

Head Start Performance Standard	ECEAP Performance Standard
1302.92	PDTR-16

Purpose

OESD 114 Early Learning program provides a birth-5 coaching model based on intentional teaching that is planful, thoughtful, and individualized. Education Coaches are committed to having continuous, meaningful contact with each site staff/Home Visitor. All staff receive coordinated coaching supports.

Staff who are intentional in their moment-to-moment interactions provide the knowledge and skills (content) children and families need to succeed in school and life. Intentional teaching is **planful, thoughtful, and purposeful**.

Based on the needs assessment, annual review, and coaching/supervisor recommendations, staff receive coaching support through various approaches, which may shift based on staff needs.

Process

The following applies to all direct service staff:



1. NEEDS ASSESSMENT

- Needs Assessment (*annual self-assessment*)—*completed annually by all direct service staff*
 - At the beginning of each program year, staff will assess areas of strengths and needs through a process that helps identify an area(s) for professional growth—*this must be completed prior to any goal-setting meetings*
 - During this process, staff will identify a minimum of one area for each of the following:
 - Practice Base Goal for the Coach to support
 - Professional Performance Measures (using the OESD rubric) for the Supervisor to support
 - Coaches will share a message with staff about the assessment period each year about process and expectations.

2. GOAL SETTING AND ACTION PLAN

- Based on the self-assessment and annual review information (conducted each May with the Supervisor and Program Manager), preliminary goals are developed that guide the creation of an Action Plan
 - Goal Setting is completed annually **by October 30th** with Coach and staff together
 - Documented in the Personnel tab in ChildPlus
 - Prior to the Goal Setting meeting, staff will create a goal and come prepared to discuss
 - During the meeting, the team will adjust/add goals and identify who will be supporting each goal created and what supports are needed for staff to successfully achieve their goals
 - Goals should be clearly defined, measurable, and achievable within a defined timeframe to help provide accountability and allow opportunities to celebrate progress
 - During this process, the steps, resources, and supports needed to reach a goal are identified and written into an Action plan that will include a time frame to review progress on the goal(s)

3. OBSERVATION

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

OBSERVATION TIMELINE	WHERE and HOW	METHOD
Individualized per Tier <i>See Tiered Coaching Support Model below</i>	Occurs in classroom or on home visit	<ul style="list-style-type: none"> Coaching Observation Form used to support the process Coaches input their observations into CP-Coach Observation tab, located in under Management tab ECEAP Coaches will also document in CECI
48 Hours After Completion of Observation	Email	<ul style="list-style-type: none"> Written feedback from Coach (<i>see example</i>)
Within One Week of Observation	In-person or virtual	<ul style="list-style-type: none"> Child Development Coach meets with team or individual <ul style="list-style-type: none"> Review observation, engage in reflection 30 minutes to 1 hour per meeting
48 Hours after Team or Individual Debrief Meeting	Email	<ul style="list-style-type: none"> Coach summarizes the meeting and provide resources and/or next steps
<ul style="list-style-type: none"> Coaches will prepare for site observations by reviewing the previous coaching observation and follow up with any items during the observation. Once on-site, coaches will follow up on practices that are being implemented, need to be adjusted or address what the barriers are to implementation. All engagement, observations, and follow up, must be documented in Child Plus. 		

4. REFLECTION AND FEEDBACK

- It is important to take time to reflect on improvement and refinement of practices—on what was effective as well as what potential barriers were. This reflection provides an opportunity for staff and Coaches to continue to discuss and reflect on professional growth and to work towards individual goals.
- Reflection occurs throughout the year to support professional growth.

5. PROFESSIONAL LEARNING COMMUNITIES (PLC)

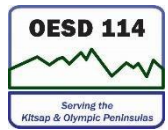
- All staff will engage in Peer Learning Communities throughout the year.
- PLC is a model that supports ongoing professional development and connecting professional peers by providing a space for sharing knowledge and expertise and reflecting on practices. These groups support ongoing growth and development and provide opportunities for those with more experience to share with those who are beginning to learn. More experienced staff will learn from those with less experience about challenges, issues and questions that could inform their practice. PLC's provide a forum to identify solutions to common problems and a process to collect and evaluate best practice.

