

CHICAGO PUBLIC SCHOOLS
Office of Early Childhood Education
COACHING SURVEY
OPEN-ENDED RESPONSES
JANUARY 2007

Coaching Yrs				ECE Yrs			Training Wk		
1-2	3-5	6-10	11+	6-10	11-15	16+	1	2	3
X				X			X		X
X						X			X
	X					X	X	X	X
	X					X	X		X
X						X	X	X	X
X						X	X	X	X
	X					X	X		X
	X			X			X	X	X
X					X		X		
X					X		X	X	X
	X				X		X	X	
	X				X		X		
X				X			X	X	
X						X			X
	X					X	X	X	X

If there are other responsibilities of a coach that were not listed above, please specify:

- 1 Mediating between classroom staff to ensure children receive best education possible
- 2 All responsibilities were covered
- 3 Being a witness to the successes the teacher experiences and the challenges they overcome. The Pre K teacher can be isolated. We provide a relationship of an interested person in what they are going through.
- 4 Assisting teachers with room arrangement.
- 5 Helping with room arrangement, giving teachers a sounding board for new ideas or just lending an ear when necessary, developing a relationship first before working on any interventions or action plans
- 6 To assist with classroom organization
- 7 Supporting teachers with room arrangement in helping maintain a high quality program.
- 8 Designing the classroom environment strongly agree Not quite sure, but something about our role with principals
- 9 meeting with other coaches to discuss professional topics
- 10 Group discussions of issues and possible strategies to use with certain classrooms.
- 11 Assist in room arrangement; assisting teachers do their monthly summaries; supporting teachers that have students with learning disabilities and ELL students; supporting new teachers
- 12 Having the time to sit down with a teacher and actually coach; there are many interruptions. Having time to read all the research/books that have been assigned to us
- 13 Ensuring that teachers and assistants are available to attend conferences and workshops. Making sure that all staff not just certain staff are allowed to attend the workshops and conferences
- 14 Knowing strategies for children with special needs in early childhood classrooms
- 15 Keeping track of timely assessments for reporting purposes. Develop some type of grid to easily track standards from weekly lesson plans. This will help the teacher to see which areas have too much focus, etc. Assist teachers in planning for goals--short and long term

If there are other challenges about your position that were not listed above, please specify:

- 1 There were no other challengers
- 2 I find it challenging to have so many other responsibilities....and then to be in the classroom. Everyone says that is the most important thing we do, and yet I feel I always have something else that has to be done first

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	X					X	X	X	
X						X	X	X	X
			X			X	X	X	X
X						X	X		
			X			X		X	
			X		X				X
X						X	X	X	X
	X					X	X		X
	X			X			X	X	X
X					X		X		
	X					X	X	X	X

- 3 Trying to influence teachers who really do not want to change their current practices. Often times teachers are placed in early childhood when they are ineffective in other grades. How can we be expected to help them when they are not motivated to change? Principals who are not knowledgeable about early childhood and place an ineffective person in the classroom do little to assist us in enforcing developmentally appropriate practices. It becomes frustrating as a coach because we cannot effect change. The children are the ones who suffer because they do not receive an idea preschool experience and may lack the skills needed to be successful in the future
- 4 Developing and preparing for special interest groups. During the fall it was hard to schedule classroom visits due to many professional development meetings we had to attend and lead/facilitate and ECERS-R/ELLCO observations.
- 5 NONE
- 6 It can be challenging when individuals at the administrative level have negative preceived notions about the people who are hired to be coaches. Knowing that these mindsets are there, it can be very uncomfortable doing our job.
- 7 Finding time to discuss observatons, Ellco/ECERS results and in general,communicating without children, interruptions (coach interrupting the teacher's instructional time with children)etc. so staff and coach can focus on the planned conference objective. We need time to listen and other and respond to oneanother. Note: The year we did "BI-Weekliy Coaching" was one of the best years because the coach and classroom staff had time to discuss important things. I had the best results in making effective changes that benefitted children than I had ever had in a shorter period of time. When i later surveyed the classroom staff I had served, two of the three stated they felt we were working as "a team" when we spent that time together. Maybe aimilar time can be worked in on Professional Development & Restructured Days to allow coaches and staff to communicate more effectively.
- 8 Scheduling site visits are somtimes challenging when there are coaches training and meetings to attend to more than once a month. I then have to reschedule site visits within the month when thats most times impossible and some sites I need to see more than once a month.
- 9 Working with resistant principals
- 10 working with colleagues that have different opinions
- 11 With all of the duties assigned, it is challenging to find the time to complete documentation of visits and managing sufficient time in the classrooms
- 12 Having the time to sit down with a teacher and actually coach; there are many interruptions. Having time to read all the research/books that have been assigned to us.
- 13 Supporting teachers in rearranging their classrooms so they are more conducive to an early childhood setting. Teachers are sometimes resistant to this.

