ALABAMA DEPARTMENT OF

Early Childhood Education

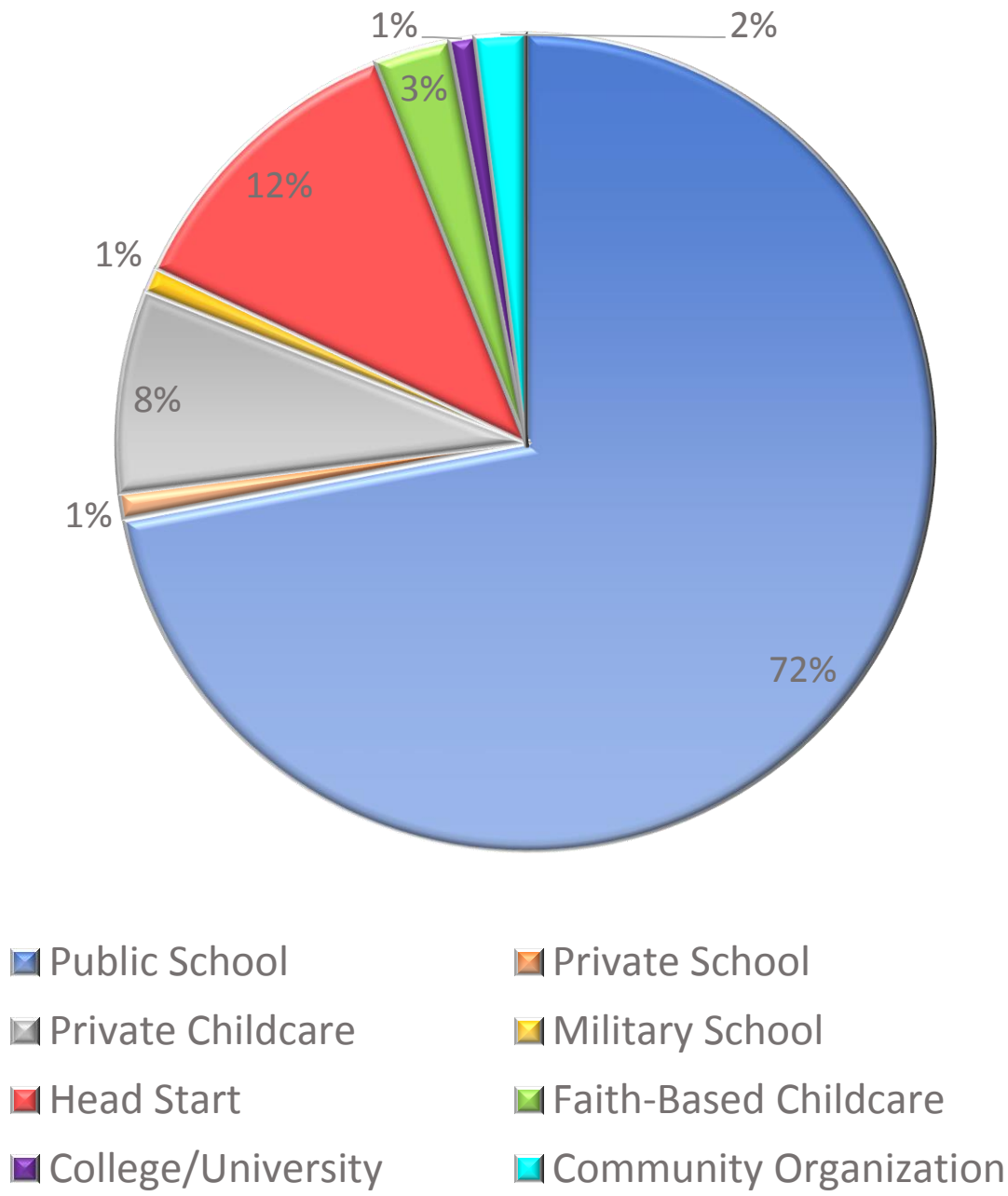
8 State Regions
67 Counties
941 Classrooms
1,884 Teachers
91 Coaches
16,884 Students

In the 2017-2018 school year, Alabama's First Class Pre-K program will reach 16,884 four-year-old students through 941 classrooms.

Every single one of Alabama's 67 counties are served by the First Class Pre-K program.