Tiered Coaching Supports

All staff receive various supports that help support success in their roles. Every direct service staff is placed on a specific tier within the Tiered Coaching Support Model. This placement determines observation and reflection schedules as part of the supports provided.



Education Coaching Procedure



Placement on a tier is determined through conversation, using assessment, observation, and reflection information. Staff can transition between tiers, either up or down in intensity of supports, throughout the year.

Education Coaching Procedure

TIERED COACHING SUPPORT MODEL (All Programs)			
Tier	Staff to Be Served	Frequency of Support	Method of Support
3	<p>May <i>not be progressing</i> or may not be <i>demonstrating</i> basic practices with consistency</p> <ul style="list-style-type: none"> Rarely evident implementation of Best Practices in early childhood according to observation tools Rarely utilizing data to inform their practice Are following performance standards <i>some of the time</i> including but not limited to ratios, zoning, lesson planning, curriculum implementation, utilization of assessment and screening tools, and transitions 	<p>Center Based</p> <p>Staff will receive, <i>at a minimum</i>:</p> <p><u>One time per week:</u></p> <ul style="list-style-type: none"> 90 minute focused coaching observation and 30 minute in-person debrief that includes plan for implementation of practice 	<ul style="list-style-type: none"> Site Visit /Home Visit Observation Modeling in the classroom/home (<i>may include completing screening and assessments, observation writing side by side</i>) Additional methods of support: <ul style="list-style-type: none"> Email/Text Correspondence Small group trainings Videotaped observations and feedback/reflection Side by side lesson planning Curriculum planning Learning Walks
		<p>Home Based</p> <p>Staff will receive, <i>at a minimum</i>:</p> <p><u>Two times per Month:</u></p> <ul style="list-style-type: none"> 90 minute focused coaching observation and 60 minute in-person debrief that includes plan for implementation of practice <p><u>Two times per Month:</u></p> <ul style="list-style-type: none"> 60 minute in-person planning session 	
2	<p>Demonstrate basic strategies with <i>some consistency</i></p> <ul style="list-style-type: none"> Implementation of best practices in the early childhood environments are less evident according to observation tools Somewhat utilizing data to inform practice Are following performance standards <i>most of the time</i> including but not limited to ratios, zoning, lesson planning, curriculum implementation, utilization of assessment and screening tools, and transitions 	<p>Center Based</p> <p>Staff will receive, <i>at a minimum</i>:</p> <p><u>One time per Month (alternating)</u></p> <ul style="list-style-type: none"> One focused PBC goal observation One general classroom observation and 30 minute in-person debrief following each observation that includes plan for implementation of practice 	<ul style="list-style-type: none"> Site Visit /Home Visit Observation Modeling in the classroom/home (<i>may include completing screening and assessments, observation writing side by side</i>) Additional methods of support: <ul style="list-style-type: none"> Email/Text Correspondence Small group trainings/coaching Videotaped observations and feedback/reflection Side by side lesson planning Curriculum planning Mentoring Learning Walks
		<p>Home Based</p> <p>Staff will receive, <i>at a minimum</i>:</p> <p><u>Per Year:</u></p> <ul style="list-style-type: none"> Three observations based on their PBC goal and a 30 minute in-person debrief following each observation that includes plan for implementation of practice 	
1	<p>Demonstrate concrete strategies with consistency</p> <ul style="list-style-type: none"> Best practices in early childhood environments are 	<p>Center Based</p> <p>Staff will receive, <i>at a minimum</i>:</p> <p><u>Per Year:</u></p> <ul style="list-style-type: none"> Two observations based on their PBC goal and 	<ul style="list-style-type: none"> Site Visit /Home Visit Observation Methods of support: <ul style="list-style-type: none"> Email/Text Correspondence

