

**University of Florida**  
**Anita Zucker Center for Excellence in Early Childhood Studies**  
**Embedded Instruction California Project**  
**2021-2022 Scope of Work**

The Anita Zucker Center for Excellence in Early Childhood Studies (AZCEECS) at the University of Florida will (a) provide ongoing implementation support and technical assistance to the DR Access Project focused on practice-based coaching, Embedded Instruction for Early Learning, and relevant universal and targeted teaching practices from the Pyramid Model; (b) work with the California Department of Education, Special Education Division (CDE-SED) and the DR Access Project to establish and implement ongoing quality assurance activities related to the above; and (c) collaborate with the CDE-SED and DR Access Project to conduct internal evaluation activities associated with the Embedded Instruction for Early Learning California (EI-CA) project from July 1, 2021 through June 30, 2022. Listed below are a summary of the major activities to be conducted during this contract year.

**1. Scale-Up Collaborative Planning Meetings with DR Access Project Staff and the CDE-SED**

- a. The DR Access Project staff will include: the research and development team, Training Manager overseeing statewide implementation, Statewide Implementation Specialist(s), and members of the Statewide Implementation Coach Cadre.
- b. AZCEECS and DR Access Project staff will develop an action plan and meet regularly to guide the sustainability and scale-up of EI-CA.
- c. AZCEECS will collaborate with CDE-SED and the DR Access Project to identify and on-board additional EI-CA participants.
- d. Products: meeting records, sustainability and scale-up plans, record of implementation support and technical assistance to the DR Access Project

**2. Leadership and Programmatic Supports**

- a. AZCEECS, in collaboration with CDE-SED and the DR Access Project, will provide an orientation for leadership representatives from participating EI-CA implementation sites focused on the evidence-base for EI-CA practices, implementation activities, requirements for participation, and site deliverables including data used to inform the internal evaluation. This orientation will take place in fall 2021.
- b. AZCEECS will support CDE-SED and the DR Access Project in planning for and facilitating monthly conference calls with the leadership representatives from each EI-CA implementation site from August 2021 to May 2022.
- c. AZCEECS will support CDE-SED and the DR Access Project with site-specific leadership calls as requested by CDE-SED or the DR Access Project.
- d. AZCEECS, in consultation with CDE-SED and the DR Access Project, will prepare guidance for leadership teams about how data can be used to inform coaching, instruction, and child outcomes.

- e. Products: Leadership Orientation presentation and handout, Resource Guide for Sustainability: EI CA

### 3. Leadership Development for Coaches and Administrators

- a. EI-CA Trainer-of-Trainers (TOT) seminars will be implemented in Fall 2021 and Winter 2022. The seminars will be conducted by AZCEECS and the DR Access Project. The purpose of these seminars will be leadership development for program leaders, including coaches and administrators. Throughout the TOT seminar series, program leaders from each EI-CA site will learn to use evidence-based professional development strategies to deliver content related to practice-based coaching (PBC) and effective practices to support inclusion (i.e., Embedded Instruction for Early Learning, and relevant universal and targeted teaching practices from the Pyramid Model).
  - i. Participants will learn how to prepare for, implement, and evaluate professional development events. They will participate in small group micro-teaching experiences with on-the-spot fidelity of implementation feedback and support.
  - ii. Participants will receive an EI-CA TOT certificate upon completion of all TOT seminars, submission of three videos of workshops they have conducted focused on relevant practices from practice-based coaching, Embedded Instruction for Early Learning, or relevant universal and targeted teaching practices from the Pyramid Model, and demonstration of average implementation fidelity of 80% or above on workshop fidelity checklists.
  - iii. Participants who need additional support to achieve fidelity of implementation of the workshop content will receive individualized supports from the DR Access Project in collaboration with the AZCEECS.
  - iv. Coaches and other program leaders providing professional development representing each implementation site will recertify annually by submitting three workshop videos focused on relevant universal and targeted teaching practices from the Pyramid Model, Embedded Instruction for Early Learning, or practice-based coaching demonstrating average implementation fidelity of 80% or above on workshop fidelity checklists.
  - v. AZCEECS will provide observer reliability training on the Teaching Pyramid Observation Tool (TPOT) for up to 35 persons in each session, including DR Access Project staff.
- b. AZCEECS, in collaboration with the DR Access Project, will provide professional development and feedback to coaches and other program leaders on effective supports for other coaches, including PBC implementation fidelity feedback.
  - i. AZCEECS will support coaches to code three videotapes of PBC implementation, demonstrating average implementation fidelity of 80% or above to master-coded PBC sessions.
- c. Products: TOT seminar materials, TOT fidelity of implementation checklist data, workshop fidelity data used to certify fidelity, TPOT checkout data to

