

**UCLA Evaluation of Teaching  
Pyramid Professional  
Development: Highlights  
and Recommendations**

# Sample Selection

- \* Eight partner sites
- \* One entry site
- \* Staff from practicing sites who had attended Teaching Pyramid training within last two years

# Methods

## \* Surveys

- \* Selected partner site classroom staff
- \* Selected partner site administrators
- \* Training attendees from non-partner practicing sites
- \* Pre- and post-training surveys of training attendees from an entry site

## \* Observations

- \* Teaching Pyramid trainings (n=4)
- \* Classroom teaching (n=24)
- \* Statewide Leadership Team meeting (n=1)
- \* Trainer or trainers session (n=1)
- \* Coaching session (n=1)

## \* Interviews

- \* Teachers from partner sites (n=20)
- \* Administrators from partner sites (n=15)
- \* Coach (n=1)
- \* Informal conversations with WestEd personnel, teachers, site administrators, and coaches

# Process/Implementation Questions

1. What systematic services does WestEd Teaching Pyramid professional development provide to administrators and early childhood education teaching teams and what is the quality of those services?

# Systematic Services: Training Modules

- \* Post-training survey (entry site)
  - \* 97%-100% rated instructors as knowledgeable or extremely knowledgeable
  - \* 95%-97% rated training as useful or extremely useful to everyday work
- \* Interviews
  - \* Participants uniformly positive
  - \* Gained concrete ideas for implementing Teaching Pyramid strategies
  - \* Some suggested shorter or more frequent trainings

# Systematic Services : Coaching

- \* Observation
  - \* Strength-based approach
- \* Interview (partner sites)
  - \* Coaches highly knowledgeable educators and experts on Teaching Pyramid model
  - \* Positive, nonjudgmental, constructive feedback
  - \* Accessible for additional help if needed
  - \* Some difficulty differentiating WestEd Teaching Pyramid coaches from other instructional coaches

# Systematic Services: Leadership Team

- \* In 7/8 partner sites, at least one person participated in county-level Leadership Team
  - \* Opportunity to network with other Teaching Pyramid sites and organizations
  - \* Reinforced regional buy-in among participating early childhood education providers
  - \* Developed strong base of educators advocating for continued Teaching Pyramid training support to local decision makers

# Process/Implementation Questions

2. To what extent has WestEd provided guidance and support to ensure continuation of Teaching Pyramid practices when its support is discontinued?
  - \* Follow-up for Sustainability
  - \* Benchmarks of Quality Assessment
  - \* TPOT
  - \* Symposia
  - \* Online resources

# Process/Implementation Questions

3. To what extent have partner sites implemented the Teaching Pyramid professional development components?
  - ✓ Benchmarks of Quality (partner sites)
  - ✓ Site implementation of training (partner sites administrator surveys and interviews; classroom surveys)
  - ✓ Site implementation coaching (partner site classroom and administrator surveys)
  - ✓ Site implementation Leadership Team (partner site administrator surveys and interviews)
  - ✓ Site implementation follow-up and sustainability activities (administrator surveys and interviews)

# Process/Implementation Questions

4. To what extent have partner sites developed policies and procedures for working with children who have challenging behaviors?
  - ✓ 7/8 partner sites have policies in place
    - ✓ Many agency specific
    - ✓ Rewrites included more Teaching Pyramid language and strategies
  - ✓ BOR used to develop individual interventions
    - ✓ Problems with time and taking attention away from other children
    - ✓ Desire for more support and practice with forms

# Outcome Questions

1. What is the impact of WestEd Teaching Pyramid professional development on program/site and teaching staff?
  - ✓ Knowledge of strategies to promote healthy social-emotional development
  - ✓ Classroom practice
  - ✓ Shifts in organizational attitudes

***Knowledge of Strategies  
to  
Promote Healthy Social-Emotional  
Development***

*Table 1: Partner Site Classroom Staff Knowledge of Strategies, by Amount of Training Received (% Knowledgeable/Extremely Knowledgeable)*

Survey Items: How knowledgeable are you about:	Training Received			Total
	No Modules	Some Modules	All Modules	
Classroom strategies to develop positive relationships with preschool children	70%	75%	96%	84%
Positive Descriptive Acknowledgement (PDA)	50%	78%	91%	78%
Strategies to arrange the classroom to prevent challenging behavior	61%	70%	95%	80%
Strategies to keep children engaged when transitioning between activities	74%	65%	93%	81%
Strategies to build strong positive relationships with families	61%	83%	95%	83%
Specific strategies to teach friendship skills to preschool children	75%	88%	91%	85%
Specific strategies to teach children how to recognize their own feelings	83%	79%	93%	86%
Specific strategies to teach preschool children how to recognize someone else's feelings	67%	79%	91%	82%
Specific strategies to teach conflict resolution skills to preschool children	71%	63%	82%	74%
Collecting data to determine why a child has persistently challenging behaviors in the classroom	63%	50%	76%	66%
Developing a Teacher Support Plan or Positive Behavior Support (PBS) plans for individual children	45%	46%	65%	56%

Source: Partner site classroom staff survey (October 2015–January 2016). n = 101–103.

