



# teachingpyramid

## **Teaching Pyramid/CA CSEFEL: Institutes for Coaches & Trainers 2017**

The materials are all available at

[http://cainclusion.org/teachingpyramid/  
institutes.html](http://cainclusion.org/teachingpyramid/institutes.html)

Including links for the applications



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## **Teaching Pyramid/CA CSEFEL: Institutes for Coaches & Trainers 2017**

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# Agenda

- What is the CA CSEFEL Teaching Pyramid?
- Overview of the Authorization Process
  - Phase 1~ Learning Stage (Prerequisites)
  - Phase 2 ~ Practicing Stage
- Time Commitment and Requirements
  - Coaching Institute: February 27~March 2, 2017
  - Training on Infant/Toddler (for authorized trainers): June 19~21
  - Training for Trainers (new to training the Pyramid): June 21~23
- Questions



# CA CSEFEL



*Promoting Social Emotional Competence in California's Young Children*

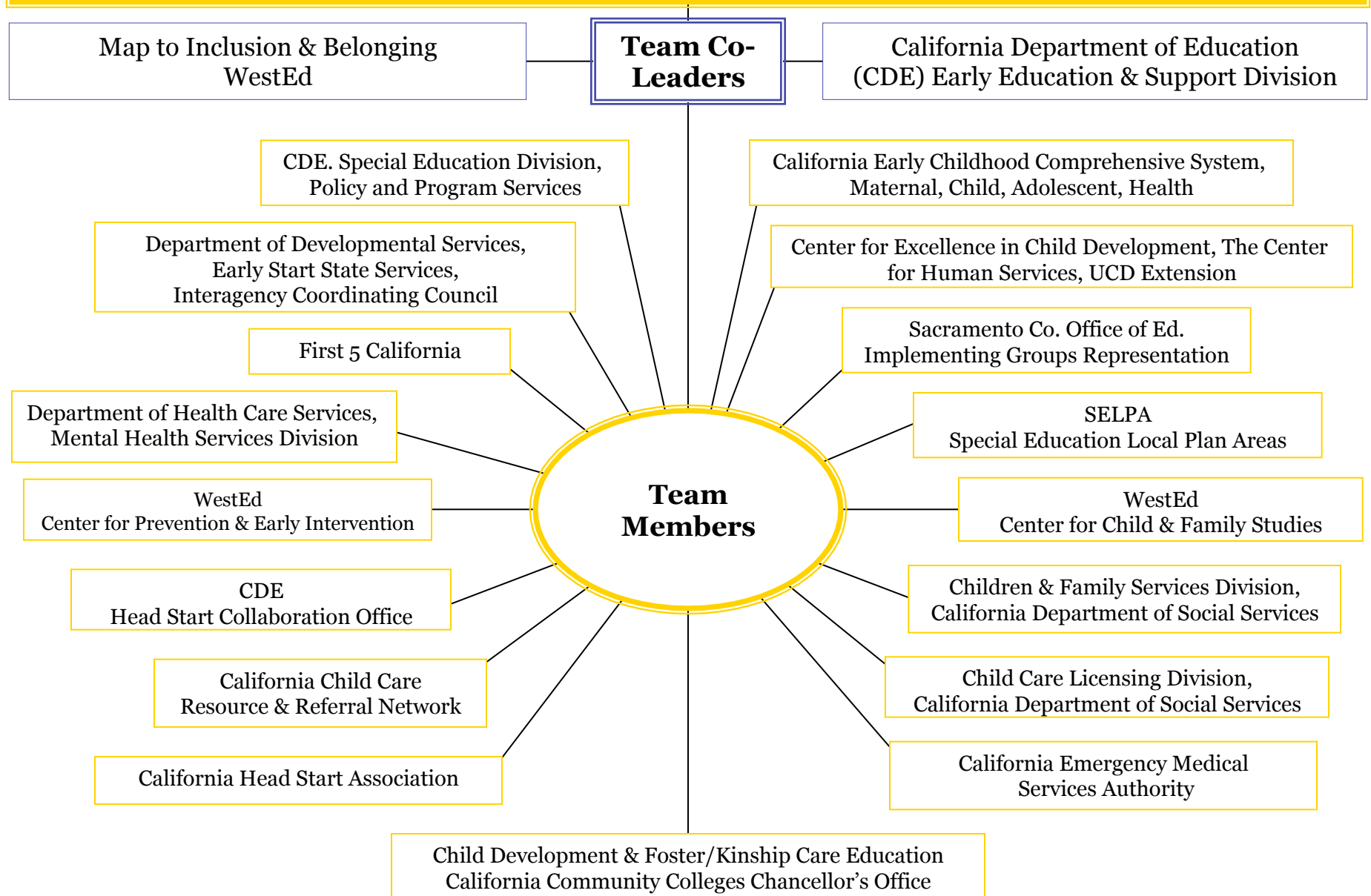
- California Collaborative on the Social and Emotional Foundations for Early Learning
- Collaborative Leadership Team at the state level
- Supporting dissemination of information across the state

