



MASTER PLAN

Head Start/Early Intervention 2022-2023

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Course Group Number: 1045421

Purpose

Head Start/Early Intervention Department

“To succeed in college and in life, all students need to master basic skills, but they also need to learn to think creatively, solve problems, make effective arguments, and engage in debates. To successfully prepare all students—including students with disabilities and English language learners—for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day. These efforts must begin when students enter our doors in pre-k and continue through elementary, middle, and high school.” (*Shael Polakow-Suransky, Chief Academic Officer, New York City Department of Education*).

The role of the Head Start/Early Intervention Department is to provide leadership and support to internal and external partners in providing a coherent and quality education program for children from birth to age 5. To provide a comprehensive and aligned early learning experience, the work of this department focuses on the following:

- Quality standards/quality educators
- Early learning collaboration
- Strong parent engagement
- Collaboration and alignment with other PreK programs

Head Start (HS), Early Head Start (EHS), and Voluntary Prekindergarten (VPK) support the District’s Strategic Plan by providing high-quality instruction to children birth to five as the foundation for future success is built. Sustained, ongoing professional learning is essential in order to meet the District’s goal of increasing early childhood readiness.

Head Start/Early Head Start Program

The HS Program serves 2,040 three and four-year-old children and their families through a center-based model in classrooms located at various elementary schools throughout the District. State certified teachers and teacher assistants that hold and maintain at a minimum a valid Child Development Associate (CDA) credential, or an equivalent certification in accordance with Head Start Performance Standards or an Associate’s degree or higher from an accredited institution provide educational services to children in regular classrooms.

EHS serves a total of 80 children from birth to three years of age and pregnant women. The program offers center-based, which include services to pregnant women, teen mothers, children with disabilities, and siblings of HS preschool children. The center-based option is available during the regular school year. Center-based services are offered at five elementary schools. All EHS families will be offered a home-based option during the summer months, thus operating 48 weeks a year.

The HS/EHS program is responsible for complying with all Head Start Performance Standards and all aspects of the Head Start Act of 2007. HS Performance Standard 1302.92 states the following regarding training and development:

a) A program must provide all new staff, consultants, and volunteers with an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and methodology.

b) A program must establish and implement a systematic approach to staff training and professional development designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services within the scope of their job responsibilities, and attached to academic credit as appropriate. At a minimum, the system must include:

- 1) Staff completing a minimum of 15 clock hours of professional development per year. For teaching staff, such professional development must meet the requirements described in section 648A(a)(5)29 of the Act;
- 2) Training in methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, local, and tribal laws;
- 3) Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way, as described throughout this part;
- 4) Training for child and family services staff, including staff that work on family services, health, and disabilities, that builds their knowledge, experience, and competencies to improve child and family outcomes; and,
- 5) Research-based approaches to professional development for education staff, that focuses on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions (as described in subpart G of this part), and use of data to individualize learning experiences to improve outcomes for all children.

c) 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.
 - iv. Include clearly articulated goals informed by the program’s goals, described in §1302.102, and a process for achieving those goals.
- d) Establishes policies that ensure assessment results are not used to solely determine punitive actions for staff identified as needing support, without providing time and resources for staff to improve.
- e) If a program needs to develop or significantly adapt their approach to research-based professional development to better meet the training needs of education staff, such that it does not include the requirements in paragraph (c) of this section, the program must partner with external early childhood education professional development experts.

HS/EHS professional learning is supported through the long and short-term goals outlined in the Training and Technical Assistance Plan (T&TA), which is aligned with the HS/EHS Strategic Plan. The plans and goals are based on the results of the Annual Self-Assessment, Community Assessment, Program Information Report (PIR), School Readiness Goals Report, and previous monitoring review results. The T&TA Plan is revised annually to fulfill the needs of the grant.

Continuous Improvement

The HS/EHS Program exemplifies an integrated system of services driven by data at every level: child, teacher, classroom, coach, school, and District. Supervisors, coaches, and classroom teachers use information from program quality assessment tools in individual classrooms as part of a continuous improvement cycle. Learning in the Head Start program is a process of continuous improvement focused on achieving clearly defined student and educator learning goals.

School Readiness Goals

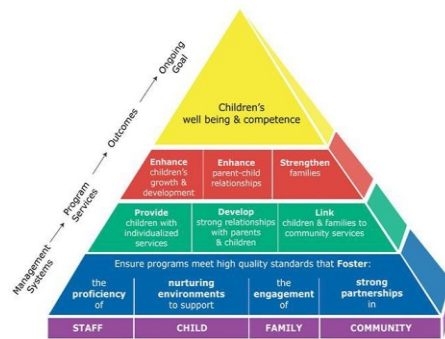
The District’s HS/EHS program established a School Readiness Team with representation from all HS staff service areas. This team worked collaboratively to develop school readiness goals and determined how each goal would be measured based on the prior year’s data. Once completed, all staff members and enrolled families were asked to provide input on the goals. As a result, the goals were revised and shared with all community members, Head Start staff, and governing bodies.

Data related to the goals and benchmark criteria is collected three times per year to document each child’s development and progress. This data is then utilized to individualize

instruction, determine teacher needs, and guide program-wide improvements. A School Readiness Goals Report is developed (baseline, mid-year, and end-of-year) to present the data in relation to the goals and benchmarks, determine progress, and identify program-wide trends. Program decisions and improvements are then made based on the data. The annual report is shared with all HS/EHS staff, parents, principals and approved by the Policy Council and the School Board.

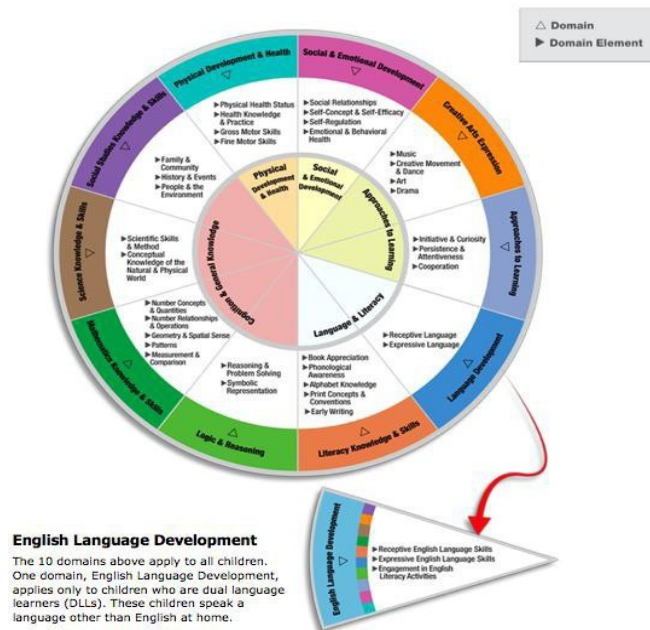
In EHS, the Teacher Specialist as well as the EHS Specialist, look at data from the Curriculum Fidelity Checklist, responsive care giving measure, and the ongoing assessment tool to determine the needs of each student and address those needs through continued individualized support. The data is analyzed to determine program-wide needs, which are then addressed through professional learning opportunities or changes within the program. Children’s development and progress is tracked across all essential domains.

