

NEBRASKA EARLY CHILDHOOD COACHING INITIATIVES

Coaching Initiatives serve Family Child Care Homes, Child Care Centers, Preschool Programs, Head Starts, and School-Based Programs



CHILD CARE DIRECTOR TRAINING

ABOUT THE PROGRAM

The focus of the “Child Care Director Training Project” is to develop a strengths-based, ongoing professional learning community model. The model consists of a Train-Coach-Train-Coach-Implement format. For this project, early childhood/child care center directors meet bi-monthly for 2-hour training sessions where they learn, share, plan, collaborate in small groups that encourage dialog in a safe and private adult learning environment. Directors also choose a focus teacher to implement the information taught in the training sessions.

Directors will also receive a coaching session after each workshop. Coaching logs/action plans are completed at the end of each workshop and coaching session. The coaching log/action plan is reviewed at the start of each coaching session. The intent is to prepare directors to become part of Nebraska Step Up to Quality. The program is evaluated by the Munroe Meyer Institute.

COACHING FOCUS

The focus of this coaching model is to work with directors to deepen their early childhood knowledge, work effectively with staff, and to develop professionally.

COACH TRAINING AND QUALIFICATIONS

Coaches need a minimum of a bachelor’s degree. A Master’s Degree is preferred. The advanced degrees need to be in early childhood education or a related field. Coaches also need direct experience working in early childhood programs. All of the coaches have attended the Nebraska Coach Training.

COACHING DOSAGE

The child care center directors receive up to 4 hours of one-on-one coaching sessions each month. In addition, the directors also attend two, 2-hour workshops each month.

WHO PARTICIPATES

Child care program directors whose programs are located in or are serving children/families living in the Sub Council Two area of the Learning Community Center of north Omaha. Priority areas are the neighborhood schools of Lothrop, Kellom, Conestoga, Skinner, Minne Lusa, and/or Franklin.

CHILD CARE DIRECTOR TRAINING

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CONSTRUCT COACHING MODEL (WITH EMBEDDED PRACTICE-BASED COACHING)

ABOUT THE PROGRAM

Nebraska Early Childhood Collaborative partners with the Omaha Early Learning Centers to provide high quality coaching and professional development on a consistent basis. Our coaching initiative is aligned with Head Start Performance Standards.

COACHING FOCUS

Coaches guide teachers through a Shared Goal Setting and Action Planning process prior to beginning a coaching session. Once the coach and teacher have collaborated and created a goal, coaching sessions begin. Coaching sessions consist of exemplar modeling, observation, reflection, and feedback. In addition to this, coaches support teachers as they analyze data to guide instruction and individualize goals and experiences for each child.

COACH TRAINING AND QUALIFICATIONS

All coaches must have a Bachelor's degree in early education, education, or a related field. They must also have, or be actively pursuing, a Master's degree in early education, education, or a related field.

Coaches must attend the following trainings: Nebraska Early Childhood Coach Training, Pyramid Model, Training, ITERS Introductory training. All coaches are trained and reliable in both TPITOS and CLASS observation tools.

COACHING DOSAGE

Each coach conducts 1-4 coaching sessions per month. This varies depending on the need, skill level, experience, and learning rate of the teacher. It can also vary depending on scheduling and staffing.

WHO PARTICIPATES

The lead teachers, associate teachers, and teacher aides at the Omaha Early Centers (Skinner, Gateway, and Kennedy) receive coaching and professional development from NECC coaches.

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GETTING READY

ABOUT THE PROGRAM

Getting Ready is a strengths-based program that enhances school readiness for children birth to age five who are growing up in poverty. It focuses on strengthening relationships between parents and their children, as well as parents and their children's caregivers. Getting Ready supports families through an individualized, culturally sensitive approach in both home and center-based settings.

COACHING FOCUS

Early childhood educators receive ongoing coaching from a master coach to support their use of research-based strategies that promote responsive and effective parent-child and educator-child interactions, as well as parent-educator partnerships. In addition, coaches help educators learn to engage with families in targeted, collaborative problem-solving to set goals and support children's development.

COACH TRAINING AND QUALIFICATIONS

Coach Training: Coaches attend 2 days of early childhood coach training or equivalent; and 3 days of Getting Ready training prior to beginning coaching. Additionally, coaches meet remotely monthly for group support and monthly in individual sessions with a master coach. Quarterly on-site training and reflective sessions are also part of Getting Ready coach training.

