



ALABAMA DEPARTMENT OF

Early Childhood
Education

Alabama Early Childhood B-8 Coaching Framework

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Commonly Used Acronyms

ASQ-3®	Ages & Stages Questionnaire®
ADECE	Alabama Department of Early Childhood Education
AELG	Alabama Early Learning Guidelines
P-3	Alabama Pre-K – 3rd Grade Integrated Approach to Early Learning
ARC	Alabama Reflective Coaching
ASELD	Alabama Standards for Early Learning and Development
ALSDE	Alabama State Department of Education
CFOC	Caring for Our Children
CSEFEL	Center on the Social & Emotional Foundations for Early Learning
COR	Child Observation Record
CLASS®	Classroom Assessment Scoring System®
CwPI™	Coaching with Powerful Interactions™
DAP	Developmentally Appropriate Practices
ECE	Early Childhood Education
EHS-CCP	Early Head Start- Child Care Partnership
ERS®	Environment Rating Scales®
IPDP	Individual Professional Development Plan
LEC	Learning Environment Checklist
LEA	Local Education Agency
NAEYC	National Association for the Education of Young Children
OECD	Office of Early Childhood Development
OSR	Office of School Readiness
OL™	Optimistic Leadership™
PI™	Powerful Interactions™
PBC	Practice Base Coaching
R & R	Roles & Responsibilities
TPITOS™	Teaching Pyramid Infant-Toddler Observation Scale™
TPOT™	Teaching Pyramid Observation Tool™



I. Early Learning Coaching in Alabama

The ADECE Mission Statement

The mission of the Alabama Department of Early Childhood Education (ADECE) is to innovate, support, and deliver cohesive, equitable systems of high-quality care and education so that Alabama children and families thrive and learn.

The ADECE Definition of Coaching

Coaching is an equitable learning partnership between coach and coachee that relies on individualized strength-based observation, discussion, and reflection for professional growth.

The ADECE Coaching Goal

The Alabama Department of Early Childhood Education will implement systematic coaching practices that ensure all teachers receive equitable, strength-based, reflective coaching support so that all children have the opportunity to benefit from highly effective early learning experiences.

The ADECE Evidence Based Coaching Model

Alabama Reflective Coaching (ARC) Model

The ADECE began the process of shifting from technical assistance to coaching based on research indicating instructional coaching improves both instructional practice and student achievement—more so than other professional development and school-based interventions (Rush & Shelden, 2005).

- The ARC model, initiated by DECE in the summer of 2013, is used by **B-8 coaches**.
- The primary focus is on capacity building. Using the assets of the coachee, the coach serves to enhance existing abilities and develop new skills.
- Rush and Shelden’s (2005) evidenced based definition that focuses on (a) identifying what we do as an adult learning strategy; (b) where the coach promotes the learner’s ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice; and (c) develops a plan for refinement and use of the action in immediate and future situations.
- ARC is now integrated in the Alabama Early Childhood Coaching Competencies initiated by the ADECE in summer of 2021.



Practice Based Coaching (PBC)

PBC was initiated by ADECE for EHS-CCP and Challenging Behavior teams summer of 2018 as an extension of an interagency agreement with the Department of Human Resources. This model was selected from the National Office of Head Start's approved coaching model list.

- PBC and ARC were both developed from the same evidence-based research from Rush and Sheldon, 2005.
- PBC is a research based professional development strategy that uses a cyclical process. This process supports teachers' use of effective teaching practices that lead to positive outcomes for children.
- The PBC model is used by **B-5 coaches**
- PBC is now integrated in the Alabama Early Childhood Coaching Competencies initiated by the ADECE summer of 2021.



Coaching with Powerful Interactions™ (CwPI™)

Responding to the early learning demand for equity on behalf of children and families, ADECE shifted the culture of coaching to focus on how coaches participate as learning partners with teachers, rather than as technical assistants looking to fix deficits. As learning partners, coaches highlight effectiveness as the building blocks for growth. This models the expectation the ADECE has for teachers positively support children and families, see beyond challenges, and focus on the wisdom and experience of everyone in the children's ecosystem. The ADECE's focus:

- Shift coaching culture to helping coaches and teachers amplify their own effectiveness and form equitable learning partnerships
- Deepen coaches' understanding of the parallel process of the coach/teacher relationship and offer specific principles that reinforce the strengths-based approach
- Engage in external evaluations to gain insight into how stakeholders were beginning to understand and reflect upon the strengths-based approach
- Shift the training approach to more facilitated professional learning experiences that mirror how coaches engage with teachers and how teachers engage with children

II. Systematic Support for Coaching

In order to build a system of shared leadership successfully, ADECE ensures diverse voices contribute to the architecture of system changes. Engaging varied stakeholders reduces the amount of resources needed to sustain the work and ensures emotional and intellectual investment across all roles.

