

# INNOVATION CONFIGURATION

## Head Start/Early Intervention Coaching

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Course Group # 39001827

## **Introduction**

The Early Learning Coaching Innovation Configuration identifies the major components of those who will have the role of Teacher Specialist, Early Childhood.

The Professional Learning Series for Early Learning Coaches is designed to provide professional development to Teacher Specialists who serve as instructional coaches to teachers of pre-kindergarten students. The series, presented by New Teacher Center, consists of 8 modules designed to transform teaching and learning using researched-based tools and methods for assessing, responding to, and advancing teaching practice. It provides a systems-based coaching model that supports teacher development.

In collaboration with the Coaching and Induction Department, Teacher Specialists will complete an electronic portfolio using the same requirements needed for a Broward County Schools Coach Credential. The portfolio will be scored and provided to the Coaching and Induction Department for approval and *awarding* of the Coach Credentialing Certificate.

## **Instructional Coaching - Background, Rationale and Data**

A three-year [study](#) conducted by New Teacher Center in conjunction with Broward County Public Schools and Chicago Public Schools provided positive results in student achievement as reported in the following report: *Impact of the New Teacher Center's New Teacher Induction Model on Teachers and Students (June 2017)* by Rebecca Schmidt, Viki Young, Lauren Cassidy, Haiwen Wang, & Katrina Laguarda,

Through a rigorous model of coaching including research-based professional development and online formative assessment tools, increases in student achievement were among the findings. The figure below, taken directly from the report, shows the impact of support on student achievement:

**Figure 4. Impact of Two Years of Induction Support for Teachers on Student Achievement**

Subject	Adjusted Mean Test Scores		Difference (effect size)	Sample Sizes		
	Treatment	Control		Students	Teachers	Schools
ELA	0.05	-0.04	<b>0.09*</b>	6,147	149	99
Math	0.06	-0.09	<b>0.15**</b>	4,972	129	86

Note: The effect on student achievement is a 1-year effect, as the districts provided current and prior achievement data annually, but did not consistently provide identifiers to link students across the datasets provided to researchers each year.

The 1-year impact after 2 years of mentoring includes achievement in 2014–15 for Cohort 1 teachers and 2015–16 for Cohort 2 teachers.

Adjusted mean test scores are in standard deviation units.

\*  $p < .05$ , \*\*  $p < .01$

## **Early Learning Coaching**

The American Institute for Research ([AIR](#)) studied coaching from 2011-2014 among a sample of Head Start programs and administrators in 42 states and the District of Columbia. *The Early Learning Mentor Coach Study* included 121 program directors, 455 coaches, and 80 teachers. This study found that most coaches reported success in improving the quality of their teachers' instructional and behavioral management

practices. Administrators, coaches, and staff said that coaching contributed to their programs' quality improvement efforts. Evidence provided in the study supports the positive effects of coaching on teacher practice and classroom quality.

### **Rationale**

The Office of Head Start (OHS) *Performance Standards* released in Fall of 2016 mandates that Head Start teachers be provided instructional coaches who are trained in research-based instructional coaching, specifically §1302.92 *Training and professional development*, states:

“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;
- (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;
- (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;
- (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;
  - (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;
  - (iii) Provide ongoing communication between the coach, program director, education director, and any other relevant staff; and,
  - (iv) Include clearly articulated goals informed by the program's goals, as described in §1302.102, and a process for achieving those goals”