Coaching Qualifications: Bachelor's degree in early childhood, education or related field and five (5) years of experience working as early childhood/elementary teacher or home visitor in early childhood/early elementary settings and/or in a family support center. Experience working with professionals in early childhood settings, knowledge of child development, early childhood programming and family engagement is required.

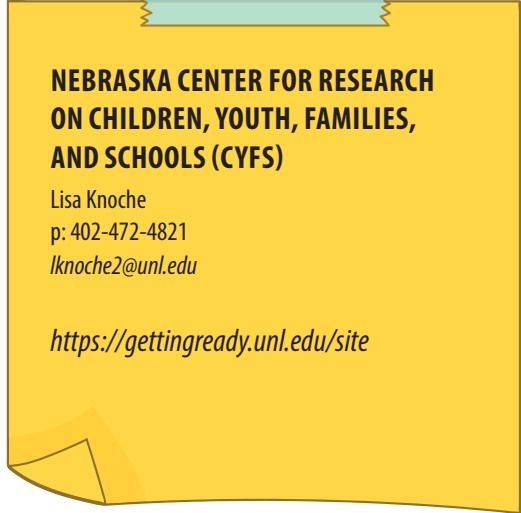
COACHING DOSAGE

Year 1: 90 minutes/month coaching conversations and 8 hours/month observation-alternate coaching.

Year 2: 90 minutes/month coaching conversations and 4 hours/month observation-alternate coaching.
(some variation depending on program)

WHO PARTICIPATES

ECSE providers, EHS and preschool center-based providers in selected programs in various communities across the state. Some are implemented as part of studies with UNL; some activities are being implemented by NDE Part C as part of scale-up beyond research activities.



NEBRASKA CENTER FOR RESEARCH ON CHILDREN, YOUTH, FAMILIES, AND SCHOOLS (CYFS)

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HEAD START PROGRAM PERFORMANCE STANDARDS (HSPPS)

Coordinated coaching strategy and coaching staff qualifications

By August 1, 2017

ABOUT THE PROGRAM

Coaching is a collaborative partnership where the distinction between coaching and supervising is clear. Coaches clarify the purpose of each visit.

Coaches need time to:

- Observe
- Review needs assessments and observations
- Prepare for meetings
- Travel
- Review video
- Find resources on teaching practices
- Review resources and videos
- Prepare for meetings
- Reflect

COACHING FOCUS

HSPPS 1302.92(c) Head Start implements a research-based, coordinated coaching strategy for education staff. Practice-Based Coaching is used when working with teachers.

HSPPS 1302.92(c)(4) Head Start ensures intensive coaching opportunities for the staff identified through the process of aligning with the program's school readiness goals, curricula, and other approaches to professional development.

COACH TRAINING AND QUALIFICATIONS

HSPPS 1302.92(c) Coaches have a minimum of a baccalaureate degree in early childhood education or a related field.

HSPPS 1302.92 (c)(1) All education staff are assessed to identify strengths, areas of needed support, and which staff would benefit most from intensive coaching.

HSPPS 1302.92 (c)(4)(iii) Coaches must have adequate training and experience in adult learning and in using assessment data to drive coaching strategies aligned with program performance goals.

Experience includes:

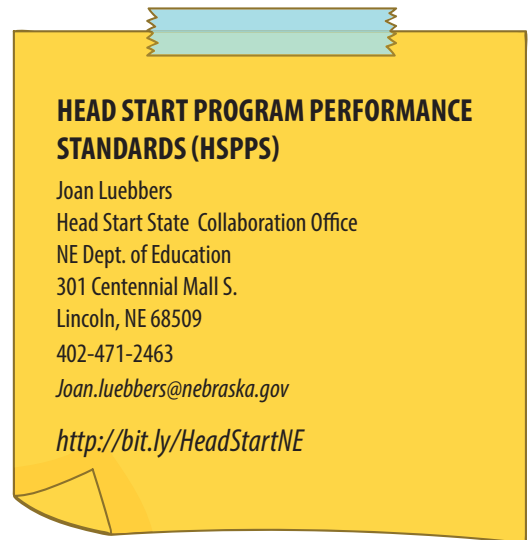
- Experience in adult learning principles
- Experience with data
- Experience within the program setting
- Experience with young children
- Knowledge of the curriculum • Experience with policies, procedures, and culture of grantee

COACHING DOSAGE

Dosage is individualized to the needs and goals of each teacher.