Early Head Start Infant/Toddler Programs Framework



The Infant/Toddler Framework implemented in the EHS Program provides a guide to develop and implement support for the healthy growth and development of expectant families, babies and toddlers. Through the implementation of continuous and comprehensive child development and family support services, program staff build trusting and respectful relationships with families that integrate their values, beliefs, and caregiving practices. Trust and attachment are the context for learning and development in the five essential domains – physical and health, social and emotional, approaches to learning, cognition and general learning and language and literacy.

Head Start Child Development and Early Learning Framework

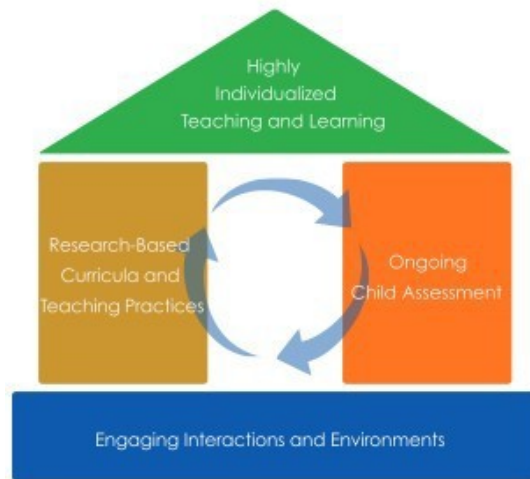


Effective implementation of early learning standards is crucial as it drives what teachers teach, what children learn, and which curricula and assessments are used to reflect all domains. The HS Early Learning and Developmental Framework (HSELDF) aligns with and builds from the five essential domains identified by the National Education Goals Panel (see inner circle) and identifies essential areas of learning and development. The Framework is used to guide curriculum, implementation, and assessment to plan teaching and learning experiences that align to goals and track children's progress across developmental domains (Office of Head Start, 2010).

For the effective implementation of this framework there must be:

- Aligned Standards and Curriculum Resources
- Interdisciplinary Instruction with Developmentally Appropriate Practices, Assessments, and Monitoring to ensure goals are met
- Comprehensive Professional Development: Continuum of professional learning for all stakeholders (District, Leadership, Instructional, Non-Instructional, Support, Parents, Community)
- Professional Learning Support: Behavior Specialists, Inclusion Specialists, Teacher Specialists, School Social Workers, Key Management Specialists, Coaches and Mentors, and Professional Learning Communities

Effective Practices and Ongoing Teacher Support



HS/EHS closely aligns with and follows the National Center on Quality Teaching and Learning's Framework for Effective Practices: Supporting School Readiness for All Children (2012a). The following information is taken directly from their guidance documents.

This house represents four integral elements of quality teaching and learning in the early childhood classroom: engaging everyday interactions with children (the foundation); choosing and implementing a strong curriculum (first pillar); using regular assessment of children's skills (second pillar), and individualized teaching (the roof).

These elements, when connected with one another, form a single structure that fosters children's learning and development and are integral to moving all children toward school readiness. At the foundation, teacher-child interactions are emotionally and instructionally supportive, and the well-organized classroom maximizes learning opportunities. The two pillars represent the linked nature of evidence-based curriculum and teaching strategies with ongoing child assessment. They connect and support the parts of the house- the components of effective everyday practice. The roof represents the highly individualized teaching and learning practices that are required for some skills or for some children to access, participate, and thrive in the preschool classroom. All four elements are interrelated and essential components of high-quality preschool practices for all children

Foundation: Engaging Interactions and Environments

Effective, engaging interactions and environments are the foundation for all learning in early childhood classrooms. High-quality preschool classrooms include a well-organized and managed classroom, social and emotional support, and instructional interactions and materials that stimulate children's thinking and skills.

Pillar 1: Research-based Curriculum and Teaching Practices

A high-quality, research-based curriculum provides learning goals and activities in key areas of children's development that reflect support for school readiness goals. A curriculum provides guidance on what to teach (content) and how to teach (learning experiences and teaching strategies). The content is drawn from current child development science, the interests and ideas of the children, and the values of the community. The HSELDF is an important resource for identifying the content of a program's early childhood curriculum.

Pillar 2: Ongoing Child Assessment

Ongoing assessment is integral to curriculum and instruction. The objective is to help children achieve school readiness and individual learning goals. Assessment information helps monitor progress — both for individual children and for the program as a whole. Assessment information needs to be valid, reliable, and useful so the results can inform curriculum and instruction. Systematic, ongoing assessment provides valuable information on children's learning and helps inform curriculum planning and teaching across all Head Start Child Development and Early Learning Framework domains.

Specific connections to Broward County Public School's HS/VPK/EHS Program:

The BRIGANCE HS Screen III for 3 through 5-year-old children is used in all HS classrooms, the BRIGANCE III for 3 through 5-year-olds is used in all VPK classrooms and the BRIGANCE EHS Screen is utilized for all children birth to age 3. The tool measures children's progress over all developmental domains. Results enable teachers to plan developmentally appropriate, individualized instruction as well as measure and report children's progress.

The Devereux Early Childhood Assessment (DECA) is a social-emotional assessment used in all HS/EHS Classrooms with the children. Children who are identified as having concerns receive individualized services and are monitored throughout the year.

The EHS/HS School Social Workers provide the EHS/HS teachers with coaching, mentoring, and modeling of DECA classroom management strategies. "Student learning outcomes define equitable expectations for all students to achieve at high levels and hold educators responsible for implementing appropriate strategies to support student learning" (Learning Forward, 2012). Teaching Strategies GOLD is the selected assessment tool used to monitor children's progress in the HS/EHS classrooms. GOLD uses an ongoing, authentic process of assessing individual children's progress and serves as a key tool to planning appropriate learning experiences that respond to children's individual interests, learning styles, and abilities as well as provide information to parents about each child's level of development. The results from GOLD are compiled and scored three times a year. GOLD covers nine broad areas of development that encourage teachers and instructional aides to focus on the whole child and are most predictive of school success. These areas are Social/Emotional Development, Physical Development, Cognitive Development, Language Development, Literacy, and Math. Each area of GOLD is aligned with the HSELDF and the Florida Early Learning Developmental Standards (FLEDS) Birth – 5.

