

Annual Coaching Plan

Purpose Statement: KCI provides coaching opportunities in order to improve and sustain professional growth through collaborative partnerships, intentional learning activities, and a commitment to supporting the agency's strategic goals. Individual goals will be specific to CLASS and curriculum/assessment data.

Mentor coaching for identified Head Start teachers:

KCI Mentor-Coach will coach Head Start and Early Head Start teachers, teacher floaters, and assistant teachers using the Practice Base Coaching (PBC) model Together Learning & Collaboratively (TLC). Group sizes will be approximately six to eight staff.

Identification of teachers and assistant teachers needing intensive coaching (groups meeting every two weeks) will be based on the previous spring CLASS scores (any teacher or assistant teacher below the 10% threshold), any teachers and assistant teachers new to KCI, and assessment using the KCI Self-Reflection of Teaching Practices form.

All other teaching staff will be assigned into a TLC group that meets every four weeks. The education manager and mentor-coach will meet at the start of the school year, review the criteria, and make the staff selections for coaching. Teaching teams, when feasible due to the care of children, will be placed in the same coaching groups

All KCI classroom staff will complete the KCI Self-Reflection of Teaching Practices form during pre-service week in August/September. The center director receives the form, makes a copy for their employee portfolio and sends the original to the mentor-coach. Staff who begin after the school year has started will complete the KCI Self-Reflection of Teaching Practices form during new staff orientation with their supervisor.

During the first three weeks of September and October, the mentor-coach will be observing assigned TLC participants in their classroom environments and scheduling a 90-minute "kick-off" meeting. The "kick-off" meeting prepares teachers for what to expect from TLC. The TLC group coaching sessions will start the first week of October.

Coaching will be based on the Creative Curriculum, CLASS dimensions, the KCI Self-Reflection of Teaching Practices form, and goal setting (either individually or group) using the KCI Monthly Mentoring form. Approximately half of the group coaching time will be committed to CLASS and the other half to the Creative Curriculum.

Participants in each coaching group will rotate video-taping themselves and sharing the videotape in the group meeting. Staff will videotape themselves for 3-5 minutes on a specific CLASS dimension or curriculum area (use of intentional teaching cards, use of mighty minutes, and either large or small group facilitation). The video clips are e-mailed to the mentor-coach and one person presents a video per session. Staff choose the time of day to video themselves with the mentor-coach providing suggestions. The mentor-coach will also show CLASS videos from the Teachstone video library during group session to help identify exemplary teaching practices.

The mentor-coach will document the TLC coaching process and place video-clips in Google Classroom. The tracking will include staff attendance, dates and times of each meeting (to include length of each meeting), prep time needed to provide the group coaching, goals and cycles completed and an agenda that provides a snapshot of each meeting.

Mentor coaching for EHS Home Based staff:

Identification of Early Head Start home-based staff needing intensive coaching will be based on prior experience, reflective supervision discussion and the Parents as Teachers Core Competencies Self-Assessment. The assessment contains 45 skill indicators. If the Home Visitor rates 15 or more (1/3) skills as an area of growth they will qualify for expert coaching. If the Home Visitor rates less than 15 skills as an area of growth, identified growth areas will be used to establish professional development goals and determine training needs. If the Home Visitor rates less than 15 skills as an area of growth, identified growth areas will be used to establish professional development goals and determine training needs.

If the EHS HB supervisor observes discrepancies between reflective supervision and the home visitor's self-assessment, the home visitor's supervisor may conduct a home visit observation to determine if intensive coaching is necessary. If necessary, expert coaching will be provided bi-monthly using the PBC model.

By the end of September, complete the Core competencies self-assessment. If intensive coaching is indicated, the home visitor will meet will have an initial meeting with their coach in early October. The initial meeting will include a review of the self-assessment, the coaching agreement and will prepare the home visitor for what to expect during the coaching process. The coach and home visitor will schedule an initial home visit observation. On this observation, the coach will complete a HOVRS observation. After the observation, the coach and home visitor will meet to develop coaching goals based on the HOVRS scores.

The Early Head Start home-based coach will meet individually with the EHS home visitor twice a month. Prior to each meeting, the EHS home visitor will record 30-90 minutes of a home visit. After the visit, the home visitor will download the video to the shared server. The coach will review the video and select a 5-15 minute clip based on current goal(s) and will send the home visitor the clip and reflective questions. The home visitor will review the clip and respond to the questions. The coach and home visitor will meet to discuss responses and create an action plan for the next coaching cycle.

General coaching procedures:

All Staff participating in the coaching process will meet individually with the mentor-coach and review the KCI Coaching Agreement. The agreement outlines the roles and responsibilities for the staff and the coach.

The mentor-coach and education manager will meet monthly throughout the school year to discuss the progress of the coaching plan, identify any concerns and make any suggested changes. KCI coaching leadership team will conduct bi-annual meetings to review and assess coach and teacher progress, as well as fidelity to the coaching process (dates are indicated on the agency calendar). The education manager will introduce the coaching plan during preservice.

Due to COVID-19 all group coaching sessions will be completed virtually. Further guidance will be forwarded, along with coaching groups, when the program year starts.