WHO PARTICIPATES

Head Start Program Education Staff



INFANT TODDLER QUALITY INITIATIVE

ABOUT THE PROGRAM

The goal of ITQI is to increase the quality and availability of responsive care for infants and toddlers by:

- Strengthening the skills and knowledge base of early childhood professionals working with infant and toddlers.
- Supporting leadership and collaboration in the community level.
- Facilitating professional development and support for infant/toddler professionals and caregivers.

COACHING FOCUS

ITQI provider visits focus on providing community resources and coaching providers to meet goals that improve the quality of care at their sites.

COACH TRAINING AND QUALIFICATIONS

The Child Care Specialist meets BVCA and ITQI grant qualifications. They must complete 15 hours annually of early childhood training. This includes completing the Early Learning Guidelines and attend Introductions to ITERS and FCCERS trainings.

COACHING DOSAGE

Providers and Child Care Specialist meet monthly (minimum of 9 times a year) to go over goals and strengths of their centers/sites. Providers may request to have additional visits when they feel it is necessary to meet their goals.

WHO PARTICIPATES

The Infant/Toddler Quality Initiative program or ITQI works with infant and toddler classroom teachers and their directors in childcare centers and the providers in home child care sites in an effort to improve the quality of care in their environments.



KID SQUAD

ABOUT THE PROGRAM

KidSquad is an early childhood mental health and education consultation service. All childcare centers, family child care homes and early childhood education programs in Douglas and Sarpy Counties taking Title XX or Free and Reduced Lunch, and serving children ages 5 or under are eligible.

COACHING FOCUS

KidSquad provides two types of consultation services using the framework of the Teaching Pyramid:

- Child-focused consultation is provided by licensed mental health practitioners who coach teachers and parents to implement prevention and intervention strategies for challenging behavior.
- Classroom-focused consultation is provided by either, mental health practitioners or early childhood educators who coach teachers to promote children's social and emotional development and increase the quality of the classroom environment and teacher practices.



COACH TRAINING AND QUALIFICATIONS

Coach training:

KidSquad consultants receive over 40 hours of training that include the Teaching Pyramid, early childhood coaching and the use of evidence-based assessment tools. Consultants co-consult with an experienced consultant on at least one case prior to their own caseload.

Coach qualifications:

KidSquad's mental health consultants are licensed mental health practitioners. KidSquad's education consultants have at least a bachelor's degree in early childhood education or a related field.

COACHING DOSAGE

Dosage is individualized to the needs and goals of each child, family and/or classroom.

WHO PARTICIPATES

Childcare centers, family child care homes, or early childhood education programs located in Douglas or Sarpy Counties who accept Title XX or Free and Reduced Lunch are eligible. Parents and the classroom teachers participate in child-focused consultation. Classroom teachers participate in classroom-focused consultation.

NEBRASKA AEYC COACHING

ABOUT THE PROGRAM

The Early Head Start Infant/Toddler Quality Initiative (ITQI) works with community based child care providers (center or home based) to improve the quality of care for infants and toddlers.

Providers can participate in the project in three different ways:

Option 1: full participation including ERS observation with feedback, monthly coaching, funds for purchase of materials/supplies, professional development opportunities and access to the Lending Library.

Option 2: partial participation including ERS observation with feedback, limited access to coach via phone or email, professional development opportunities and access to Lending Library.

Option 3: minimal participation including professional development opportunities and access to the Lending Library.

The Quality Enhancement Project (QEP) works with community childcare programs to improve the quality of care for children.

COACHING FOCUS

Using the results of an ERS classroom assessment (ITERS, ECERS, FCCERS), the coach works with the child care provider to set goals for improvement. During monthly coaching sessions, the coach and the provider assess progress on these goals, set new goals as appropriate, and work together to solve problems/issues. At the end of the project, another ERS assessment is completed and scores are compared to show program quality improvement.

