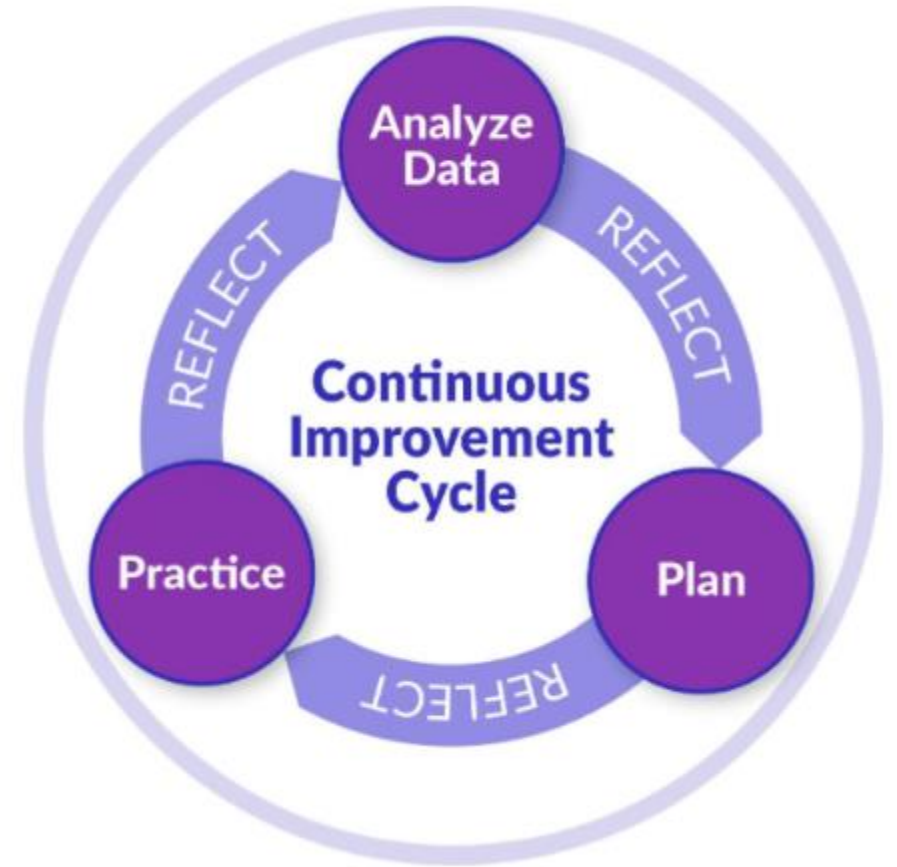
1	Teacher uses a book reading to reinforce letter knowledge skills (e.g., Teacher reads an ABC book and explicitly calls attention to the letters named/shown/connected to a sound - example: Chicka Chicka Boom Boom "Look. Here are the letters a, b, and c.").
2	Use the letter wall as an interactive teaching tool to emphasize features of print (e.g. play letter wall games, letter wall transitions, during journal writing).
3	Explain strategies good readers use to read unfamiliar words , including sounding out words, looking for parts/chunks of words they know, or comparing unknown words to similar known words (analogy), or considering pictures/context to confirm the word makes sense. Note: This item applies to classrooms with beginning readers.

Content: Teacher Role in Determining Focus

- Who decides what areas of practice to improve?
- Who decides what competencies are evidence-based?
- Who decides how to prioritize within the range of evidence-based practices?

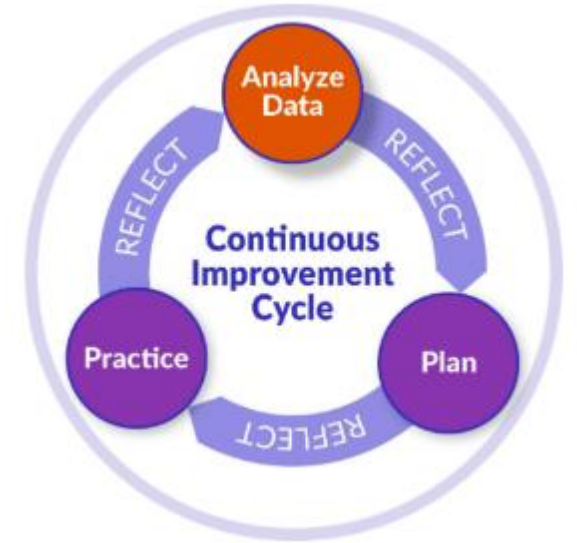
Process: TBGS Improvement Cycles

- Coach or mentor
- Professional Learning Communities
- Independently



Process Step: Analyze

- Child assessment data
- Organization priorities
- Personal priorities and interests



Worksheet: Analyzing Data to Set Goals for Pre-K Instruction



After bringing together all sources of data, place checkmarks in the boxes where data or strong interest indicates an area you could prioritize for additional PD and instructional practice. **See any trends?** Consider these areas when selecting your professional learning sessions. Remember: You may see a lot of checkmarks in rows for academic skills, but a great way to support academic skills is to increase the quality of your interactions with students (e.g., responsive teaching, scaffolding). When you are finished, rank the top three areas you would like to prioritize for your next professional learning sessions in the far right column.