Alabama's First Class Pre-K Program: Classrooms and Regions

Alabama First Class Pre-K Program Types



Alabama Reflective Coaching

Respondents were asked about their level of agreement with the following statements based on the rating scale:

1=Strongly Disagree
2=Disagree
3=Neither Agree nor Disagree
4=Agree
5=Strongly Agree

	Strongly Disagree % (n)	Disagree % (n)	Neither Agree nor Disagree % (n)	Agree % (n)	Strongly Agree % (n)
Coaching is an effective way of supporting my use of evidence-based teaching practices.	8.7 (78)	2.0 (18)	7.1 (64)	38.7 (346)	43.5 (389)
In general, my relationship with my coach is positive.	0.9 (8)	0.4 (4)	1.8 (16)	19.9 (177)	76.9 (682)
In general, my coaching partnership is positive.	1.0 (9)	0.4 (4)	1.8 (16)	21.1 (187)	75.6 (670)

- **More than 80% of teachers agreed or strongly agreed that coaching was an effective way to support their use of evidence-based teaching practices.**
- **Teachers overwhelmingly reported their relationship and partnership with their coach was positive.**

Coaching Results: Coaching Relationships

Focus of coaching (could check all that apply)

	Number	Percent
Approaches to learning (e.g., encouraging children's motivation, persistence, flexibility)	595	62.8
Challenging behavior	538	56.7
Social-emotional teaching practices	521	55.0
Language/literacy practices	478	50.4
Playing/interacting with children	390	41.1
Classroom organization	386	40.7
Math teaching practices	337	35.5
Working with diverse populations	183	19.3
Other*	112	11.8

*Statewide "Other" included CLASS, GOLD, science, small groups, transition to Kindergarten, miscellaneous other topics, and "as needed."

- **The most commonly-reported focus areas of coaching were approaches to learning, challenging behavior, and social-emotional teaching practices.**

Usefulness of professional development plans in supporting the use of teaching practices

	Number	Percent
Not useful	8	1.1
Somewhat useful	102	13.5
Useful	343	45.4
Very useful	302	40.0

- **More than 85% of teachers found professional development plans to be useful or very useful in supporting their use of evidence-based teaching practices in their classrooms.**

Coaching Results: Professional Development Plans

Frequency of coaching visit

	Number	Percent
More than once a week	2	0.2
Once a week	23	2.5
Twice a month	42	4.6
Once a month	773	85.2
Once a quarter	33	3.6
1-2 times a year	11	1.2
Never	4	0.4
Other*	19	2.1

*Other included "varies," "as-needed," and "as requested."

Coaching Results: Coaching Visits

Goals and a plan of action are developed to achieve the targeted skill. The coach and learner work together to establish desired outcomes. The Professional Development Plan should be reviewed and updated throughout the coaching process.

- The goal is to…
  - The coach will…
  - The teacher will…

Joint Planning:
Lead and Assistant Teacher

DECA-P
Classroom Assessment Scoring System (CLASS®)
Daily Schedule Checklist
Lesson Plan Checklist
LEC
Appendix S- required materials list
Classroom Guidelines
DAP Book
ASQ-3
Teaching Strategies GOLD®
myTeachstone
DLL Resource Book
Conscious Discipline
Alabama Developmental Standards for Preschool

Coach’s Tool Box

- Experienced Teacher
- CLASS Dimensions Reflect Mid/High-to-High Practice Effectiveness
- High-quality, Timely GOLD Documentation
- Effective Teaching Reflected in GOLD Data
- Creates and submits digital videos demonstrating high quality teaching strategies
- Mentors teachers in other tiers
- Typically Displays High-Quality Evidence in Environment and Resource Management, Intentional Preparation, Routines, and/or Planning

