

MASTER PLAN

Head Start/Early Intervention 2018

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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 students 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 students 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 at a minimum a Child Development Associate (CDA) credential or an Associate’s degree or higher provide educational services to students 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 and home-based options, which include services to pregnant women, teen mothers, children with disabilities, and siblings of HS preschool students. The center-based option is available during the regular school year. Center-based services are offered at three 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 to all new staff, consultants, and volunteers an orientation that focuses on, at a minimum, the goals and underlying philosophy of the program and on the ways they are implemented.
- 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 on 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 are focused 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; and,
 - iv. Include clearly articulated goals informed by the program's goals, as

described in §1302.102, and a process for achieving those goals; and,

- 5) 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.

d) 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

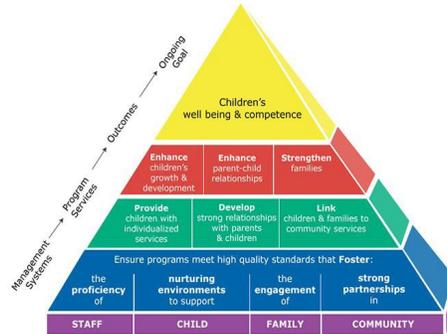
The District's HS/EHS program established a School Readiness Team with representation from all HS staff service areas. This team worked collaboratively to develop school readiness goals and determined how each goal would be measured based on the prior year's data. Once completed, all staff members and 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 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

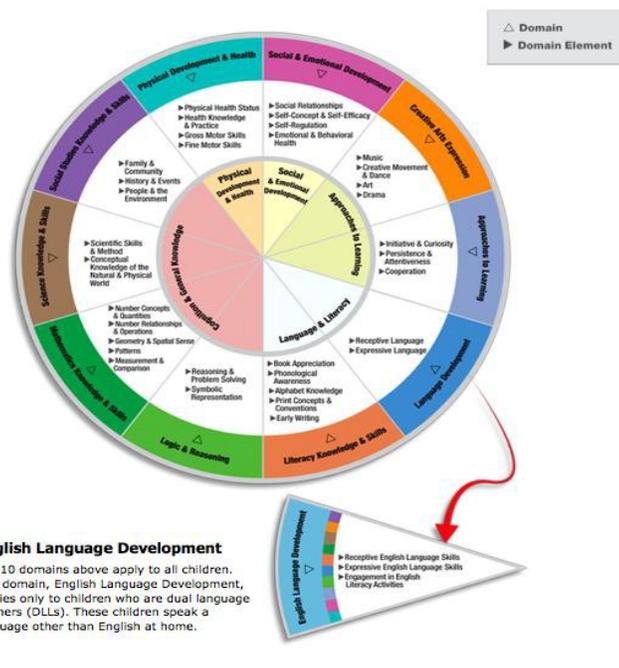
tool to determine the needs of each student and address those needs through continued individualized support. The data is analyzed to determine program-wide needs, which are then addressed through professional learning opportunities or changes within the program. Children’s development and progress is 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 supports 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 builds 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, cognitive and general learning and language and literacy.

Head Start Child Development and Early Learning Framework

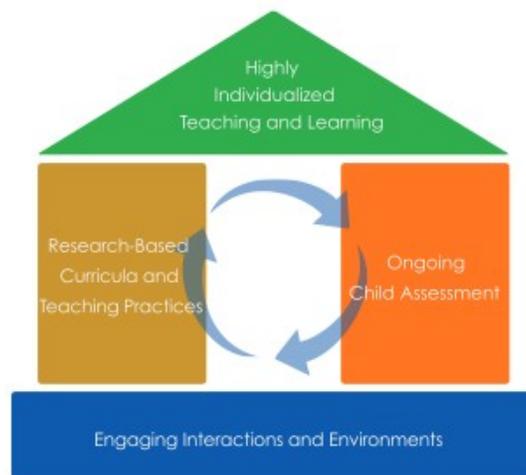


Effective implementation of early learning standards is crucial as it drives what teachers teach, what children learn, and which curricula and assessments are used to reflect them. The HS Early Learning and Developmental Framework (HSELDF) aligns with and builds from the five essential domains identified by the National Education Goals Panel (see inner circle) and lays out 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: Teacher Specialists, Social Workers, Key Management Specialists, Coaches and Mentors, Learning Communities

Effective Practices and Ongoing Teacher Support



HS/EHS closely aligns 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 every day 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 move 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 for 3 through 5-year-old students 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 students' progress over all developmental domains. Results enable teachers to plan developmentally appropriate, individualized instruction as well as measure and report students' progress.

