



WASHINGTON
EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL



EARLY ACHIEVERS COACH MANUAL

Winter 2015



Washington State Department of
Early Learning



childcare quality & early learning
CENTER FOR RESEARCH AND PROFESSIONAL DEVELOPMENT
UNIVERSITY OF WASHINGTON

Table of Contents

Introduction	4
Support for Coaches	4
Transition from Level 2 to Coaching	5
Making Coach Assignments	5
Change of Coach	6
First Coach-Facility Meeting	6
Data Reports to Support Ratings Release	9
Ratings Dashboard	9
ERS Reports	11
Quality Improvement Plan (QIP)	11
Quality Improvement Plan Components	12
Goal Setting with SMART Action Plans	13
Goal and Action Planning Process	17
Additional Guidance on Creating QIP Goals and Action Plans	19
Sample Action Plans	20
Quality Improvement Award Spending and Tracking	21
Additional Coaching Support	22
Coaching Companion Tool	23
How to Set Up Your Account	24
Level 2 Coaching Services	25
Early Achievers Re-Rating Guidelines	25
Full Re-Rate Guidelines	26
The Early Start Act	26
WELS (Web-based Early Learning System)	27
Documenting in WELS	27
Types of Visits (And How to Document Them)	27
Linking Notes and Action Plans	28

WELS Notes.....	29
A Guide to Adding Coaching Notes in WELS.....	29
WELS Definitions (For Primary and Secondary Objectives in Coaching Notes).....	31
Troubleshooting WELS.....	34

Introduction

Welcome to Early Achievers Coaching! This manual is designed to be your go-to tool for guidelines and procedures related to the process of Coaching.

As a coach you will help providers:

- Partner in continuous quality improvement
- Understand and use Early Achievers ratings and assessment data
- Identify goals and make plans to achieve them
- Access resources to support achievement of goals

Tip: Throughout this manual you will see thumbnails of various forms you will use with child care providers. You can click the links below each thumbnail to print the forms. A comprehensive list of forms is available in the Glossary at the end of this manual.

Support for Coaches

As you begin your coaching journey, we hope this manual will support you in finding the answers and the resources you need. You also have access to ongoing supports, primarily from your regional Child Care Aware Supervisor and/or Regional Coordinator who will provide:

- One-on-one supervision and guidance on your coaching activities and practice
- Training on the Early Achievers Quality Standards
- One-on-one training and guidance on documentation and WELS
- Monthly facilitated reflective practice sessions with peers
- On-site guidance as needed
- Training and guidance on cross-cultural skills and communication

Coaches also will receive support from a coach consultant from Cultivate Learning at the University of Washington (<https://depts.washington.edu/cqel/>). The Coach Support Team exists within Cultivate Learning and works to train and provide ongoing professional development for Early Achievers coaches.

Additionally, the Coach Support Team works with Early Achievers coaches across Washington State to provide such supports as:

- Initial training on Washington's Coaching Model through the [Coach Framework](#) Training.
- Ongoing development in the form of:
 - Monthly webinars
 - Individual consultation
 - Periodic retreats
 - Intensive trainings (ERS and CLASS)
 - Communities of Practice

Coaches also receive ongoing support from Child Care Aware of Washington (CCA of WA), the Department of Early Learning (DEL) and other partner organizations through webinars and in-person professional development.

Transition from Level 2 to Coaching

Each of the six Child Care Aware of Washington regional offices follows different processes for caseload assignment, due to the wide range of skills and experience of Child Care Aware relationship-based professional development staff. In some regions there is a different Early Achievers staff person for each phase of the Early Achievers journey - Level 2, Rating Readiness Consultation and Coaching. In some regions coaches may also serve providers as Rating Readiness Consultants or as Technical Assistance Specialists. And in some regions a coach can serve all three roles, depending upon the needs of the providers and the skills and experience of each regional staff member. There are many variables that determine regional caseload management, such as demographics, language and content expertise.

