

Head Start Performance Standard

1302.92

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 and **act 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

Applies to all direct service staff.



1. REFLECTION

- Reflection occurs throughout the year to support professional growth.
- Needs assessment: At the beginning of each program year, staff will assess areas of strengths and needs through a needs assessment process, identifying an area(s) for professional growth.
 - Needs assessment is completed annually and will be sent out to staff by coaches via email. Supervisors will be cc'd.
 - Staff are required to complete the assessment prior to their goal setting meeting and staff are required to bring their Need Assessment document to their goal setting meeting.
 - Needs Assessments will be uploaded to each staff's Personnel tab as an attachment in ChildPlus by the coach after it is reviewed together.
- Goal setting: Based on the needs assessment information and an employee's annual review (conducted each May), a preliminary goal is developed that guides the creation of an action plan. Goals should be clearly defined, measurable, and achievable within a defined timeframe. Goals provide accountability and allow opportunities to celebrate progress.
 - Prior to the Goal Setting meeting, staff should create a goal and come prepared to discuss it with their coach and supervisor. During this meeting, staff, coach, and supervisor will adjust or add goals to be comprehensive of all needs.
 - Goal Setting is completed annually by October 30th with coach, supervisor and staff together.
 - Goal Setting is documented through the Personnel tab in ChildPlus. (follow ChildPlus Instructions)

2. DEVELOP A GOAL SETTING PLAN

- Once a goal has been drafted, a Goal Setting Plan is completed in partnership with the Child Development Coach, staff, and supervisor. During this process, the steps, resources, and supports needed to reach a goal are identified. The Goal Setting Plan will include a time frame to review progress on the goal/s. The steps included in the Goal Setting Plan are specific, observable tasks or strategies that support the staff's accomplishment of the goal.
 - The Goal Setting Plan is completed annually, by October 30th and documented in the Personnel tab in Child Plus. (follow ChildPlus Instructions)

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Coaching Procedure

3. OBSERVATION

- Observation is a process of gathering and recording information about the implementation of desired practices.

OBSERVATION TIMELINE	WHERE and HOW	METHOD
Once a month—1-1.5 hours <i>(additional observation cycles based on coordinated coaching approaches (see figure 1.0) as needed)</i>	Occur in classroom or on home visit	Coaching Observation Form is used to support the process
48 hours after the completion of observation	Email	Written feedback from Child Development Coach (see sample)
Within one week of the observation	In person or virtual	Child Development Coach meets with team or individual, 30 minutes to 1 hour to review the observation and engage in reflection
48 hours after the team or individual debrief meeting	Email	Child Development Coach will summarize the meeting as well as provide resources and/or next steps.