THE ADECE COACH

The ADECE Coaching Programs

The ADECE provides data informed coaching and technical assistance support to diverse early childhood programs across the state. Each program has a specific role in supporting teacher growth and development.

- The Office of Early Learning and Family Support
 - First Teacher Home Visiting – The ADECE provides grant funding for voluntary home visiting programs that focus on school readiness and family and child health and well-being as well as help families access resources in their communities. All ADECE funded programs use an evidence-based home visiting model that matches families with trained professionals to provide information and support. Programs may enroll pregnant woman and continue to serve the family until the child enters kindergarten. While services may be received elsewhere, the home is the primary setting for service delivery.
- The Office of Early Childhood Development (OECD)
 - Early Head Start – Child Care Partnership (EHS-CCP) Coaching: The Educational Specialists provide coaching and technical assistance for programs (childcare and family childcare) in the EHS-CCP partnership to meet standards of quality as defined by Head Start Performance Standards Sub Part C
 - First Class Foundations Coaching: The Educational Specialists provide support for developmentally appropriate best practices in birth to three programs with First Class Pre-k as a foundational source of quality programming in childcare settings.
 - DHR – ASSIST: The Educational Specialists provide coaching and technical assistance on social emotional learning and resilience for adults and children in childcare and family childcare as a preventive model to address the increase of challenging behaviors and teacher burnout.
 - Quality Rating and Improvement (QRIS): The QRIS Specialist provides technical assistance and coaching to early childhood programs to support teacher and child interactions in the classroom and to meet standards of best practice as defined by national resources.
- The Office of School Readiness (OSR)
 - First Class Pre-K Coaching – The coach works in partnership with the teachers to notice effective teaching practices, reflect on these experiences, and to

intentionally plan and practice these skills in other areas to enhance everyday learning experiences for children.

- The Alabama Pre-K – 3rd Grade Integrated Approach to Early Learning (P-3)
 - P-3 – The ADECE and the Alabama State Department of Education (ALSDE) work together to align instructional practices, assessment, and leadership from pre-K to 3rd grade. This collaborative partnership for the P-3 project works to develop and implement a strong teaching and learning continuum unique to the needs and expectations of Alabama children and families.

The ADECE Coaching Vision

The ADECE believes that all children, birth through age 8, have the right to equitable learning opportunities in diverse delivery systems that fully support their optimal development and learning across all domains and content areas. Coaches who support educators to engage in developmentally appropriate practice maximize the opportunities for each and every child to achieve their full potential. The NAEYC Developmentally Appropriate Practice (DAP) Position Statement is the DAP lens for all ADECE coaching efforts.

**See appendix: NAEYC Position Statement Developmentally Appropriate Practice*

B-8 Coaching Competencies

The Alabama Coach Competencies describe the knowledge, skills and behaviors, needed to effectively provide coaching support to early educators and identifies steps of the process within the coaching partnership. The four steps of the coaching process are:

- Collaborative Goal Setting and Action Planning
- Intentional Observation
- Individualized Follow Through
- Reflection and Feedback

The coach competencies framework was developed through a collaborative process that included coaches, teachers, and other critical stakeholders. The purpose of the framework is to ensure a consistent and coherent approach to coaching by creating a shared understanding of how to implement strengths-based coaching to early educators who work in mixed delivery early childhood settings and have diverse knowledge and skill levels.

The coach and educator work in an equitable learning partnership to discuss strengths, review data, and determine a focus that guides their ongoing work. The coaching stance highlights how a coach thinks about the intent of the work and how decisions and actions impact the building of coaching relationships.

**See appendix: Alabama Coach Competencies*

Coach Roles and Responsibilities (R & R)

The ADECE has a coherent coaching system where one set of roles and responsibilities are implemented for all department coaches. This creates consistency and an alignment of coaching efforts designed to support early childhood educators equitably.

