



BSACAP Mentor-Coaching Plan

Applies to programs: Johnson, Magoffin, Martin, Model City, Paintsville City

This plan was developed in accordance with HS Program Performance Standards 1302.92(c).

The BSACAP Head Start program will begin implementing the contents of this Coaching Plan during the 2017-18 school year.

The Big Sandy Area Community Action Program believes in the benefits of ongoing professional development that focuses on the strengths and weaknesses of each individual staff member. In regards to teaching staff, our goal is to identify teachers who are struggling in a particular area and provide useful support in a way that will foster growth and improvement. All teachers possess their own unique teaching style and it is our goal to enhance their abilities with observation, feedback, and instruction.

In order to assure that we are focusing intensive support on the teaching staff that would benefit the most, we wanted to create a list of criteria that could be used to rank each classroom teaching team and analyze the results. The first step was to have a meeting with grantee management staff and share ideas on what criteria should be used. The result was a “ranking system” document that took into account several different measures that would be considered “quality indicators” in our view. The following criteria was used in this ranking system:

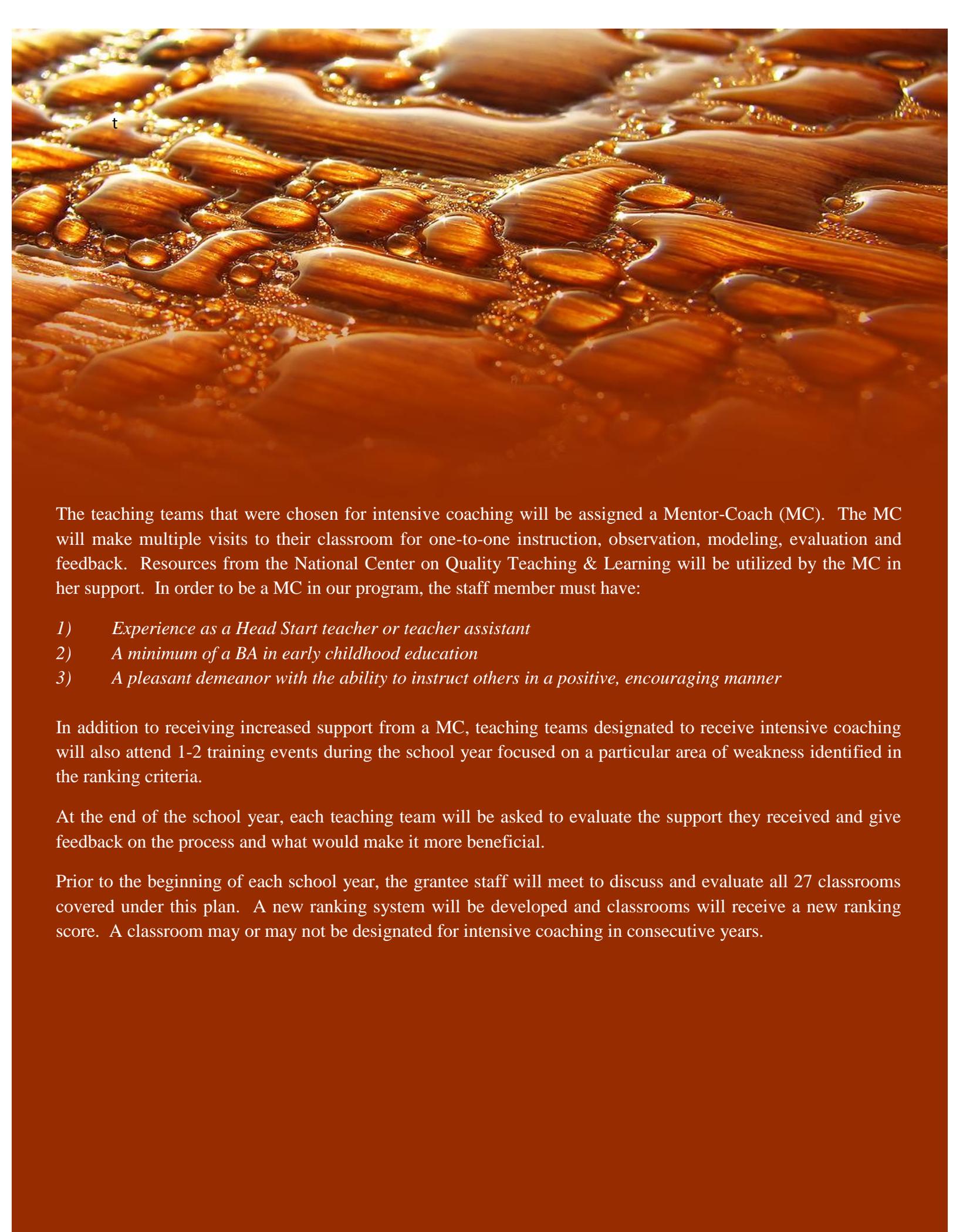
- *Negative/positive results from each of the classroom observation reports completed by Team Managers*
- *Teamwork by the teacher and teacher assistant (also determined by classroom observation report)*
- *Child attendance*
- *Negative/positive results from the most recent grantee record review of education folders*
- *CLASS scores*

Once the criteria was established and the ranking system was put in place, all 64 classrooms/teaching teams in our program were evaluated and given a score based on a standardized scale. We then reviewed the results and designated the classrooms that could benefit from intensive coaching.

GOALS FOR INTENSIVE COACHING:

For teaching staff receiving intensive coaching, the following measurable goals will be achieved:

- Teaching teams will develop a positive working relationship that will benefit the children in their classroom
Indicator: Classroom observation results
- Teaching teams will work together to create written schedules for themselves so they will know their expected role each day
Indicator: Document showing specific roles for both teacher and assistant
- Each classroom will receive at least 4 visits during the year by their assigned Mentor-Coach and will receive feedback and recommendations on what was observed
Indicator: Visit documentation by Mentor-Coach
- Each classroom will increase their CLASS score by .3
Indicator: Overall CLASS scores showing a ranking of classrooms
- At least half of the classrooms will achieve 85% child attendance for the entire school year
Indicator: End of the year total class attendance
- Each classroom will show fewer negative findings during the annual grantee record review in the area of education
Indicator: Classroom record review results sheet
- At least 2/3 of the teaching staff will indicate that the intensive coaching process was worthwhile to them as individuals
Indicator: End of the year survey
- At least half of the designated classrooms on the intensive coaching list will produce overall results that can allow them to progress off of the list during the following year
Indicator: Intensive coaching ranking sheet for 2018-19



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The teaching teams that were chosen for intensive coaching will be assigned a Mentor-Coach (MC). The MC will make multiple visits to their classroom for one-to-one instruction, observation, modeling, evaluation and feedback. Resources from the National Center on Quality Teaching & Learning will be utilized by the MC in her support. In order to be a MC in our program, the staff member must have:

- 1) *Experience as a Head Start teacher or teacher assistant*
- 2) *A minimum of a BA in early childhood education*
- 3) *A pleasant demeanor with the ability to instruct others in a positive, encouraging manner*

In addition to receiving increased support from a MC, teaching teams designated to receive intensive coaching will also attend 1-2 training events during the school year focused on a particular area of weakness identified in the ranking criteria.

At the end of the school year, each teaching team will be asked to evaluate the support they received and give feedback on the process and what would make it more beneficial.

Prior to the beginning of each school year, the grantee staff will meet to discuss and evaluate all 27 classrooms covered under this plan. A new ranking system will be developed and classrooms will receive a new ranking score. A classroom may or may not be designated for intensive coaching in consecutive years.