The Roof: Highly Individualized Teaching and Learning

Young children vary widely in their skills, knowledge, backgrounds, and abilities. Teaching has to effectively reach all children regardless of their abilities and disabilities. Effective instruction for all children requires specialized teaching and learning opportunities to access, participate, and thrive in the preschool classroom. Effective teachers are sensitive and skilled in interactions; they use ongoing formative assessment of each child's skills to plan instruction; and they choose and use curricula and activities that engage all children, regardless of their strengths or needs. Individualizing instruction helps ensure effective teaching and learning for all children across the Head Start Child Development and Early Learning Framework domains.

High-Quality Teaching and Learning Classroom Assessment Scoring System (CLASS)

The Classroom Assessment Scoring System (CLASS™) is a tool used to assess the quality of teacher-child interactions in Head Start three- and four-year-old classrooms. CLASS™ includes three domains of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Dimensions within each domain capture specific details about explicit teacher interactions with children that have been found to have a positive effect in student outcomes. These dimensions are based on developmental theory and research suggesting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood classrooms. In Early Head Start classrooms, the Infant/Toddler CLASS is utilized to assess the quality of teacher-child interactions. The Infant CLASS is divided into four domains that include: Relational Climate, Teacher Sensitivity, Facilitated Exploration, and Early Language Support. This tool is primarily used in classrooms serving children 15 months or younger but can be used in classrooms serving up to 18 months old. The Toddler CLASS is used in classrooms that serve children 15-36 months old. There are 2 domains and a total of 9 dimensions in the Toddler CLASS: Emotional and Behavioral Support (Positive Climate, Negative Climate, Teacher Sensitivity, Regard for Child Perspective, and Behavior Guidance) and Engaged Support for Learning (Facilitation of learning and Development, Quality of Feedback, and Language Modeling).

Curriculum Fidelity Checklist

In accordance with Section 1302.32(a)(2) of the Head Start Program Performance Standards, a program must support staff to efficiently implement curricula and at a minimum monitor curricular implementation and fidelity, and provide support, feedback, and supervision for continuous improvement of its implementation through the system of training and development. The Curriculum Fidelity Tool is completed in each EHS /HS/VPK/ classroom to determine the extent that the curriculum is being implemented as intended and the environment is conducive to high-quality instruction. The Curriculum Fidelity Tool is used as part of the ongoing improvement process. Data from the tool is utilized to support teachers, purchase materials, plan professional learning, provide instructional coaching, and targeted coaching, and overall program improvement.

Coaching Plan

Used as a vehicle to drive meaningful, goal oriented professional development, aggregated and analyzed data from CLASS, Teaching Strategies GOLD, and the Curriculum Fidelity Checklist determines areas of focus, assists teachers in differentiating large group and small group topics, and supports individualizing activities to meet the needs of each child. All data is taken into account when developing a Coaching Plan for each teacher and classroom. In HS/EHS, the Curriculum Supervisor, EHS Specialist, and HS/EHS Teacher Specialists review the CLASS results, Curriculum Fidelity Checklists, and student data to develop goals with the teacher and include them in their individual Coaching Action Plan. Child data is reviewed with the teacher to assist with individualization and the implementation of differentiated activities to meet the needs of the children across all domains. Program-wide student data is shared with teachers and utilized to revise professional development.

Coaching

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 from intensive coaching;
- (2) At a minimum, provide 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;
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- (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”.

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.

The Teacher Specialists completed the Professional Learning Series for Early Learning Coaches through The New Teacher Center. It provides a systems-based coaching model that supports teacher development. BCPS Credentialing was obtained through participation and completion of 8 modules designed to transform teaching and learning using research-based tools and methods for assessing, responding to, and advancing teaching practice. Portfolio coaching data was documented by each Teacher Specialist, it was evaluated by the Curriculum Supervisor and submitted to the Coaching and Induction Supervisor.

ChildPlus, our data management system, will be used to document coaching conversations and the use of protocols with teachers during one-on-one meetings. The Teacher Specialists will participate in quarterly coaching discussions to inform their practice, support teacher practice and child learning. Our department has identified a lead coach that will track and monitor the use of protocols with each teacher. In addition, the lead coach will facilitate coaching discussions and provide support in the field to all Teacher Specialists. The Curriculum Supervisor will share the data with the team to identify trends and areas of growth in the departments coaching model.

Professional Learning Communities

Professional Learning Communities (PLC's) enable teachers to identify and focus on improving their own teaching practices and provide an opportunity to examine the impact that high-quality strategies have on student learning. Strong collaborative relationships among teachers promote school change beyond the classroom (Darling-Hammond, Wei, Andree, Richardson, & Stelios, 2009). These relationships coupled with the sharing of effective teaching strategies are built through connected and sustained learning in the PLC's (NSDC, 2009). All HS teachers are encouraged to participate in their school-based PLC's as they are integral members of our PreK-12 system. Research shows that this type of collaborative learning produces strong, positive effects on learning outcomes. Through exploration of individual and collective experiences, teachers actively construct, analyze, evaluate, and synthesize knowledge and practices (Learning Forward, 2012).

Continuing the Career Pathway

“Any single professional learning activity is more likely to be effective in improving educator performance and student learning if it builds on earlier professional learning and is followed up with later, more advanced work to become a part of a coherent set of opportunities for ongoing professional learning” (Learning Forward, 2012).

The Early Learning Program is dedicated to the ongoing process of making teaching and learning visible. Staff conveys the need to use surface information to foster a deep understanding of teaching, learning, and assessment. “Visible teaching and learning occurs when learning is the explicit goal, when it is appropriately challenging, when the teacher and student both seek to ascertain whether and to what degree the challenging goal is attained, when there is deliberate practice aimed at attaining mastery of the goal, when there is feedback given and sought, and when there are active, passionate and engaging people participating in the act of learning” (Hattie, 2009). As part of the ongoing coaching process, a variety of professional learning opportunities are provided to HS/EHS teachers in order to support the notion of visible learning.