1. **Strength Based Approach-** The coach will work in partnership with the teacher to identify effective teaching behaviors that positively impact learning, articulate why/how they are important, and discover how to transfer the effective skills to other areas of their teaching (the opposite of a deficit model where the focus is on “fixing” ineffective practice).
2. **Collaborative Goal Setting and Action Planning-** The coach will work in partnership with the teacher to identify the teacher’s strengths and opportunities for growth using the teacher’s knowledge, beliefs, and values, as well as qualitative and quantitative data, to set specific, relevant, and measurable goals.
3. **Intentional Observation-** The coach will work in partnership with the teacher to determine an area of focus and develop a plan to observe objectively in the classroom, and document observations accurately and comprehensively to create reflective conversations rooted in data collected.
4. **Individualized Follow-Through and Technical Assistance-** The coach will work in partnership with the teacher to review establish goals, action steps, and data to create opportunities for skill development that meets the individual needs of classroom/teacher.
5. **Reflection and Feedback-** The coach will work in partnership with the teacher to schedule an appropriate time to reflect on data, analyze progress, and build on experiences for continued learning.
6. **Documentation and Record Keeping-** The coach will maintain field records, coaching documentation and data collection required by their position
7. **Professionally communicate with all classroom stakeholders-** The coach will provide professional, complete, accurate, and objective written and verbal communication to all classroom stakeholders.
8. **Commitment to personal Professional Development-** The coach will pursue professional development to build on their knowledge and their implementation of strategies in the classroom. This professional development should be individual, relevant, and support the development of the project for which they are assigned.
9. *Program Specific*
10. The coach will complete all other duties as assigned by supervisor.

** Coaching collaborations are an example of other duties. If programs have school-based coaches (ARI, AMSTI, HS, etc.) that work with the teachers we serve, it is the responsibility of the ADECE coach to establish cohesive partnerships with the school-based coach to ensure consistent focus and messaging are provided to the teacher.*

OECD

9. Mentorship and Professional Roles- The coach will serve as a mentor to team members, directors, and teachers. Mentorship will include developing professional knowledge and the transference of that knowledge into action.

OSR, First Class Pre-K

9. Data Informed Coaching- The coach will partner with teachers to make data informed decisions that guide the coaching process. Data will be collected through classroom observation as well as formative and summative assessment tools used by First Class Pre-K.

P-3

9. Communication- The coach will effectively communicate any issues or concern regarding classroom observation with supervisor or the P3 Field Coordinator.

Early Childhood Education (ECE) Apprenticeship

The ADECE coach will provide direct services and coaching support to the B-5 mentor teachers and the ECE Apprenticeship program teachers. The coaching will focus on the development of skills identified in the NAEYC Professional Standards and Competencies for the Early Childhood Educator that “effectively promote the development, learning, and well-being of all young children” ([NAEYC Standards and Competencies](#)). The ADECE Coach will provide support specific to the identified B – 8 Coaching Approach (see pages 9 and 10).

Virtual Coaching Statement

The ADECE defines virtual coaching as coaching conversations that occur through a video chat platform or by phone if necessary. The use of email can be effective when following up with a teacher to check on the status of their goals and action steps or to provide additional information; however, these will not serve as a reflective conversation. Coaches can provide virtual coaching as needed to best support the classroom teachers.