Education Coaching Procedure

	<p>implemented frequently according to observation tools</p> <ul style="list-style-type: none"> Effectively utilizing data to inform practice Actively following performance standards <i>all of the time</i> including but not limited to ratios, zoning, lesson planning, curriculum implementation, utilization of assessment and screening tools, and transitions 	<ul style="list-style-type: none"> Two general classroom observation 30 minute in-person debrief following each observation that includes plan for implementation of practice 	<ul style="list-style-type: none"> Peer to peer supports Self-initiated and driven action plans Videotaped observations and feedback/reflection Mentorships Video Conference Email/Text Correspondence
		<p style="text-align: center;">Home Based</p> <p>Staff will receive, <i>at a minimum</i>:</p> <p><u>Per Year:</u></p> <ul style="list-style-type: none"> Two observations based on their PBC goal and a 30 minute in-person debrief following each observation that includes plan for implementation of practice 	

COACHING CALENDAR

Each month of the year, Coaches provide continual support for staff in following ways:

Month	Center Based (Full and Part Day)	Home Based
September	<ul style="list-style-type: none"> Support staff in completing their annual Self-Assessment Support staff in completing environmental reviews (fidelity, ECERS/ITERS, etc.) 	<ul style="list-style-type: none"> Support staff in completing their Self-Assessment Begin Mid assessment DRDP Checkpoints
October	<ul style="list-style-type: none"> Early October (<i>typically the first full week</i>): complete fidelity checks By October 30: engage in 1:1 goal setting and action plan completion with staff and their Supervisor Complete General Observations in each classroom to determine staff needs and supports (tiers of support) 	<ul style="list-style-type: none"> By October 30: engage in 1:1 goal setting and action plan completion with staff and their Supervisor Review DECA reflection forms and provide additional support as needed Complete General Observations with each Home Visitor to determine staff needs and supports (tiers of support)
November	<ul style="list-style-type: none"> TIER 1, 2 and 3 observations CLASS observations begin Review DECA reflection forms and provide additional support as needed 	<ul style="list-style-type: none"> TIER 2, 3 observations Review DECA reflection forms and provide additional support as needed Fall DRDP data review
December	<ul style="list-style-type: none"> CLASS observations continue and are completed by end of month. TIER 2, 3 observations Fall TSG data reflection 	<ul style="list-style-type: none"> TIER 1, 2 and 3 observations Fall DRDP data review
January	<ul style="list-style-type: none"> Mid-year goal and action plan review with staff and their Supervisor TIER 2, 3 observations 	<ul style="list-style-type: none"> TIER 3 observations Complete General Observations with each Home Visitor to determine staff needs and supports (tiers of support)

Education Coaching Procedure

	<ul style="list-style-type: none"> Complete General Observations in each classroom to determine staff needs and supports (tiers of support) 	<ul style="list-style-type: none"> Begin Mid assessment DRDP Checkpoints
February	<ul style="list-style-type: none"> TIER 2, 3 observations Fidelity check Review DECA reflection forms and provide additional support as needed 	<ul style="list-style-type: none"> TIER 2, 3 observations Mid-year goal and action plan review with staff and their supervisor.
March	<ul style="list-style-type: none"> CLASS observations begin TIER 2, 3 Observations Winter TSG data reflection 	<ul style="list-style-type: none"> TIER 3 observations Review DECA reflection forms and provide additional support as needed Winter DRDP data review
April	<ul style="list-style-type: none"> CLASS observations continue and are completed by end of month TIER 1,2, 3 observations 	<ul style="list-style-type: none"> TIER 3 observations
May	<ul style="list-style-type: none"> TIER 2, 3 observations Review DECA reflection forms and provide additional support as needed End of year goal and action plan review with individual staff and their Supervisor <ul style="list-style-type: none"> Provide feedback to supervisor for annual review process. 	<ul style="list-style-type: none"> TIER 2, 3 observations Begin Mid assessment DRDP Checkpoints
June	<ul style="list-style-type: none"> TIER 2, 3 observations (full year) Spring TSG data reflection 	<ul style="list-style-type: none"> TIER 1, 2, 3 observations
July	<ul style="list-style-type: none"> TIER 2, 3 observations (full year) 	<ul style="list-style-type: none"> TIER 3 observations Review DECA reflection forms and provide additional support as needed Spring DRDP data review