Domain / Areas of Interest	My Students' Needs				My Professional Development Needs		My Campus/ District Needs		Priority Rank
	Progress Monitoring Data			Other Data	Data-based (evaluations, observations)	My Areas of Interest	Data-based (standardized tests)	Areas of Interest	
	Whole Group	Tier 1 Small Group	Tier 2 Small group						
Classroom Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Responsive Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social & Emotional Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Language & Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Using Read Alouds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Phonological Awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Letter Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Print Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Emergent Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Data-based Instruction / RTI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Scaffolding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Supporting English Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Process Step: Plan

- **Visualize where you want to be** in your practice
- **Identify professional development** content that supports understanding in a learning area
- **Set goals** by identifying instructional strategies to improve your teaching
- **Plan how you will practice** by integrating classroom activities that are well-aligned to your goals



Process: Short-term Goal Report and Action Plan

- Select goals aligned with child PM and teacher observation results (e.g., CLASS)
- Use priority levels to guide goal selection
- Identify PD resources (e.g., lessons, strategy videos)

	Goal	Observed at BOY	Observed at EOY	COT Updates	NS	Goal Set Date	Goal Met Date	Resources
1	Give examples and non-examples or synonyms/antonyms of the vocabulary word to build meaning around target word (e.g., if target word is slowly show pictures of or say: turtle, elephant, snail, cheetah. Children say slowly if animal moves slowly or say quickly if the animal is fast.). (Example on example: "Suspense" is "Rapidly")	9/9/16	1/9/16					VL Examples1 VL Examples2
Elle's language								
1	Ask knowledge level, basic questions (have right or wrong answers based on what you can see, hear, smell, taste, touch, name, describe, recall, etc.). Note: Excludes discussion during and after			12/2/16				EL_Knowledge_Level1 EL_Knowledge_Level2 EL_Knowledge_Level3
2	Ask higher level, open-ended, thinking questions (e.g., compare, link, explain, etc.). Note: Excludes discussion during and after							EL_Higher_Level1 EL_Higher_Level2 EL_Higher_Level3 EL_Higher_Level4 EL_Higher_Level5
3	Teacher downward scaffolds children's oral language use (e.g., small choices to either/or question, "Is it too prompt, "The bucket was too deep..." (all all or part of the answer), "This girl is a (example on example: "ella demasiado profunda; foto cubo es grande)							EL_Downward1 EL_Downward2 EL_Downward3 EL_Downward4 EL_Downward5
4	Teacher upward scaffolds children's oral language use (e.g., ask for exp to transform more challenging ways to g							
5	Attempts to elicit language from all children with stronger speaking skills (e.g., turn calling on/directing comments to less							EL_Elicit1 EL_Elicit2 EL_Elicit3
6	"If dual language/bilingual classroom current language of instruction if child res							
7	Engage children in conversations that have about a conversational topic (e.g., 3-7x(7-10)							EL_Multitask1
8	Conduct the 2 small group for students a vocabulary/oral language skills (e.g., 7-10)							
Speaking Grammar Skills								

Classroom Observation Tool: Short-term Goal Report

CHOOSE COT GOALS

Domain	Goal
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

ACTION PLAN

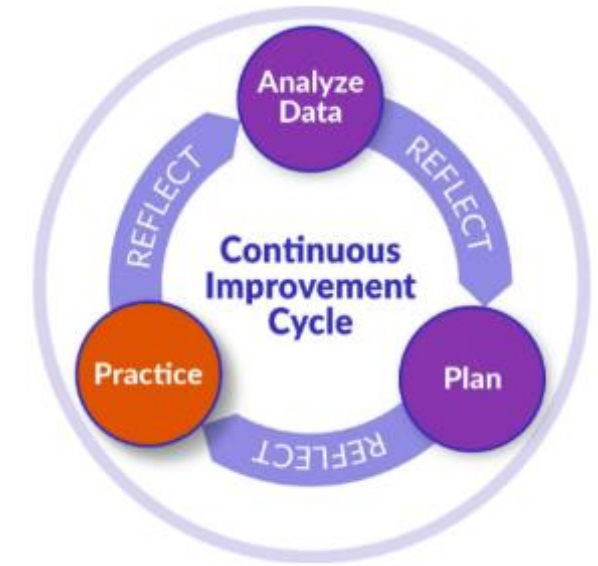
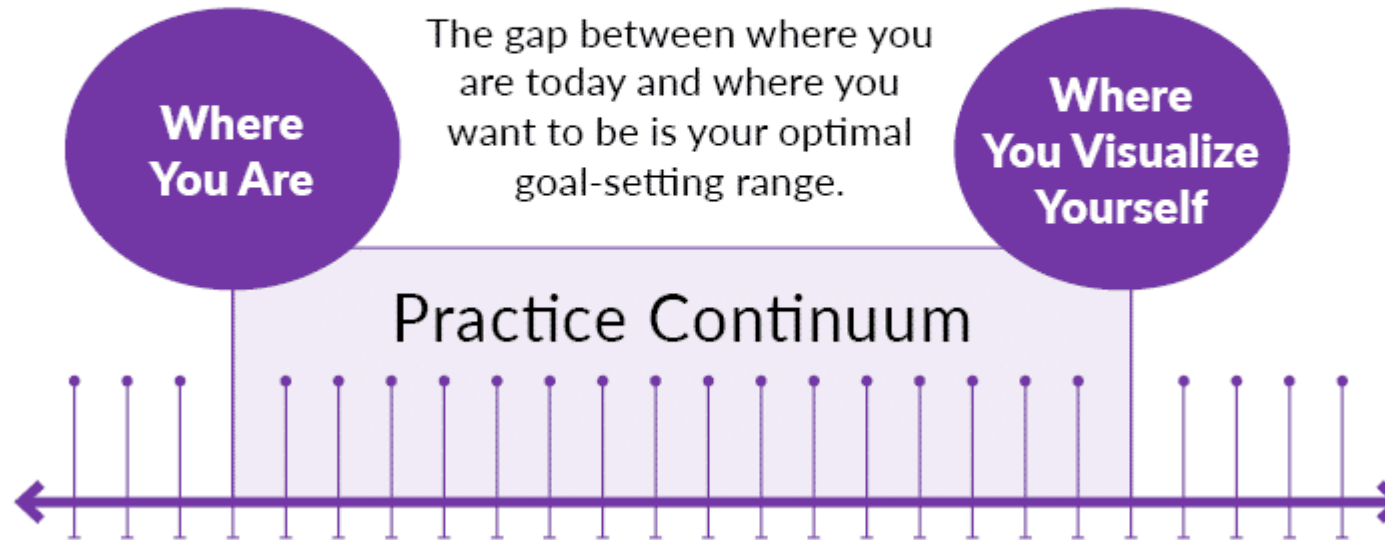
On My Own