[www.CAinclusion.org/camap/cacsefel.html](http://www.CAinclusion.org/camap/cacsefel.html)





# California's CSEFEL: Collaborative on Supporting Early Childhood Social-Emotional Foundations in Early Learning

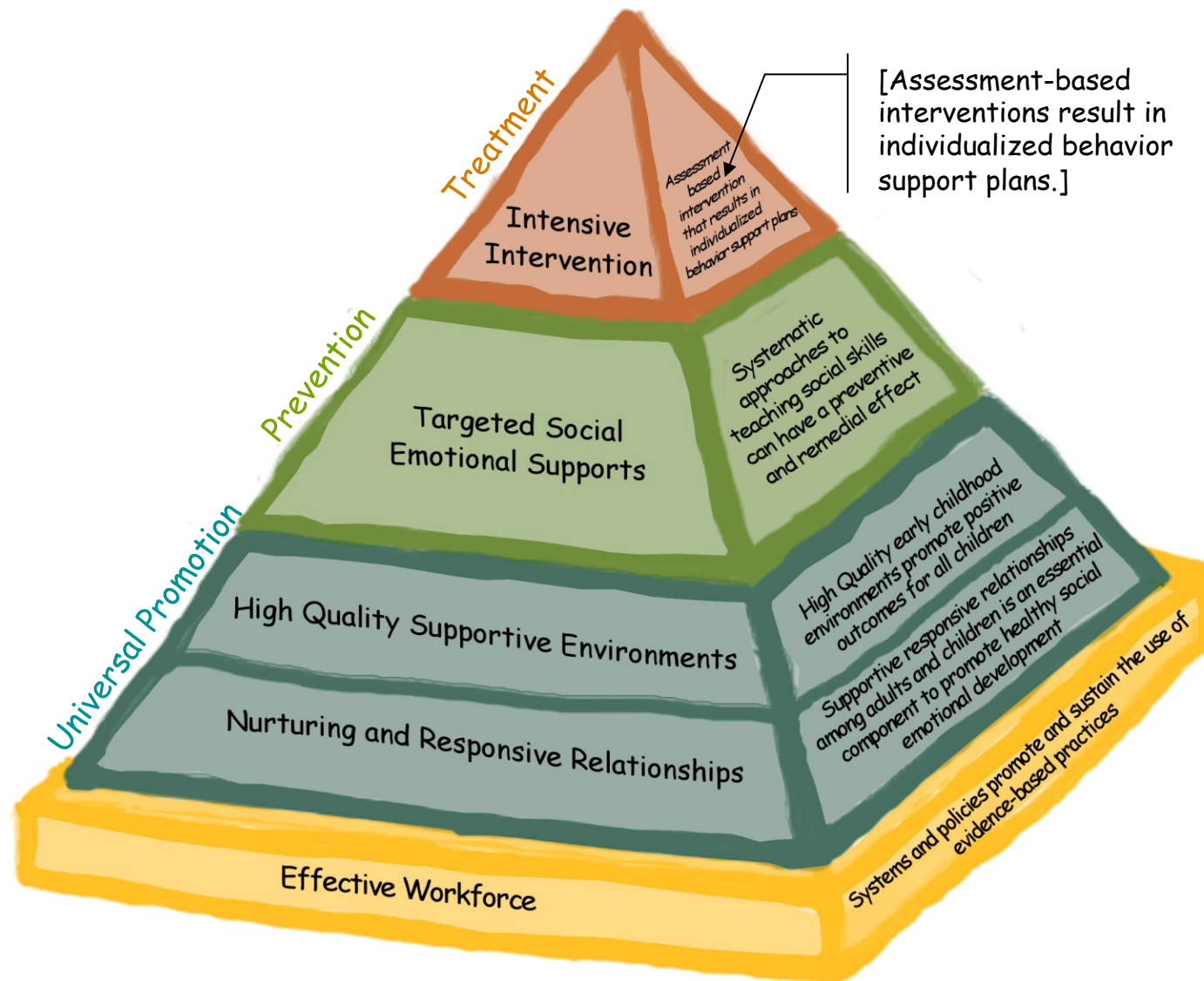


# Teaching Pyramid

- The Teaching Pyramid is the name used by CA CSEFEL to describe the training and technical assistance for the approach developed by the national Center on the Social and Emotional Foundations for Early Learning (CSEFEL)
- There are California adapted versions for TK-K, preschool, infant/toddler, and family child care
- The Teaching Pyramid Framework was built on evidence-based practices and has been shown to increase social-emotional competence and decrease challenging behavior



# The Pyramid Framework: Promoting Social-Emotional Competence in Infants and Young Children



# California's Vision

*Social-emotional development is foundational for learning and development in young children, and California is committed to promoting and supporting healthy social-emotional development in all of its children*



# Compliments CA Documents

- As part of the California Department of Education, Child Development Division's Early Learning & Development System, there are documents available to guide teachers of young children
- Foundations, Curriculum Frameworks, Program Guidelines, Assessment through the Desired Results measure, and Professional Development are all part of the Early Learning & Development System