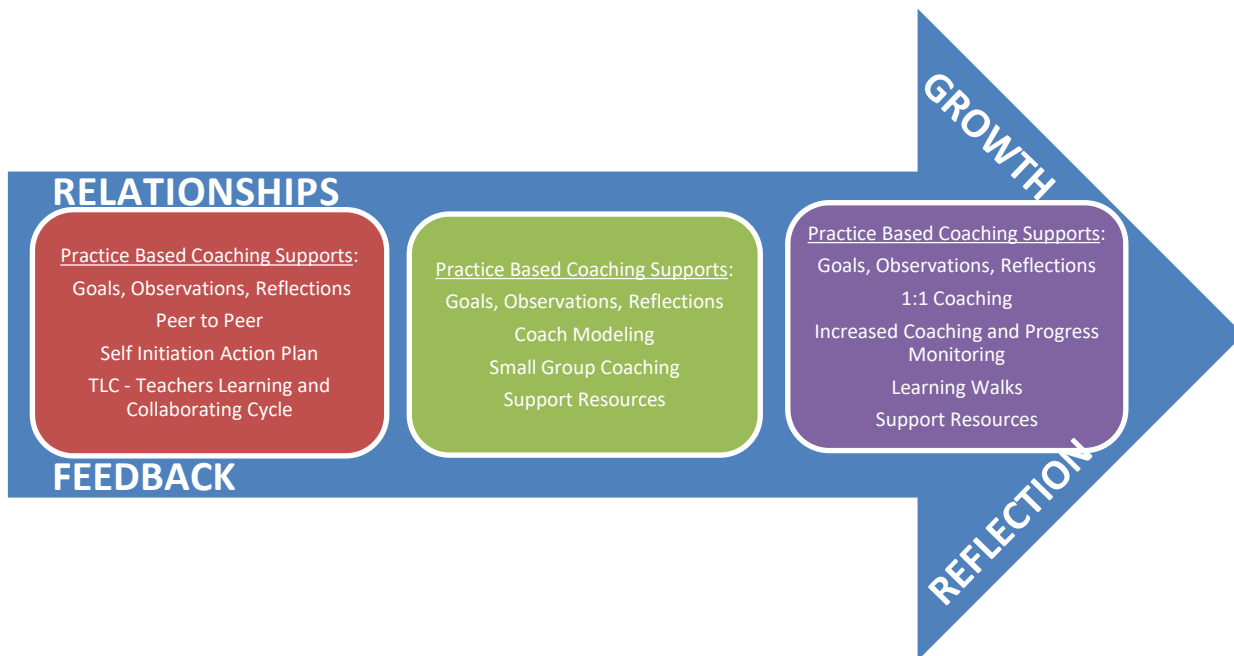
4. REFLECTION AND FEEDBACK

- Reflecting on teaching practice involves taking time to think about what was effective and what were potential barriers to improving and refining of practices; as part of the coaching cycle feedback from your coach is also reflected upon.

COORDINATED COACHING

All staff receive coordinated coaching supports. Based on the needs assessment, annual review, and coaching/supervisor recommendations, staff receive coaching support through various approaches.

Figure 1.0



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Coaching Procedure

COACHING CALENDAR

Child Development Coaches provide continual support throughout the year to staff. Each month coaches engage in the following:

Month	Full and Part Day Center Based Care	Home Based Care
September	Support staff in completing their annual needs assessment. Support staff in completing environmental reviews (fidelity, ECERS/ITERS, etc.)	Support staff in completing their annual needs assessment.
October	Early October, typically the first full week, complete fidelity checks. Late October, by October 30, engage in 1:1 goal setting and action plan completion with staff and their supervisor.	Late October, by October 30, engage in 1:1 goal setting and action plan completion with staff and their supervisor. Record HOVRS and provide feedback – same format as observation cycle – Observation Cycle #1.
November	Complete DECA reviews with Early Childhood Mental Health Consultant (MHC). Begin observation cycles - Observation Cycle #1 CLASS observations begin	Record HOVRS and provide feedback – same format as observation cycle - Observation Cycle #1. Begin DECA reviews with Early Childhood Mental Health Consultant (MHC). Fall DRDP data review
December	CLASS observations continue and are completed by end of month. Observation Cycle #2 TSG data reflection with site based teams.	Finish DECA reviews with Early Childhood Mental Health Consultant (MHC). Fall DRDP data review
January	Mid-year goal and action plan review with staff and their supervisor. Observation Cycle #3	Begin video observation cycle #2
February	Observation Cycle #4 Fidelity Check DECA review with MHC, begin	Begin video observation cycle #2 Mid-year goal and action plan review with staff and their supervisor.
March	CLASS observations begin Observation Cycle #5 TSG data reflection DECA review with MHC, finished.	Finish video observation cycle #2 Mid-year goal and action plan review with staff and their supervisor.
April	CLASS observations continue and are completed by end of month. Observation Cycle #6	Winter DECA review with MHC
May	Observation Cycle #7 End of year goal and action plan review with individual staff and their supervisor. Provide feedback to supervisor for annual review process.	Record HOVRS and provide feedback – same format as observation cycle – Observation Cycle #3.
June	Post DECA reviews and reflection with MHC. TSG data reflection	Record HOVRS and provide feedback – same format as observation cycle – Observation Cycle #3.
July (full year)	Post DECA reviews and reflection with MHC.	Post DECA reviews and reflection with MHC.