With Support

Resources

Process Step: Practice

Continuous Improvement Means Incremental Progress



Learn more about the Pre-K COT in our public online course!

Click below to access the COT overview public course. The course can be viewed online through the CLI Engage website (no login required!)



In the course, you will learn...

- About the COT
- Research
- Benefits of using the COT
- How to score the COT
- How to enter the COT into CLI Engage
- Practice scoring read alouds

View video exemplars for items in each COT domain below.

Classroom Management

COT Item 190

Uses intentional and efficient methods for transitioning from one activity to the next (e.g., song to clean up, phonological awareness game to transition to centers, etc.).



Oral Language

COT Item 30

Explains function/cause and effect (e.g., "A blender cuts things up very, very tiny," or "When you turn on a blender, the blades chop things up very finely.")...



Social & Emotional

COT Item 14

Uses specific praise, encouragement, or positive feedback that provides children explicit information regarding what they are doing well (e.g., "You did a great job writing your name...").



Oral Language

COT Item 32

Provides a child-friendly definition that explains the meaning of vocabulary words (e.g., "tangled means it is all knotted and twisted up").



Centers/Workstations

COT Item 261

Talks about or encourages children to use theme-related materials in centers (e.g., activities based on curriculum/theme). This can be done before going to centers and/or during center time.



Oral Language

COT Item 34

Asks higher level, open-ended, thinking questions (analysis or thinking required, "why," "how," compare, link, explain, etc.).



All by Myself

Children will identify things they are able to do by themselves and contribute to a class book.



SETTING

Whole Group

MATERIALS

- drawing paper
- crayons or pencils
- chart paper
- marker

PREPARATION

Make a book cover with the title "Things I Can Do Myself." Write this title on a piece of chart paper as well. Create a model page for the book with something you can do (e.g., cook a favorite meal).

1. INTRODUCE

"Today we are going to make a class book of all the things you can do by yourselves. I want you to think about what you can do, who helped you learn, and how you learned it."

2. MODEL AND EXPLAIN

"I made this cover for our book. It says 'Things I Can Do Myself.'" Show children the book cover that you created. "Here's my drawing for our book." Talk about your picture and explain how you learned how to do it. Complete the following sentence stem on the illustration: I can _____ by myself. Include your name at the bottom.

3. GUIDE PRACTICE

"Let's think of some things you can do by yourself. Think about what it is, who helped you, and how you learned it." On chart paper, have children brainstorm things they are able to do on their own. Include an illustration for each thing that they mention. Ask questions to help children elaborate on their responses.

PRINT ACTIVITY

ADD TO MY ACTIVITIES

Ver Actividad en Español

ACTIVITY GRADE LEVEL(S)

- Pre-K
- Kindergarten

LEARNING AREA(S)

- Pre-K Primary Domain: Social and Emotional Development - Self-Concept
- Pre-K Secondary Domain: Writing - Writing Process
- K-2 Primary Domain: Social, Emotional, and Self-Regulation Skills - Self-Concept
- K-2 Secondary Domain: Language, Reading, and Writing - Writing Composition

HEAD START EARLY LEARNING OUTCOMES

Goal P-SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.

Goal P-LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.

TEXAS PREKINDERGARTEN GUIDELINES

1A.2. Child shows self awareness and can express pride in age appropriate abilities and skills.

1A.3. Child shows reasonable opinion of his own abilities and limitations.

IV.A.2. Child independently writes to communicate his/her ideas for a variety of purposes.

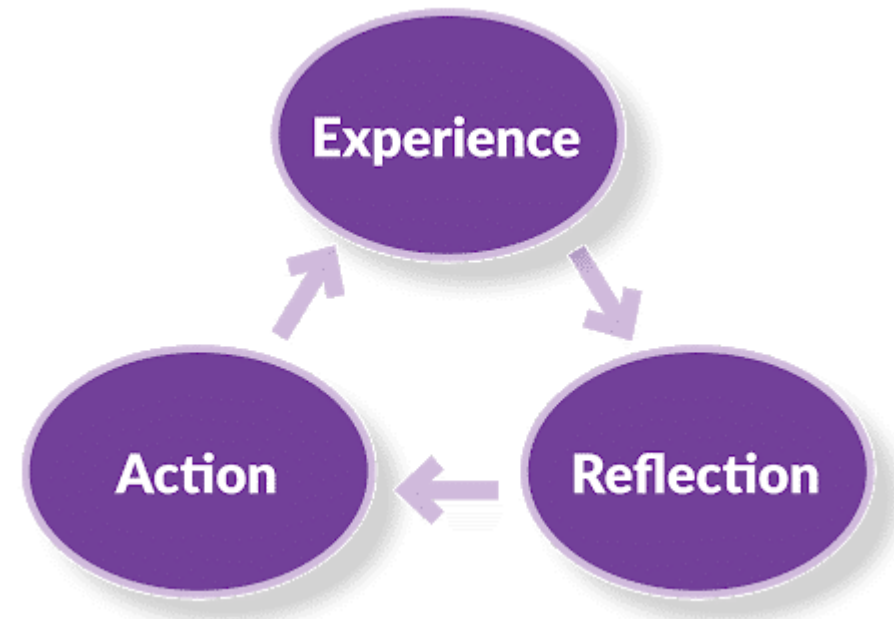
IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.

