

PreK3/ECE Quality Improvement
Project
and
Marin Quality Counts

Participation Agreement,
Professional Development and
Application for Coaching Support

2019-2020

Marin County Office of Education
Early Childhood Education



Dear P3/ECE Quality Improvement Project and Marin Quality Counts Directors:

As we enter our 8th year of quality improvement activities intended to improve the quality of the programs in the P3/ECE Quality Improvement Marin project; and our 5th year as Marin Quality Counts, we are pleased to announce the following calendar of professional development and outline the coaching model and commitment.

Early in 2019, we surveyed more than 250 participants to inform and help us plan for the coming year. The results of these surveys reflect the professional development opportunities we are offering in the coming year. We encourage you to consider the goals for your sites, classrooms and staff, along with CLASS data, in your decision-making.

Professional Development:

Priority focus areas:

- 1) Trauma Informed Practices and Anti-Bias in Early Childhood Education
- 2) Teaching Pyramid Framework

The focus area participation is for whole classroom teams including program leads, and is by application only. These are intensive workshops over the course of the year, and require commitment from each classroom team member to transform beliefs and practices. *Stipends are available for these two focus areas or academic units.*

Both focus areas have a leadership component designed to provide site leaders (Supervisors and Directors) with an opportunity to explore practices and beliefs; and to share knowledge and skills to support implementation. Leaders are required to participate in every workshop, as well as specific coaching sessions. "Homework" activities assigned to all participants will require site leader's support to coordinate and ensure that time is designated to complete assignments.

Priority for acceptance to a focus area series considered along the following guidelines:

- Ability of entire teaching team, including Director or Supervisor, to commit to participation and implementation requirements outlined here and in the application.
- Classroom community needs
- Demonstrated commitment to professional development and implementation of quality improvement goals
- Date application received. Deadline is June 30th, 2019.
- Level of outside support and/or demands upon classroom staff and site.

Accountability and evidence of implementation required of each focus area. This may include a pre/post TPOT for the Teaching Pyramid Framework, a pre/post self-assessment related to Anti-Bias Education, formal and informal CLASS assessments.

Certificates of Completion, incentives and stipends provided to participants completing all required components of the trainings including 100% attendance to workshops, scheduled coaching sessions, completion of homework, reading assignments and evidence of implementation of new practices specific to trainings.

All ECE P3/QI and MQC participants are eligible to attend MCOE professional development opportunities outside of their focus area, free of charge, unless otherwise noted.

CLASS

Intro to CLASS is *required* of all PreK3/ECE and MQC participants. This workshop offered at MCOE on Saturdays or two evenings during the week in English and in Spanish.

(Online PreK or Infant-Toddler course available in Spanish or English through Teachstone for \$45.

<https://store.teachstone.com/introduction-to-the-class-tool-online-course/>)

PreK3/ECE QI classrooms and sites rated will be formally assessed with the CLASS assessment tool during the fall. The classroom Coach will provide an **informal CLASS** assessment during the spring to provide a pre and post assessment, upon request. This data will inform the PreK3/ECE QI project, and more importantly teaching staff practices.

Environmental Rating Scale

ECERS provided for rated sites, every other year. Data used to inform program and classroom practices and environments as well as rating.

Technical Assistance workshops on the ERS and CLASS are encouraged and available at MCOE and MC3.

Professional Development Stipend Eligibility:

Stipends are granted to participants who attend workshops during *non-work* hours (Typically, Saturdays and weeknights).

Requirements for stipends include, but are not limited to the following:

- Completion of the ECEQI/MQC stipend application by stated due date;
- Uninterrupted employment with classroom team for a minimum of 20 hours per week throughout the school year.
- Participation and attendance at all focus workshops.
- Participants who miss one session will receive a prorated stipend. Participants who miss more than one session are not eligible for stipend.
- Participants register with the Workforce Registry.
- Completion of pre-requisite workshops or courses as outlined in 2019-2020 Participation Agreement.

Academic Stipend Eligibility

Requirements for stipends include, but are not limited to:

- Completion of the ECEQI/MQC stipend application by stated due date;
- Participants register with the Workforce Registry.
- Completion of pre-requisite workshops or courses as outlined in 2019-2020 Participation Agreement.
- Completion of 3 to 6 academic units toward degree completion and/or permit obtainment.
- Education Plan signed by your college advisor.
- Completion of approved academic coursework with a grade of a C or better – transcripts required.
- Units must be degree applicable. Extended Education courses and CEUs do **not** qualify for the stipend.
- All courses must be verified with the MCOE ECE Professional Development Advisor **prior** to enrolling.