certify observer reliability, master-coded videos, coach PBC fidelity feedback data

#### **4. Practice-Based Coaching (PBC) Training and Supports**

- a. AZCEECS will collaborate with and support the DR Access Project to ensure fidelity of implementation of coach calls, coach workshops, practice-based coaching sessions, and coach fidelity video observations by:
  - i. Revising the Practice-Based Coaching Manual adapted for use in California to align with the EI-CA focus on practice-based coaching, Embedded Instruction for Early Learning, and relevant universal and targeted teaching practices from the Pyramid Model
  - ii. Supporting the DR Access Project to plan for and facilitate Practice-Based Coaching workshops using the project-developed fidelity checklist and materials.
  - iii. Supporting the DR Access Project to plan for and facilitate two coaching calls per month from September 2021 to May 2022 using the project-developed planning template. Coach call topics will include: PBC strategies and fidelity of implementation, using TORSH to facilitate coaching and PLC activities, content knowledge related to Embedded Instruction for Early Learning, and relevant universal and targeted teaching practices from the Pyramid Model
  - iv. Using the project-defined criteria, score one PBC session video for each coach and provide ongoing quality assurance checks to monitor PBC implementation.
- b. Products: PBC workshop fidelity data, PBC meeting fidelity data, practice checklist

#### **5. Training and Support for Teachers**

- a. AZCEECS will support the DR Access Project to provide professional development for teachers focused on effective practices, including Embedded Instruction for Early Learning and relevant universal and targeted teaching practices from the Pyramid Model by:
  - i. Developing materials related to the relevant universal and targeted teaching practices from the Pyramid Model that support the implementation of embedded instruction.
  - ii. Maintaining and updating, as needed, asynchronous training materials housed on the EI-CA website platform and registering new participants to obtain user completion data and knowledge check data.
  - iii. Updating the Embedded Instruction Tools for Teachers website pages modified for use in California to enhance user speed and the capacity to collect data on the focus, frequency, and duration of user visits.
- b. Products: workshop materials, website analytic data

#### **6. Internal Evaluation and Reports**

- a. AZCEECS will collect and analyze data from EI-CA implementation sites to produce three quarterly reports and an annual report summarizing

- implementation efforts including technical assistance to the DR Access Project, coach and teacher professional development efforts, coaches' PBC fidelity of implementation, associated effects on teachers' implementation of embedded instruction practices as measured by the Embedded Instruction Practice Checklist, and social validity data.
- b. AZCEECS will develop transition plans to begin supporting the DR Access Project to participate in evaluation activities.
  - c. Products: 3 quarterly reports, 1 annual report, plan for transitioning evaluation activities to DR Access Project

## **7. Dissemination Activities**

- a. AZCEECS will work with CDE-SED, the DR Access Project, and implementation sites to identify appropriate state or national meetings, conferences, or publications and will support the development of proposals and dissemination of information about EI-CA.
- b. AZCEECS will collaborate with staff from the DR Access Project to make online assets available that illustrate the relationship between the DRDP(2015) and Embedded Instruction for Early Learning, and relevant universal and targeted teaching practices from the Pyramid Model
- c. AZCEECS will work with CDE-SED and the DR Access Project to support implementation sites to tell their Embedded Instruction Story, including information about their implementation of professional development, practice-based coaching, and the impact of these efforts on teacher's use of effective embedded instruction practices and child outcomes.
- d. Products: Proposals, presentation materials