

Coaching Procedure

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,

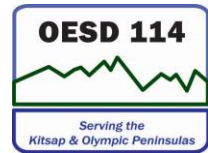
(iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,

(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.

(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.

Purpose:

Research shows that helping teachers be more intentional in their interactions with children helps them be more effective at improving child outcomes. Staff who are intentional are purposeful in their moment-to-moment interactions they have with children. The intentional staff **“acts with knowledge**



and purpose to ensure that young children acquire the knowledge and skills (content) they need to succeed in school and life. Intentional teaching is **planful, thoughtful, and purposeful**.

- OESD 114 Early Learning program provides a birth-5 coaching model based on intentional teaching that is planful, thoughtful, acting with knowledge and purpose, and supported by a Child Development Coach.

Process: All Staff

1. Reflection

- Needs assessment: Staff will assess areas of strengths and needs identifying an area for professional growth.
- Goal setting: Based on the needs assessment information, a goal is developed that guides the creation of an action plan. Goals should be clearly defined, measureable, and achievable within a defined timeframe. Goals provide accountability and allow opportunities to celebrate progress.

2. Develop a plan

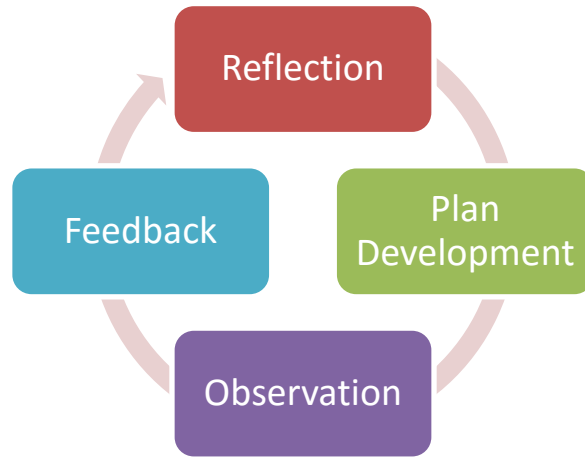
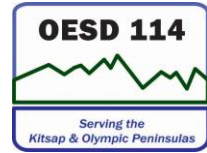
- Once a goal has been determined, the steps, resources, and supports needed to reach a goal are specified. The action plan will include a time frame to review progress on the goals. The steps included in the action plan are small, observable tasks or strategies that support the staff's accomplishment of the goal.

3. Observation

- This refers to the process of gathering and recording information about implementation of desired teaching practices during ongoing activities, routines, and transitions. Observations are focused, because the information the coach is gathering is specific to the shared goals and action plan steps.

4. Reflection and feedback

- Reflecting on teaching practice involves taking time to think about what was effective and what was a barrier to improving or refining implementation of teaching practices. Reflection encompasses consideration both of the feedback and the support experiences.



What Coaching Support Could Look Like:

COORDINATED COACHING TIERED SUPPORTS



All staff will receive coordinated coaching supports. Based on the program needs assessment and coaching/supervisor recommendation, staff will receive coaching support in one of the above 3 tiers.