## Desired Outcomes and Performance Indicators

<b>1.0 Teacher Specialists, Early Learning Coaches</b>			
<b>1.1 DESIRED OUTCOME:</b> Employ the roles, language, and stances of effective Early Learning coaching			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Applies instructive, collaborative and facilitative coaching strategies consciously and encourages ongoing reflection, critical thinking, and risk taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning.</p> <p>Strengthens repertoire of reflective coaching language protocols and moves fluidly among coaching strategies to promote teacher confidence and autonomy.</p> <p>Effectively uses skilled techniques, questioning, listening and responding appropriately to engage teachers in collaborative problem solving.</p>	<p>Applies instructive, collaborative and facilitative coaching strategies consciously to promote thinking and problem solving that advances teacher practice and student learning.</p> <p>Uses coaching language protocols to facilitate positive, productive, reflective conversations and models reflective practice based on student results.</p> <p>Uses select techniques to engage teachers in collaborative problem solving.</p>	<p>Applies instructive coaching strategies only.</p> <p>Learns and begins to use coaching language protocols.</p> <p>Does not use techniques to engage teachers in collaborative problem solving; conversations tend to be instructive or directive.</p>	<p>Does not apply coaching strategies that promote thinking and problem solving.</p> <p>Does not use coaching language protocols.</p> <p>Does not engage the teacher in collaborative problem solving.</p>
<b>1.2 DESIRED OUTCOME:</b> Build collaborative, trusting relationships with and among teachers			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Fosters a sustained trusting, caring relationship based on professional honesty and mutual respect.</p> <p>Facilitates the teacher's ability to analyze complex teaching issues and concerns and take responsible risks to advance practice and maximize student learning.</p>	<p>Builds and maintains an effective relationship of trust, caring, respect, and honesty.</p> <p>Engages in ongoing conversations that examine teaching practice and student learning for purposes of improvement and growth.</p>	<p>Builds a relationship with the teacher.</p> <p>Engages in conversations less than 50% of the time that examines teaching practice and student learning for purposes of improvement and growth.</p>	<p>Fails to build and maintain an effective relationship of trust, caring, respect, and honesty.</p> <p>Does not engage in ongoing conversations that examine teaching practice and student learning for purposes of improvement and growth.</p>
<b>1.3 DESIRED OUTCOME:</b> Use professional standards to anchor practice			
Performance Indicators			
LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Facilitates teacher's routine use of CLASS Domains, related pedagogy, and strategies for academic language development, in planning, implementing, and reflecting on</p>	<p>Uses knowledge of CLASS Domains and instructional strategies to ensure that all planning, observations, and analysis of student work are standards based and matched to student learning data.</p>	<p>Uses knowledge of CLASS Domains, and instructional strategies to guide teacher planning and implementation of standards based instruction to meet assessed needs of students.</p>	<p>Fails to guide teacher planning and implementation of standards-based instruction.</p>

effectiveness of strategies to advance student learning.  Facilitates the teacher’s routine use of selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.	Guides the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.	Supports teacher to plan lessons that include teaching academic language and vocabulary development to provide student access to learning standards based content.	Fails to guide the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.
<b>1.4 DESIRED OUTCOME:</b> Use protocols and formative assessment tools that support an effective classroom observation cycle, supporting teachers to plan effective instruction analyzing student work with individual teachers and small groups, and analyzing student data to guide planning for differentiation.			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Uses formative assessment data and a variety of tools of observation and data collection to inform the teacher’s next steps in planning.  Records the reflective conversations on appropriate tools that help facilitate data analysis and data driven conversations.	Uses formative assessment data to inform the teacher’s next steps.  Records the reflective conversations on appropriate tools that help facilitate data analysis and data driven conversations.	Uses formative assessment data to inform the teacher’s next steps.	Does not use formative assessment data to inform the teacher’s next steps.
<b>1.5 DESIRED OUTCOME:</b> Communicate, collaborate, and coordinate with administrators and colleagues to support coaching outcomes			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Provides immediate and seamless integration of the program requirements, coaching processes, and use of formative assessment in meeting the teacher’s needs.  Uses procedures, routines and tools that increase efficiency and help energize the coaching experience.	Anticipates the needs of the teacher and is alert to entry points and use of formative assessment to address issues practice and learning needs of students in an immediate fashion.  Prioritizes and balances program requirements and the teacher’s immediate needs.	Respects the teachers’ time, and attempts to meet the teachers’ individual needs but fails to prioritize and balance program requirements.  Has difficulty prioritizing and balancing program requirements.	Fails to meet teachers’ individual needs, does not respect the teachers’ time and does complete program requirements.  Fails to prioritize and balance program requirements.
<b>1.6 DESIRED OUTCOME:</b> Apply strategies for providing meaningful feedback			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Prompts a growth mindset.  Engages feedback partners through safe caring and respectful protocols.	Promotes a growth mindset.  Engages feedback partners through safe, caring and respectful protocols.	Struggles in promoting a growth mindset.  Has difficulty engage feedback partners through the use of protocols.	Fails to promote a growth mindset.  Fails to engage feedback partners through the use of protocols.