The project provides funds for the following activities:

- Purchase of materials/supplies that will address specific items of need as indicated on the ITERS
- Professional resources for the providers
- Professional development opportunities specific to needs of the provider/program
- Access to a Lending Library

COACH TRAINING AND QUALIFICATIONS

Coach must complete the Nebraska Coach Training and become reliable in the ERS classroom observation assessment.

Coach must have a Bachelor's Degree in Early Childhood Education (or related) and experience working in an early childhood education program.

COACHING DOSAGE

This is a one year project. Coaching occurs monthly with 1 hour coaching sessions.

WHO PARTICIPATES

Participants include community based child care providers in center-based or home-based environments.

NEBRASKA AEYC COACHING

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ROOTED IN RELATIONSHIPS - THE PYRAMID MODEL

ABOUT THE PROGRAM

Rooted in Relationships partners with communities to implement evidence-based practices that enhance the social-emotional (SE) development of children, birth through age 8. Communities implement the Pyramid Model, a framework of evidence-based practices that promote the social, emotional, and behavioral competence of young children, in selected family child care homes and centers. Communities also develop and implement a long-range plan that influences the early childhood systems in the community that support the healthy SE development of children.

COACHING FOCUS

Through a train-coach-train approach, Rooted in Relationships coaches promote growth and increase the knowledge and skills of providers in order to effectively implement and sustain Pyramid Model practices that promote social-emotional skills and, in turn, minimize challenging behaviors.

Coaching Definition: Coaching is an interactive process based on a collaborative relationship. It is intentionally designed to promote sustainable growth in attitudes, skills and knowledge to effectively implement best practices for the optimal development of young children and their caregivers. Through observation, discussion, and reflection the coach promotes the person they are coaching's ability to work toward and accomplish identified goals.

COACH TRAINING AND QUALIFICATIONS

Coaching Qualifications: To learn more about the required qualifications, please visit <https://rootedinrelationships.org/resources/coach-information.html>.

COACHING DOSAGE

- Year 1:** 2.5 hours
- Year 2:** 1.5 hours
- Year 3:** Individualized

WHO PARTICIPATES

Providers in selected family child care homes and centers in various communities across the state.



SIXPENCE CHILD CARE PARTNERSHIPS

ABOUT THE PROGRAM

Sixpence's Child Care Partnerships leverage existing state systems, community resources and local expertise to ensure more infants and toddlers at risk are in the care of providers who meet high standards of quality, professionalism and accountability.

COACHING FOCUS

Consultation/coaching includes education, an opportunity to reflect upon practice, and problem solve around children's needs. A Quality Action Plan is developed which guides the Sixpence funds to support the Child Care Provider's progress towards higher quality.

Every effort is expected to be made to collaborate with any other coaching initiatives to insure the programs' needs are met without being burdensome.

COACH TRAINING AND QUALIFICATIONS

Coaching Training: All coaches must attend 2 days of early childhood coach training, and Step Up to Quality Coach training prior to beginning coaching.

Coaching Qualifications: Coach candidates should have a degree in early childhood education or a related field, have excellent oral and written communication skills, strong interpersonal skills and the ability to develop reports and track data. Ideally coaches have five or more years of experience working in early childhood or a related field in a leadership role or as a coach or mentor.

COACHING DOSAGE

All Child Care Partners receive face-to-face consultation/coaching at least weekly with the Sixpence Program Coordinator/Coach. As the grant term continues, and all parties agree, fewer contacts are appropriate and allowable, but face-to-face contacts should occur no less than monthly throughout the course of the grant.

WHO PARTICIPATES

Child care providers in selected family child care homes and centers in various communities across the state. Sixpence Child Care Partners must be a participant in Step up to Quality and all Sixpence Child Care Partners must achieve a Step 3 in Step Up to Quality within three years of entering formal partnership.

SIXPENCE CHILD CARE PARTNERSHIPS

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STEP UP TO QUALITY

ABOUT THE PROGRAM

Nebraska Step Up to Quality is an Early Childhood Quality Rating and Improvement System (QRIS), passed by the Nebraska Legislature in 2013. The primary goal of Nebraska Step Up to Quality is to improve early care and education quality and increase positive outcomes for young children. High quality early childhood programs can have a lifelong, positive impact on young children and their families. Step Up to Quality helps early childcare providers and educators recognize and improve quality. Programs enrolled in Step Up to Quality have access to coaching and resources that help them on their path to higher quality. These resources enable any provider or educator –big or small- to take quality to the next level. Participating programs learn about the use of standards, assessment processes, and how to analyze data to improve quality. In addition, it improves teacher and director effectiveness through training and professional development, formal education, and coaching. Step Up to Quality programs go beyond what is required because they strive to do better for the children and families they serve.

