

Crossroads Head Start and Early Head Start

Coaching Plan

2022-2023

§1302.92 Training and Professional Development

(c) A program must implement a research-based, coordinated coaching strategy for education staff that:

(1) Assesses all education staff to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching;

Crossroads Head Start and Early Head Start provides a support and coaching system for teaching staff through utilizing the Teacher Success Rubric (TSR) twice a year to identify strengths and areas of needed support. The HighScope Learning Environment TSR is implemented in the fall and High Scope Curriculum/Routines and Transitions TSR in the spring. Center Directors, Instructional Coaches and/or Area Supervisors complete an observation in each classroom utilizing the TSR. Then teachers receive a coaching cycle that includes; the observation, feedback session and plan of action. The coaching cycle is documented on the Coaching Conference Report (form CP-2), the Teacher Reflection (CP-1), goals are set by the teacher and the coach on the Professional Development Plan/Coaching Partnership Agreement (form CP-4 and CP-5). From this coaching cycle the coach implements further support of teaching practices with the classroom staff. On-going coaching cycles are documented on the Coach Data Monitoring Form (CP-9). All coaching documents are uploaded to the Child Plus Data System. Crossroads Head Start identifies strengths and areas of needed support through the Classroom Assessment Scoring System twice a year. The first CLASS observation is in the fall. The second is in the spring with the focus being teacher/child interactions. The teachers receive a coaching cycle that includes; the observation, feedback session and plan of action. This coaching cycle is documented on the Coaching Conference Report (form CP-2), the Teacher Reflection (CP-1) and goals are set by the teacher and the coach on the Professional Development Plan/Coaching Partnership Agreement (form CP-7). From this coaching cycle the coach implements further support of teaching practices with the classroom staff. On-going coaching cycles are documented on the Coach Data Monitoring Form (CP-9). All coaching documents are uploaded to the Child Plus Data System.

Crossroads Head Start/Early Head Start Center Directors and Area Supervisors will identify strengths and areas of needed support through 90-day, 6 month, and annual staff performance evaluations.

(2) At a minimum, provides opportunities for intensive coaching to those education staff identified through the process in paragraph (c)(1) of this section, including opportunities to be observed and receive feedback and modeling of effective teacher practices directly related to program performance goals;

Crossroads Head Start/Early Head Start defines intensive coaching as the opportunity for staff to be observed, receive feedback, and implement a plan of action that includes, goal setting, modeling, earbuds, record/reflect, role play, problem-solving discussion, reflective conversation, live/video demonstration, help w/environmental arrangements, and providing materials (Form CP-9).

Crossroads Head Start/Early Head Start Education Coordinators, designated Center Directors, Instructional Coaches and/or Area Supervisors utilize the TSR, CLASS and other observations, to identify the need for intensive coaching to the teaching staff. Teaching staff scoring at Needs Improvement on the Curriculum/Routines and Transitions TSR will receive intensive coaching. Teaching staff scoring a 4 or below on the CLASS observation tool in any area in the domains of emotional support, and classroom organizations will receive intensive coaching. Teaching staff scoring below a 2.5 in the domain of instructional support will receive intensive coaching. Crossroads Head Start/ Early Head Start leadership team use other observations to identify staff that also need intensive coaching. These coaching efforts are documented on the CP-10 and uploaded to the Child Plus Data System.

In the event of a pandemic, Crossroads Head Start/Early Head Start Education Coordinators, designated Center Directors, Instructional Coaches, and/or Area Supervisors will conduct coaching, that includes but are not limited to, video conferencing, phone calls, physical distancing with masks and emails.

- (3) At a minimum, provides opportunities for education staff not identified for intensive coaching through the process in paragraph (c)(1) of this section to receive other forms of research-based professional development aligned with program performance goals;**

Crossroads Head Start/ Early Head Start provides ongoing research-based professional development beginning in August at pre-service trainings, monthly CLASS Overview training and ongoing in-service training throughout the year. Topics include but are not limited to the results on the in-service evaluations, COR results, TSR results, CLASS results, Program Instruction and Information Memorandum's from Office of Head Start.

- (4) Ensures intensive coaching opportunities for the staff identified through the process in paragraph (c)(1) of this section that:**

- (i) Align with the program's school readiness goals, curricula, and other approaches to professional development;**

Crossroads Head Start/Early Head Start utilizes the TSR, HighScope Curriculum, Frog Street Curriculum, Conscious Discipline Curriculum and CLASS.

- (ii) Utilize a coach with adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals;**

Crossroads Head Start/Early Head Start assigns coaches who have a minimum of a Bachelor Degree in Early Childhood Education or a related field to any staff identified needing intensive coaching or training (mentoring).

(iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,

Crossroads Head Start/Early Head Start assigned coach provide coaching documents to the Education Coordinator at the end of each month. The coaching documents are uploaded into The Child Plus Data System, for viewing by the Education Coordinators, Program Director, and any other relevant staff.

(iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals; and,

Crossroads Head Start/Early Head Start program goals are determined and followed by the annual timeline and Self-Assessment Program Improvement Plan. Program goals are articulated at Leadership Team meetings.

(5) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.

Crossroads Head Start/Early Head Start assessment results are not used for punitive actions for staff identified as needing support. Coaches address the areas of need and offer coaching support for staff to improve.

(d) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts. A program must assess whether the adaptation adequately supports staff professional development, consistent with the process laid out in subpart J of this part.

Crossroads Head Start/Early Head Start partner with Shine Assist and CAPTulsa for training and consultation for ongoing professional development and coaching needs.

Keys to Forms

- CP-1** **Teacher Reflection-**Teachers reflect on the observation. What they thought went well and teaching practices they have been working on.
- CP-2** **Coaching Conference Report-** To guide and document the post-observation conference between coach and teaching team.
- CP-4** **Goals for Learning Environment-** Goals will be developed in partnership with your Coach and will be used to set the focus for coaching throughout the year. Teacher goals need to reflect items from the Teacher Success Rubric.
- CP-5** **Goals for Curriculum/Routines and Transitions-** Goals will be developed in partnership with your Coach and will be used to set the focus for coaching throughout the year. Teacher goals need to reflect items from the Teacher Success Rubric.
- CP-7** **Goals for CLASS--** Goals will be developed in partnership with your Coach and will be used to set the focus for coaching throughout the year. Teacher goals need to reflect items from CLASS.
- CP-8** **Coaching Progress notes-** Documentation of coaching progress.
- CP-9** **Coaching Data Monitoring-** Documentation of on-going coaching progress.
- CP-10** **Coaching Data Monitoring-**Documentation of on-going coaching progress with other component staff.
- CP-11** **Coaching of Coaches Conference report-** To guide and document the conference between coach and his/her coach regarding and observation of the coach.