During each school year, all HS/EHS teachers are provided a Needs Assessment Survey to determine interests and needs. Based on the results of the Needs Assessment Survey, classroom observations, teacher, classroom, child data, and HS Program level data, professional learning opportunities are developed, implemented, and evaluated. To bridge the gap between knowledge and application, and integrate new ideas into practice, teachers need ongoing implementation and support that includes opportunities to deepen their understanding and address problems associated with practice (Learning Forward, 2012). The expected outcome of professional learning is change in educator practice and student learning as implementation support is sustained over time.

Coherence is important to the successful implementation of professional learning across the various knowledge and skills that teachers possess. It ensures that professional learning is a part of a seamless process that begins in the preparation program and continues throughout an educator's career and aligns tightly with the expectations for effectiveness defined in performance standards and student learning outcomes (Learning Forward, 2012). Professional learning is aligned to student learning outcomes and is designed to engage teachers in practices they are expected to implement within their early learning classrooms (Learning Forward, 2012).

Early Learning professional learning developers and facilitators ensure the process of ongoing learning is coherent and directly relates to developmentally appropriate practice while linking deliberate outcomes to the building of the foundation skills needed to be successful with the Florida Standards. Sustaining this focus from Pre-K and into K-3 is critical to positive student outcomes moving forward and ensuring students are well on their way to college and career readiness.

The following professional development outline has been developed to comply with HS Program Performance and Early Learning Developmental Standards and support the ongoing professional learning for teachers and assistants. Additional professional learning will be developed in alignment with this Master Plan as indicated by need and outcomes.

Professional Learning for HS/VPK Teachers, Teacher Assistants, Relief Paras and EHS CDA's and HS/EI Staff

1. Implementing GOLD in My Teaching Strategies (GOLD)
2. All About CLASS
3. Conscious Discipline
 - Intro to Conscious Discipline
 - Adult SEL Year Round
 - Conscious Discipline Show and Tell: Safety/Connection
 - Conscious Discipline Show and Tell: Problem Solving and Challenging Behaviors
 - Feeling Buddies
 - EHS: Start Strong: SEL Foundations and Resilience in Infants and Toddlers
4. Curriculum Fidelity Preschool Overview and Connections to Preschool Best Practices
5. Emergent Literacy in Preschool Classroom
6. Just the Basics for HS and VPK
7. Differentiation in Preschool
8. Preschool Mathematics
9. Teaching Strategies GOLD Inter-rater Reliability
10. English Language Learners in Preschool
11. I Did Not Sign Up for This : Levels of Prompting and Support for Challenging Behaviors & Inclusion
12. Devereux Early Childhood Assessment (DECA)
 - Preschool Overview
 - DECA Flip-It
 - DECA Advanced Planning
13. Keeping Interest Areas Interesting
14. PreK Positive Discipline and Guidance Strategies
15. PreK Healthy Helping Relationships
16. Empowering Change Through Motivational Interviewing
17. Safe Baby: Infants and Toddlers

Trauma-Based Courses:

1. Impact of Child Abuse and Neglect
2. SEL: Taming the Dragon
3. Brain Architecture

BVU:

1. Pre-K Teacher Time Series: Challenging Behaviors
2. Circle Time for Pre-K
3. Small Group Instruction in Pre-K
4. Social-Emotional Support
5. Pre-K Teacher Time Series: STEAM
6. Preschool Language and Conversation

Professional Learning for HS/VPK Teacher Assistants (TA) ONLY

1. TA DECA Strategies
2. TA Impact of Child Abuse
3. TA Healthy Helping Relationships
4. STEAM
5. GOLD Objectives
6. Implementing GOLD

Head Start/ Early Intervention Department Staff

1. Coaching Forum
2. Adult SEL & Resilience
3. SEL: Taming the Dragon
4. PreK Empowering Changes Through Motivational Interviewing

Collaboration for Professional Learning

The Early Learning program values productive collaborations around professional learning. Staff works collaboratively with other programs in the department and across District divisions to share capacity when providing professional learning opportunities and support to teachers and administrators. Teachers and Administrators are encouraged to participate in vertical, horizontal, and temporal discussions with colleagues in their immediate building as well as between schools and the community. Desired outcomes have been established for HS Teacher, HS Teacher Assistant, EHS Child Development Associate, and School-based Administrators. Indicators along a leveled continuum are provided. Indicators are based on the HS Performance Standards and Framework, the Classroom Assessment Scoring System, Florida's Assessment of Student Thinking (FAST) using STAR Early Literacy, and the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches.

Needs Assessment

All professional learning courses are aligned to state and program standards, the Head Start Child Development and Early Learning Framework, Marzano's Art and Science of Teaching Framework, Florida Standards, and the Florida Educator Accomplished Practices. Coaching is conducted as part of the implementation of new knowledge for the previously identified courses. Additional professional development topics are developed based on student and teacher data, program self-assessment, and audit/review findings. For the 22-23 school year, new topics have been added to our Master Plan based on program needs. The implementation and effectiveness of the new knowledge on the teacher's instructional practice, student achievement, and department goals will be monitored. In addition, Head Start/Early Intervention staff must comply with federal and state safety compliance mandates.

The HS/EI Department conducted 2 formal CLASS observations during the 21-22 school year for all Head Start classrooms. VPK hired an outside consultant to complete 1 formal CLASS

observation. Informal data was collected from our departments mini CLASS scores and Curriculum Fidelity tool. Data reflects growth and continues to remain on an upward trend. Analysis of the data indicates that the department provided additional support in all areas of the CLASS domains for the 21-22 school year. The CLASS observation data represented an increase in CLASS scores in all three domains. Our department will continue to add professional learning opportunities with a focus in the lower domain, Instructional Support. Teachers that participated in our professional learning sessions demonstrated the ability to integrate the skills learned into their daily routines and procedures. In addition, data was collected with GOLD, our online assessment platform, which positively impacted student learning.

During the 21-22 school year, coaching was conducted face to face and virtually (Teams) with all Head Start and VPK teachers. The Head Start/Early Intervention Department provides 1:1 teacher specialist coaching, related Canvas course resources and follow up professional learning implementation activities. The related Canvas course has assignments tied to content learned that participants need to complete to demonstrate mastery of the skills and objectives learned throughout the Professional Learning opportunities. The Teacher Specialists follow up in the field through our coaching model to assist with the implementation of skills learned to impact the classroom. A Curriculum Fidelity Tool is completed yearly for each Head Start and VPK classroom providing clear evidence that curriculum components are being successfully implemented.

