

**PROFESSIONAL SERVICES AGREEMENT PSA14-117**  
**BETWEEN**  
**EARLY LEARNING COALITION OF MIAMI-DADE/MONROE, INC.**  
**&**  
**UNIVERSITY OF FLORIDA BOARD OF TRUSTEES**

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**ATTACHMENT 1**  
**Scope of Services**

**A. OVERVIEW AND OUTCOMES**

The University of Florida (UF) Lastinger Center for Learning's Certified Early Learning Coaching program offers an intense, job-embedded coaching program to develop the skills of Technical Assistance Specialist (TAS) and coordinators that will improve instruction in early learning centers and family child care homes. The certified coaches that emerge from this program can assist directors in creating a culture of learning and experimentation to energize early learning practitioners and promote collaborative work and discourse about effective instructional strategies.

The Certified Early Learning Coaching program will develop a cadre of skilled coaches across Miami early learning centers and family child care homes who have a strong grasp of highly effective instruction, aligned with the Classroom Assessment Scoring System (CLASS) framework, and work effectively with practitioners to improve their practice and child outcomes. The Certified Early Learning Coaching program content draws on the latest research and evidence-based practice from the CLASS evaluation tool, early learning research, and the work of noted scholars in early childhood education.

The Certified Early Learning Coaching program will provide The Early Learning Coalition of Miami-Dade/Monroe with:

- A cohort of skilled coaches with the tools to effectively model for and coach practitioners to improve instructional strategies based around CLASS in both infant/toddler and Pre-kindergarten(Pre-K) classrooms and enhance program quality.
- UF instructional specialists, who will co-facilitate training sessions with designated coaching staff to foster internal capacity for developing a pipeline of Early Learning Coaches for the future.
- Practical application of adult learning principles within a coaching structure that supports and enhances the work of practitioners and child outcomes.
- A comprehensive framework for effective instruction, aligned with CLASS.
- A common language of instruction that supports the development of coaches and practitioners across early learning centers and family child care homes.

**B. PROGRAM PARTICIPANTS**

The program participants will consist of two Quality Counts partners, Family Central, Inc. (FCI) and Florida International University (FIU), and the Early Learning Coalition's (ELC) family child care homes (FCCH) technical assistance team. The total of twenty-six (26) participants will consist of tenTAS and one coordinator from FIU and FCI, and four TAS from the ELC's FCCH technical assistance team.

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**C. PROGRAM COMPONENTS AND IMPLEMENTATION**

The University of Florida Lastinger Center for Learning in collaboration with The Early Learning Coalition of Miami-Dade/Monroe, will work to improve practitioner effectiveness and child outcomes by developing a cadre of Certified Early Learning Coaches through intensive professional development in the fall and a rigorous, guided field practicum.

**1. Intensive Induction into Classroom Observation:**

During a three-day immersion facilitated by the UF Lastinger Center for Learning staff members, including instructional specialists, participants will develop a shared understanding of the framework of effective teaching strategies, explore high impact instructional strategies, reflect on their individual coaching practice, learn the philosophy and mechanics of collaborative coaching, and learn strategies for supporting practitioners and directors.

The above mentioned program component will be implemented as follows:

February 24<sup>th</sup> to 26<sup>th</sup>, 2015: Three-Day Intensive Induction into Classroom Observation

- Explore CLASS instructional framework and develop a lens to coach based on the framework
- Establish criteria for effective coaching
- Establish an understanding of adult learning and change theory
- Investigate approaches to coaching early learning practitioners at both the infant/toddler and Pre-K levels
- Introduce conversation protocols as professional learning technology

**2. Director Forum:**

On a date to be determined, mutually agreed upon and preferably soon before or after the intensive induction into classroom observation, UF Lastinger Center for Learning staff will lead an induction for directors of the centers and family child care homes that the emerging coaches will serve. Directors will learn about the program and explore the role they may play in supporting the emerging coaches. They will learn how highly effective coaches serve as a powerful strategy to improve instruction and child outcomes.