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

The HS/EHS Social Workers provide the HS/EHS 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 (TSG) is the selected assessment tool used to monitor students’ progress in the HS/EHS classrooms. TSG 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 TSG are compiled and scored three times a year. TSG 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 TSG is aligned with the HS CDEL and the FLELDS Birth - 5.

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).

Home Visit Rating Scales – Adapted & Extended (HOVRS-A+)

The Home Visit Rating Scales – Adapted & Extended (HOVRS-A+) measure is designed to measure our home-based Early Head Start Parent Educators. This tool looks for a high level of excellence in home visiting practices. As our program strives to help parents support early development of their children in their homes, this tool helps Parent Educators provide the best possible interactions and guidance for parents to foster development in their children in the home. This tool consists of 7 scales: Home Visitor Responsiveness to Family, Home Visitor-Family Relationship, Home Visitor Facilitation of Parent-Child Interaction, Home Visitor Non-Intrusiveness/Collaboration with Family, Parent-Child Interaction During Home Visit, Parent Engagement During Home-Visit, and Child Engagement During Home Visit.

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 HS/VPK/EHS 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 and targeted coaching, and for 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 Plan. Student data is reviewed with the teacher to assist with individualization and the implementation of differentiated activities to meet the needs of the students 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 most from intensive coaching;
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 - (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 Professional Learning Series for Early Learning Coaches is designed to provide professional development to Teacher Specialists who serve as instructional coaches to teachers of pre-kindergarten students. The series, presented by New Teacher Center, consists of 8 modules designed to transform teaching and learning using researched-based tools and methods for assessing, responding to, and advancing teaching practice. It provides a systems-based coaching model that supports teacher development.

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).

Sustainability and the building of leadership capacity will be supported through Virtual Peer-Coaching Learning Communities. HS teachers will provide needed support and mentoring to peers through a virtual environment utilizing Adobe Connect or other technology. Virtual PLC cadres and Peer Coaches will be identified through the Needs Assessment Survey.

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.

At the beginning of 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, and student 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 changes 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 New Teacher Track – Foundations (Level I)*

1. Preschool Planning Essentials
2. Navigating and Utilizing Teaching Strategies GOLD
3. Classroom Assessment Scoring System (CLASS) Overview
4. Early Literacy in Pre-K
5. Sensorimotor Development, Math, and Science in Pre-K

Additional New Teacher Courses (Level 1)*

1. Beginning Teacher Series from the National Center for Quality Teaching and Learning
2. Teaching Strategies GOLD Inter-rater Reliability

*Completion of the five Foundations courses and two additional New Teacher courses will result in a Level I Qualification.

Returning Teacher Track – Intermediate (Level II)**

1. Teaching Strategies GOLD – Advanced
2. Instructional Support
3. Emotional Support
4. Classroom Organization
5. Building the Foundation for Florida State Standards
6. Alignment of the Florida Early Learning and Developmental Standards with the Head Start Child Development and Early Learning Framework
7. National Center for Quality Teaching and Learning Modules
 - Engaging Interactions and Environments
 - Highly Individualized Teaching and Learning
 - Ongoing Child Assessment

**Completion of all components at the Intermediate Level will result in a Level II Qualification. Teachers must already possess the Level I Qualification to obtain the Level II Qualification.