Expands mentee perspectives and builds ownership consistently.	Attempts to shift cognitive load to teacher in order to build ownership.	Has difficulty in shifting cognitive load to teacher in order to build ownership.	Fails to shift cognitive load to teacher in order to build ownership.
<b>1.7 DESIRED OUTCOME:</b> Describe the components of an Optimal Early Learning Environment and analyze its impact on student learning			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Engages the teacher in supported risk taking and growth  Supports the teacher in creating procedures, routines and engaging interactions.  Guides the teacher in creating a inclusive community with a variety of learners to include diversity that is understood, expected and welcomed.	Supports the teacher in creating procedures, routines and engaging interactions.  Guides the teacher in creating an inclusive community with a variety of learners to include diversity that is understood, expected and welcomed.	Has difficulty supporting teacher in creating procedures, routines and engaging interactions.  Struggles to guide the teacher in creating an inclusive community with a variety of learners to include diversity that is understood, expected and welcomed.	Fails to support teacher in creating procedures, routines and engaging interactions.  Fails to guide the teacher in creating an inclusive community with a variety of learners to include diversity that is understood, expected and welcomed.
<b>1.8 DESIRED OUTCOME:</b> Apply coaching strategies, language, and tools to support emotionally, intellectually, and physically safe learning environments			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions, collaborations, and partnerships with side personnel, families, and community groups and result in improving student learning.  Guides teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Supports the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.  Guides teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Advises the teacher to engage with colleagues, site administrator, and families in ways that contribute to building positive and respectful relationships and student learning.  Does not guide teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.	Fails to support the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.  Does not guide teacher in connecting collaborations and partnerships to meet the diverse learning needs for students of all backgrounds.
<b>1.9 DESIRED OUTCOME:</b> Develop coaches experience in supporting equitable classrooms in order to create an Optimal Learning Environment for every student			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Enhances the teacher's abilities to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures and apply principles of equity and culturally responsive pedagogy in instruction.  Supports the teacher in ensuring equitable access to content for all students.	Guides the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards based curriculum.  Supports the teacher in examining equity principles and culturally responsive pedagogy as resources in	Advises the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards based curriculum.  Does not support the teacher in examining equity principles and culturally responsive pedagogy as	Does not guide the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards based curriculum.  Does not support the teacher in examining equity principles and culturally responsive pedagogy as resources in

	planning lessons to address issues and meet needs.	resources in planning lessons to address issues and meet needs.	planning lessons to address issues and meet needs.
<b>1.10 DESIRED OUTCOME:</b> Analyze the connection between equity, cultural responsive teaching, and language development in early learning			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Supports teacher in meeting the needs of diverse learners through academic, social and emotional growth.  Guides teacher to promote cooperative and collaborative teaching modalities leading to student centered instruction.  Supports teacher in providing effective and consistent communication of high expectations.	Guides teacher to promote cooperative and collaborative teaching modalities leading to student centered instruction.  Supports teacher in providing effective and consistent communication of high expectations.	Advises teacher to promote cooperative and collaborative teaching modalities leading to student centered instruction.  Struggles to support teacher in providing effective and consistent communication of high expectations.	Fails to guide teacher to promote cooperative and collaborative teaching modalities leading to student centered instruction.  Fails to supports teacher in providing effective and consistent communication of high expectations.
<b>1.11 DESIRED OUTCOME:</b> Use data to analyze coaching, identify entry points, flexibly use strategies, protocols and tools and create personalized coaching plans for each teacher.			
Performance Indicators			
<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Routinely uses data to analyze coaching.  Consistently uses data to identify entry points, strategies, protocols, and tools.  Creates a personalized coaching plan for each teacher and holds teacher accountable for meeting goals.	Occasionally uses data to analyze coaching.  Consistently uses data to identify entry points, strategies, protocols, and tools.  Creates a personalized coaching plan for each teacher.	Has difficulty using data to analyze coaching.  Has difficulty using data to identify entry points, strategies, protocols, and tools.  Struggles to create personalized coaching plan for each teacher.	Fails to use data to analyze coaching.  Fails to use data to identify entry points, strategies, protocols, and tools.  Fails to create a personalized coaching plan for each teacher.

## Data Collection Plan

End Goal of Initiative  
Teacher Specialist will receive credentialing.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Case Study Teachers	CLASS	Data will be collected annually	Teachstone	Curriculum Supervisor Head Start	Yearly
Interaction and Collaborative Assessment Logs and other Coaching Tools	TSG Learning Zones Data		TSG Learning Zone		Three Times a Year Monthly
Surveys					
Attendance					

Area of Impact	Formative Measures	Summative Measures
Teacher Practices		CLASS
Collaboration Practices	Learning Zone	
Student Learning	TSG	

**Desired Outcomes and Performance Indicators**