Coaching Agreements

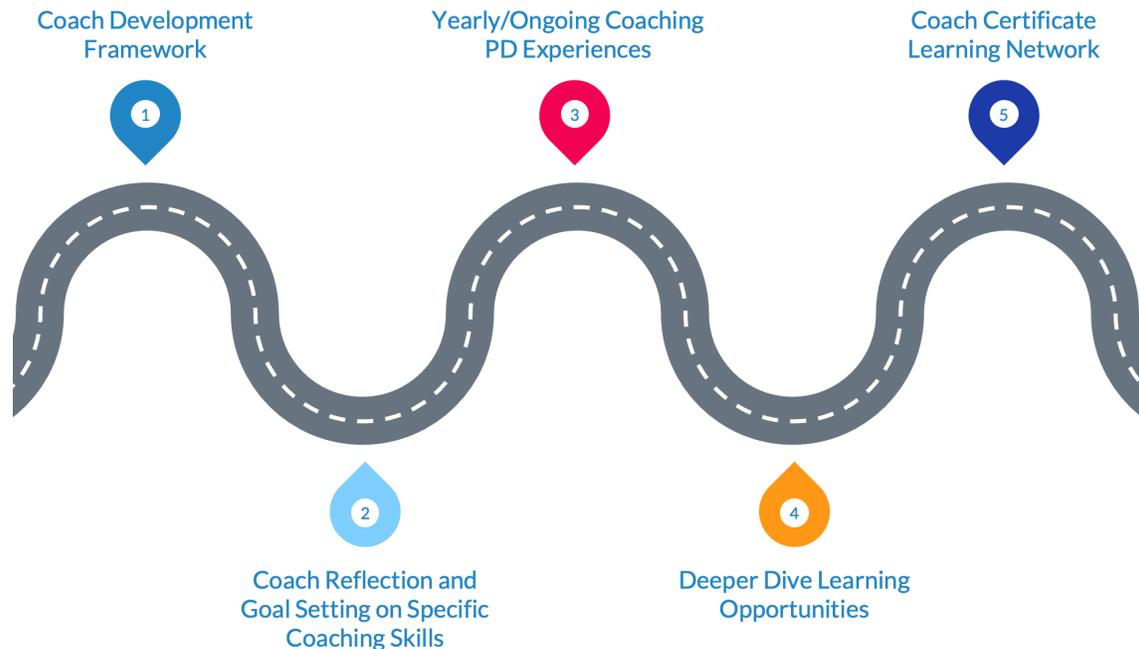
The ADECE commits to the intentional use of language in coaching agreements that foster equitable learning partnerships. Agreements are developed at the onset of all coaching collaborations. These agreements are developed by **both** the coach and coachee. Agreements should include commitments to:

- Focus on relationships
- Individualize to be flexible in thinking and work
- Emphasize the reciprocal nature of coaching, both partners are learning
- Take a strengths-based approach
- Demonstrate that progress is a path (avoids all-or-nothing words like mastery)
- Create transparency to clarify expectations

B-8 Coach Professional Development Framework (CPDF)

The ADECE has created a coach professional development framework based on the tools and skills all coaches need to support their work and ongoing professional growth. The CPDF will also be used with self-reflection tools to guide coaches to create their individual professional development plan (IPDP) goals and action steps.

**See appendix: The ADECE Coach Professional Development Framework*



Classroom Behavior Support Process

Teachers first resource for any challenging situation in the classroom is their coach. The coach will spend time in the classroom and help the teacher observe the situation and record meaningful data. The coach has a responsibility to the teacher to provide support that ensures consistent universal best practices are in place. If universal best practices are in place for the time of day and/or activity the challenges arise, then the coach will follow the challenging behavior support process to meet the needs of the child, family and teacher.

**See appendix: First Class Pre-K Classroom Behavior Support Process*

First Teacher Home Visitation

What we do – The First Teacher team ensures that qualified supervisors and home visitors are fully trained in the service delivery model they choose. They provide model implementation support and monitor both federal and model required data collection.



How we do it – The First Teacher team supports home visitors’ interactions with children and families in the field by ensuring the home visitors are well trained to meet all requirements. The relationships between the state team and the home visitors in the field, allow for the creation of continuous quality improvement plans to guide them throughout the year.

- First Teacher Site Visit Tool
- Parents as Teachers Affiliate Plan
- First Teacher Staffing Worksheet
- State CQI Plan

The impact on children and families – First Teacher team support results in improved health outcomes for mothers and children, increased attainment of child developmental outcomes, reduced instances of child abuse and neglect. and enhanced school readiness.

B-5 Approach to Coaching

What we do: The Educational Specialists serve teachers and directors in childcare and family childcare. Through a strength-based model rooted in foundational knowledge of best practices, the Educational Specialists individualize their approach to meet teachers where they are on their journey working with children birth to three. This includes supporting the attainment of credentials, education, and implementing new practices as needed in their classrooms. The strength-based approach builds on what the teacher is already doing in practice to expand their knowledge and practice of best practices for early childhood.