Making Coach Assignments

Depending on the protocols in your region, you or your Regional Coordinator (RC) will contact a newly rated provider via phone or in-person to brief him or her on their rating and set the stage for coaching. You or your RC will document this process in WELS in the notes section within five business days. (See the WELS section of this manual for more details.) Once it has been established that the provider will move forward with coaching, ** a coach will be assigned in WELS by the regional CCA of WA agency. In order to lay the groundwork for a successful coaching relationship, the regional agency will consider several factors in matching a coach with a participant, such as:

- Language spoken by facility staff
- Coach caseloads
- Facility location in relation to the coach
- Coach experience with the environment of the facility (e.g. Center, FCC, HS/ECEAP, Montessori, dual language, etc.)

Once the assignment is made, a representative from your local CCA agency will notify the Director or Family Child Care Owner of their coach assignment, and will send a brief, introductory profile of the coach. (See the coach profile template below, available in English and Spanish.)

Print [Coach Profile–English](#)

Print [Coach Profile–Spanish](#)



WASHINGTON EARLY ACHIEVERS
Center for Research and Professional Development

Early Achievers Coach Profile

Below is a brief introduction to the coach who will be working with you including information to help you know how to get in touch with them. Feel free to share this information with your staff as applicable.

Name:	
Employed by:	
Email address:	
Phone # (office):	
Phone # (cell):	
Work Address:	
Early Childhood Education Work & Educational Experiences:	
Areas of Expertise:	
Personal Coaching philosophy:	

****NOTE:** If a facility appeals their rating, coaching services will be postponed until after the matter is resolved. Please refer to the 'Ratings Appeals' section of the [Operating Guidelines](#) for more details.

Change of Coach

If a provider's coach assignment changes for any reason, please support a smooth transition to a new coach by:

- Checking the provider's overall WELS data as soon as a reassignment is made. This will help get you up to speed as fast as possible.
- Scheduling time with the provider to reflect on their coaching process thus far.

In addition, ask your Regional Coordinator to notify CCA of WA's Program Manager for Coaching Services when a coach is no longer with the organization. Regional Coordinators must email QRIS@del.wa.gov for a coach's removal from the WELS system.

First Coach-Facility Meeting

Please plan to meet with a newly rated provider as soon as possible after rating, providing they decide to move forward with coaching services. The goal is for the first visit to happen within 30 days of ratings release, which is prior to the publication of the rating. In the first visit, you will:

- Review the [Early Achievers Services Agreement](#) with the facility director or owner, if necessary. The Early Achievers Services Agreement is currently available in [English](#), [Russian](#), [Somali](#) and [Spanish](#).
- Answer general questions about the ratings results. We suggest engaging in deeper dialog about ratings after the first visit, although oftentimes providers are eager to learn more about their rating results in their first visit. This is a great time to share the [Coaching brochure](#) currently available in [English](#), [Somali](#), and [Spanish](#).
- Lay the groundwork for goal setting in the Quality Improvement Plan (QIP).
- Start establishing the coaching relationship. The [Coach-Provider Relationship](#) form is a helpful tool you can use to guide this conversation with providers. There are other tools available to help you start your coaching journey off on the right foot. Some of these tools are available on the Cultivate Learning website (www.cqel.org), the Coaching

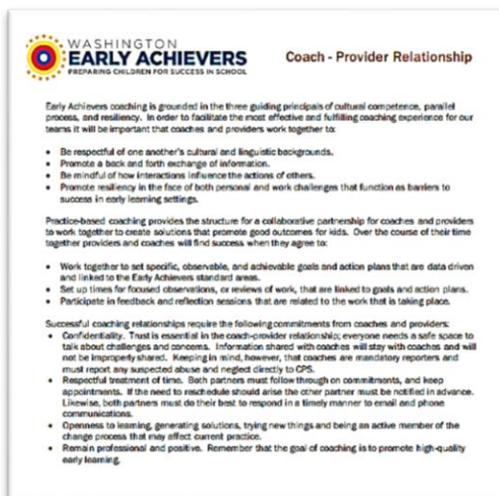
Companion website (<https://cqecoach.org/login>), the CCA of WA's website (<http://wa.childcareaware.org/>) and DEL's website (<http://www.del.wa.gov/>). Below you will find sample tools such as the [Rated Provider Participating in Early Achievers form](#). These are great conversation starters and can guide your Quality Improvement Plan conversation. For difficult situations with providers, you can reference the [Spotlighting a Concern template](#) for guidance.