IV.B.3. Child shares and celebrates classroom and individual written products.

"Cycle Within the Cycle" Reflection Process

"The power of the reflective cycle seems to rest in its ability to first slow down the teacher's thinking so that they can attend to **what is** rather than what they wish were so, and then shift the weight of that thinking from their own teaching to their children learning.

—Carol Rodgers, "Voices Inside Schools"



* Goal Set Date: 08/13/2020















* Length of Visit (hours): 0.00

Show Full Text















Goal Item	STGR Goal Set Date
↑ Oral Language Use	
↑ Using Effective Language Building Strategies	
⊕ Label objects, ideas, and actions by using their specific name during lessons and conversations.	
⊕ Describe things and actions by telling about their qualities.	
⊕ Model comparing by talking about how items or actions are the same or different than each other.	
↑ Scaffolding Oral Language Use	
⊕ Downward scaffolds children's incorrect, ambiguous, or non-response to build their oral language use.	
⊕ Upward scaffolds children's correct responses or child's new topic to build their oral language use.	
↑ Oral Language Use: Context (the When/Where)	
⊕ Involve children in large group oral language activities.	

Reflection

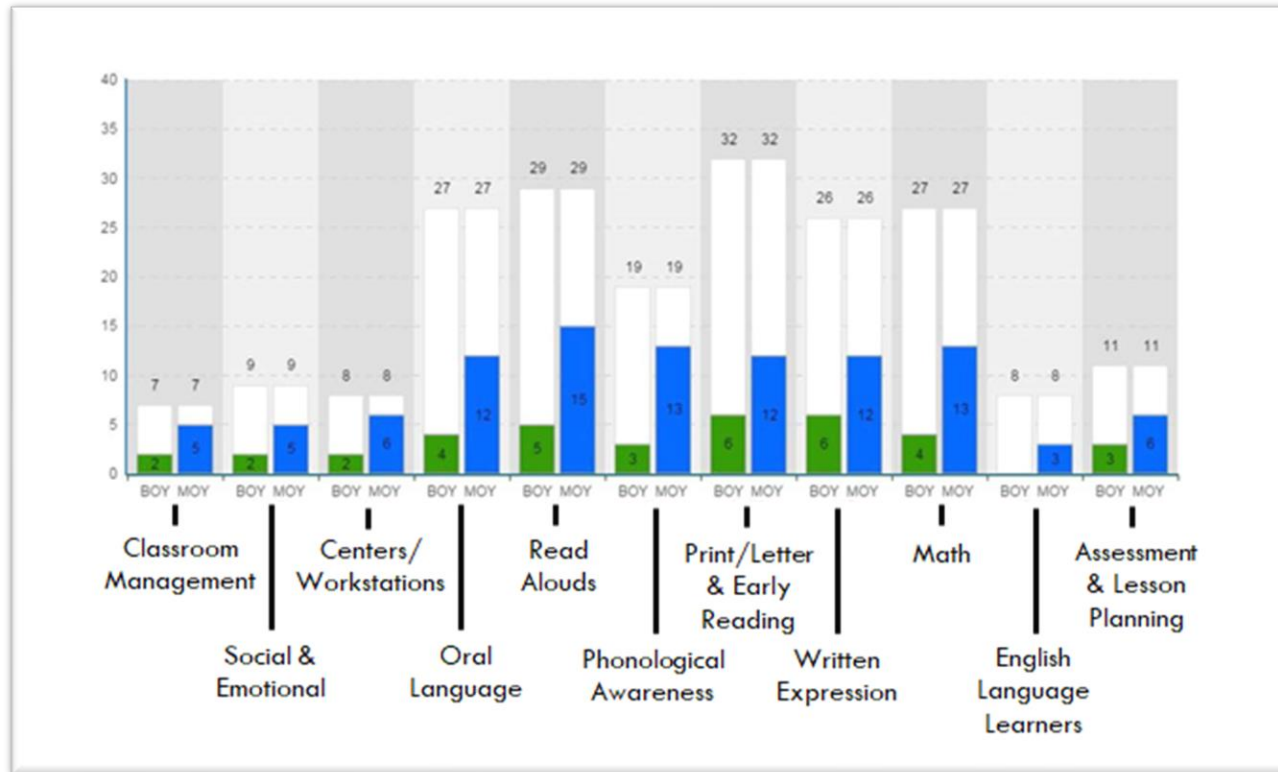
What improvement(s) in practice were you trying to achieve?

