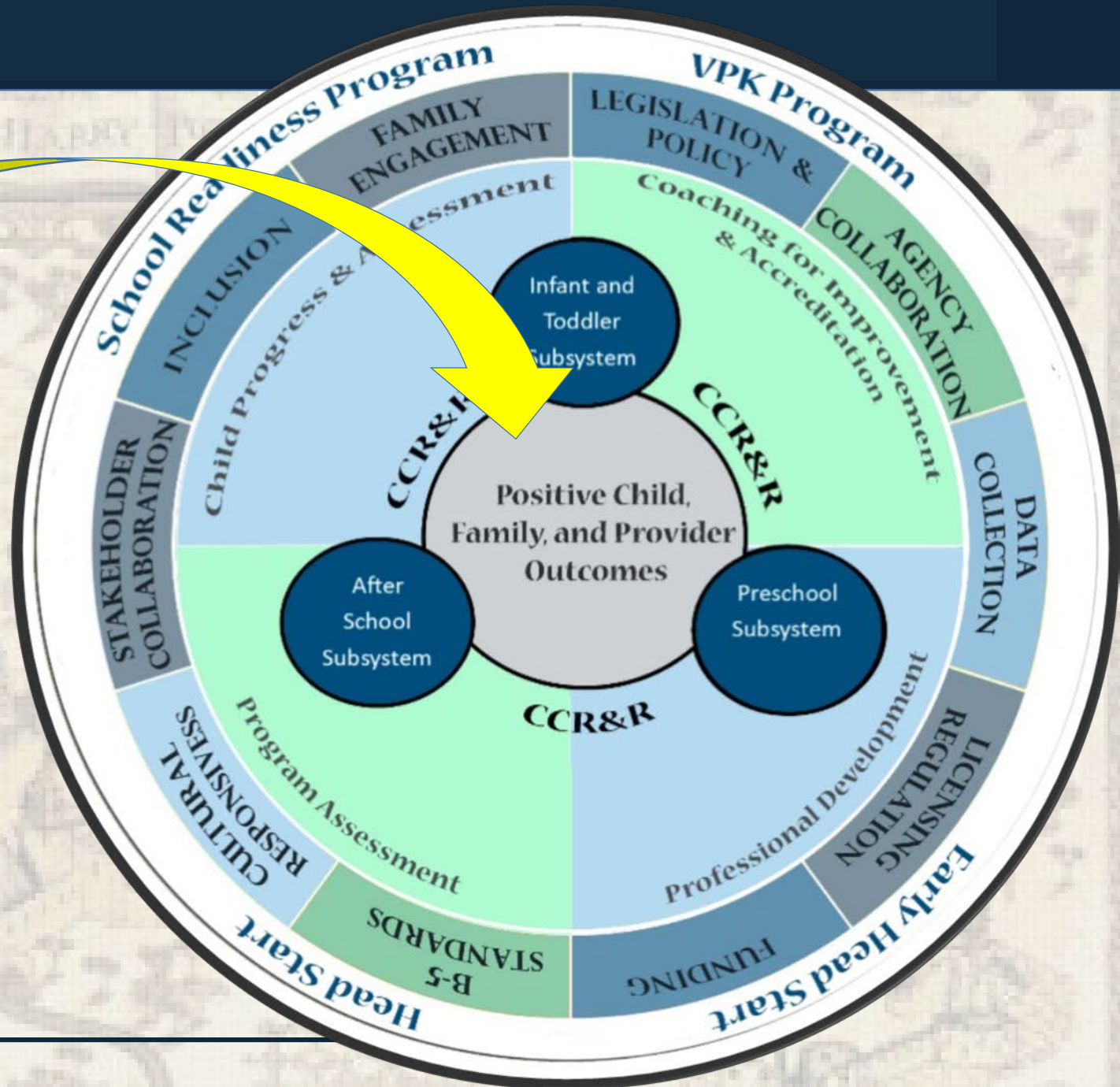


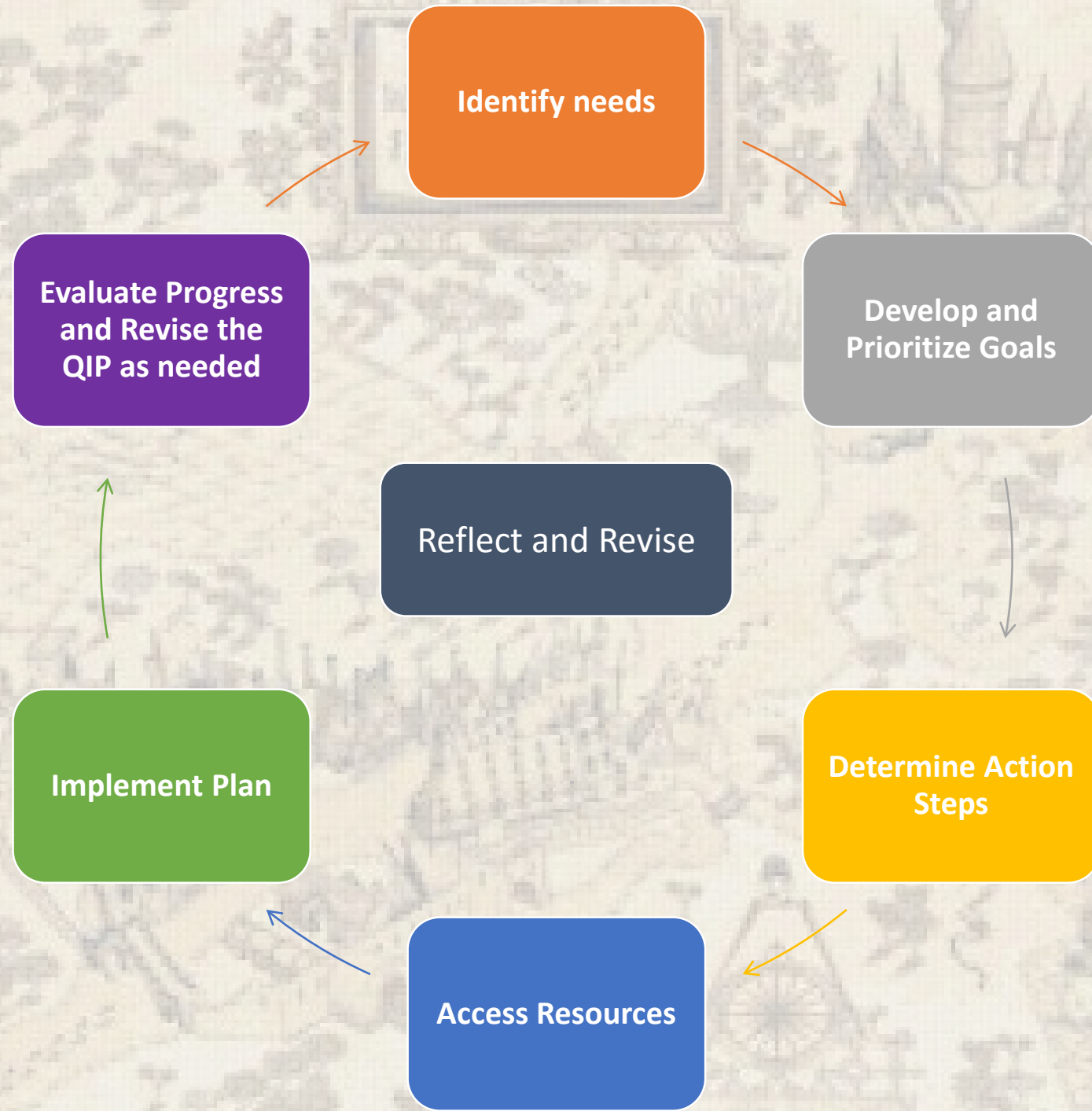


Technical
Assistance
Specialists

Certified
Quality
Improvement
Coaches

Early Care and Education System





Identify needs

ADVISOR

Evaluate Progress and Revise the QIP as needed

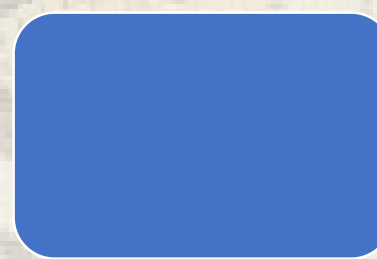
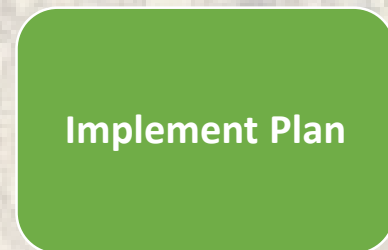
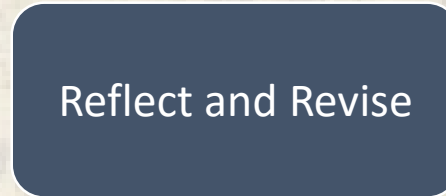
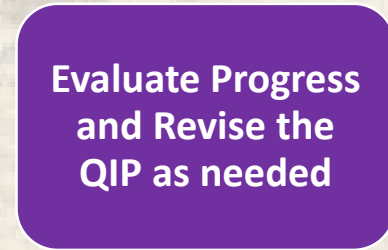
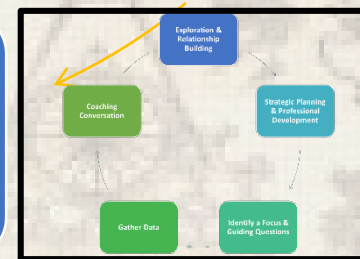
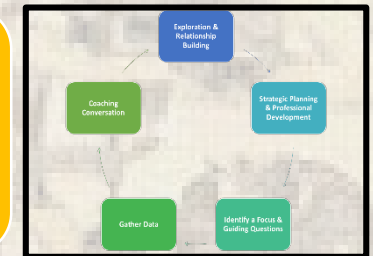
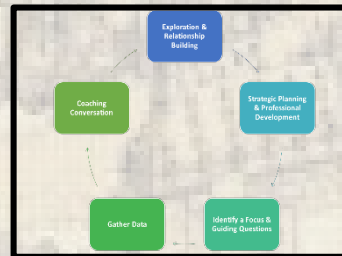
Develop and Prioritize Goals

ADVISOR

Reflect and Revise

Implement Plan

Determine Action Steps



Shared Vision of Quality for Coaches

“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?



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

Exploration & Relationship Building

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.



The Coach's Role

Strategic Planning &
Professional
Development

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

Identify a Focus & Guiding Questions

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

Coaching
Conversation

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.



Staff Qualifications and Knowledge Base

Staff	Role	Knowledge, Skills and Abilities
<ul style="list-style-type: none">▪ Certified Quality Improvement Coaches	<ul style="list-style-type: none">▪ Analyze▪ Assess▪ Target Intervention▪ Train▪ Coach▪ Coordinate	B.S./M.S. Related Field <u>or</u> Substantial Qualifying Experience and Coaching Certificate