- Discuss the Quality Improvement (QI) Award and the general parameters for spending and tracking it (twice yearly in June 1 and December 1). Award funds are distributed for eligible providers 30-60 days from the date that a facility's rating is issued. Refer to the [Operating Guidelines](#) for more information.

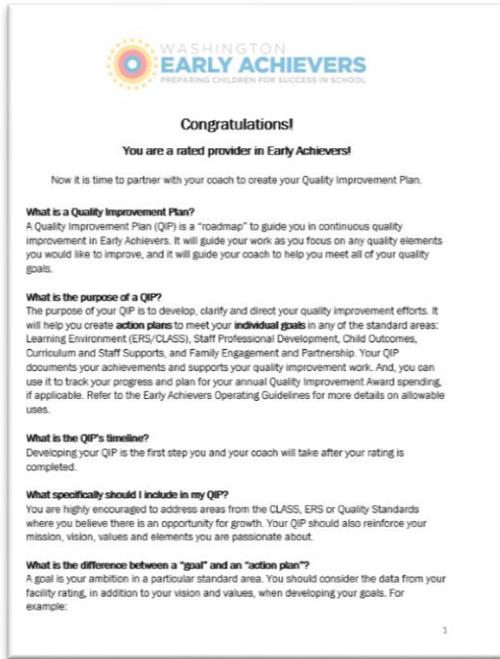
Print Coaching Brochure in [English](#), [Somali](#), and [Spanish](#).



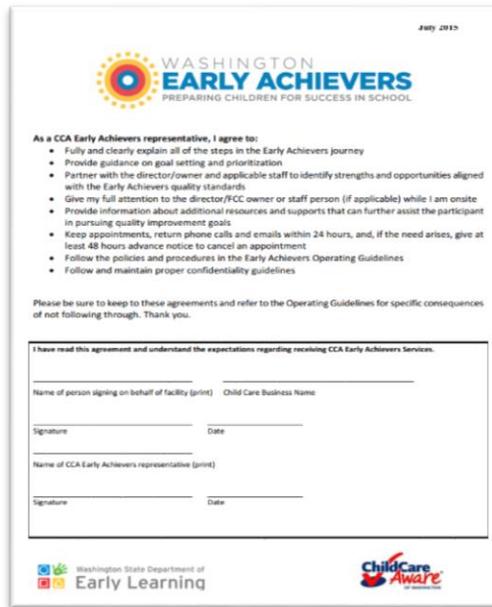
Print [Coach Provider Relationship form](#)



Print [Rated Provider Participating in Early Achievers form](#)



Print Early Achievers Services Agreement in [English](#), [Russian](#), [Somali](#) and [Spanish](#).



Data Reports to Support Ratings Release

You will explain ratings data to providers during the first few coaching visits. Data will help you and the provider determine what areas to start working on in the Quality Improvement Plan (QIP.)

As you prepare to support providers during the data interpreting process, you may find the [Goal Setting Initial Rating Interpretation Tool](#) useful. This form will help you identify areas of strength, areas of improvement and specific focus areas that will drive the development of the Quality Improvement Plan.