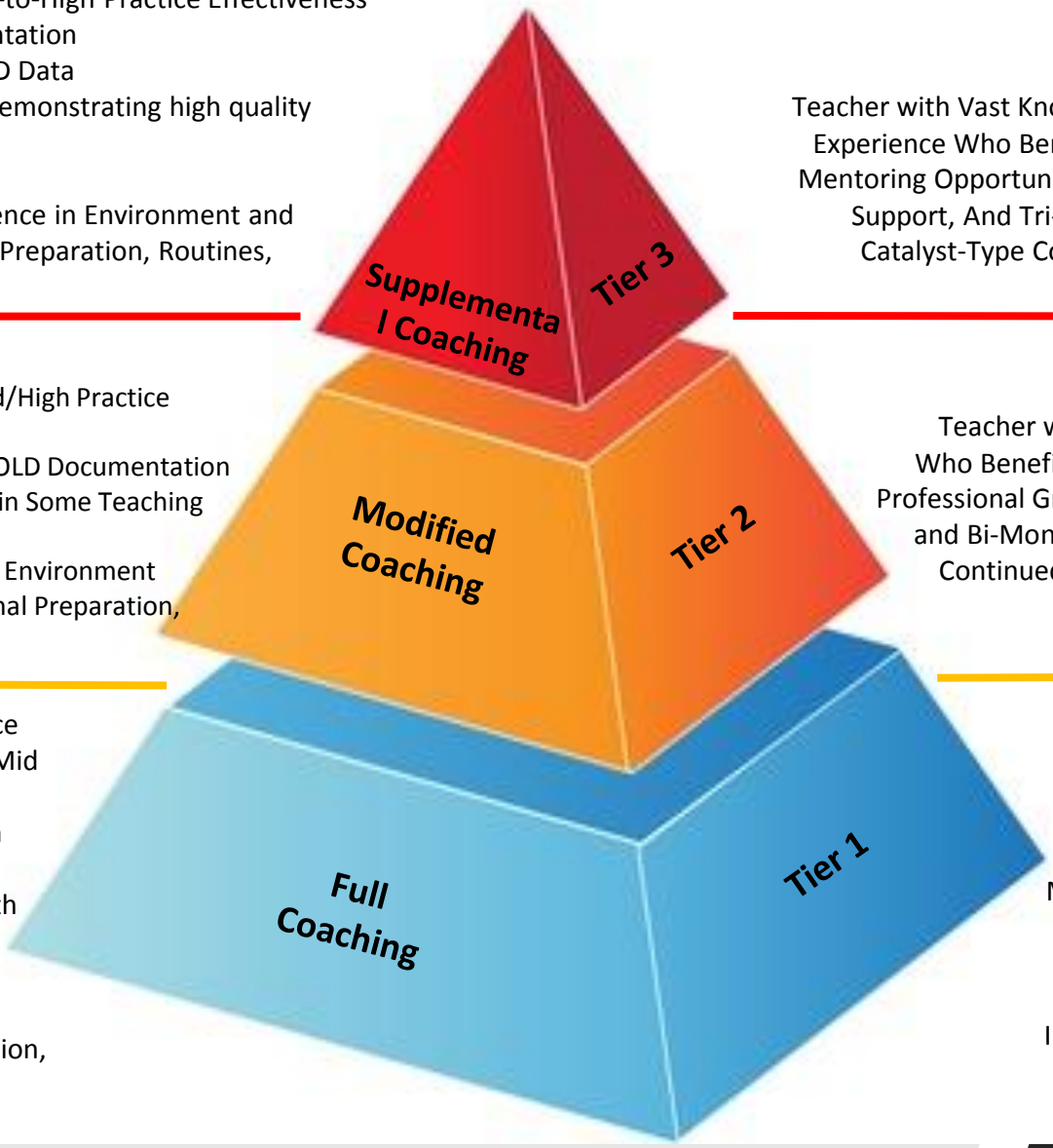
Teacher with Vast Knowledge and Experience Who Benefits from Mentoring Opportunities, Virtual Support, And Tri-Annual Catalyst-Type Coaching

- Teacher with Some Experience
- CLASS Dimensions Reflect Mid-to-Mid/High Practice Effectiveness
- Inconsistent Quality/Punctuality in GOLD Documentation
- GOLD Data Reveals Need for Growth in Some Teaching Areas
- Inconsistent High-Quality Evidence in Environment and Resource Management, Intentional Preparation, Routines, and/or Planning

Teacher with Experience Who Benefits from Targeted Professional Growth Opportunities and Bi-Monthly Coaching for Continued Development

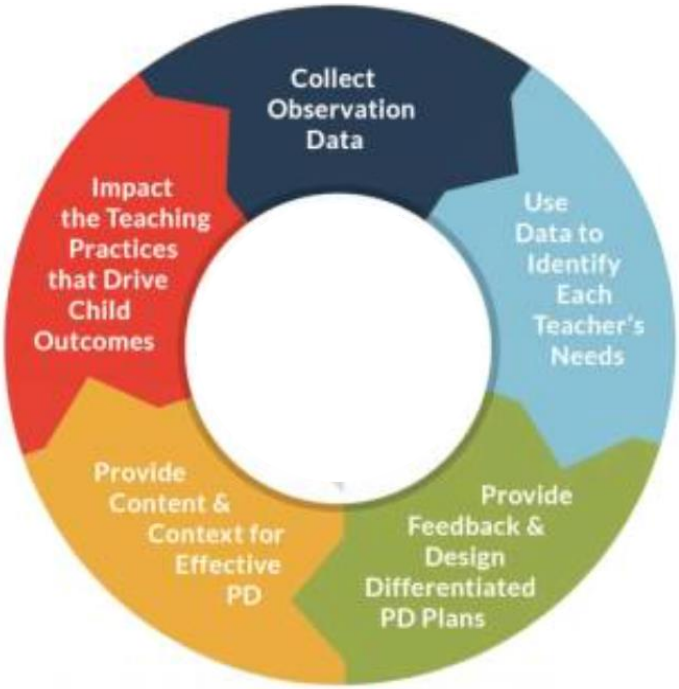
- Teacher with Little or No Experience
- CLASS Dimensions Reflect Low-to-Mid Practice Effectiveness
- Novice Level GOLD Documentation Practices
- Minimal or Sluggish Student Growth Shown in GOLD Data
- Limited High-Quality Evidence in Environment and Resource Management, Intentional Preparation, Routines, and/or Planning