- Both the Preschool and the Infant Toddler Learning & Development Foundations and Curriculum Framework begin with social-emotional development



# CA CSEFEL Teaching Pyramid



- Leadership Team
- Training Over Time
- Coaching
- Plans for Sustainability
- Specialized Training
  - Top of the Pyramid
  - Teaching Pyramid for Families



# Typically a Two-Year Process Towards Authorization

## Apprentice Trainer Process

### Phase 1/Year 1:

- Observe CA CSEFEL Teaching Pyramid training modules
- Attend T4T/C sessions to deepen knowledge

### Phase 2/Year 2:

- Co-train CA CSEFEL Teaching Pyramid training modules
- Attend T4T training sessions to continue to deepen overall knowledge and skills

## Apprentice Coach Process

### Phase 1/Year 1:

- Observe CA CSEFEL Teaching Pyramid training modules
- Observe External Coaching and sit with classroom during training
- Attend T4T/C training sessions to deepen knowledge

### Phase 2/Year 2:

- Coach 1-2 classrooms on implementation
- Attend T4C training sessions to continue to deepen overall knowledge and skills





# Authorization Process

- Create a cadre of trainers and coaches with specific skills needed to coach teachers to implement the CA CSEFEL Teaching Pyramid concepts and strategies
- Apprenticeship model: WestEd coaches serve as mentors and trainers
- Two Phases:
  - Phase 1: Learning
  - Phase 2: Practicing