- NAEYC Developmentally Appropriate Practice
- Caring for Our Children (CFOC)
- The Alabama Early Learning Guidelines (AELG)
- The Alabama Standards for Early Learning and Development (ASELD)

How we do it – Each project has different scopes of practice thus different tools are used to measure outcomes of each project. Regardless of the tools used, data is collected to measure each system:

- Child level: Tools measure the impact of strategies implemented on the child’s development this is collected through child assessment data. This data develops individualization for each child and ensures that unique needs are met.
- Teacher level: Tools measure the impact on teacher practice based on strategies implemented which is collected through observation and formal observation tools. This data drives professional development opportunities for individual teachers and helps design professional development plans with support for long term and short-term goals.
- Classroom level: Tools measure the overall efficacy of the room and note the impact of the project on the classroom (teacher, child, environment) as a whole. This data informs overall needs for the classroom system to uniquely address gaps in the classroom system (environment or interactions)

- Program Level: Data is aggregated at program level to create a picture of the program and the supports in place for successful implementation
- Project Level: Data is aggregated statewide to support project development and determine what changes need to be made at state level to support local partners

First Class Pre-K Approach to Coaching

What we do – The coach has proficiency with the essential ingredients for developmentally appropriate practices in the First Class Pre-K classrooms. This includes a high-quality learning environment, DAP standards for instruction and assessment, and a caring community and strong family partnerships.

- Physical Environment checklist
- [The Alabama Standards for Early Learning and Development \(ASELD\)](#)
- DECA-P Reflective Checklists: Environment Checklist & Partnerships Between Teachers and Families Checklist

How we do it – The coach supports the teachers’ interactions with children in the learning environment by focusing on ways to build connection and awareness of students’ needs, coordination of the learning environment, and how instruction is implemented to build children’s language skills and promote higher order thinking skills.

- CLASS®
- DECA-P Reflective Checklists: Daily Routines Checklist, Caring Connections Checklist and Activities and Experiences Checklist

The impact on children – They thrive, based on (widely held expectations/kindergarten readiness benchmarks), because we are shaping the learning experiences based on child development, the individual uniqueness of each child, and the social cultural and language differences.

- TS Gold®
- DECA-P Child Assessment
- Ages & Stages Questionnaire Screener® (ASQ-3®)

The First Class Pre-K Coach Tool Box – Includes all the tools and resources available to use to individualize coaching strategies and provide new information based on the needs of the teachers.

- myTeachstone Online Platform
- Daily Schedule Checklist
- Lesson Plan Checklist
- Learning Environment Checklist (LEC)
- Classroom Guidelines
- NAEYC Developmentally Appropriate Practices Book
- My Teaching Strategies Platform
- Dual Language Learners Resource Book



- WIDA e-Learning Modules
- Alabama Standards for Early Learning Development (ASELD)
- Conscious Discipline
- Center on the Social & Emotional Foundations for Early Learning (CSEFEL) Resources
- Early Childhood Education Curricula

P-3 Approach to Coaching

The Alabama P-3 Integrated Approach to Early Learning works to ensure student success and achievement gap closure by expanding access to the high-quality First-Class Pre-K program model and taking the most successful parts of K-3 initiatives to establish a strong foundation of early learning experiences that promote student achievement and success. The goal of the P-3 program is to expand the early learning continuum from First Class Pre-K through 3rd grade. A high-quality early education provides the foundation for student success in school. Having a seamless learning continuum from pre-K to 3rd grade will align and integrate a comprehensive educational approach to student learning during the years when children have the greatest growth potential. P-3 Coaches support teachers in applying knowledge of child development, subject matter content, and pedagogical approaches to align educational experiences along the P-3 continuum, educators ensure that children enter classrooms that promote their ongoing educational progress by building on what they learned during the previous year.

THE TIERED COACHING APPROACH: INDIVIDUALIZING SUPPORT FOR TEACHERS

B-8 Tiered Coaching Framework

The B-8 tiered coaching framework ensures individualized support is provided to each teacher based on their current needs. Coaches will use the appropriate rubric based on their program to determine the frequency and duration of coaching support provided to their assigned teachers. Coaches will review the rubric quarterly to determine if adjustments to coaching support are necessary.

**See appendix: TPITOS™; TPOT™; First Class Pre-K Tiered Coaching Rubric*

Both full-time and part-time coaches are expected to spend 80% of their time providing direct services and support to classroom teachers. This expectation includes both face-to-face and virtual coaching interactions. However, face-to-face coaching is optimal and preferred. These expectations are applicable to both full and part time coaches. 80% for full time coaches equals 32 weekly hours in the field providing direct support to teachers; 80% for part time coaches equals 16 weekly hours in the field providing direct support to teachers.