B **I** **U** **S**     Size          

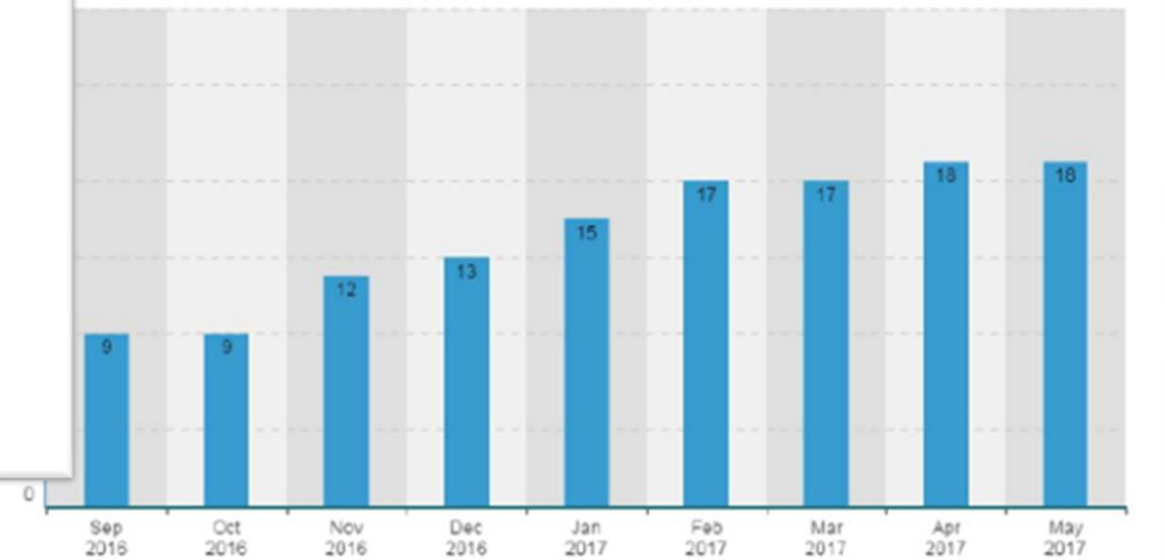
What did you notice about how your students were engaging with you during the lesson or interaction?

B **I** **U** **S**     Size          

Observe for Growth



Oral Language Use



Texas School Ready (implemented 2003-present)

- Structure:
 - Coach-facilitated
 - 3 years of support

Who we serve: preschool teachers (public school PK, Head Start, and child care)



Texas School Ready (2003-present)