Ratings Dashboard

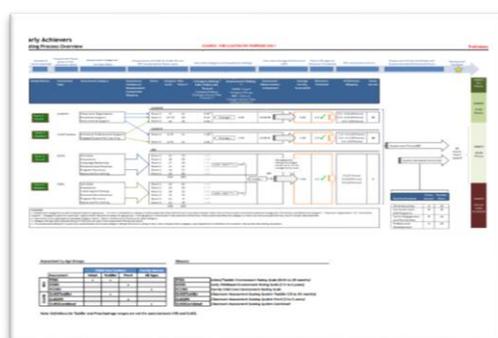
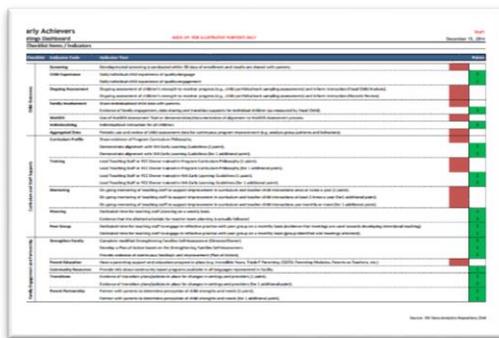
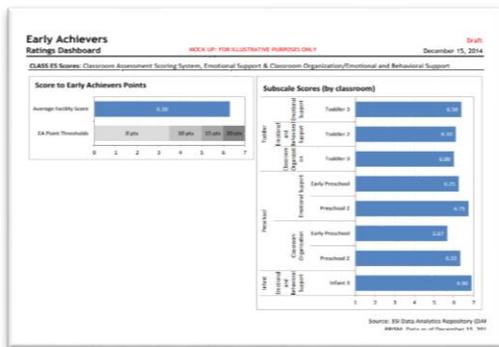
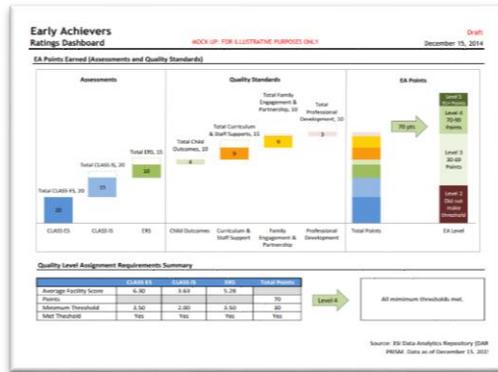
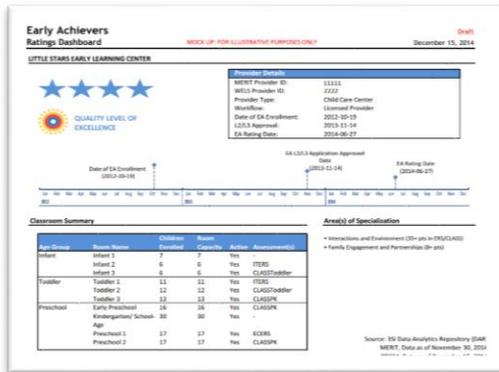
This is a newer, friendlier version of the QRIS report to help make explaining ratings a little easier. This form has started rolling out to selected providers across the state. In the coming months will be rolled out to all rated providers.

Some features of this report are:

- Overall ratings information
- Provider details
- Early Achievers Participation Timeline
- Area(s) of Specialization
- Classroom Summary
- Summary of Points Earned (Assessments and Quality Standards)
- Assessments by Age Group

Below is an example of what the dashboard looks like.

Print [Sample Ratings Dashboard](#)

