Technical Assistance Specialists

Certified Quality Improvement Coaches
Early Care and Education System
Reflect and Revise

Evaluate Progress and Revise the QIP as needed

Implement Plan

Access Resources

Determine Action Steps

Develop and Prioritize Goals

Identify needs

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Reflect and Revise

ADVISOR
“To improve teacher learning and practice by helping programs develop the structures, conditions and supports to best foster continuous teacher learning and quality improvement.”
What is the role of the early childhood coaches?

- Exploration & Relationship Building
- Strategic Planning & Professional Development
- Coaching Conversation
- Gather Data
- Identify a Focus & Guiding Questions
Coaches

• Concentrate on productive relationship building.
• Intentionally analyze the situation and deliberately plan individual or small-group guidance focused on the educator’s needs.
• Select the targeted strategies of interest to the educator.
• Identify data that is related to the focus and document teaching and learning.
• Collaboratively examine and discuss the data and how it relates to the educator’s guiding question.
The Coach’s Role

1. Learn about the program’s history, philosophy, mission, work culture.
2. Review pertinent data (licensing reports, assessments results).
3. Conduct observation of the learning environment and gather general information about the teacher’s context.
4. Establish the conditions for a collaborative partnership (trust, safety, respect).
5. Develop a coaching agreement that outlines the norms for the learning partnership.
1. Create a profile of the teacher and determine her/his coaching readiness.

2. Examine formative data (assessment results, TSG checkpoints).

3. Set short- and long-term goals based on QIP, framework.

4. Implement a targeted action to develop or strengthen a process, increase knowledge of practice and/or support skill development or implementation.
The Coach’s Role

1. With the teacher, choose one or two key practices that are connected to the teacher’s goals and to the framework that drives the program’s quality improvement efforts.

2. Formulate a guiding question that will be the focus of the observation.
The Coach’s Role

Gather Data

1. Observational data organized in a data display
2. Children’s work
3. Video analysis
4. Lesson plans and schedule
The Coach’s Role

1. Use questioning strategies to encourage the teacher to think more reflectively about her/his practice.

2. Create respectful, non-evaluative conversation driven by descriptive data that will lead to a shared conversation about the teacher’s guiding question.

3. Invite the teacher to think about what s/he might do next and set goals.

4. Reflect on the conversation and determine next steps.
<table>
<thead>
<tr>
<th>Staff</th>
<th>Role</th>
<th>Knowledge, Skills and Abilities</th>
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<tr>
<td>Certified Quality Improvement Coaches</td>
<td>Analyze</td>
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<td>Assess</td>
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<td>Coordinate</td>
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“Certified Coaches” must be certified by a state college/university or from a nationally recognized early learning coaching program, with five (5) years of experience in an early learning environment.

Certified coaches must be trained/certified in an early childhood coaching model aligned with the CLASS assessment tool that leads to certification, such as MyTeachingPartner, UF Lastinger Center Certified Coach, or practice-based coaching.
## Suggested Trainings for Coaches

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<th>Initiative</th>
<th>OEL/RFs (9)</th>
<th>Coaches (30)</th>
<th>PD Leads (30)</th>
<th>I/T Specialist (30)</th>
<th>Inclusion Specialists (30)</th>
<th>Program Managers (30)</th>
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Tools for Assessing Needs

- BPIECE (Practitioner or Director)
- FSU 10 Components of Quality Infant & Toddler Care
- Pyramid Model
- Observations
- Interactions with Providers
- VPK Assessment Data
- FLKRS
- Developmental Screening (ASQ3 and ASQ-SE2)
- Child Assessment
- Response and Recognition Referral Process
- CLASS
- 10 Building Blocks of Quality
Example for the FSU 10 Components

Steps:
1. Contact those programs and schedule visits.
2. Use the FSU 10 Components to establish a baseline of quality for the program.
3. Discuss the results with the educator and director, prioritize needs.
4. Create and implement improvement plan.
5. Evaluate progress and revise the QIP as needed.
Example for the FSU 10 Components

**Phase 2:** Use the Signs to Conduct a Needs Assessment

**Phase 3:** Choose from Steps to Build Your Personalized Quality Improvement Plan

**Phase 4:** Implement Your Quality Improvement Plan
Early Care and Education System

- Exploration & Relationship Building
- Coaching Conversation
- Strategic Planning & Professional Development
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Office of Early Learning
Learn Early. Learn for Life.
Questions?