**See appendix: B-8 Tiered Coaching Framework*

<u>Guided Coaching Requirements</u>	<u>Responsive Coaching Requirements</u>	<u>Intensive Coaching Requirements</u>
<p>B-5 – Teachers at the guided coaching level can select to still receive coaching based on the responsive level if they choose. Otherwise they will receive 2 visits per month. These visits may only be 1-2 hours in length.</p> <p>Pre-K – Classrooms will receive a minimum of 1, 1-hour coaching sessions per month. The monthly session can be face to face or virtual. If the coach is providing virtual support, the teachers are strongly encouraged to record their interaction with children at the time/setting of their current goals. The video should be discussed during the virtual coaching session.</p> <p>*P-3 – Classrooms will receive a minimum of 2, 1-hour coaching sessions per month. One coaching experience must be a face-to-face visit with others can be virtual.</p>	<p>B-5 – Teachers will receive 2 long coaching visits a month. The visits will be 4 hours +. (all teachers will get 2 full planning times with their coach to support them on all parts of coaching).</p> <p>Pre-K – Classrooms will receive a minimum of 1, 3-hours face-to-face classroom visits per month. Additional intentional follow through support will be provided with a minimum of 1, 1-hour face-to-face visit or a 30-minute virtual coaching sessions per month.</p> <p>*P-3 – Classrooms will receive a minimum of 1, 2-hours face-to-face classroom visits per month. Additional intentional follow through support will be provided with a minimum of 1, 1-hour face-to-face visit or a 30-minute virtual coaching sessions per month.</p>	<p>B-5- Teachers will receive a minimum of 3 visits each per month (4 is optimal and expected unless a scenario arises where this cannot happen).</p> <p>Pre-K- Classrooms will receive a minimum of 2, 3-hours face to face classroom visits per month. Additional intentional follow through support will be provided with a minimum of 1, 1-hour face-to-face visit or a 30-minute virtual coaching sessions per month.</p> <p>*P-3- Classrooms will receive a minimum of 2, 2-hours face to face classroom visits per month. Additional intentional follow through support will be provided with a minimum of 1, 1-hour face-to-face visit or a 30-minute virtual coaching sessions per month.</p>

** P-3 will begin piloting tiered coaching in the 2021-2022 school year and the plan above will be revised based on data collected.*

Suggested Guidance for Scheduling Coaching Activities

After the coaches gauge the frequency and support, they must provide to each classroom, the coach will collect data to assist in the planning process.

- Organize teachers/sites by tier
- Determine the drive times, to and from sites as well as in between closely located sites
- Plan for the month starting with scheduling the intensive coaching visits, then schedule the responsive and guided coaching sessions
- Focus on scheduling 3-hour visits and fill in with the follow up visits
- Track their coaching efforts to review progress and ensure accountability to the tiered coaching approach
- Coaches can start their day 30-minutes prior to traveling to a site visit.
- If the coaches have planned a virtual coaching meeting with a teacher, this time can be included in the 80% of direct service support to teachers. The coach may schedule these virtual coaching visits at the end of their day when the teacher is available.
- The coach must be in the field at least 6-hours each field day. This includes travel.
- Coaches may schedule a maximum of 1-hour of office time to complete paperwork at the end of each workday when they return from site visits if needed.
- The maximum total amount of time a coach can spend at their base at the end of the day is 2-hours and only if virtual coaching sessions are scheduled.
- Coaches may schedule 1 office day per pay period. Scheduling classroom visits is priority. Afterwards, the office day per pay period can be scheduled if time allows. Office

dates must be approved by their supervisor and they must be flexible. Examples of duties for office time may include:

- Plan visits for the month, send emails with visit dates, update calendar
- Complete time and travel reports
- Prepare for site visits (reviewing previous reports, teacher communication, etc.)
- Complete reports in ECE Data
- Complete follow-up communication to teachers
- Complete PD modules and resources
- Prepare resources, lessons and other materials needed for upcoming site visits
- Review data for data meetings with teachers and department staff
- Complete IRR (TS Gold®, CLASS®, COR, Etc.)

Approach to Assessment

Each coaching program in the ADECE uses appropriate assessment and observation tools to support the specific approach to coaching as defined by the program.