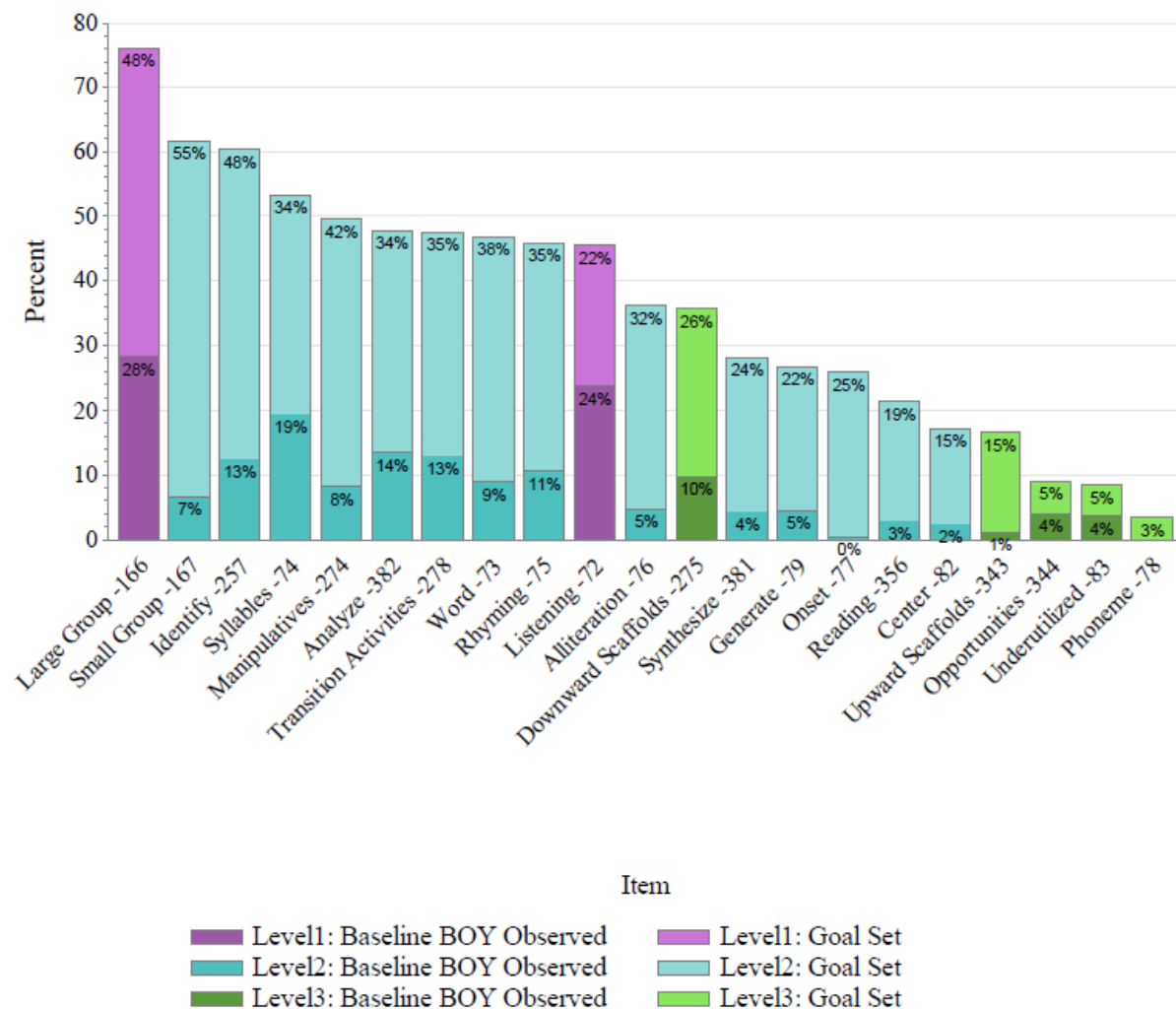
Content: Teacher PD Choice

- PD opportunities across best practices and school readiness areas
- Pre-determined PD schedule

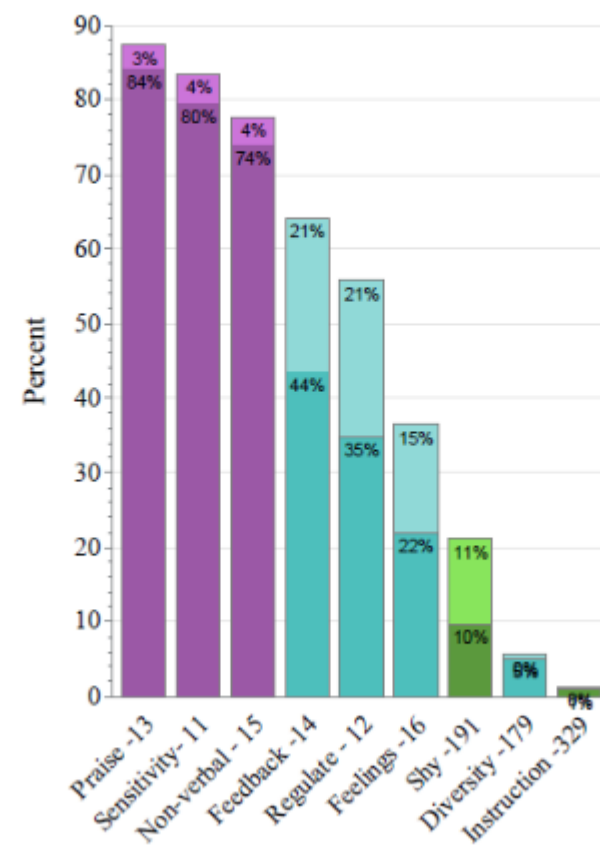
Content: Teacher Goal-Setting

- Goals not directly linked to PD
- Free choice of goals
- Selected in partnership with coach

2018-19 COT-Included TSR-COMP Teachers who completed BOY and MOY assessments
Statewide Percent: Phonological Awareness



2018-19 COT-Included TSR-COMP Teachers who completed BOY and MOY assessments
Statewide Percent: Social & Emotional Development



Teacher and Director Feedback

Setting Goals and Skills Development	"Strongly Agree"
My TSR coach helped me set my own goals for improvement.	92%
My TSR coach considered my interest or opinions when setting goals with me.	91%
My TSR coach helped me increase my knowledge about child development.	91%
My TSR coach helped me identify my own strengths regarding teaching skills or interactions with children.	89%
My TSR coach asked me about my professional interest.	86%

"This program has been the support that I needed. After so many years of teaching, my teacher style has changed and my 'teaching senses' are so much more engaged!"
--Carolyn A., Early Childhood Teacher

"I am seeing a difference in the classroom-the teacher is clearly using your program with her students and it shows. The teacher is more in control of the teaching, she is more at ease in the classroom, the students are clearly learning and enjoying themselves, and the classroom temperament overall is more enjoyable!"

-Karen N., child care director

TBGS: Face to Face & Remote Coaching

Structure:

- 50 hours of PD
- 12 coaching sessions

RCT Sample:

- 174 child care teachers:
 - F2F 66; Remote 59; BAU 49
- Children: 952 pre, post



Face-to-Face
Coaching

Remote
Coaching



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Comparative Coaching Study (2014-18)

Content: Teacher PD Choice

- PD opportunities across best practices and school readiness areas
- Pre-determined PD schedule

Content: Teacher Goal-Setting

- All goals aligned to PD schedule and content areas
- Teacher choice of goals

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Outcomes

Estimates of Mean Differences and Corresponding Effect Sizes on Teacher Assessments: Intervention Groups vs. BAU Group

	Pretest			Posttest		
Teacher Outcomes	Mean Difference (SE)	p-value	Effect Size	Mean Difference (SE)	p-value	Effect Size
TBRs Total Score	0.22(0.49)	0.65	0.07	4.02(0.51)	<.01	1.00
Classroom community	-0.01(0.06)	0.82	-0.04	0.23(0.06)	<.01	0.55
Teacher sensitivity	0.02(0.05)	0.58	0.09	0.18(0.05)	<.01	0.69
Learning centers	-0.03(0.09)	0.73	-0.05	0.63(0.09)	<.01	0.95
Lesson plans ^a	-0.04(0.13)	0.75	-0.05	0.25(0.13)	0.06	0.28
Book reading	0.05(0.06)	0.39	0.13	0.42(0.06)	<.01	1.02
Print and letter Knowledge	0.10(0.05)	0.05	0.30	0.44(0.05)	<.01	1.12
Written expression	0.01(0.05)	0.85	0.03	0.40(0.05)	<.01	0.95
Phonics	-0.01(0.07)	0.88	-0.03	0.41(0.07)	<.01	0.78
Phonological awareness	0.05(0.04)	0.28	0.17	0.39(0.05)	<.01	0.95
Oral language	0.01(0.06)	0.85	0.03	0.24(0.07)	<.01	0.61
ELLCO Total Score	1.44(1.70)	0.40	0.14	10.92(1.63)	<.01	0.94