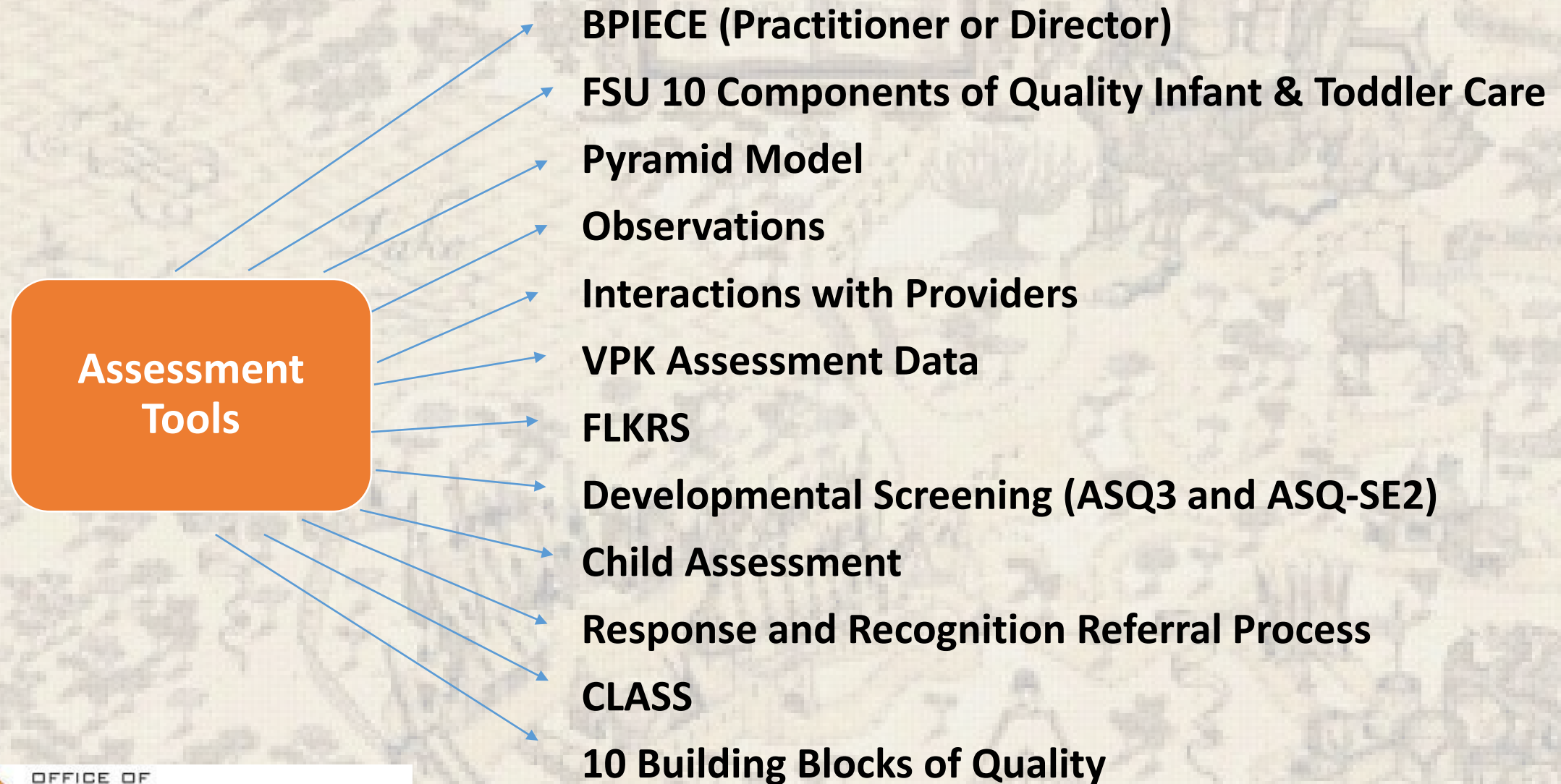
Staff Qualifications and Knowledge Base

- “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

Initiative	OEL/RFs (9)	Coaches (30)	PD Leads (30)	I/T Specialist (30)	Inclusion Specialists (30)	Program Managers (30)	Observers
CLASS/MMCI	✓	✓	✓			✓	✓
Screening	✓	✓	✓	✓	✓	✓	
Child Assessment	✓	✓	✓	✓	✓	✓	✓
Pyramid Model	✓	✓	✓	✓	✓	✓	✓
Racial Equity	✓	✓	✓	✓	✓	✓	
10 Components	✓	✓	✓	✓	✓	✓	✓
BPIECE	✓	✓	✓		✓	✓	✓
Roadmap to understand patterns of attachment and needs for caregivers	✓	✓	✓		✓	✓	✓
Reflective Supervision (FAIMH)	✓	✓	✓		✓	✓	
Safe Baby	✓	✓	✓	✓		✓	
FAIMH Endorsement				✓			
Mind in the Making	✓	✓	✓	✓	✓	✓	✓

Tools for Assessing Needs



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

The screenshot displays three overlapping panels from the FSU 10 Components interface. The leftmost panel, titled "Signs", shows a checklist for "5.1 Primary caregiving assignments" and "5.2 The program assigns each child major child care responsibilities with the family." The middle panel, titled "Steps", lists seven actions (a-g) for building a quality improvement plan, each with an "ADD TO PLAN" button. The rightmost panel, titled "Our Plan", shows a table of actions with assigned personnel and due dates, and a "CONTINUE" button.

Signs

5.1 Primary caregiving assignments :

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	5.1.1 The program has a policy...
<input type="checkbox"/>	<input type="checkbox"/>	5.1.2 The policy considers staff expertise.
<input type="checkbox"/>	<input type="checkbox"/>	5.1.3 Staff can explain why...

5.2 The program assigns each child major child care responsibilities with the family.

Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	5.2.1 Every child's name caregiver.
<input type="checkbox"/>	<input type="checkbox"/>	5.2.2 All children remain time each day they...
<input type="checkbox"/>	<input type="checkbox"/>	5.2.3 Staff can explain the...
<input type="checkbox"/>	<input type="checkbox"/>	5.2.4 Primary care assignments are implemented and maintained with family input and based on the needs of the child, the home language of the family, and staff expertise.