The feedback provided from the LAB surveys teachers and teacher assistants indicated that the professional learning offered had a positive impact on their teaching practice. In addition, the feedback data from the professional learning opportunities fall into the “strongly agree category and agree category.” Overall, teachers are now able to apply the learning into their classroom; however, a small percentage of teachers indicate a need for further support. Support will be provided by Teacher Specialists and PD Specialists as needed to ensure that implementation of content learned is implemented successfully. Student achievement data is analyzed three times during the year to determine mastery of objectives and next steps in classroom instruction. Teachers have the knowledge to meet or exceed our Head Start Performance Standards and VPK State expectations. They are integrating the skills learned into the classroom as evidenced by their lesson planning and instructional strategies their children.

Desired Outcomes

Desired Outcomes and Performance Indicators

1. INDIVIDUAL – Head Start & VPK Instructional Staff & Teachers				
1.1 DESIRED OUTCOME: Promotes collaborative relationships and actively engages all children in a variety of learning experiences and settings.				
LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Responds to children’s individual academic or emotional needs • Supports positive peer and adult relationships • Helps children resolve problems and redirects challenging behavior effectively • Provides comfort, reassurance, and encouragement to children throughout the day • Emphasizes children’s interests, motivations, and points of view throughout the implementation of instruction • Works effectively with other adults at all times 	<ul style="list-style-type: none"> • Responds to children’s individual academic or emotional needs during the day • Supports positive peer relationships • Helps children resolve problems and attempts to redirect challenging behavior • Provides comfort, reassurance, and encouragement to children at times • Emphasizes children’s interests, motivations, and points of view • Works with other adults in the room most of the time 	<ul style="list-style-type: none"> • Shows awareness of children’s individual academic or emotional needs in the classroom • Supports positive peer relationships, although inconsistently • Helps children resolves problems • Provides comfort and reassurance to children • Emphasizes children’s interests and motivations • Works with other adults in the classroom some of the time 	<ul style="list-style-type: none"> • Recognizes characteristics of academic or emotional needs of young children • Identifies problem solving strategies • Provides comfort to children • Emphasizes children’s interests • Rarely works with other adults in the room 	<ul style="list-style-type: none"> • Fails to recognize children’s academic or emotional needs • Fails to interact with other adults in the classroom

1.2 DESIRED OUTCOME: Creates a safe classroom environment that promotes engagement in activities and opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Utilizes a daily schedule, learning centers, established routines, and sensitive and appropriate guidance strategies • Creates and maintains environments that are conducive to child learning (e.g. well-managed classrooms, quick and efficient transitions, full preparation for activities/lesson) • Enforces clear rules and expectations for behavior and effectively redirects misbehavior in a positive manner • Uses a variety of modalities and materials to effectively engage children and gain their attention to participate in activities • Focuses child’s attention toward learning objectives and purpose of lesson 	<ul style="list-style-type: none"> • Utilizes a daily schedule, learning centers, and established routines • Creates and maintains environments that are conducive to child learning • Enforces clear rules and expectations for behavior • Uses a variety of materials to engage children and gain their attention to participate in activities • Focuses child attention toward learning objectives and purpose of lesson 	<ul style="list-style-type: none"> • Utilizes a schedule, learning centers, and routines • Creates inviting environments • Establishes rules and expectations for behavior • Uses a limited number of materials to engage children in activities • Attempts to focus child’s attention toward learning objectives or purpose of lesson 	<ul style="list-style-type: none"> • Develops a schedule and routines • Identifies components of an inviting environment • Establishes rules • Provides materials to engage children that are not engaged and loses interest • Unable to focus children attention toward learning objectives and purpose of lesson 	<ul style="list-style-type: none"> • Fails to develop a schedule, centers, or routines • Fails to identify appropriate, engaging materials

1.3 DESIRED OUTCOME: Teachers are actively dedicated to providing high-quality instruction and effective learning experiences for all children.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Facilitates discussions and activities that encourage analysis and reasoning • Prompts children to explain their thinking and rationale for responses and actions • Provides opportunities for children to be creative or generate their own ideas and products • Links concepts and activities to one another, to previous learning, and child’s personal lives • Scaffolds for children who are having a difficult time understanding a concept, answering a question, or completing an activity • Encourages children efforts that increase child engagement and persistence • Asks many open-ended questions, participates in frequent 	<ul style="list-style-type: none"> • Implements activities that encourage analysis and reasoning • Prompts children to explain their thinking • Provides opportunities for children to be creative • Links concepts and activities to one another and to previous learning • Scaffolds for children who are having a difficult time understanding a concept, answering a question, or completing an activity • Encourages child efforts that increase children engagement • Asks many open-ended questions, participates in frequent conversations, and repeats or expands children responses 	<ul style="list-style-type: none"> • Implements activities that encourage reasoning • Provides some opportunities for children to be creative • Links concepts and activities to one another • Provides little scaffolding to children • Encourages child efforts that increase their involvement • Asks open-ended questions, participates in few conversations, and repeats children responses 	<ul style="list-style-type: none"> • Identifies activities that encourage reasoning • Provides some opportunities for children to be creative • Identifies concept related activities • Identifies scaffolding strategies • Encourages child efforts that increase student involvement • Asks closed questions, and participates in few conversations 	<ul style="list-style-type: none"> • Fails to identify activities that encourage reasoning • Fails to provide opportunities for children to be creative or scaffolding • Fails to identify concept related activities • Ignores questions and responses and does not participates in conversations

conversations, repeats or expands children responses, and often uses advanced language with children				
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1.4 DESIRED OUTCOME: Standards, curricula, and assessments focus on both academic and social-emotional skills, are implemented with fidelity, and are aligned to create instructional coherence.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Analyzes formative and summative child assessment data to determine progress/growth and reflect on and improve teaching practices Analyzes data from diagnostic and screening assessments to identify children who need extra help and to meet the needs of each individual child Implements interdisciplinary lessons based on data, aligned with the curricular framework, addressing state standards and meeting federal requirements 	<ul style="list-style-type: none"> Analyzes formative and summative child assessment data to determine progress/growth Conducts diagnostic and screening assessments to identify children who need extra help Implements activities and lessons connected to the curricular framework, based on data and state standards 	<ul style="list-style-type: none"> Conducts formative and summative child assessments Conducts diagnostic and screening assessments Develops activities and lessons connected to the curricular framework and state standards 	<ul style="list-style-type: none"> Identifies appropriate formative and summative child assessments Identifies appropriate diagnostic and screening assessments Develops activities and lessons with a connection to the curricular framework or state standards 	<ul style="list-style-type: none"> Fails to identify appropriate formative, summative screenings and diagnostic child assessments Fails to identify connections to the curricular framework and standards