# Authorized Trainers & Coaches

- Can provide training and/or coaching:
  - Through coordination with the CA CSEFEL Teaching Pyramid Center at WestEd
  - For implementation of the CA CSEFEL Teaching Pyramid in coordination with cohort training within the state of California
  - For sustainability of the CA CSEFEL Teaching Pyramid practices
- Valid for 3 years



# Phase 1: Learning Stage

- Apprentice Coaches in Phase 1 will:
  - Become familiar with the CA CSEFEL Teaching Pyramid Mod 1a, 1b, & 2
  - Attend and participate in an orientation Webinar
  - Attend the Coaching Institute
  - Submit documents for a Coaching Portfolio
    - ~ Some completed before the institute
    - ~ Reflections on coaching visits observed during the institute
    - ~ Complete a sample Coaching Action Plan



## Phase 2: Practicing

- Apprentice Coaches in Phase 2 will:
  - Provide coaching visits (4~5 per classroom) as the External Coach for at least 1~2 classrooms from a NEW cohort of classrooms being trained  
OR
  - Provide 4~5 coaching visits to a classroom who has been trained on the Teaching Pyramid previously
  - Attend 6 T4C webexes, one before the first visit, and one after each visit for planning, debriefing, & coach support
  - Video tape and submit their coaching sessions and debrief with the WestEd Master Coach
  - Submit a Coaching Portfolio



# Phase 1: Learning Stage

- Phase 1 Trainer Objectives:
  - Articulate the conceptual framework, key concepts, and the practical strategies of the Teaching Pyramid for Preschool
  - Identify Teaching Pyramid practices in a classroom setting
  - Follow the Teaching Pyramid for Preschool Training Outline and associated training techniques during a cohort module training
  - Be introduced to the training competencies and begin to practice the skills
  - Articulate an understanding of the broader context of Teaching Pyramid implementation and practice the skills needed to support successful implementation at the program level



# Phase 2: Practicing Stage

- Phase 2 Objectives:
  - Deepen understanding of the conceptual framework, key concepts, and the strategies of the Teaching Pyramid
  - Communicate Teaching Pyramid practices to participants in a training session
  - Help participants successfully learn Teaching Pyramid for Preschool concepts and strategies
  - Provide ongoing updates and feedback based on training experiences with the Mentor Trainer, Leadership Team, and Lead Trainers of the cohort
  - Receive feedback and support from WestEd Training Mentor and peer apprentices
  - Receive feedback from participants receiving training