*Table 1: Training Attendees' Knowledge Before and After Teaching Pyramid Professional Development*

<b>Survey Items: On a scale of 0–8, how knowledgeable are you about:</b>	<b>Before Module 1</b>	<b>After Module 3b</b>
Classroom strategies to develop positive relationships with preschool children	5.75	6.82
Positive descriptive acknowledgement (PDA)	4.18	6.88
Strategies to arrange the classroom to prevent challenging behavior	5.40	6.67
Strategies to keep children engaged when transitioning between activities	5.67	6.76
Strategies to build strong positive relationships with families	6.00	6.82
Specific strategies to teach friendship skills to preschool children	5.80	7.00
Specific strategies to teach children how to recognize their own feelings	5.83	6.94
Specific strategies to teach preschool children how to recognize someone else's feelings	5.69	6.94
Specific strategies to teach conflict resolution skills to preschool children	5.67	6.88
Collecting data to determine why a child has persistently challenging behaviors in the classroom	5.21	6.70
Developing a Teacher Support Plan or Positive Behavior Support (PBS) plans for individual children	4.50	6.52

# *Classroom Practice*

*Table 1: Partner Site Classroom Staff Use of Teaching Pyramid Strategies to Foster Social-Emotional Development, by Amount of Training (% Saying Once Per Day or More)*

Survey Items: During a typical week, how many times do you...	# of Modules Received			Total
	No Modules	Some Modules	All Modules	
Implement activities in small groups of 3 to 5 children	44%	65%	83%	68%
Review classroom expectations with the whole class	24%	47%	53%	44%
Conduct activities that help children practice friendship skills	61%	71%	67%	66%
Conduct activities that help children practice expressing their own feelings	33%	47%	73%	55%
Conduct activities that help children practice recognizing someone else's feelings	42%	47%	64%	53%

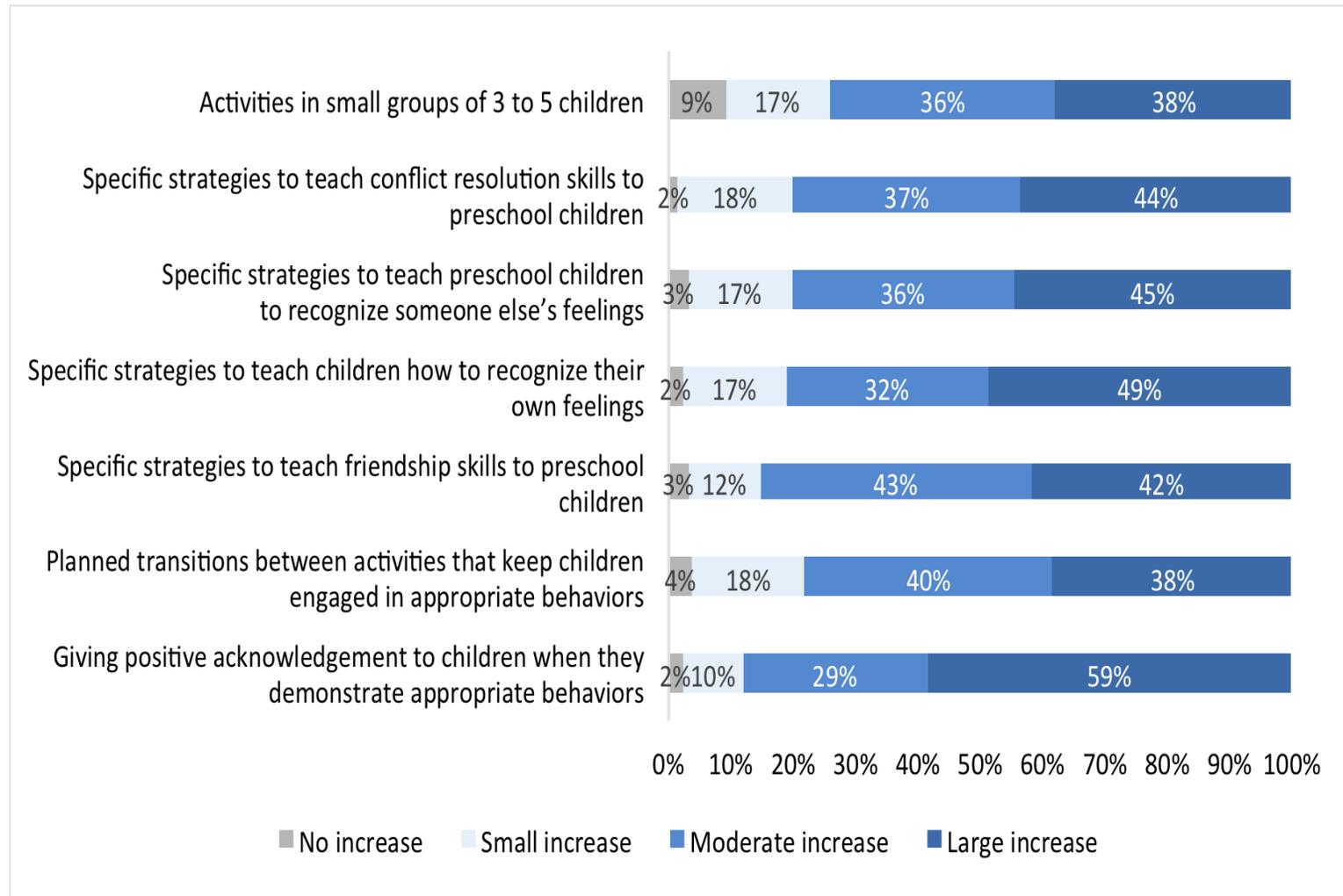
*Table 1: Partner Site Classroom Staff Use of Teaching Pyramid Strategies for Classroom Set-Up, by Amount of Training (% Saying Yes)*

