



## **Tiered Practice-Based Coaching 0-5**

### **POLICY**

Coaching is used to support effective teaching practices in order to achieve positive child outcomes. The goal of coaching is to provide a systematic way for all education staff to engage in continuous improvement in their professional development. The core elements of coaching include observation, feedback and modeling. Coaching is delivered through a variety of venues including one-on-one approaches, teacher learning communities (TLCs) and self-coaching. Coaching does not replace direct supervision or reflective supervision. Assessment results will not be solely used to determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

### **POLICY COUNCIL APPROVAL:**

### **BOARD APPROVAL:**

#### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

§1302.92 Training and professional development.

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

- (1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;
- (2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;
- (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;
- (4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:
  - (i) Align with the program's school readiness goals, curricula, and other approaches to professional development;
  - (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;
  - (iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
  - (iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,
- (5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

**PROCEDURE:**

**1. Process to Determine Need for Intensive Coaching:**

All education staff will be assessed annually to determine areas of strength, needed support and need for intensive coaching. The Education Manager, Education Coach, the Site Manager, and the Education Director (as needed) will collaborate, and the following will be used to determine the need for intensive coaching:

**Head Start Program Considers the Following:**

- CLASS scores below the national lowest 10% scores or within 0.25% above it
- Staff on a Staff Development Plan (SDP) or Work Improvement Plan (WIP) regarding a need focused in Education.
- The Teaching Strategies Fidelity Tool for Administrators: Moderate and lower fidelity score overall.
- HOVRS Rating Scale Score: Below an overall score of 3 in any area

**Early Head Start Program Considers the Following:**

- Education Monitoring Tool: Any area with scores in the “Needs Improvement” range or multiple scores in the “Beginning” range.
- The Teaching Strategies Fidelity Tool for Administrators: Moderate and lower fidelity score overall.
- HOVRS Rating Scale Score: Below an overall score of 3 in any area
- Staff on a Staff Development Plan (SDP) or Work Improvement Plan (WIP) regarding a need focused in Education.

**2. Opportunities for Education Staff to Receive Intensive Coaching:**

Coaching aligns with school readiness goals, curricula and other approaches to professional development. It includes clearly articulated, written goals and a process for achieving those goals. These strategies utilize qualified coaches with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals. Coaches, who are members of the Education Department, work with classroom staff in their assigned sites and programs. Coaches providing intensive coaching will hold a minimum of a

Bachelor's Degree in Early Childhood Education or Bachelor's Degree with equivalent coursework in Early Childhood Education with Early Education teaching experience. The following opportunities will be provided to education staff assessed as needing intensive coaching (see #1 above).

### **Tier 1: Intensive 1:1 Coaching or TLC (Teacher's Learning and Collaborating):**

- Intensive 1:1 coaching occurs two times each month for 60-90 minutes each session in a 1:1 format between the coach and the staff person. Any staff person with a SDP/WIP will receive 1:1 intensive coaching, if appropriate.
- TLC groups include 6-8 staff who meet in person and are committed to the group for the school year and is guided by group discussions on classroom practice. It will include videotaping, reflection, as well as group and individual feedback. Staff commitment is 5-7 hours / month. TLC coach commitment is 12-15 hours / month.

### **3. Staff Development Opportunities for Other Education Staff:**

Opportunities will be provided to education staff not identified for intensive coaching.

**Tier 2:** This tier includes teachers and specialists who have "implementing" skills according to their CLASS/EMT/HOVRs/CC Fidelity scores and are not participating in Tier 1 or Tier 3 groups. Opportunities to participate in Tier 2 are based on child outcome data and / or the staff member's expressed interest in gaining skills in a group format, while supporting Agency goals. This includes researched-based professional development aligned with identified program performance goals. Staff may participate in trainings and/or Professional Learning Communities (PLCs). Training opportunities include:

**Cohorts:** New Teacher/Specialist, Home Visiting, and Planned Language Approach  
**Communities of Practice:** HB-HV, Pilot-PD Teachers and Education Department staff

**Professional Learning Community (PLC):** Teachers and Specialist staff who have good foundational skills and want to continue to improve their skills and quality of classroom instruction, may participate in PLCs. PLCs are training opportunities facilitated by a variety of qualified supervisory staff, and are interest and needs based

- Groups of 6-8 staff who meet in person and are committed to meet 2 times a month for 2-3 months for a total of 5-7 hours per month
- PLC facilitators are committed to 12-15 hours per month
- Staff arrange for independent video recordings of their classroom teaching and participate in group discussions on classroom practice
- PLCs include opportunities for reflection, as well as group and individual feedback

### **Tier 3:**

Teachers and Specialists who have reached mastery level in most areas of the according to their CLASS/EMT/HOVRs/CC Fidelity scores may participate in peer coaching/mentoring or self-coaching opportunities. It is for highly skilled teachers/specialists who are self-motivated, seeking leadership opportunities and have demonstrated effective reflective skills.