Steps

- a. Assign each child to a specific teacher who develops a close relationship with the child and communicates with the child's family. **ADD TO PLAN**
- b. Develop a primary care group roster and determine a common location within the classroom where it is maintained. **ADD TO PLAN**
- c. Monitor to ensure that primary care assignments maintained throughout the day.
- d. Develop a plan for teacher absences that ens assigned to a substitute teacher who has info and family.
- e. Ensure that teachers know the names of fam children in their care group to facilitate wa
- f. Ensure that program enrollment forms incl child's home language.
- g. Use information about home language of e spoken by each teacher when making pri

Our Plan

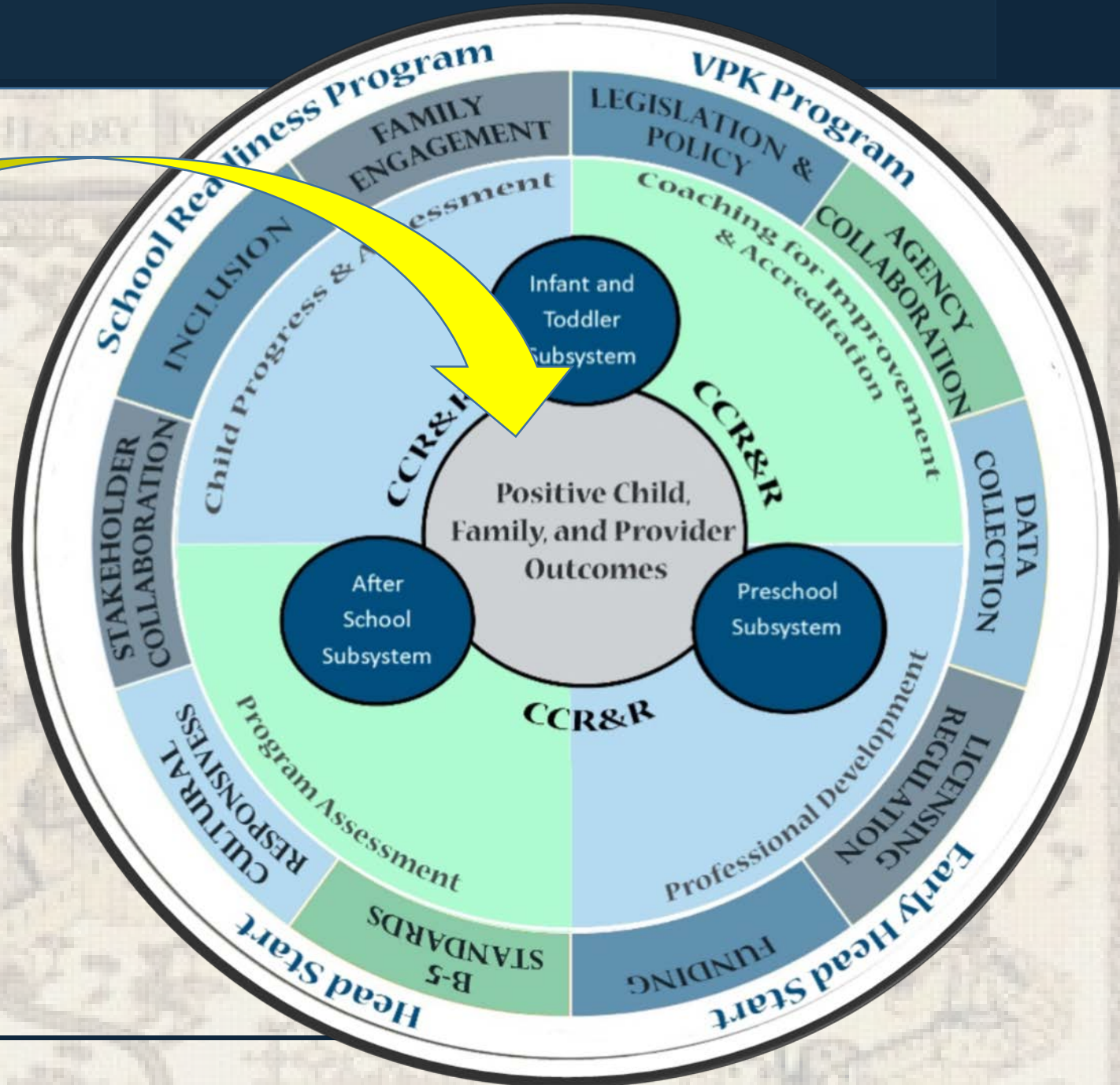
Primary Caregiving

ACTION	PERSON RESPONSIBLE	DUE DATE
Assign each child to a specific teacher who develops a close relationship with the child and communicates with the child's family.	Ms. Julie	Oct 28
Develop a primary care group roster and determine a common location within the classroom where it is maintained.	Ms. Karen	Nov 17
Monitor to ensure that primary care assignments are being maintained throughout the day.	Ms. Karen	Dec 3

CONTINUE



Early Care and Education System



Questions?

