**NMCAA Early Head Start**

**Quarterly Coaching Report**

Coaching Cycle 2020-2021

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| **Professional Development Quarterly Reports** |  |
| 1st Quarter Data (Aug., Sept., Oct.) | 5 |
| 2nd Quarter Data (Dec., Jan., Feb.) | - |
| 3rd Quarter Data (March, April, May) | - |
| 4th Quarter Data (June, July, Aug.) | - |

**Professional Development Research Based Chosen Practices**

Eligible Child Family Specialists were required to design a professional development goal from a complied list of research-based practices from the NMCAA EHS home visiting curriculum; Parents as Teachers, and The Home Visit Rating Scales-Adapted & Extended (HOVRS-A+).

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| **Practices** | **Group** | **Individual** | **Intensive** |
| **PAT Practices** |  |  |  |
| I use a parent educator resource to choose at least 2 key points of language and literacy information to share (PAT #5) |  |  | 1 |
| I connected around a conversation from the previous visit that was focused on language and literacy. (PAT #9) | 1 | 1 |  |
| During language and literacy activities, I facilitate one or more parenting behaviors; Nurturing, Designing/guiding, Responding, Communicating, Supporting Learning. I facilitate one or more parenting behaviors; Nurturing, Designing/guiding, Responding, Communicating, Supporting Learning. (PAT #12) | 3 | 5 |  |
| I discuss the language and literacy domain at every visit.  (PAT #13) | 1 |  |  |
| At every visit, I review the content of the visit with the family (PAT #23) | 1 |  |  |
| I engage the family in the discussion of how the language and literacy portion of the visit went. (PAT #25) |  | 1 |  |
| **HOVRS Practices** |  |  |  |
| I get information from open-ended or follow-up questions and use the information to increase effectiveness of home visit when talking about language and literacy. (HOVRS #3.7) |  | 2 |  |
| During language and literacy activities, I encourage or reinforce and prompt positive parent-child interactions. (HOVRS #5.7) | 2 |  |  |
| I follow parent-suggested agenda and activities and provide additional related information to supplement activities when discussing language and literacy (HOVRS #6.7) | 1 |  |  |
| I emphasize parent-selected language and literacy activities and organize the home visit around them. (HOVRS #2.7) | 1 |  |  |
| I bring up issues respectfully and ask questions to help parent reflect on parenting when discussing language and literacy activities. (HOVRS #8.7) |  | 2 |  |

NMCAA EHS Internal Professional Development Trainings

**1302.92 Training and professional development.** (c) A program must implement a research-based, coordinated coaching strategy for education staff that (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;

Early Head Start Academy are designed to support new EHS staff with program and logistical support as well as topics that support school readiness goals.

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| --- | --- |
| **Date** | **Topic** |
| October 26th, 2020  1:00-3:00 pm  Via Zoom | -ELOF and TSGOLD  -Culture and Background Knowledge  -PAT Practices focused on Language and Literacy  -Virtual Visits |

**Fall 2020 Coaching Quarterly Updates**

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| **Group Professional Development Goals** |
| -9 Child Family Specialist (CFS) participated in the Group Professional Development Collaborative (GPDC).  -The GPDC meet bi-monthly in a group to design and discuss their individual goal progress. Partners were assigned to allow for more personal support.  -Goals were focused on Language and literacy as it is a School Readiness Focus.   |  |  | | --- | --- | | **Fall Quarter** |  | | August 31st, 2020 9:30-11:30 Via Zoom. | GPDC completed Shared Goal and Action Plan form. | | Between August and October | GPDC Staff completed check-in with GPDC partner | | October 26th, 2020 9:30-11:30 Zoom | GPDC completed Reflection and Feedback form. | |

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| **Individual Professional Development Goals** |
| -13 staff members participated in the Individual Professional Development Goal format.  -Goals were chosen from a list of PAT and HOVRS-A+ practices.  -Goals were focused on Language and literacy as it is a School Readiness Focus.  -Bi-monthly check-in with Coach.   |  |  | | --- | --- | | Shared Goal and Action Steps Completed | 13 | | Bi-Monthly Check-In’s Completed | 5 | | Professional Development Goals completed | 0 | |

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| **Comprehensive Practice Based Coaching (CPBC)** |
| * 1 staff chose Comprehensive Practice Based Coaching * Goal was chosen from PBC Needs Assessment form and focused around language and literacy as it is a school readiness focus. * Bi-weekly check-ins occur with a reflection on one specific family.  |  |  | | --- | --- | | Shared Goal and Action Step | Completed | | Bi-weekly check-Ins completed | 3 | |