

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.

Head Start Program Performance Standards:

§1302.92 (c) (1) (2) (3); (4) (i) (ii) (iii) (iv); (5) Training and professional development.

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 Supervisor, Education Coach, Site Manager, and the Education Manager (as needed) will collaborate, and the following will be used to determine the need for intensive coaching:

0-5 Programs Consider the Following:

- CLASS scores below the annually established thresholds.
- Staff on a Staff Development Plan (SDP), Work Improvement Plan (WIP) and Classroom Success Plan regarding a need focused on quality Education services.
- The Teaching Strategies Fidelity Tool for Administrators: Moderate and lower fidelity scores overall.
- HOVRS Rating Scale Score: Below an overall score of 3 in any area

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. 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.
- TLC groups include 6-8 staff who meet in person two times each month and are committed to the group for the school year and are guided by group discussions on classroom practice. It will include videotaping, reflection, as well as group, individual feedback and potentially coach push in modeling.

1. Staff Development Opportunities for Other Education Staff:

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

Tier 2: This tier includes teachers who have "implementing" skills according to their CLASS/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 members 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 but are not limited to:

- **Cohorts:** New Teacher, Home Visiting, and Planned Language Approach
- **Communities of Practice:** HB-HV, Teachers and Education Department staff
- **Professional Learning Community (PLC):** Teachers 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.

Tier 3: Teachers who have reached mastery level in most areas according to their CLASS/HOVRs/CC Fidelity scores may participate in peer coaching/mentoring or self-coaching opportunities. It is for highly skilled teachers who are self-motivated, seeking leadership opportunities, and have demonstrated effective reflective skills.

Peer Coaching/Mentoring or Self Coaching:

- 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 the coach/mentor can be virtual as well as in person.

2. Use of Assessment Results:

Coaching sessions are a safe place for classroom staff to reflect on and explore their own practices without concern for their performance appraisal. If something new is tried and doesn't go well, the coach/mentor and teacher 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 / home visitor, and to notify their supervisor. Supervisors must adhere to the agency's Personnel Policies and Procedures and Collective Bargaining Agreement.

3. Roles and Responsibilities:

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

Coaches will:

- Support classroom staff to assess their strengths and needs with effective instructional practices.
- Complete a needs assessment with participating education staff members.
- In partnership with participating staff, create a Coaching Agreement and Coaching Plan. These documents will establish measurable goals that include steps for achieving each goal. Steps will define responsibilities for both coach and staff. (note: ensure that the Ed Coach and Teacher 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 coaching plan.
- Conduct pre- and post-assessments/ surveys and gather evaluation data from participants as needed.
- Remain supportive rather than evaluative.
- Document coaching sessions on the Focused Observation Forms and Coaching Trackers.

Participating Teachers will:

- Actively engage in coaching sessions by assessing your 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 the assigned coach, as needed.
- Be open to being observed, videotaped, engaging in reflection, and receiving feedback.
- Apply and analyze teaching practices with the support of an assigned coach.

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

- Training notebooks, Practice-Based Coaching approach, ECLKC, additional resources.
- Systematic coaching of coaches during regular one-on-ones, Community
- 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 Manager, and any other relevant staff.
- Provide initial training for staff and supervisors in the process.
- Make efforts to provide uninterrupted time for the coaching process to occur.
- Foster a community of respect for the coaching process (valued by all staff and supervisors).
- Training on creating action plans, setting goals, and steps to achieve the goal.
- Communicate with a clear expectation that coaching is not punitive.
- Utilize tracking systems and data collection systems – looking at the effects of coaching on child outcomes 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
- Environment Checklist and/or ITTERS/ECERS
- 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