1.5 DESIRED OUTCOME: Current, relevant, and high-quality data from multiple sources are used to drive instructional decisions, create positive classroom environments, Conscious Discipline, increase teacher-child interactions, and improve student outcomes.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Analyzes data from progress monitoring to better understand children’s strength and needs • Incorporates and shares data during home visits and conferences with families • Uses data to improve the quality of classrooms, teacher-child interactions, and to differentiate instruction to improve child outcomes 	<ul style="list-style-type: none"> • Uses data from progress monitoring to identify children’s needs • Incorporates data into home visits and conferences with families • Uses data to improve the quality of classrooms, teacher-child interactions, and improve child outcomes 	<ul style="list-style-type: none"> • Uses progress monitoring to identify children’s needs • Incorporates data into home visits and conferences with families Uses data to improve the quality of classrooms, teacher-child interactions, and improve child outcomes 	<ul style="list-style-type: none"> • Implements progress monitoring tools • Conducts home visits and conferences with families with limited data • Uses limited data to inform instruction 	<ul style="list-style-type: none"> • Fails to implement progress monitoring tools • Fails to conduct home visits and conferences based on data • Fails to use data to inform instruction

Data Collection Plan: Head Start & VPK Instructional Staff & Teachers			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> LAB Attendance and Feedback 	1x/workshop	<ul style="list-style-type: none"> PD Teacher Specialist Team
2. Participants' Learning	<ul style="list-style-type: none"> Pre/Posttests Canvas activities/interactions 	1x/workshop	<ul style="list-style-type: none"> PD Teacher Specialist Team
3. Organizational Supports	<ul style="list-style-type: none"> ChildPlus Coaching Protocols ChildPlus Interactions between Instructional Coach and Teacher 	Monthly	<ul style="list-style-type: none"> Department Lead Teacher Specialist Department Supervisors
4. Participants' Practice	<ul style="list-style-type: none"> ChildPlus Coaching Protocols ChildPlus Interactions between Instructional Coach and Teacher Canvas Classroom Assessment Scoring System (CLASS) 	Monthly	<ul style="list-style-type: none"> Department Lead Teacher Specialist Department Supervisors PD Teacher Specialist Team
5. Student Outcomes	<ul style="list-style-type: none"> GOLD Literacy Assessments Devereaux Early Childhood Assessment (DECA) 	3 Checkpoints per Year *Annual screening assessment	<ul style="list-style-type: none"> Department Lead Teacher Specialist Department Supervisors Instructional Facilitator

EHS/HS/VPK Teacher Assistants

All EHS/HS/VPK Teacher Assistants are required to develop a Professional Development Plan annually. The goals created in these plans, as well as other program data gathered (program self-assessment, ongoing child assessment, environmental implementation checklists, etc.) are analyzed by the HS Program to offer professional development in order to assist teacher assistants in the development of knowledge and skills to have a positive impact on children’s school readiness skills. HS Teacher Assistants support the teacher during daily interactions, lessons, activities, and routines. EHS Teacher Assistants are the primary caregiver in the infant/toddler classrooms and are provided intensive guidance and support from the EHS Teacher Specialist and Social Worker.

2. INDIVIDUAL – HS & VPK Teacher Assistants				
2.1 DESIRED OUTCOME: Supports the classroom teaching in promoting collaborative relationships, engaging all children in a variety of learning experiences and settings, and supporting the health and well-being of children/adults.				
LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Responsive to children, acknowledges children’s feelings or emotions, and helps children resolve problems • Redirects challenging behaviors effectively • Supports positive and respectful peer and adult relationships • Responds to children’s academic and emotional needs consistently • Works effectively with other adults in the classroom at all times 	<ul style="list-style-type: none"> • Responsive to children, acknowledges children’s feelings or emotions • Redirects challenging behaviors • Supports positive and respectful peer relationships • Responds to children’s academic and emotional needs • Works with other adults in the classroom most of the time 	<ul style="list-style-type: none"> • Responsive to children • Responsive to challenging behaviors • Supports positive peer relationships • Responds to children’s needs • Works with other adults in the room some of the time 	<ul style="list-style-type: none"> • Rarely responsive to children • Identifies characteristics challenging behaviors • Identifies strategies related to positive peer relationships • Aware of children’s needs • Rarely works with other adults in the room 	<ul style="list-style-type: none"> • Unresponsive to children or adults

2.2 DESIRED OUTCOME: Supports the classroom teacher in creating a classroom environment that promotes engagement in activities and opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Reinforces the classroom schedule and established routines consistently • Shows sensitivity and provides appropriate guidance strategies • Enforces clear rules and expectations for behavior • Redirects misbehavior in an appropriate manner 	<ul style="list-style-type: none"> • Reinforces the classroom schedule and established routines consistently • Shows sensitivity • Enforces clear rules • Redirects misbehavior 	<ul style="list-style-type: none"> • Reinforces the classroom schedule • Identifies appropriate guidance strategies • Enforces clear rules • Acknowledges misbehavior 	<ul style="list-style-type: none"> • Rarely reinforces the classroom schedule • Rarely shows sensitivity • Acknowledges misbehavior on occasion 	<ul style="list-style-type: none"> • Fails to reinforce the classroom schedule or routines • Fails to enforce rules • Fails to acknowledge misbehavior

2.3 DESIRED OUTCOME: Actively dedicated to support the classroom teacher in providing high-quality instruction and effective learning experiences for all children.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Facilitates discussions during activities with children that encourage analysis and reasoning • Links concepts and activities to one another, to previous learning. And children’s personal lives • Scaffolds for children who are having a difficult time understanding a concept, answering a question, or completing an activity • Offers encouragement of child efforts that increases their engagement and persistence • Asks many open-ended questions, participates in frequent conversations, repeats or expands student responses, often uses advanced language with children 	<ul style="list-style-type: none"> • Participates in discussions and activities with children that encourage analysis and reasoning • Links concepts and activities to one another, and to previous learning • Scaffolds for children who are having a difficult time • Offers encouragement of children ‘s efforts that increases child engagement • Asks open-ended questions, participates in conversations, repeats or expands child responses, and uses advanced language with children 	<ul style="list-style-type: none"> • Participates in discussions and activities with children • Links concepts and activities to one another • Scaffolds for children who are having a difficult time • Offers encouragement of children’s efforts that increases children involvement • Asks open-ended questions, participates in conversations and repeats or expands responses 	<ul style="list-style-type: none"> • Participates in teacher-led discussions with children • Identifies concepts taught through activities • Identifies scaffolding strategies • Offers encouragement of children’s efforts • Asks closed questions 	<ul style="list-style-type: none"> • Fails to interact during discussions • Fails to identify targeted concepts or scaffolding strategies • Fails to ask questions

