



Teacher-Driven Coaching

Teachers do the critical thinking. Effective coaching draws on principles of adult learning theory and findings from neuroscience. The essential idea is that teachers need to think through issues or scenarios for themselves to be truly committed to new actions (Kee et al., 2010). CHALK is designed to engage teachers in analyzing instructional practice data from their own classroom. The coach supports teachers' interpretation of the data and answers questions about the observation tool used to collect the data. However, teachers will feel empowered by their insights only if they go through the process of making connections between the data and their practices themselves (Costa & Garmston, 1991).

Teachers choose what they want to learn. After the data conversation, the coach follows another principle of adult learning- respecting teacher choice regarding their professional learning. The coach's role is to notice where the teacher has the energy or desire to work on a skill or build knowledge. There are many ways to achieve growth within each CHALK practice. For example, teachers can use different strategies in an effort to reduce transition time. One teacher may be motivated to partner with their co-teacher to implement a more efficient hand-washing procedure. Another teacher may wish to provide individualized visuals and supports for two children who have difficulty with transitions.

Teachers value relevant PD. Professional development is relevant when it's practical. Instead of adding to a teacher's workload, CHALK can complement a teacher's ongoing effort to improve their instruction. After learning more about the CHALK practices, teachers can decide which practices align with their instructional priorities and ongoing work. Coaches may wish to support teachers in making connections between CHALK practices and the teacher's goals and aspirations. For example, teachers focusing on classroom management might use the CHALK Transition Time tool. Teachers who wish to support children's social-emotional skill development might use the Associative and Cooperative Interactions tool. Some teachers may be working on goals associated with specific curriculum or program-wide goals based on trends in formal observation data. The CHALK crosswalks section (p. 78) describes the connections between widely-used early childhood curriculum (e.g., the Pyramid Model; Hemmeter, Fox, & Snyder, 2013, and *Conscious Discipline*®; Bailey, 2014), classroom observation tools (e.g., CLASS; Pianta, La Paro, & Hamre, 2008), and CHALK practices.