**3. Observation Symposia:**

The 26 participants will attend six interactive, one-day sessions with their UF Lastinger Instructional Specialist. In these sessions, emerging coaches will utilize an inquiry approach to identify focus areas for improving their modeling, observation and coaching work. The UF Lastinger Instructional Specialist will provide support and constructive feedback to participants as they develop their skills in effective instruction, observation, collaborative planning and analysis, modeling, and Community of Practice development.

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The above mentioned program component will be implemented as follows:

Beginning as early as March 2015: Three One-Day Coaching Symposium Sessions (approximately every 4-6 weeks)

- Initial, internal coaching focused on improving one's own skills as a peer evaluator or coach
- Subsequent external coaching focused on developing the skills of early learning practitioners
- Video observation and analysis of coaching conversations and modeling
  - a. Performance Review. Participants will produce video clips of coaching conversations they have with practitioners. Using structures from their induction experience and ongoing Communities of Practice, they will review the clips with their partner and the UF Lastinger Instructional Specialist.

**4. Supervisors Forum:**

On a date to be determined, mutually agreed upon and preferably at the commencement of the observation symposia, UF Lastinger Center for Learning staff will lead a one-day reliability training for the supervisors of the emerging coaches. This reliability training will serve to equip the supervisors with the tools necessary to support the emerging coaches in the centers. The supervisors will spend time watching effective coaching videos and scoring the UF certified coaching rubric.

**5. UF Certified Coaching Online Platform: ongoing and utilized to compliment the observation symposia.**

- a. Communities of Practice. Participants will establish online Communities of Practice on a customized UF state-of-the-art online platform. In these communities, they will work with colleagues across the county to analyze and review their evolving observation and coaching skills.
- b. Online Resource Center. Participants will utilize an online forum to upload videos for analysis and to download resources to use with colleagues. They will have access to a user-friendly, interactive, online platform that will enhance participant learning and support cohort development into a cohesive regional team. Participants will need to be able to video themselves during coaching conversations and upload these videos to the website. It would be beneficial for all participants to have a tablet or mobile device with these capabilities.
- c. Portfolio Documentation and Certification. Participants will document their development in an electronic portfolio consisting of written reflections, video clips and reports on classroom observations and coaching conversations. UF Lastinger Center for Learning staff will review portfolios and during the final meeting of the cohort, successful participants will receive the UF Lastinger Certificate for Early Learning Coaches.

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**D. PRINCIPLES AND STRUCTURES**

As Certified Early Learning Coaching participants will observe, evaluate, and coach the work of practitioners in early learning centers and family childcare homes in support of improving child outcomes. Consistent with UF Lastinger Center for Learning programs, this initiative embodies the following set of core characteristics closely aligned with adult learning principles:

- Building learning partnerships and Communities of Practice within and across centers and family child care homes.
- Promoting collaborative learning and problem solving in Communities of Practice.
- Employing research-based design and implementation practices.
- Designing job-embedded learning to improve individual and group practice.
- Cultivating an inquiry stance that energizes practitioners and generates meaningful data to guide improvement.
- Using structured dialogue to analyze professional literature, design and plan events and solve complex practice problems.
- Providing a vibrant online platform for community building, resource sharing and distance learning.
- Modeling public sharing of practice to inform and inspire colleagues.
- Deep content knowledge is fundamental to strong teaching. Participants should possess strong content knowledge in their respective content areas.
- Successful completion of the Certified Early Learning Coaching Program provides certification in implementing observation tools, skills and strategies aimed at enhancing instruction and applied child outcomes.
- The certification programs are the starting points for continuous learning and skill refinement. Upon completing the certification program, participants will continue to expand and refine their skills in developing other practitioners to serve as Early Learning Coaches, attending particularly to developing adult-child interactions around the CLASS, using resources provided in the program and accessing follow-up learning opportunities offered by the UF Lastinger Center for Learning .

**E. DELIVERABLES**

1. Copies of any materials presented during the UF Coaching Certification sessions.
2. Copies of agenda, sign-in sheets, materials selection, and support-related communication.
3. Copies of any scheduled meetings with the Coalition's Director of Quality Counts/Implementation Manager or other Coalition employee.
4. A copy of a Final Report, which shall be a comprehensive report containing a current status and recommended next-steps, if any, on professional development, taking into consideration the facilitated sessions completed under the scope of work, and which shall incorporate all work performed and deliverables submitted.