2.4 DESIRED OUTCOME: Follow the guidance of the classroom teacher to implement standards, curricula, and assessments with fidelity.				
LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Collects a variety of data to support the documentation of children’s growth Implements interdisciplinary lessons aligned to the curricular framework and standards under the teacher’s direction 	<ul style="list-style-type: none"> Collects data to support the documentation of children’s growth digitally Implements lessons aligned to the curricular framework and standards under the teacher’s direction 	<ul style="list-style-type: none"> Uses technology to document skills Implements content-related lessons under the teacher’s direction 	<ul style="list-style-type: none"> Uses technology to document skills Supports related lessons 	<ul style="list-style-type: none"> Fails to collect data Fails to support lessons

2.5 DESIRED OUTCOME: Utilizes data from CLASS to support the teacher in positive teacher-child interactions that promote improved child outcomes and a positive learning environment				
LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> Demonstrates high-level characteristics in the three domains of CLASS, Emotional Support, Classroom Organization, and Instructional Support 	<ul style="list-style-type: none"> Demonstrates high-level characteristics in of two domains of CLASS 	<ul style="list-style-type: none"> Demonstrates mid-level characteristics in of two domains of CLASS 	<ul style="list-style-type: none"> Demonstrates mid-level characteristics in one of domains of CLASS 	<ul style="list-style-type: none"> Has no knowledge of CLASS

Data Collection Plan: Head Start & VPK Teachers Assistants

Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> LAB Attendance and Feedback 	1x/workshop	<ul style="list-style-type: none"> PD Teacher Specialist Team
2. Participants' Learning	<ul style="list-style-type: none"> Pre/Posttests Canvas activities/interactions 	1x/workshop	<ul style="list-style-type: none"> PD Teacher Specialist Team
3. Organizational Supports	<ul style="list-style-type: none"> ChildPlus Coaching Protocols ChildPlus Interactions between Instructional Coach and Teacher 	Monthly	<ul style="list-style-type: none"> Department Lead Teacher Specialist Department Supervisors
4. Participants' Practice	<ul style="list-style-type: none"> ChildPlus Coaching Protocols ChildPlus Interactions between Instructional Coach and Teacher Canvas Classroom Assessment Scoring System (CLASS) 	Monthly	<ul style="list-style-type: none"> Department Lead Teacher Specialist Department Supervisors PD Teacher Specialist Team
5. Student Outcomes	<ul style="list-style-type: none"> GOLD Literacy Assessments Devereaux Early Childhood Assessment (DECA) 	3 Checkpoints per Year *Annual screening assessment	<ul style="list-style-type: none"> Department Lead Teacher Specialist Department Supervisors Instructional Facilitator

3. INDIVIDUAL – Early Head Start Child Development Associates

3.1 DESIRED OUTCOME: Promotes collaborative relationships, actively engages all children in a variety of learning experiences and settings, and supports the health and wellness of children and adults.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Responds to children’s academic and social needs consistently • Supports positive peer and adult relationships • Helps children resolve problems and redirects challenging behavior effectively • Provides comfort, reassurance, and encouragement to children throughout the day • Emphasizes children’s interests, motivations, and points of view throughout the implementation of instruction • Works effective with other adults in the classroom at all times 	<ul style="list-style-type: none"> • Responds to children’s academic and social needs • Supports positive peer relationships • Helps children resolve problems and attempts to redirect challenging behavior • Provides comfort, reassurance, and encouragement to children, at times • Emphasizes children’s interests, motivations, and points of view • Works with other adults in the classroom most of the time 	<ul style="list-style-type: none"> • Shows awareness of children’s academic and social needs • Supports positive peer relationships, although inconsistently • Helps children resolve problems • Provides comfort and reassurance to children • Emphasizes children’s interests and motivations • Works with other adults in the room some of the time 	<ul style="list-style-type: none"> • Shows awareness of children’s academic or emotional needs • Identifies problem solving strategies • Provides comfort to children • Emphasizes children’s interests • Rarely works with other adults in the room 	<ul style="list-style-type: none"> • Fails to recognize children’s academic or emotional needs • Fails to interact with other adults in the room

3.2 DESIRED OUTCOME: Creates a classroom environment that promotes engagement in activities and opportunities for children to set goals and persist in following through with their plans while acquiring new knowledge and skills through purposeful play.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Provides a well-planned, safe and healthy environment, with places for routines and experiences, spaces for each age group, and promotes development and learning • Provides a daily schedule that is flexible and adaptable to meet individual needs • Respects children’s biological rhythms and allows sufficient time and child-directed pacing for routines, play experiences, and transitions 	<ul style="list-style-type: none"> • Provides a safe and healthy environment, with places for routines and experiences, spaces for each age group, and promotes development and learning • Provides a daily schedule that is flexible • Respects children’s biological rhythms and allows sufficient time and child-directed pacing for routines, and transitions 	<ul style="list-style-type: none"> • Provides a safe and healthy environment, with places for routines and experiences • Provides a daily schedule • Allocates sufficient time and child-directed pacing for routines 	<ul style="list-style-type: none"> • Provides a safe and healthy environment, • Identifies essential components of a daily schedule • Identifies appropriate routines and experiences for each age group 	<ul style="list-style-type: none"> • Fails to provide a safe environment, • Fails to identify components of a daily schedule and/or appropriate routines and experiences