Survey Items	# of Modules Received			Total
	No Modules	Some Modules	All Modules	
Does your classroom have a daily schedule hung on the wall with pictures where children can see it?	48%	90%	96%	82%
Does your classroom have program-wide expectations hung on the wall with pictures where children can see them?	61%	84%	83%	78%
Is your classroom environment arranged to prevent challenging behavior?	65%	70%	90%	79%

Note: Reflects teachers and teachers' assistants at selected partner sites; n = 88–91.

Source: Partner site classroom staff survey (October 2015–January 2016).

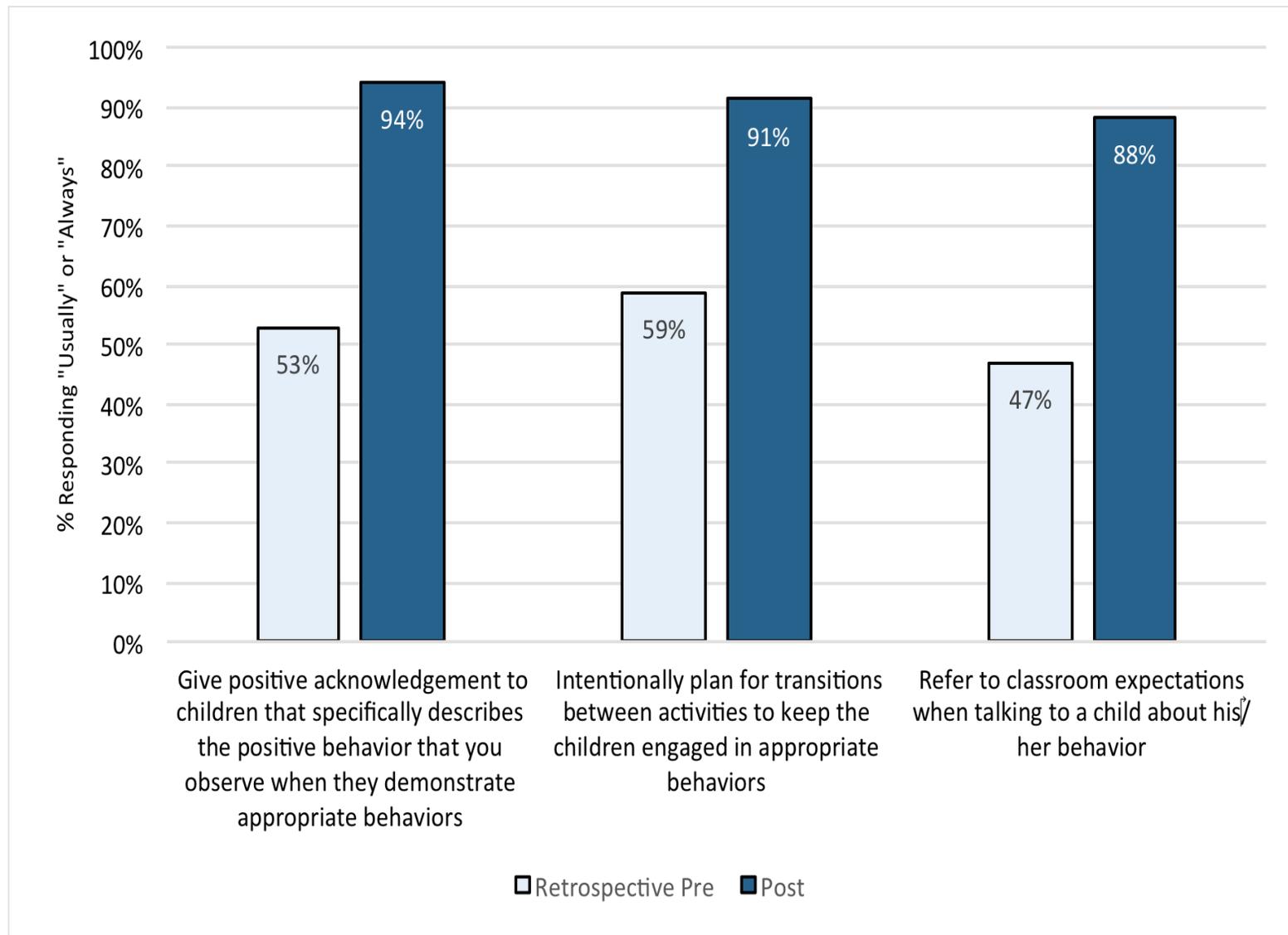
Figure 1: Non-Partner Site Classroom Staff's Perceived Change in Strategy Use Following Teaching Pyramid Training



Note: Includes teachers and teachers' assistants who attended a Teaching Pyramid training in 2013–2014 and 2014–2015, and who had worked in early childhood education for more than 2 years; n = 129–133.

Source: Practicing site training participant survey (October–November 2015).

Figure 1: Teaching Pyramid Training Attendees' Perceived Change in Strategy Use (% Usually/Always)



Note: Retrospective pre-question was given on post-training survey; Includes teachers and teachers' assistants. n = 34.

Source: Post-training survey of entry site training module attendees (April 2016).

# *Shifts in Organizational Attitudes*

- ✓ Teachers' increased sense of professional efficacy
- ✓ More satisfying interactions with children and adults
- ✓ Increase in job satisfaction
- ✓ Improved collegial relationships