Returning Teacher Track – Advanced

1. Digging Deeper into the Foundation for Florida Standards
2. Teaching Strategies GOLD Inter-rater Reliability

Specialized Courses

1. Support in the Three-Year-Old Classroom
2. Application of Marzano’s Art and Science of Teaching in Pre-Kindergarten
3. Transitioning to Kindergarten
4. Child Development: Birth – Third Grade
5. Circle Time in Pre-K
6. Science for Pre-K
7. Positive Beginnings
8. Small Group in Pre-K

Mentor Teacher Track

- 21st Century Skills in Pre-K
- Effective Digital Lesson Planning
- Virtual Peer-Coaching Learning Communities

***Mentor Teacher Track courses or professional learning communities will be facilitated by HS Staff and HS Teachers who have demonstrated the knowledge and skills necessary to facilitate the specific course.

Professional Learning for HS/VPK Teacher Assistants

1. Screening, Assessment, and Ongoing Monitoring Support
2. Classroom Assessment Scoring System (CLASS)
3. Child Development: Birth – 5
4. Curricular Support
5. Classroom Management
6. Preschool Emotional Support
7. Pre-K Instructional Strategies

Professional Learning for EHS Child Development Associates

1. Navigating and Utilizing Teaching Strategies GOLD
2. Infant/Toddler Curricula
3. Infant/Toddler Mental Health
4. Infant/Toddler Screenings
5. Responsive Caregiving
6. Child Development: Birth – 3
7. Infant/Toddler Health
8. Infant/Toddler Planning Essentials

Professional Learning for School-Based Administrators

1. Child Development: Birth – Third Grade
2. Building the Foundation for Florida Standards
3. Classroom Assessment Scoring System Overview
4. Instructional Leaders Building a Strong Pre-K-Third Grade System
5. Application of Marzano's Art and Science of Teaching in Pre-Kindergarten

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. The implementation and resulting effectiveness of the new knowledge on the teacher's instructional practice, student achievement, and department goals will be monitored.

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. Virtual Peer-Coaching Learning Communities provide the structure for sustained collaboration and learning.

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, State of Florida VPK Assessment, and the Framework for Planning, Implementing, and Evaluating PreK-3rd Grade Approaches.

Desired Outcomes

Desired Outcomes and Performance Indicators

1. INDIVIDUAL - Head Start 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 emotional needs immediately *Supports positive peer and adult relationships *Helps children resolve problems and redirects challenging behavior effectively *Provides comfort, reassurance, and encouragement to students throughout the day *Emphasizes children's interests, motivations, and points of view throughout the implementation of instruction *Works effectively with other adults in the room at all times. 	<ul style="list-style-type: none"> *Responds to children's individual 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 students, at times *Emphasizes children's interests, motivations, and points of view. *Works with other adults in the room. 	<ul style="list-style-type: none"> *Shows awareness of children's individual emotional needs in the classroom *Supports positive peer relationships, although inconsistently *Helps children resolve problems *Provides comfort and reassurance to students *Emphasizes children's interests and motivations *Works with other adults in the room. 	<ul style="list-style-type: none"> *Recognizes characteristics of emotional needs of young children *Identifies problem solving strategies *Provides comfort to students. *Emphasizes children's interests *Interacts 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.

1.2 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
<p>*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/ lessons) *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 students and gain their attention to participate in activities *Focuses students' attention toward learning objectives and purpose of lesson.</p>	<p>*Utilizes a daily schedule, learning centers, and established routines *Creates environments that are conducive to learning. *Enforces clear rules and expectations for behavior *Uses a variety of materials to engage students and gain their attention to participate in activities *Focuses students' attention toward learning objectives or purpose of lesson.</p>	<p>*Utilizes a schedule, learning centers, and routines *Creates inviting environments *Establishes rules and expectations for behavior *Uses a limited number of materials to engage students in activities. *Attempts to focus students' attention toward learning objectives or purpose of lesson.</p>	<p>*Develops a schedule and routines *Identifies components of an inviting environment *Establishes rules *Provides materials to students that are not engaging and loses student interest *Unable to focus students' attention toward learning objectives or purpose of lesson.</p>	<p>*Fails to develop a schedule, centers, routines, or rules *Fails to identify appropriate, engaging materials.</p>