3.3 DESIRED OUTCOME: Actively provides high-quality instruction and effective learning experiences for all children.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Supports children’s learning by guiding exploration, relating information to children’s lives and providing multiple opportunities for children to explore • Facilitates language development through conversations and modeling • Supports self-regulation through the use of four or more positive guidance strategies • Implements, at all times, the social-emotional foundation for learning through the development of secure attachments and trusting relationships with children 	<ul style="list-style-type: none"> • Supports children’s learning by guiding exploration, and providing multiple opportunities for children to explore • Facilitates language development through conversations and modeling • Supports self-regulation through the use of at least three or more positive guidance strategies • Implements, most of the time, the social-emotional foundation for learning through the development of secure attachments 	<ul style="list-style-type: none"> • Supports children’s learning by guiding exploration, and providing multiple opportunities for children to explore • Facilitates language development through conversations and modeling • Supports self-regulation through the use of at least two or more positive guidance strategies • Implements, some of the time, the social-emotional foundation for learning through the development of secure attachments 	<ul style="list-style-type: none"> • Identifies strategies to support children’s learning • Expands language by asking questions • Identifies positive guidance strategies to build the foundation for learning 	<ul style="list-style-type: none"> • Fails to identify strategies to support children’s learning and language development • Fails to identify positive guidance and social-emotional strategies

3.4 DESIRED OUTCOME: Standards, curricula, and assessments focus on both academic and social-emotional skills, are implemented with fidelity, and are aligned to create instructional coherence.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Analyzes data from diagnostic and screening assessments to identify children’s individual needs • Selects and implements appropriate learning routines and activities for infants/toddlers • Uses formative and summative child assessments to reflect on and improve teaching practices 	<ul style="list-style-type: none"> • Uses diagnostic and screening assessments to identify children individual needs • Selects appropriate learning routines and activities for infants/toddlers • Uses formative and summative child assessments to reflect on their teaching practices 	<ul style="list-style-type: none"> • Conducts diagnostic and screening assessments with fidelity • Identifies appropriate learning routines and activities for infants/toddlers • Identifies formative and summative child assessments 	<ul style="list-style-type: none"> • Identifies diagnostic and screening assessments • Identifies appropriate learning routines and activities for infants/toddlers 	<ul style="list-style-type: none"> • Fails to identify diagnostic and screening assessments • Fails to identify appropriate routines and activities for infants/toddler

3.5 DESIRED OUTCOME: Current, relevant, and high-quality data from multiple sources are used to drive instructional decisions, create positive classroom environments, increase teacher-child interactions, and improve infant/toddler outcomes.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<ul style="list-style-type: none"> • Uses progress monitoring tools to understand children’s strength and needs • Incorporates and shares data during home visits and conferences with families • Uses data to improve classroom quality, teacher-child interactions, and differentiate instruction to improve child outcomes 	<ul style="list-style-type: none"> • Uses progress monitoring tools with fidelity • Shares data during home visits and conferences with families • Uses data to improve classroom quality and teacher-child interactions 	<ul style="list-style-type: none"> • Implements progress monitoring tools • Conducts home visits and conferences with families but lacks data focus • Uses data to improve classroom quality 	<ul style="list-style-type: none"> • Identifies effective progress monitoring tools • Conducts home visits and conferences Collects a variety of data 	<ul style="list-style-type: none"> • Fails to identify progress monitoring tools • Fails to conduct home visits or conferences • Fails to collect data

Data Collection Plan: Early Head Start Child Development Associates (CDAs)			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	<ul style="list-style-type: none"> LAB Attendance and Feedback 	1x/workshop	<ul style="list-style-type: none"> PD Teacher Specialist Team EHS Teacher Specialist
2. Participants' Learning	<ul style="list-style-type: none"> Pre/Posttests 	1x/workshop	<ul style="list-style-type: none"> EHS Teacher Specialist Team Department Supervisors
3. Organizational Supports	<ul style="list-style-type: none"> ChildPlus Coaching Protocols ChildPlus Interactions between Instructional Coach and Teacher 	Monthly	<ul style="list-style-type: none"> EHS Teacher Specialist Department Supervisors
4. Participants' Practice	<ul style="list-style-type: none"> ChildPlus Coaching Protocols ChildPlus Interactions between Instructional Coach and Teacher Classroom Assessment Scoring System (CLASS) 	Monthly	<ul style="list-style-type: none"> EHS Teacher Specialist Department Supervisors
5. Student Outcomes	<ul style="list-style-type: none"> GOLD Devereaux Early Childhood Assessment (DECA) 	3 Checkpoints per Year	<ul style="list-style-type: none"> EHS Teacher Specialist Department Supervisors Instructional Facilitator

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
<ul style="list-style-type: none"> • Head Start and VPK Instructional Staff and Teachers • Teacher Assistants • Early Head Start Child Development Associates 	<ul style="list-style-type: none"> • Feedback forms in LAB– Identifying the progression of professional learning sessions throughout the school year at midpoint, capturing areas of growth and areas of needing improvement • Collection of participant concerns/comments during professional learning sessions 	<ul style="list-style-type: none"> • Feedback forms in LAB Align with program goals PD. Adult learning • Excel reports from Outlook Forms Survey • Collect all data from live training comments to create summary.
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
<ul style="list-style-type: none"> • Head Start and VPK Instructional Staff and Teachers • Teacher Assistants • Early Head Start Child Development Associates 	<ul style="list-style-type: none"> • Trainer will monitor learner understanding to determine if professional learning outcomes have been met • Participant complete pre/post assessments or Canvas assignments • Ongoing formative assessments during professional learning sessions 	<ul style="list-style-type: none"> • Canvas assignments and interactions through completion of each professional learning session.
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
<ul style="list-style-type: none"> • Head Start and VPK Instructional Staff and Teachers • Teacher Assistants • Early Head Start Child Development Associates 	<ul style="list-style-type: none"> • ChildPlus Coaching Protocols • CLASS Summaries • ChildPlus Teacher Contact Forms • Provide Department Snapshot to Principals 	<ul style="list-style-type: none"> • Analyzing Coaching Protocol trends and CLASS data to identify programmatic strengths and areas of need for professional learning • Excel reports from Outlook Forms Survey

Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
<ul style="list-style-type: none"> • Head Start and VPK Instructional Staff and Teachers • Teacher Assistants • Early Head Start Child Development Associates 	<ul style="list-style-type: none"> • ChildPlus Coaching Protocols • CLASS Summaries • ChildPlus Teacher Contact Forms • Provide CLASS/ Marzano crosswalk to principals 	<ul style="list-style-type: none"> • Analyzing Coaching Protocol trends and CLASS data to identify programmatic strengths and areas of need for professional learning • Excel reports from Outlook Forms Survey • Review of CLASS summaries • Snapshot Data • LAB Survey Results
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
<ul style="list-style-type: none"> • Head Start and VPK Instructional Staff and Teachers • Teacher Assistants • Early Head Start Child Development Associates 	<ul style="list-style-type: none"> • GOLD 3 Checkpoints per Year 	<ul style="list-style-type: none"> • End of Year School Readiness Report

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