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Indirect Effect Paths Group contrast variables → Teacher Outcomes → Child Outcomes					
Group Contrast Variable	Teacher Outcomes	Child Outcomes	Standardized Indirect Effect	SE	p-value
Intervention vs. BAU	TBRIS Total Score	Print Knowledge (TOPEL)	0.04	0.01	<.01
	Learning Centers	EOWPVT	0.03	0.01	<.05
	Book Reading Behaviors	Print Knowledge (TOPEL)	0.03	0.02	<.05
		Phonological Awareness (TOPEL)	0.04	0.02	<.05
	Print and Letter Knowledge	Auditory Comprehension (PLS)	0.05	0.02	<.01
		Print Knowledge (TOPEL)	0.04	0.02	<.05
		Phonological Awareness (TOPEL)	0.04	0.02	<.05
	Written Expression	Print Knowledge (TOPEL)	0.04	0.01	<.01
		Phonological Awareness (TOPEL)	0.04	0.01	<.05
	ELLCO Total Score	Auditory Comprehension (PLS)	0.03	0.01	<.05
		Expressive Communication (PLS)	0.03	0.02	<.05
		Print Knowledge (TOPEL)	0.04	0.01	<.01

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Continuous Improvement for Teachers (CIT) Study (2018-present)

Goal: TSR-TBGS model replication with varied implementation supports

- Random assignment to PD structure:
 - Remote coaching support
 - Virtual Professional Learning Community
 - Self-Study
- Structure: 10 improvement cycles

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CIT Study (2018-present)

Teacher PD Choice

- PD opportunities across best practices and school readiness areas
- No pre-determined topic schedule
- Free choice course selection

Teacher Goal-Setting

- Goals are pre-aligned and embedded into PD sessions
- Teachers select goals based on PD course choice

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CIT Professional Learning Session

Understanding Continuous Improvement



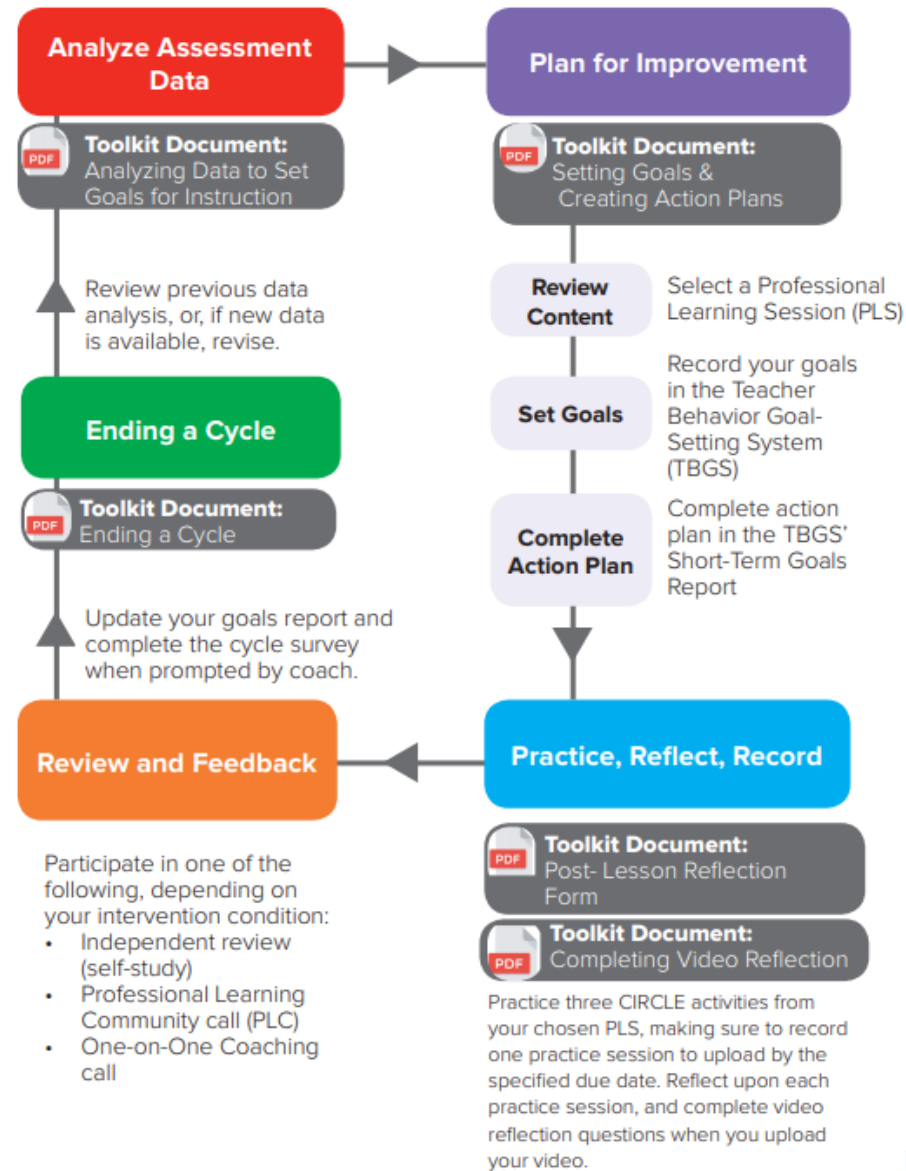
Here are some common biases that trip up every professional at some point:

CONFIRMATION BIAS:	RECOGNITION HEURISTIC:	VIVIDNESS BIAS:	OMISSION BIAS:
<p>We tend to think that doing nothing is safer than doing something we think won't improve things. For example: A teacher knows that, despite her current approaches to instruction, students aren't meeting benchmarks for literacy. When her coach suggests targeted small group instruction, she worries it will be too disruptive to her lesson plans and will get students further off track. So she continues with her normal instructional routine, and students continue to miss benchmarks. Harm caused by doing nothing is often worse than harm caused by doing something. If a new strategy fails, it still provides insight into what works and what doesn't work for students.</p> <p>Data and good reflective practices (in which you spend time describing events before interpreting them) are excellent ways to fight against biases. If you ever catch yourself in a bias above, make a note of it, and congratulate yourself for catching it!</p>			

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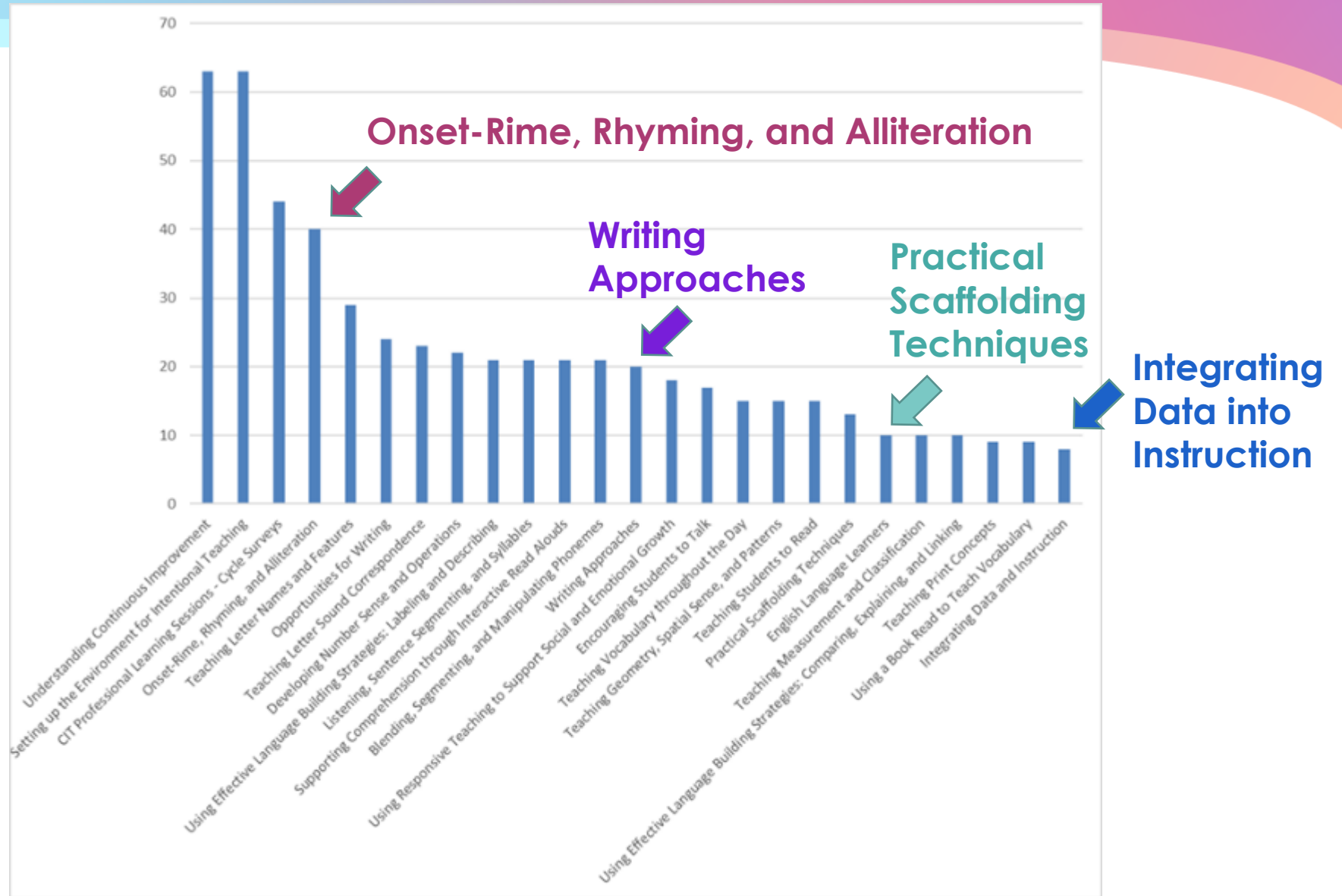
CIT Cycle

Steps in the CIT Continuous Improvement Cycle



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Teacher Topic Selection



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Implementation Challenges

- Learner Characteristics
 - Self-awareness
 - Receptivity to Change
- Contextual Factors
- Mission and Priorities
- School Climate
- Technology:
 - Data system
 - Video-related
 - Internet
- Content relevance & Alignment
 - Standards
 - Special programs/products
 - Evidence-based practices