Intent to Participate

For optimal learning and sustainable change to take place, participation in the P3/ECE Quality Improvement Project or Marin Quality Counts requires an organizational commitment. Using a collaborative inquiry process, classroom participants, site leaders, coaches and the MCOE Professional Growth Advisor will determine together the Quality Improvement Plan for each classroom and participant in the project.

The "Commitment to Participate", must be completed, and signed by the Director of the ECE program applying to participate in the project.

Additionally, site directors must provide a complete list, including email addresses, and role in the classroom of all participating staff (site leaders, lead teachers, teachers and teaching assistants.) (See Appendix A).

Each participant must sign and return the ECE Teacher Acknowledgement (see Appendix B) indicating understanding of program requirements.

Coaching and access to approved professional development are contingent upon receipt of these documents

Commitment to Participate (Director/Site Supervisors)

All participating classroom staff and leadership must agree to the following:

ECE Quality Improvement Project	Marin Quality Counts Step 1, 2 or 3
We understand that we have the opportunity to participate in one of two FOCUS Areas that require that we submit an application by June 30th, 2019 .	We understand that we have the opportunity to participate in one of two FOCUS Areas that require that we submit an application by June 30th, 2019 .
We understand the program requirements and agree to participate fully in the ECE Quality Improvement Project.	We understand the program requirements and agree to participate fully in the Marin Quality Counts project.
To have one external formal and one informal (with coach) CLASS assessment per classroom during the school year to inform and implement CLASS teaching approaches. Formal CLASS: September - December 2020	(STEP 3 only) To have one external formal, during rating year , and/or one informal (with Coach) CLASS assessment per classroom during the school year to inform and implement CLASS teaching approaches.
To have First School EduSnap data collected by an external First School EduSnap data collector in each classroom in the fall and in the spring.	Not applicable
Partner with on-site coaching that uses data to inform and implement high quality early childhood education teaching practices as articulated in each classroom's "Goal and Action Plan".	To partner with on-site coaching and/or training & technical assistance that uses data to inform and implement high quality early childhood education teaching practices as articulated in each classroom's "Quality Improvement Plan".
To utilize information and data collected from the DRDP 2015 or TS GOLD, the ASQ, ASQ-SE to support family engagement and inform curriculum planning.	To utilize information and data collected from child observation and assessment tools and/or child health development and screening tools to support family engagement and inform curriculum planning.
Coaching, First School EduSnap data collection, TPOT and CLASS assessments paid for by the ECE QI, scheduled in collaboration with program site leadership.	Coaching, training & technical assistance, TPOT and CLASS assessments paid for by MQC, and scheduled in collaboration with program site leadership.
Leadership, site staff, coaches and ECMH consultants collaborate to support classroom staff in implementing professional development strategies to fidelity.	Leadership, site staff and coaches collaborate to support classroom staff in implementing professional development strategies to fidelity.
All education staff and leadership invited to participate in professional development from the options provided below.	All education staff and leadership invited to participate in professional development from the options provided below.

*I understand my commitment to participate and have completed Appendix A. It is included, along with Appendix B, with this signed agreement. **Deadline is June 30, 2019.***

Director's Signature

Title and Date

Director's Name (Print or type)

Appendix B

All participating teaching staff must complete and sign this form, keep one copy for yourself and return one copy to Carol Barton, ECE Project Coordinator at Marin County Office of Education.

ECE Quality Improvement Project and Marin Quality Counts Requirements - ECE Teacher Acknowledgement

I understand that my program is participating in the ECE Quality Improvement Project or Marin Quality Counts during the 2019-2020 school year. *The goal of these projects is to provide early childhood educators with knowledge, strategies, skills and support to provide high quality early childhood education to children and families in our community.* I understand that as a teacher involved in quality improvement, I have access to free professional development opportunities (see the attached list) and that I am responsible for the following:

1. New participants and all stipend applicants must complete (no later than December 31, 2019):
 - a. **CLASS Overview** at MCOE (see schedule attached).