<u>First Teacher</u>	<u>EHS-CCP</u>	<u>First Class Foundations</u>	<u>QRIS</u>	<u>DHR-ASSIST</u>	<u>First Class Pre-K</u>	<u>P-3</u>
<ul style="list-style-type: none"> • ASQ-SE2® • ASQ-3® • HOME Inventory • PHQ-9 • DOVE • BRSA-3 • LSP • GAD-7 (NFP only) • DANCE (NFP only) 	<ul style="list-style-type: none"> • TPITOS™ • ERS® • Materials • DECA-I/T/P 	<ul style="list-style-type: none"> • TPOT™ • TPITOS™ • DAP Assessment Tool chosen by the program • ERS® Materials 	<ul style="list-style-type: none"> • CLASS® • Best Practice Rubric 	<ul style="list-style-type: none"> • DECA-I/T/P • DARS • CSEFEL 	<ul style="list-style-type: none"> • ASQ-3® • DECA-P Reflective Checklist • Environment Checklist • Pre-K CLASS® (year 2+) • TS Gold® 	<ul style="list-style-type: none"> • K-3 CLASS® • AlaKiDs • TS Gold® • LEA School Based Assessments

THE ADECE COACH FACILITATOR

The Coach Facilitator (CF) provides the department's **B-8** coaches with the same strength-based approach they use with teachers and providers. The CF's efforts impact the development of coaches' skills and ensure equitable and consistent collaboration across the department's statewide coaching efforts.

CFs are housed under the Office of Professional Development. They are identified as members of the specific region to which they provide mentor coaching and professional development support.

The CF Roles and Responsibilities

The CF brings consistency, collaboration and equity to early learning coaching.

1. Work in a tiered coaching approach with assigned coaches, conducting onsite visits with each coach to provide reflection and feedback. This includes mentoring new coaching staff.
2. Assist each coach in creating an individualized professional development plan with short-term and long-term goals. The plan will be reviewed by the coach and CF at least every 6 months in conjunction with the coach's annual evaluation and pre-appraisal (frequency depending on progress toward meeting coach's goals).
3. Maintain a caseload of 2-3 First Class Pre-K Classrooms to coach using the Alabama Reflective Coaching Model and provide reflective support to the coaches in their assigned region.
4. Develop mastery level understanding and effective implementation of the tools in the coach's toolbox (ex: ERS, CLASS®, DECA-P, Conscious Discipline, CSEFEL, TS Gold® & supporting CONNECT/MHC processes/tool) and can provide differentiated one on one support in context of the B-8 classrooms using the tools depending on the coach's needs.
5. Review their assigned coaches' coaching documentation quarterly and provide reflective support and feedback as needed.
6. Develop and provide specialized PD at regular intervals, which could include regional team/coaches meetings/coach clusters and teacher training.
7. Support the CONNECT/MHC team to provide hands on/face to face PD and coaching directly related to challenging behavior needs across the state.
8. Participate in professional development opportunities to enhance their abilities and earn appropriate credentials.

Additional CF Professional Development Responsibilities and Support

- myTeachstone support and review/approval of CLASS® observations/CLASS® training
- Facilitate Coach Certificate Learning Networks and small groups
- Facilitate workshop cohorts for Coaching with Powerful Interactions™ (CwPI™)
- Facilitate CwPI™ book study groups
- Develop monthly coaching best practices documents
- Support Optimistic Leadership Learning Network and small groups
- Support Mentor Teacher groups
- Lead Making the Most of Classroom Interactions® (MMCI®) for coaches and teachers
- Facilitate Coach clusters
- FAN/Erikson Art of Coaching Reflection
- Co-facilitate CWPI™, PI™ and OL™ book study groups
- Co-facilitate Coach Certificate Learning Network and Small Groups

The CF Coaching Agreements

The CF will develop coaching agreements with each of their assigned coaches.

- Agreements are collaboratively developed by the CF and coach
- Agreements clearly state the role of the CF in supporting specific coaching practices
- There will be a clear distinction between the support the coach can expect from the CF and RD
- Agreements will be signed by the coach, CF and RD
- See department coaching agreement details under [The Coach](#)

CF Strength Based Coaching Support

Support Co-Coaching Groups

What is it? - A co-coaching group is a group of individuals who have committed to thinking, examining, sharing, and learning together about their work. Topics for co-coaching groups will be generated from ideas and perspectives based on current ECE trends and an evaluation of data.

Why do it? - Thinking in a group accesses different aspect of learning. There is a generative process that takes place when we hear others share their ideas. It sparks new thoughts in us. It allows us to consider various perspectives and build upon the groups' collective wisdom.

Time Frame - Commit to a quarter at a time with the option to continue. Once a month at a predetermined date and time.