COACHING FOCUS

Step Up to Quality coaches help programs of all types and create individualized goals and action plans to improve quality. Coaches help identify and maximize strengths and guide providers along a path to quality improvement.

Coaching Definition: Coaching is an interactive process based on a collaborative relationship. It is intentionally designed to promote sustainable growth in attitudes, skills and knowledge to effectively implement best practices for the optimal development of young children and their caregivers. Through observation, discussion, and reflection the coach promotes the other person's ability to grow toward identified goals.

COACH TRAINING AND QUALIFICATIONS

Coach Training: All coaches must attend 2 days of early childhood coach training and 1 day of Step Up to Quality coach training prior to beginning coaching.

Coaching Qualifications: To learn more about the required qualifications, please visit <http://bit.ly/QualificationsSU2Q>.

Coach candidates should have a degree in early childhood education or a related field, have excellent oral and written communication skills, strong interpersonal skills and the ability to develop reports and track data. The ideal candidate has five or more years experience working in early childhood or a related field in a leadership role or as a coach or mentor.

Coaches provide constructive feedback and suggestions to programs and collaborate with providers to draft and implement quality improvement plans. They implement a variety of strategies to engage providers in goal setting and to facilitate growth.

COACHING DOSAGE

Coaching may vary due to program needs.

WHO PARTICIPATES

Head Start Programs, Public School Preschool Programs and all licensed early childhood programs are eligible to participate.

STEP UP TO QUALITY

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SUPERINTENDENTS' EARLY CHILDHOOD PLAN FULL IMPLEMENTATION SCHOOL AS HUB

ABOUT THE PROGRAM

Ten elementary schools, all with approximately half or more of their students eligible for Free or Reduced Lunch, serve as hubs that connect young children and their families with high-quality, comprehensive, and continuous early childhood education and services. The birth through Grade 3 continuum includes three integrated components: home visiting for children birth to age 3, high-quality preschool for 3- and 4-year-olds, and aligned Kindergarten through Grade 3 curriculum, instruction, and assessment for 5- through 8-year-olds.

COACHING FOCUS

- Program specialists coach district home visitors in providing quality home visits for enrolled families and support district family facilitators in providing quality parent education and support.
- Educational Facilitators provide coaching and other on-site technical support to elementary teachers and school leaders, enhancing teaching and learning in preschool-third grade classrooms.
- Program Specialists and Educational Facilitators receive monthly individual coaching by the Program Administrator.
- Each staff group (home visitors, family facilitators, educational facilitators, program specialists) participate in regular job-alike community of practice meetings.

COACH TRAINING AND QUALIFICATIONS

Coaches successfully complete the Jim Knight coaching framework training by Instructional Coaching Institute. Additional training about the coaching framework of Diane Sweeny is required.

Staff Qualifications include:

- A bachelor's degree in fields related to early childhood education and elementary education.
- Five years of highly effective teaching at the preschool – third grade levels in public schools that serve economically, racially, and linguistically diverse children.
- Experience as a coach for home visitors or other two generation programs, or PreK-Grade 3 teachers and/or experience in designing and delivering professional development.
- Commitment to and knowledge of educational practices that are informed by child development research, with an emphasis on preschool – third grade.
- Professional leadership in early childhood education and related fields as documented by active participation in professional organizations, professional presentations.

COACHING DOSAGE

Home Visitors and Family Facilitators receive at least 1 hour of individual coaching per month.

Preschool to Grade 3 teachers receive a regular individual coaching; teachers participating in a coaching cycle meet weekly (time varies) for 4-6 weeks. After that time, coaching continues via another cycle of the coaching cycle or informal coaching.

WHO PARTICIPATES

School districts' home visitors, family facilitators and PreK-Grade 3 teachers who are who are participating in the Superintendents Early Childhood Plan – Full implementation.

UNO-BUFFETT EARLY CHILDHOOD INST.

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