# Phase 2: Practicing Stage

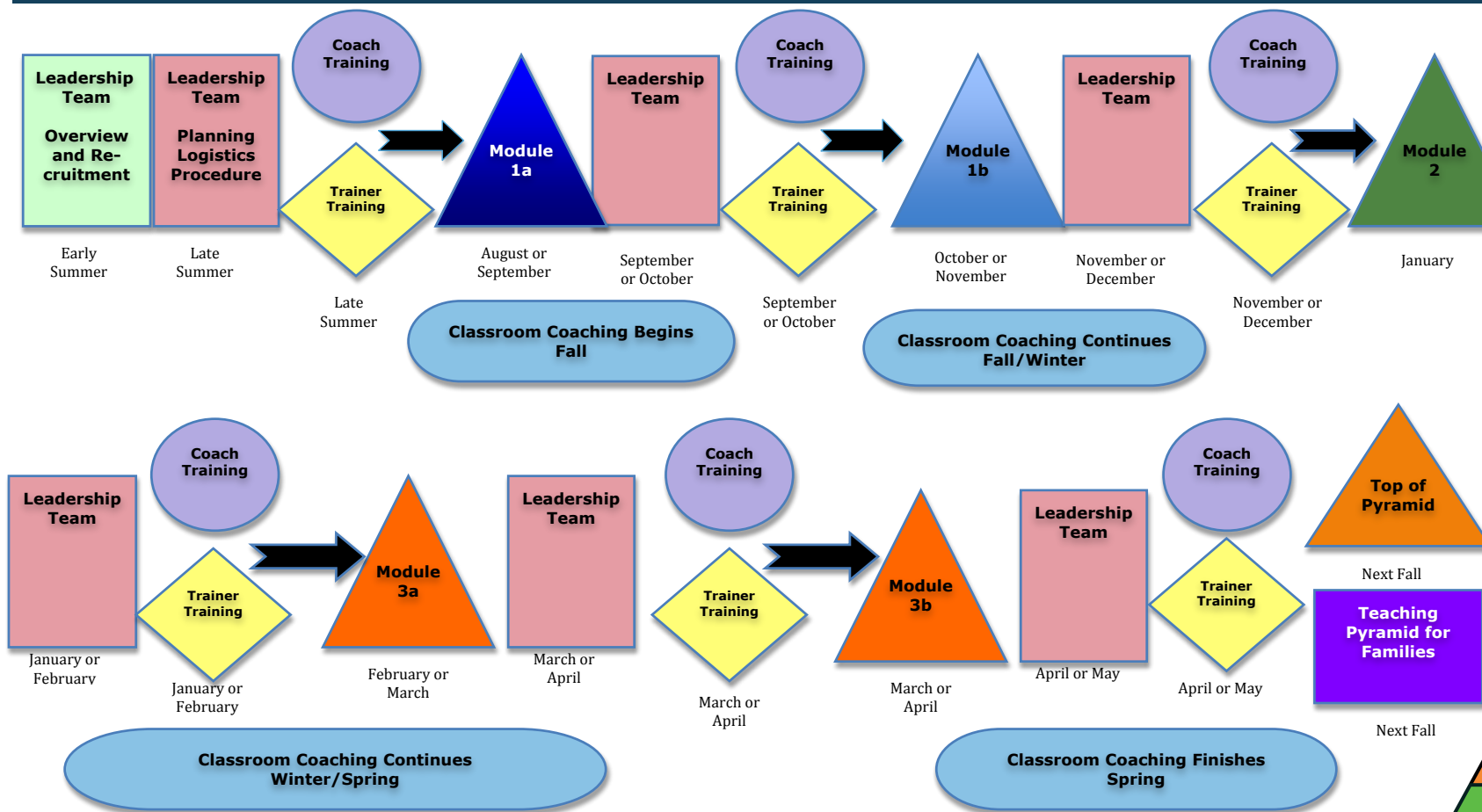
- Training on the Modules
  - Need to have an active cohort of preschool or infant/toddler classrooms taking the training in the community
  - Must include coaching and leadership team via WestEd
  - Apprentices co-train content with WestEd trainers
  - Attend six T4T webexes plus planning calls, one before the first module, and one after each module for planning and debriefing
  - There will be rating observations while training
  - Authorization is not guaranteed



# How It Flows

lb: 2015-03-10

## Teaching Pyramid Comprehensive Program-wide Training, Coaching, and Apprenticeship Component



# Time Commitment

- Prerequisites will vary based on the knowledge and experiences of the applicants
- If unfamiliar with the CA CSEFEL Teaching Pyramid, there will be more pre-work to do
- After the Institute, there will be a portfolio that will need to be completed within a month
- For Phase 2, need to create an agreement with each person
- Plan on an average of  $\frac{1}{2}$  day a week to prepare, practice, and document during phase 2





## Some Q & A

- The fellowship includes lodging, double occupancy. The additional charge for single occupancy will be \$235 for San Diego and \$155 for Fairfield
- We are providing breakfast and lunch only
- The Coach Institute is noon on Monday to Noon on Thursday
- The June Institutes will be full days for the three days starting at 8:30 am and going until 5 pm
- Phase 2 can happen in the spring for coaches, or during the 2017-2018 year or the 2018-2019 year
- There is a cost for Phase 2 of \$3500 per person, and that covers only the time WestEd spends on the Webex and calls, not co-training or other activities



# Questions?