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 students to explain their thinking and rationale for responses and actions *Provides opportunities for students to be creative or generate their own ideas and products *Links concepts and activities to one another, to previous learning, and students' personal lives *Scaffolds for students who are having a difficult time understanding a concept, answering a question, or completing an activity *Encourages student efforts that increase student engagement and persistence. *Asks many open-ended questions, participates in frequent conversations, repeats or expands student responses, and often uses advanced language with students. 	<ul style="list-style-type: none"> *Implements activities that encourage analysis and reasoning *Prompts students to explain their thinking *Provides opportunities for students to be creative *Links concepts and activities to one another and to previous learning *Scaffolds for students who are having a difficult time understanding a concept, answering a question, or completing an activity *Encourages student efforts that increase student engagement *Asks open- ended questions, participates in conversations, and repeats or expands student responses. 	<ul style="list-style-type: none"> *Implements activities that encourage reasoning *Provides some opportunities for students to be creative *Links concepts and activities to one another *Provides little scaffolding to students *Encourages student efforts that increase student involvement *Asks open- ended questions, participates in few conversations, and repeats student responses. 	<ul style="list-style-type: none"> *Identifies activities that encourage reasoning *Provides some opportunities for students to be creative. *Identifies concept-related activities *Identifies scaffolding strategies *Encourages student 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 students to be creative or scaffolding *Fails to identify concept-related activities *Ignores questions and responses and does not participate in conversations.

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
<p>*Analyzes formative and summative child assessment data to determine student progress/growth and reflect on and improve teaching practices</p> <p>*Analyzes data from diagnostic and screening assessments to identify children who need extra help and meet the needs of each individual child</p> <p>*Implements interdisciplinary lessons based on data, aligned to the curricular framework, addressing state standards, and meeting federal requirements.</p>	<p>*Analyzes formative and summative child assessments to determine student progress/growth</p> <p>*Conducts diagnostic and screening assessments to identify children who need extra help</p> <p>*Implements activities and lessons connected to the curricular framework, based on data and state standards.</p>	<p>*Conducts formative and summative child assessments</p> <p>*Conducts diagnostic and screening assessments</p> <p>* Develops activities and lessons connected to the curricular framework and state standards.</p>	<p>*Identifies appropriate formative and summative assessments</p> <p>*Identifies appropriate diagnostic and screen assessments</p> <p>*Identifies activities and lessons with a connection to curricular framework or standards.</p>	<p>*Fails to identify appropriate formative, summative, screening, and diagnostic child assessments</p> <p>*Fails to identify activities connection to the curricular framework and standards</p>

1.5 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 student outcomes.

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>*Analyzes data from progress monitoring to better understand children's strengths and needs</p> <p>*Incorporates and shares data during home visits and conferences with families</p> <p>*Uses data to improve the quality of classrooms, teacher-child interactions, and to differentiate instruction to improve student outcomes.</p>	<p>*Uses data from progress monitoring to identify children's needs</p> <p>*Incorporates data into home visits and conferences with families</p> <p>*Uses data to improve the quality of classrooms, teacher-child interactions, and improve student outcomes.</p>	<p>*Uses progress monitoring to identify children's strengths</p> <p>*Shares data results during home visits and conferences with families</p> <p>*Uses data to improve the quality of classrooms and teacher- child interactions.</p>	<p>*Implements progress monitoring tools</p> <p>*Conducts home visits and conferences with families based on limited data</p> <p>*Uses limited data to inform instruction.</p>	<p>*Fails to implement progress monitoring tools</p> <p>*Fails to conduct homes visits or conferences based on data</p> <p>*Fails to use data to inform instruction.</p>