# Outcome Questions

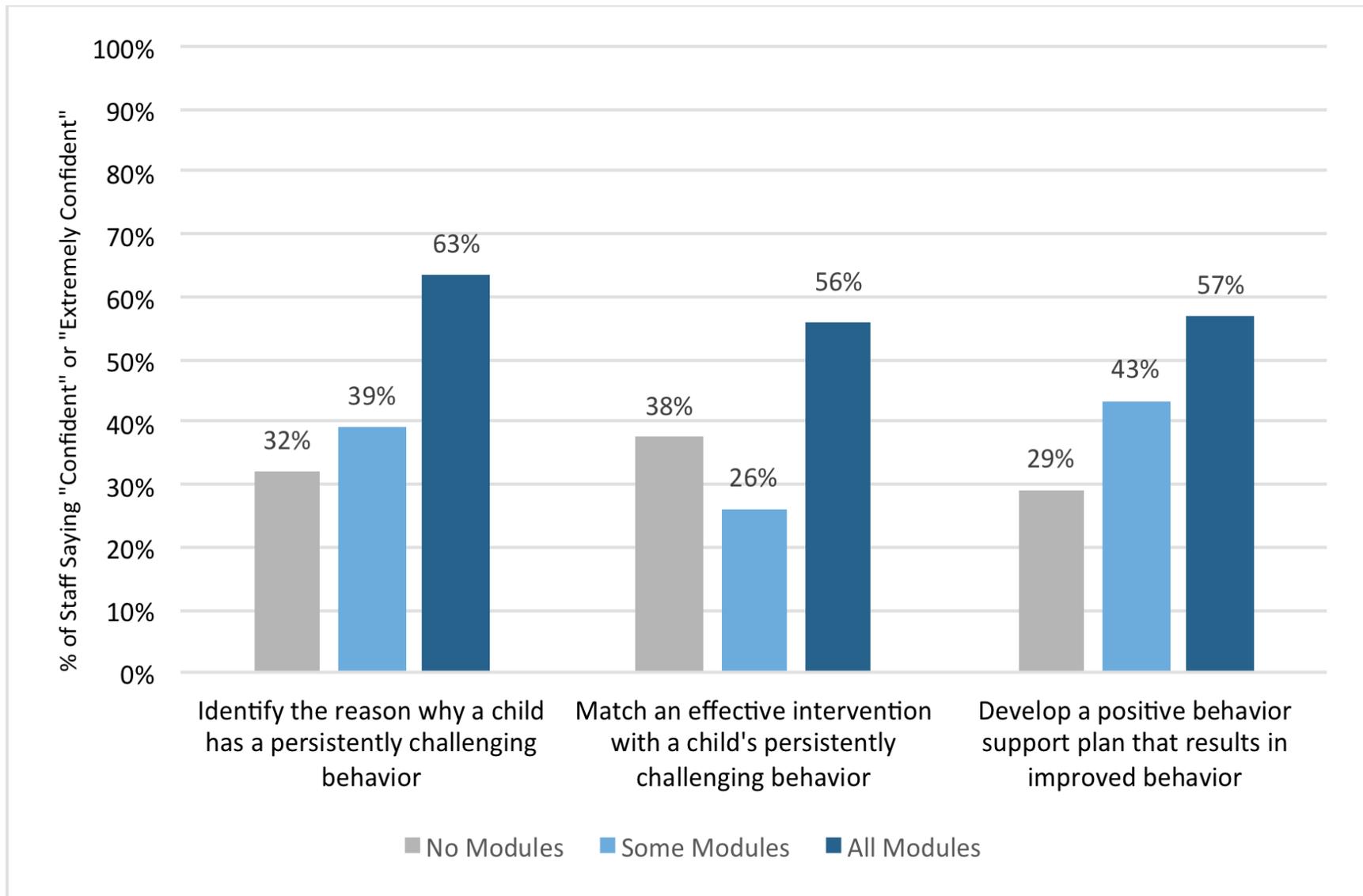
2. To what extent has Teaching Pyramid professional development prepared staff to more effectively support children, including those with challenging behaviors?

*Table 1: Partner Site Classroom Staff Confidence in Supporting Children with Challenging Behaviors*

Survey Items: Currently how confident are you that you could...	Level of Confidence					Total
	Not at all confident	A little confident	Somewhat confident	Confident	Extremely confident	
Identify the reason why a child has a persistently challenging behavior	3%	9%	38%	48%	2%	100%
Match an effective intervention with a child's persistently challenging behavior	2%	11%	42%	39%	5%	100%
Develop a positive behavior support plan that results in improved behavior	2%	21%	30%	42%	5%	100%

Source: Partner site classroom staff survey (October 2015–January 2016). n = 98–100.

Figure 1: Partner Site Classroom Staff Confidence in Strategies to Support Children with Challenging Behaviors, by Amount of Training Received (% Confident/Extremely Confident)



Source: Partner site classroom staff survey (October 2015–January 2016). n = 98–100.

# Recommendations

- \* Follow-up for sustainability
  - \* CDE explore ways to encourage and financially support sites in Teaching Pyramid training and coaching after initial year
  - \* WestEd team continue to support site Leadership Teams after initial year, including guidance on how to effectively use data for improving implementation

# Recommendations (cont.)

- \* Data Collection, Monitoring, and Sharing
  - \* Work with sites to ensure more timely collection of BOQ data
  - \* Explore strategies for supporting partner sites in use of BOQ data
  - \* Train additional personnel to administer TPOT more frequently

# Recommendations (cont)

- \* Manageable and Accessible Training and Coaching
  - \* Offer shorter, more frequent sessions
  - \* Make all materials available to teachers and families in multiple languages
  - \* Continue efforts to recruit and train bilingual coaches

# Recommendations (cont.)

- \* Supporting Children with Challenging Behaviors
- \* Wiggio Support
  - \* Add mini-unit on using and navigating Wiggio
- \* Expanded Funding
  - \* Further training, coaching, teacher release time

# TAKE AWAY

- \* WestEd training in 8 partner sites has led to increased knowledge about and use of Teaching Pyramid strategies to promote healthy social-emotional development
- \* Similar results demonstrated in practicing sites and with training attendees
- \* Dosage matters!