****Documentation of previous participation in a CLASS training replaces this requirement.**

*****Each of these workshops are pre-requisite to ECE QI stipend eligibility.**

2. Work with assigned coach for up to four (4) hours each month on implementation of high quality teaching strategies and skills as outlined in this year's Quality Improvement Plan for your program and participation in selected professional development focus and/or coaching model. Applies to ECE QI participants only.
3. Participate in CLASS assessments of my classroom, scheduled at mutually agreed upon times between the CLASS assessor and the ECE program staff. Applies to ECE QI and MQC Step 3 participants only.
4. Welcome highly trained, external CLASS, ERS, TPOT, and EduSnap data collectors into my classroom for the purposes of collecting data.
5. I understand that CLASS, EduSnap, TPOT, and ERS data used to inform, improve or validate teaching practices in my classroom, and that the coach assigned to the staff in my classroom will support these efforts.
6. I understand that EduSnap data from my classroom given to the lead teacher in my classroom, but not to the coach or supervisors. Applies to ECE QI participants only.
7. I understand that I must register for workshops through MCOE's "Eventbrite" online registration program. <https://www.eventbrite.com/o/early-childhood-education-department-mcoe-9483353017>
8. In signing this document, I am acknowledging that I am aware of the ECE QI and MQC project participation requirements for 2019-2020.

Teacher Name (please type or print) _____

Job Title: _____ Classroom name or number: _____

Signature: _____ Date _____

APPLICATION TO PARTICIPATE IN **FOCUS** AREAS (Due June 30, 2019):

ANTI-BIAS and Trauma Informed Practices IN EARLY EDUCATION OR TEACHING PYRAMID FRAMEWORK

Program Name: _____ Site: _____
Director: _____ Supervisor: _____
Lead Teacher: _____ Lead Teacher: _____
Assistant Teacher: _____ Assistant Teacher: _____

Other Classroom staff (please include job title): _____

Please indicate preferred focus area (rank 1st and 2nd choice):

_____ Anti-Bias in Early Childhood Education _____ Teaching Pyramid Framework

As a classroom team, we:

1. Have read the Focus Area options for professional development for the 2018-2019 school year.
2. Understand that we are committing to attendance and full participation on the listed dates as well as to *implementing* new practices, and coaching support. **Note: Leaders attend both Leadership and Staff workshops.**
3. Understand that our program has made a commitment to pay teaching staff for five, 2 hour, out-of-classroom coaching visits.
4. Acknowledge the professional commitment for participation in the Teaching Pyramid or Anti Bias/Trauma in Early Childhood Education training and understand that stipends will be granted to participants who satisfy the requirements of the ECE QI or MCQ programs and who complete the training series as follows:

Focus Area #1: Anti-Bias and Trauma Informed Practices in Early Childhood Education – Series

Saturday, September 21 st ,	Trauma 101 Pre-requisite to Trauma & Anti-Bias	8:30 – 3:30
Saturday, October 12 th	Trauma Informed Practices Compassion Fatigue and Self Care	8:30 – 3:30
Saturday, November 9 th	Anti-Bias in Early Care and Education Living in a Diverse Society	8:30 – 12:30
Saturday, February 1 st	Anti-Bias in Early Care and Education Living in a Diverse Society Gender Awareness	8:30 – 12:30
Saturday, March, 21 st	Anti-Bias in Early Care and Education Living in a Diverse Society Abilities	8:30 – 12:30
Saturday, April 18 th	Anti-Bias in Early Care and Education Living in a Diverse Society	8:30 – 12:30

Anti –Bias and Trauma Informed Practice SERIES include:

- Coaching x 2 hours per session.
- Stipend eligible (see stipend application for details).
- Classroom teams expected to attend series sessions together for optimal implementation.

Focus Area #2: Teaching Pyramid Framework

Teaching Pyramid Framework All Staff: Fridays or Saturdays 8:30 – 4:00

September 13th or 14th
October 25th or 26th
December 13th and 14th
January 24th or 25th
March 6th or 7th

Teaching Pyramid Leadership Team: Thursdays 8:30 – 12:30pm

September 12th
October 24th
December 5th
January 23rd
March 5th
April 3rd

Teaching Pyramid Framework modules include:

- Coaching x 2 hours per module
- Saturday modules are stipend eligible (see stipend application for details)
- Leaders are required to participate in Leadership Teams and full day module trainings with classroom teams.
- Classroom teams expected to attend all modules together for optimal implementation

Leadership Development Workshops – Fridays 9:00 – 2:00 (*topics tentative*)

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| ○ Friday, September 20 th | TBD |
| ○ Friday, October 18 | Leading Anti Bias Early Childhood Programs – Equity Literacy |
| ○ Friday, November 8 | Leading Anti Bias Early Childhood Programs – Equity Literacy |
| ○ Friday, January 31 | Leading Anti Bias Early Childhood Programs – Equity Literacy |
| ○ Friday, March 20 | Leading Anti Bias Early Childhood Programs – Equity Literacy |
| ○ Friday, April 17 | Trauma Informed Leadership |

Please return completed application to: cbarton@marinschools.org or
ECE Department, Marin County Office of Education, 111 Las Gallinas Avenue, San Rafael, CA 9490