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		X			X		X			14 The biggest challenge has been providing support for my teachers, when we have been pulled to do trainings, projects and planning for our special interest groups
X					X		X	X	X	15 Being able to visit classrooms on a regular basis to provide the support teachers need. We are so busy with all the non-coaching tasks that we are given, that we don't have very much time to effectively work in classrooms with teachers
	X					X	X	X	X	16 Supporting teachers who work under principals who don't understand appropriate preschool practice
	X				X				X	17 What do you mean by "effective" listener?
		X				X			X	18 Being required to use running records as the primary observational tool. There are much more efficient methods of data collection, especially for those of us who already know how to focus observations (for which running records do not provide guidance anyway).
X				X			X	X		19 I have found that it is difficult to transition from peer to coach. In my experience, teachers listen, but will change only when administration is involved. I do not have Type 75 certificate, but I need a way to let them know that change is mandatory.
			X			X			X	20 Unfortunately, my only job as Head Teacher is not just a coach. I am also the SCR and Parent Resource Teacher. My duties and time are not just limited to coaching as defined recently by Early Childhood.
If there are other types of ongoing support that you would find valuable, please specify:										
	X					X	X			1 Support in running an effective professional development session for teachers and teacher assistants. Job descriptions for Teacher Assistants and workshops specifically for them.
X				X			X		X	2 Groups led by our peers
	X					X	X	X	X	3 staff meetings and time to meet with other coaches to brainstorm and reflect
	X					X	X	X	X	4 Continued technology training would be helpful. National Louis and U of I have both offered excellent professional development in the past.
	X					X	X	X	X	5 Support from Central Office to change ineffective classroom staff.
X						X	X	X	X	6 Product publisher training can be o-k (Blueprint and OWL were good), but I haven't been fond of the ETA trainings
			X			X	X	X	X	7 I would appreciate ongoing support that is university led training.
X						X	X			8 I believe that as a coach, we need the support of the administration. The kind of support that is needed to increase our knowledge of what is exactly expect of us. I also believe that we should be included in decisions that directly affects us as coaches and possibly that of the teachers. Opening the lines of communications between administrators and coaches. And, Finally if there could be some type of recognition from the administrative staff members at all levels of A JOB WELL DONE referencing the coaches!
			X			X		X		9 I need one or two computer program trainings and training on digital cameras (downloading pictures, cropping, editing, ect.).

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X						X	X	X	X	10 Group discussions of issues and possible strategies to use with certain classrooms.
	X					X	X		X	11 staff meetings
	X			X			X	X	X	12 Early childhood specialist should be providing training for coaches. It may be by a university and authors. Publishers should NOT be providing the training because their interest is biased towards selling the material.
X					X		X			13 We need the authors of products published, to present not the person from the company. Trainings from product publishers have been horrible!
		X			X		X			14 The coaching for results training provided by National Louis University was the best training I experienced. It would have been more effective if we were able to continue meeting and discussing the strategies we were taught.
X					X		X	X	X	15 Trainings on products should be given by the authors of the products, NOT the publishers.
	X				X				X	16 Coaches are not given enough authorization/password for internet sites which contain original research, documents, etc., such as what one needs to use CPS' intranet site "First Search", for example, to find the latest math topics research. -Also, trainings by professionals, such as a psychologist speaking on behavior management; or from community resources, such as visiting the Indian Center on Wilson Avenue to raise awareness about the Indian/Native American culture, etc., are helpful.
		X				X			X	17 Full text professional journal articles online, such as through First Search (which can be a challenge to access and doesn't seem to be well known by staff!)
X				X			X	X		18 Support for working with teachers who do not feel they need to change.
<u>Additional comments:</u>										
	X					X	X	X	X	1 I think it is excellent to offer PD in the summer.
X						X	X			2 Will we be notified of the results of this survey? I hope that our comments and concerns will honestly be considered in future planning and implementation of programs as it pertains to our position as coach. I believe if we are to be most effective, we must be equipped with what is viable to the population we serve. And, finally be a part of an organization that truly believe in what they are doing will in fact make a difference.
X						X	X	X	X	3 We need knowledgeable principals and AIO's. One preK teacher was asked on a walk through, "Do you teach reading?" by the aio. The teacher did explain how she is working on literacy skills with her three and four year old children. She felt like she gave the wrong answer.
	X					X	X		X	4 thank you for this survey
	X			X			X	X	X	5 It has been challenging to visit all of the classrooms in Sept. because of the quick onset of ECERS/ELLCO Observations and the planning of professional development.

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X					X		X		
		X			X		X		
X						X	X	X	X
	X					X	X	X	X
X				X			X	X	

- 6 I strongly support Creative Curriculum Literacy Pgm. but also that we use the complete components of this curriculum. This means giving the teachers the thick guides and the coaches the trainers guides/components. We must also add a type of pgm. that will enhance ELL learners (literacy) in parts of the city where it is needed.
- 7 We must have more training on the specific Literacy programs. The trainings we've had have been hit & miss. We experienced the trainings, yet we have not been able to put the new information into practice. In order for us to truly have a grasp of the curricula, we must use the skills to make them concrete.
- 8 I believe that there is always a need and room for improvement, updates, and new ideas. Therefore, relative to the topics listed, I am open to hearing about and learning new strategies or ways in which to present or communicate how to implement the topics of interest.
- 9 I feel confident in content areas, but always look for additional information to implement new strategies to help teachers in their classrooms. Study groups meeting regularly may help in this area
- 10 I have been a Head Teacher for this school year only. I know that a lot of what I need will come with experience. I enjoy this role and look forward to making myself a better coach.