HS/EHS Teacher Assistants

All HS/EHS 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 students' 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 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 behavior 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 room at all times. 	<ul style="list-style-type: none"> *Responsive to children, acknowledging their feelings or emotions *Redirects challenging behavior *Supports positive and respectful peer relationships *Responds to children's academic or emotional needs *Works with other adults in the room. 	<ul style="list-style-type: none"> *Responsive to children *Responsive to challenging behavior *Supports positive peer relationships *Responds to children's needs *Works with other adults in the room. 	<ul style="list-style-type: none"> *Rarely responsive to children *Identifies characteristics of challenging behavior *Identifies strategies related to positive peer relationships *Aware of children's needs *Interacts 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 a positive manner. 	<ul style="list-style-type: none"> *Reinforces the classroom schedule and established routines *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 students that encourage analysis and reasoning *Links concepts and activities to one another, to previous learning, and students' personal lives *Scaffolds for students who are having a difficult time understanding a concept, answering a question, or completing an activity *Offers encouragement of students' efforts that increases students' engagement and persistence *Asks many open-ended questions, participates in frequent conversations, repeats or expands student responses, and often uses advanced language with students. 	<ul style="list-style-type: none"> *Participates in discussions and activities with students that encourage analysis and reasoning *Links concepts and activities to one another and to previous learning *Scaffolds for students who are having a difficult time *Offers encouragement of students' efforts that increases students' engagement *Asks open-ended questions, participates in conversations, repeats or expands student responses, and uses advanced language with students. 	<ul style="list-style-type: none"> *Participates in discussions and activities with students *Links concepts and activities to one another *Scaffolds for students who are having a difficult time *Offers encouragement of students' efforts that increases students' involvement *Asks open-ended questions and repeats or expands student responses. 	<ul style="list-style-type: none"> *Participates in teacher-led discussions with students *Identifies concepts taught through activities *Identifies scaffolding strategies *Offers encouragement of students' 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 learning and growth digitally *Implements lessons aligned to the curricular framework and standards under the 	<ul style="list-style-type: none"> *Utilizes technology to document skills *Implements content-related lessons under the teacher’s direction 	<ul style="list-style-type: none"> *Utilizes 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 the CLASS to support the teacher in positive teacher-child interactions that promote improved student 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 the CLASS: Emotional Support, Classroom Organization, and Instructional Support. 	<ul style="list-style-type: none"> *Demonstrates high-level characteristics in two domains of the CLASS. 	<ul style="list-style-type: none"> *Demonstrates mid-level characteristics in two domains of the CLASS. 	<ul style="list-style-type: none"> *Demonstrates mid-level characteristics in one domain of the CLASS. 	<ul style="list-style-type: none"> *Has no knowledge of the CLASS.

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 emotional needs consistently *Supports positive peer and adult relationships *Helps children resolve problems and redirects challenging behavior effectively *Provides comfort, reassurance, and encouragement to students throughout the day *Emphasizes children's interests, motivations, and points of view throughout the implementation of instruction *Works effectively with other adults in the room at all times. 	<ul style="list-style-type: none"> *Responds to children's academic and emotional needs *Supports positive peer relationships *Helps children resolve problems and attempts to redirect challenging behavior *Provides comfort, reassurance, and encouragement to students, at times. *Emphasizes children's interests, motivations, and points of view. *Works with other adults in the room. 	<ul style="list-style-type: none"> *Shows awareness of children's academic and emotional needs *Supports positive peer relationships, although inconsistently. *Helps children resolve problems *Provides comfort and reassurance to students. *Emphasizes children's interests and motivations. *Works with other adults in the room. 	<ul style="list-style-type: none"> *Shows awareness of children's academic or emotional needs *Identifies problem solving strategies *Provides comfort to students. *Emphasizes children's interests *Interacts 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 materials that promote 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 and materials that promote 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 provides 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 4	LEVEL 3	LEVEL 2	LEVEL 1	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 *Supports 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 *Supports self-regulation through the use of at least three positive guidance strategies *Supports 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 *Expands language by asking questions and commenting *Supports self-regulation through the use of at least two positive guidance strategies *Identifies social-emotional strategies to build the foundation for learning. 	<ul style="list-style-type: none"> *Identifies strategies to supports children's learning *Expands language by asking questions *Identifies positive guidance strategies to build the foundation for learning *Identifies social-emotional 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
<p>*Analyzes data from diagnostic and screening assessments to identify children who need extra help and meet the needs of each child</p> <p>*Selects and implements appropriate learning routines and activities for infants/toddlers</p> <p>*Uses formative and summative child assessments to reflect on and improve teaching practices.</p>	<p>*Uses diagnostic and screening assessments to identify children who need extra help</p> <p>*Selects appropriate learning routines and activities for infants/ toddlers</p> <p>*Uses formative and summative child assessments to reflect on their teaching practices.</p>	<p>*Conducts diagnostic and screening assessments with fidelity</p> <p>*Identifies appropriate learning routines and activities for infants/ toddlers</p> <p>*Identifies formative and summative child assessments.</p>	<p>*Identifies diagnostic and screening assessments</p> <p>*Identifies appropriate learning routines for infants/toddlers.</p>	<p>*Fails to identify diagnostic and screening assessments</p> <p>*Fails to identify appropriate routines and activities for infants/toddlers.</p>