How many people are in group? - Up to 12 people

One-On-One Coaching in the Field

- Double coding IRR observation tools
- Assisting in the challenging behavior process
- Refining coach's competencies within the coaching model
- Individualized development of coaching tools and resources
- Refining coach's DAP knowledge & understanding
- Assisting coach prepare for the reflective process
- Assist with CONNECT/MHC team support

One-On-One Coaching Reflection and Support (virtual/calls/face to face)

- Joint planning for coach's professional goals
- Reflection on coach's R & Rs prior to appraisals to gather evidence of quality and improvement
- Review of coaching documentation
- Problem solving situations
- Reflection and feedback on coaching practices

CF and RD Collaboration to Support Coaching Staff

RD Coaching Supervision Roles and Responsibilities	CF Coaching Support Roles and Responsibilities
<ul style="list-style-type: none"> • Manage Time/Travel/Tracking 	<ul style="list-style-type: none"> • Provide support on the tier coaching approach and strategies for scheduling
<ul style="list-style-type: none"> • Conduct appraisal 	<ul style="list-style-type: none"> • Support coaches to understand and reflect on R&Rs and develop strategies for collecting documentation on their practices
<ul style="list-style-type: none"> • Review PD plan w/ coach and share expectation for coach improvement and practice 	<ul style="list-style-type: none"> • Support coaches in creating goals and action steps for their individual PD plans
<ul style="list-style-type: none"> • Assure all documentation is completed in a timely manner (CLASS® observations, TS Gold® checks, reports, ...) 	<ul style="list-style-type: none"> • Review coaching documentation with coach and provide reflective support and feedback • Conduct double coding visits with coach
<ul style="list-style-type: none"> • Conduct coach observations to ensure that coach is carrying out job responsibilities with desired results 	<ul style="list-style-type: none"> • Conduct onsite visits with coach to provide support, reflection, and feedback • Communicate coaching plans with the RD weekly/monthly
<ul style="list-style-type: none"> • Communicates to individual coaches any area of concern about their specific skills or coaching requirements that requires actions steps for growth and improvement 	<ul style="list-style-type: none"> • Works with the coach and RD to collaboratively develop action steps for improvement of specific coaching skills and provides individualized support for growth and development
<ul style="list-style-type: none"> • Track coach development timeline and completion of tasks 	<ul style="list-style-type: none"> • Provide direct support to coaches through professional development and follow-up coaching on the coach development timeline
<ul style="list-style-type: none"> • Plan and facilitate minimum of 1-monthly regional staff meeting 	<ul style="list-style-type: none"> • Plan and facilitate group coaching experiences, specialized PD, and individualized coaching

CF Collaborates with the RD to Plan and Support Coach Meetings

- Data meetings (TS Gold®, CLASS®, e-DECA, ASQ-3®, behavior):
 - Timelines and trends inform purpose
- Co-Coaching / Reflective Practice Groups:
 - The specific focus and agenda are reviewed in advance by the RD and CF
- Region team meeting:
 - If the meeting specifically focusing on coaching efforts
 - Based on RDs needs

CF Communication

- Weekly meetings with RD to review coaching efforts in the region and updates
- Monthly formal meetings and bi-monthly update calls with CF supervisor
- Monthly report and tracker of mentor coaching efforts provided to the RD and CF supervisor
- RD will have access to coaching documentation and IPDPs for the coaches they supervise, the Professional Development Director will have access to IPDPs

CF Documentation

- Each face-to-face coaching visit will include documentation with feedback that resonates with the coach, short-term and long-term goals, reflection on progress or completion of previous goals
- Documentation will be shared with the coaches and the RD
- Mentor coaching progress reflection and program evaluation will be based on reviewing data collected from coach development checklists, individual professional development plans with long- and short-term goal progress, as well as data from TS Gold®, CLASS® and DECA-P Environment checklist data

MENTOR COACHING WITH SUPERVISION (OECD Team Model)

- Project guidelines require the Education Administrator for each project serves as the direct supervisor and the mentor for each Education Specialist assigned to each project.
- The Project Education Administrator is required to complete site visits with the Education Specialist and provide strategies to support the Educational Specialist and feedback for professional growth
- The Project Education Administrators complete the professional development plan yearly with each Education Specialist to support short-term and long-term professional goals.
- In conjunction with the Director of the Office of Early Childhood Education, the Education Administrator completes the yearly performance review for each Education Specialist as they have invested time with each in practice in the field.
- The Education Administrators also develop reflective relationships with each Education Specialist assigned to their team to support challenges and burnout related to the position.