### **Peer Coaching/Mentoring or Self Coaching:**

- Participating staff are committed to meet monthly for 2-3 months for a total of 5-7 hours per month. Coaches/Mentor are committed to 12-15 hours per month.
- The process is directed primarily by the education staff member with a coach/mentor who guides / facilitates the process.
- The process includes establishing shared goals and action plans, participating in focused observations, and engaging in reflection and feedback.
- Check-in meetings with coach/mentor can be virtual as well as in person.

## **4. Use of Assessment Results:**

Coaching sessions are a safe place for classroom staff to reflect and explore their own practices without concern of their performance appraisal. If something new is tried and doesn't go well, the coach/mentor and teacher/specialist discuss, reflect, and make changes. If a serious issue / risk is observed, the coach/mentor is responsible to ensure immediate correction with the teacher / TA / specialist / home visitor, and to notify their supervisor. Supervisors must adhere to the agency's Personnel Policies and Procedures and Collective Bargaining Agreement.

## **5. Roles and Responsibilities:**

For all coaching partnerships, the following roles and responsibilities will be adhered to:

### **Coaches will:**

- Support classroom staff to assess his / her strengths and needs with effective instructional practices.
- Complete a needs assessment with participating education staff member.
- In partnership with participating staff, create a Coaching Agreement and Action Plan. These documents will establish measurable goals that include steps for achieving each goal. Steps will define responsibilities for both coach and staff person. (note: ensure that the Ed Coach and Teacher/Specialist have updated the Professional Development Plan (PDP) to reflect participation in the TLC.
- Schedule, plan, and facilitate onsite visits and coaching sessions.

- Provide support in forms of sharing resources, conducting focused observations, providing models of effective practices, observing the staff member's current practices, and providing supportive and constructive feedback.
- Collect data related to the action plan.
- Conduct pre- and post-assessments / surveys and gather evaluation data from participants.
- Remain supportive rather than evaluative.
- Document coaching sessions on the Focused Observation Forms and Coaching Logs.

**Participating Teachers and Specialists will:**

- Actively engage in coaching sessions by assessing own strengths and needs, asking questions, sharing pertinent information, reflecting, listening, and identifying goals and means to achieve those goals in collaboration with the coach.
- Complete a Self-Assessment and discuss the results with assigned coach.
- Be open to being observed, videotaped, engaging in reflection and receiving feedback.
- Apply and analyze teaching practices with the support of assigned coach.
- Complete the Coaching Log.

**Coaching of Coaches:** Coaches will be provided with opportunities to engage in coaching related to their coaching practices under the supervision of the Education Managers and Director.

- Training notebooks, Practice-Based Coaching approach, ECLKC, additional resources
- Systematic coaching of coaches monthly during one-on-ones, monthly Community of Practice (at Education department meetings) and training with the agency's Early Childhood Specialist (regional T / TA)
- Use of video, observation, reflection and feedback
- Pre- and post-survey for coaches

**Program will:**

- Provide ongoing communication between Administration, Coaches, Program Directors, Education Director, and any other relevant staff.

- Provide initial training for staff and supervisors on the process.
- Make efforts to provide uninterrupted time for coaching process to occur.
- Foster a community of respect for coaching process (valued by all staff and supervisors).
- Training on creating action plan, setting goals, and steps to achieve the goal.
- Communicate a clear expectation that coaching is not punitive.
- Utilize a tracking and data collection systems – looking at the effects of coaching on child outcomes, success rubrics and CLASS scores.

### **Resources:**

Research shows coaching results in higher staff retention:  
<https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs>

### **Additional resources:**

Creative Curriculum Fidelity Checklist

TPOT/Tippitos

Creative Curriculum Coaching to Fidelity

Coaching with Powerful Interactions

Conscious Discipline

PBIS Coaching Materials

Partners for a Healthy Baby

High-5 Mathematize

Head Start Early Learning Outcomes Framework