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
<p>*Uses progress monitoring tools to understand children's strengths and needs</p> <p>*Incorporates and shares data during home visits and conferences with families</p> <p>*Uses data to improve classroom quality, teacher-child interactions, and differentiate instruction to improve student outcomes.</p>	<p>*Uses progress monitoring tools with fidelity</p> <p>*Shares data during home visits and conferences with families</p> <p>*Uses data to improve classroom quality and teacher-child interactions.</p>	<p>*Implements progress monitoring tools</p> <p>*Conducts home visits and conferences with families but lacks data-focus</p> <p>*Uses data to improve classroom quality.</p>	<p>*Identifies effective progress monitoring tools</p> <p>*Conducts home visits or conferences</p> <p>*Collects a variety of data.</p>	<p>*Fails to identify progress monitoring tools</p> <p>*Fails to conduct home visits or conferences</p> <p>*Fails to collect data.</p>

Supporting School-Based Administrators

“The vision for Pre-K-Third grade approaches is to improve the quality and coherence of children’s learning opportunities, from the experiences they have before they enter the K-12 system and extending through elementary school” (Kauerz & Coffman, 2013). Standards for school and system leaders, like teacher standards, describe what effective leaders know and do so that every student and educator performs at high levels (Learning Forward, 2012). Pre-K-12 educational leaders who understand early childhood principles and practices are well-positioned to support and encourage policies and practices that promote alignment between early childhood education and elementary education (Geiser, Horwitz, Gerstein, 2013). “Ultimately, comprehensive Pre-K-Third grade approaches hold the potential to improve child outcomes and prevent or close the achievement gap” (Kauerz & Coffman, 2013).

The HS/EHS program works diligently and innovatively to provide ongoing support to ensure school-based administrators possess the necessary knowledge, skills, tools, and data to effectively close the achievement gap. This includes supporting external linkages and activities with community early learning facilities surrounding each elementary school. Coordinating high quality education and support from early childhood through the elementary grades offers a direct pathway to school improvement.

Mid-Year and End-of-Year Evaluation Plan		
Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teacher/TA	<p>Feedback forms in (MLP) (Formative) –How things are going to this point. Highlight the issues.</p> <p>Idea -Collection of Participant concerns/comments in live training</p>	<p>Feedback forms in (MLP) Align with program goals PD. Adult learning Survey Monkey /Forms/MLP</p> <p>Collect all data from live training comments to create summary.</p>
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teacher/Individual	<p>Trainer will monitor learner understand / complete checklist participant has met objectives.</p> <p>Participant complete “quiz”? Mind map? (Look inside PD for moments imbedding) Formative</p>	<p>Across all workshops how frequently did we reach our learning goals to ‘mastery’.</p>
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teacher/Individual	<p>Provide CLASS/ Marzano crosswalk to principals (Suggest looking at instructional practice guides from other departments) Recording / monitoring logs of Admin. Meetings /structured interview of concerns/ buy in and record it.</p> <p>Monitor adoption and “buy in” of Head Start/ VPK.</p>	<p>What information will help program improve to make PD more appropriate.</p> <p>Summary of logs .</p>
Level 4. Participants’ Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teacher/Individual	<p>Implementation checklist (observed)/ informal CLASS observation/coaches logs</p>	<p>CLASS (formal) Review implementation checklist for overall. (top 3 gaps used to drive PD).</p>
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Teacher/Individual	<p>TSG /APT (3 times year) 38 objectives</p>	<p>EYG report</p>

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