New, Inexperienced, and/or Struggling Teacher in Need of Building a Stronger Knowledge Base, Mastering Best Practice Strategies, Mentoring, and Monthly In-Person Guidance and Coaching



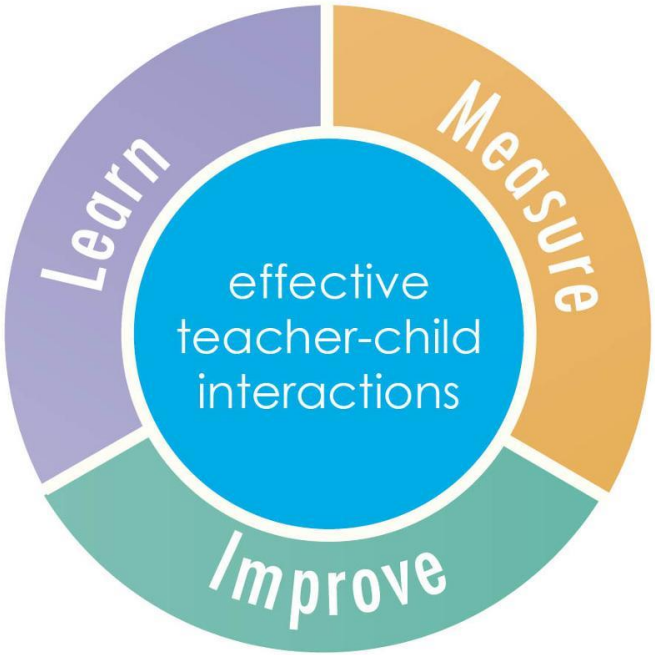
Tiered Coaching Model: Tier Context and Coaching Framework

The Alabama First Class Pre K framework is an effective model based on the latest research on how to support young children as they develop and learn. Curriculum content is comprehensively presented and reinforced with intentional teaching strategies for pre-K teachers. Implementation of the curriculum is embedded into the ***Alabama Reflective Coaching Model*** that includes effective teaching practices, curriculum content based on early learning standards, and professional development.



Curriculum:
Alabama Reflective Coaching Model

Evaluations of statewide early childhood pre-K systems indicate that the most effective programs link early learning standards with curriculum and assessment. Alabama's Office of School Readiness (OSR) has developed early learning standards for guiding First Class instructional practices. Teaching Strategies GOLD is the state assessment tool that will guide the appropriate alignment of the standards with teacher's instruction. DECE does review curricula to provide guidance on which early learning childhood curricula are most aligned to the Alabama First Class Pre-K Framework and Alabama Developmental Standards for Pre-K. It is important to note that First Class teachers/administrators work closely with OSR coaches and/or program monitors to choose a curricula that will help a teacher be successful. All curricula must promote appropriate instructional practice and be used as a supplement to the OSR Program Framework.



Curriculum, cont.: Alabama Reflective Coaching Model

In order to maintain quality teaching standards, annual professional development is required for all staff directly associated with the First Class program. The OSR staff will work with a variety of providers to develop and deliver professional development for high quality pre-K.

All levels of administrative, teaching and support staff are required to attend training offered or approved by the OSR.

- Lead teachers must attend a minimum of 15 hours of OSR sponsored training each year ***plus*** 15 additional hours of training offered by local or regional programs, for a ***total of 30 training hours***.
- Auxiliary teachers must attend a minimum of 10 hours of OSR sponsored training each year ***plus*** 10 additional hours training offered by local or regional programs for a ***total of 20 hours.***

Professional Development Requirements:
Lead and Assistant Teachers

Teachers are required to document all local and OSR training attendance using STI-PD *(Alabama's online* . Teachers should also keep copies of training certificates onsite for verification of attendance.

Teachers who are certified and employed by school systems using EDUCATEAlabama are required to participate.

- Online professional development opportunities approved by OSR may also serve as professional development hours.
- First Class Coaches are the best resources to learn about professional development opportunities and expectations.

"No shows" at any OSR sponsored training will be charged $500 per class.

- The $500 per class will be deducted from the next pre-K check disbursement.

Attendance at the OSR sponsored pre-K conference (1 ½ days) is mandatory training for all lead and auxiliary teachers.

- If only one teacher from a class attends the conference, the program will be fined $500 per day.
- Classes that have no representation at the conference will be charged $1,000 per class each day.

Professional Development Requirements, cont.: Lead and Assistant Teachers