

Tri-County Community Council, Inc.
Head Start/Early Head Start

Part: 1302 Program Operations

Subpart: I- Human Resources Management

Section: 1302.92 Training and Professional Development

Subject: Practice-Based Coaching

Policy:

Coaching is used to support effective teaching practices from CLASS, Creative Curriculum Fidelity, and Head Start Early Learning Outcomes Framework that will lead to 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 may be conducted through a one-on-one/classroom approach. 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.

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 Coordinator, Education Specialist, Center Director Coach, and the Head Start Director (as needed) will collaborate, and the following will be used to determine the need for intensive coaching.
2. Practice-Based Coaching will be provided to all teaching staff-based on CLASS scores below the national 10%, Creative Curriculum Fidelity scores, low child outcome scores, curriculum, Home Visitor Rating Scales (HOVRS) below an overall score of 3 in any area, and new teaching staff.
3. 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 providing intensive coaching will hold a minimum of a bachelor's degree in early childhood education or a 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).

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4. Tier 3 Coaching is used for teaching staff who have reached proficiency level in most areas and may participate in peer teaching or self-coaching opportunities. Tier 3 is for highly skilled teachers and specialists, who are self-motivated, seeking leadership opportunities, and have demonstrated effective reflective skills. Tier 3 teachers need minimal support in Coaching once a month face to face, or by telephone call or email.
5. Tier 2 -Coaching includes teachers and specialists who have “implementing” skills in most areas of success and are not participating in Tier 1 or Tier 3 groups. Tier 2 Coaching is based on child outcome data, CLASS Scores, Creative Curriculum Fidelity, and if the staff is a new teacher. Staff may need intensive coaching every other week face to face.
6. Tier 1 Coaching is based on teaching staff CLASS scores below the national 10%, Creative Curriculum Fidelity scores, low child outcome scores, curriculum, Home Visitor Rating Scales (HOVRS) below an overall score of 3 in any area, and new teaching staff. Tier 3 teaching staff need intensive coaching every week face to face.
7. Coaching sessions are a safe place for classroom staff to reflect on and explore their own practices without concern of their performance appraisal. If a new strategy is tried and it does not work, the coach and teacher discuss, reflect, and make changes. If a serious issue/risk is observed, the coach is responsible to ensure immediate correction with the teacher/teacher assistant/home visitor and notifying their supervisor. Supervisors must adhere to the agency’s Personnel Policies and Procedures.
8. Coaches will Support classroom staff to assess / her 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 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: ensure that the Ed Supervisor and Teacher/Specialist have updated the Professional Development Plan (PDP) to reflect participation • Schedule, plan, and facilitate onsite visits and coaching sessions. • Provide support in the forms of sharing resources and active supervision of children, 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. Document coaching sessions on the Focus Observation Forms and Coaching Logs.
9. Participating Teachers and Specialists will: • Actively engage in coaching sessions by assessing their own strengths and needs, asking questions, sharing pertinent information, reflecting, listening, and identifying goals and means to achieve those goals in

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collaboration with the coach. • Complete a Self-Assessment and discuss the results with the assigned coach. • Be open to being observed, videotaped, engaging in reflection, and receiving feedback. • Apply and analyze teaching practices with the support of an assigned coach. • Complete the Coaching Log.

10. 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, 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.
11. 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 the coaching process to occur. • Foster a community of respect for the coaching process (valued by all staff and supervisors). • Training on creating an 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 system – looking at the effects of coaching on child outcomes, success, CLASS scores, and other successes.
12. The following are action steps of Practice-Based Coaching
 - Coaching will start in October of the current school year for teaching staff. Coaching will end on April 30 for Head Start and June 30 for Early Head Start.
 - All data from the previous month is by the fifteen of the next months. The Coach will input the data in Child Plus.
 - Teaching staff and coach will do a meet and greet and sign the Coaching Agreement to form a partnership. The staff will complete the Needs Assessment and return to the coach within two weeks.