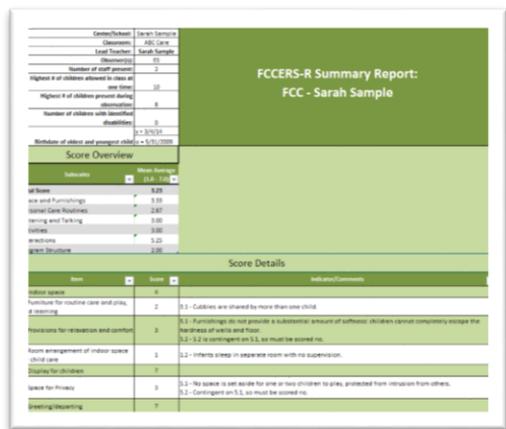


ERS Reports

As of the Feb 15, 2015 cohort release, rated providers have had access to a more detailed ERS scoring reports for ECERS-R, ITERS-R and FCCERS-R. Each provider will have a report for every ERS sampled classroom. As their coach, you are able to access these reports in WELS. Please note that providers cannot see this in the provider portal. You are encouraged to review the report prior to your visit, and to print and share it with providers as you explain rating results. This report provides additional information when items have been scored minimal at 1, 2, or 3. The purpose of this report is to help guide a conversation that can lead to the facility’s continuous quality improvement. Please see the sample below. We recommend that you review this document with providers in person. We have found there is a lot of room for misunderstanding and disagreement that can be avoided with in-person conversations and coaching.

Note: There is not yet a detailed report available for CLASS assessments. For more information regarding CLASS support, please visit the Teachstone video library or look for available resources in the Coaching Companion related to Engaging Interactions. Your local region has access to Teachstone and you can watch videos with interactions for Infant, Toddler and Pre-K CLASS.

Print [Sample FCCERS-R Report](#)



Quality Improvement Plan (QIP)

Quality ratings provide facilities and coaches with information about areas of strength and improvement, and this information is used to help create a QIP. The QIP is documented in WELS and functions as a tool to help coaches and providers track goals and monitor progress. Keeping QIPs up-to-date helps coaches and participants track individual goals and action plans, and monitor facility-wide progress across all of the quality components. DEL, CCA of WA and the UW may also periodically run reports to look at the type of goals and action plans that participants are working on statewide.

Choosing Action Plan Topics: The overarching goal of coaching is to assist participants in improving the quality of their practice, which will lead to achieving higher future quality ratings. When creating QIPs it is important to consider the data from the quality ratings, although other data sources may also be considered. The action plan topics selected, therefore,

should target those areas of practice that can be improved and lead to better practice for adults, higher quality of care for children and a higher future quality rating.

Participants have two different types of action plans they may work on. The first is for areas/items identified as having room for improvement based on the quality rating and other data sources. The second is for areas in which a participant is already excelling and is passionate about regarding continuous improvement.

In addition to developing action plans for ERS and CLASS, participants are required to develop at least one goal and accompanying action plan designed to improve a low scoring component within each area of the Early Achievers Quality Standards that did not receive full points. This might require participants to work on practices that are new to their facilities, which can be intimidating. Coaching, QI awards and other Early Achievers resources are available for support. Providers are welcome to add other goals or action plans outside of these requirements.

Quality Improvement Plan Components

Please refer to the [WELS User Manual for Coaches](#) while reading this section for screenshots of data fields.

The QIP contains sections that address the four Early Achievers Quality Standards components of the Coaching Framework as well as additional coaching support. Each area is comprised of one overarching goal and more specific action plans. The following is a description of each element of the QIP with general guidelines.

Goal: This is a broad statement about the entire standard area. Participants and coaches are encouraged to consider the facility's vision and values when writing goals.

Example:

Learning Environment – To increase the amount, variety and opportunities for children to use materials related to activities in the FCCERS, and in doing so to improve the overall average score in the FCCERS.

Item: This dropdown menu is pre-populated with the components of the specific Quality Standards area of the coach framework. It may include quality indicators or subscales and items from the CLASS and ERS. The pre-populated options help to ensure that goals and action plans are directly related to the Early Achievers quality indicators.

Example:

Subscale/Domain: Activities

Item/Dimension: Blocks

Action Plan: Each goal should contain at least one action plan. This is a very important text box in which the coach and participant will write more specific action steps that are related to the item selected above. The following SMART criteria should serve as a guide for writing action plans:

- **Specific:** the plan should include concrete actions that are related to the ratings and initial observation data.
- **Measurable:** the plan should have an agreed upon way to confirm an action has been taken or a goal has been met.

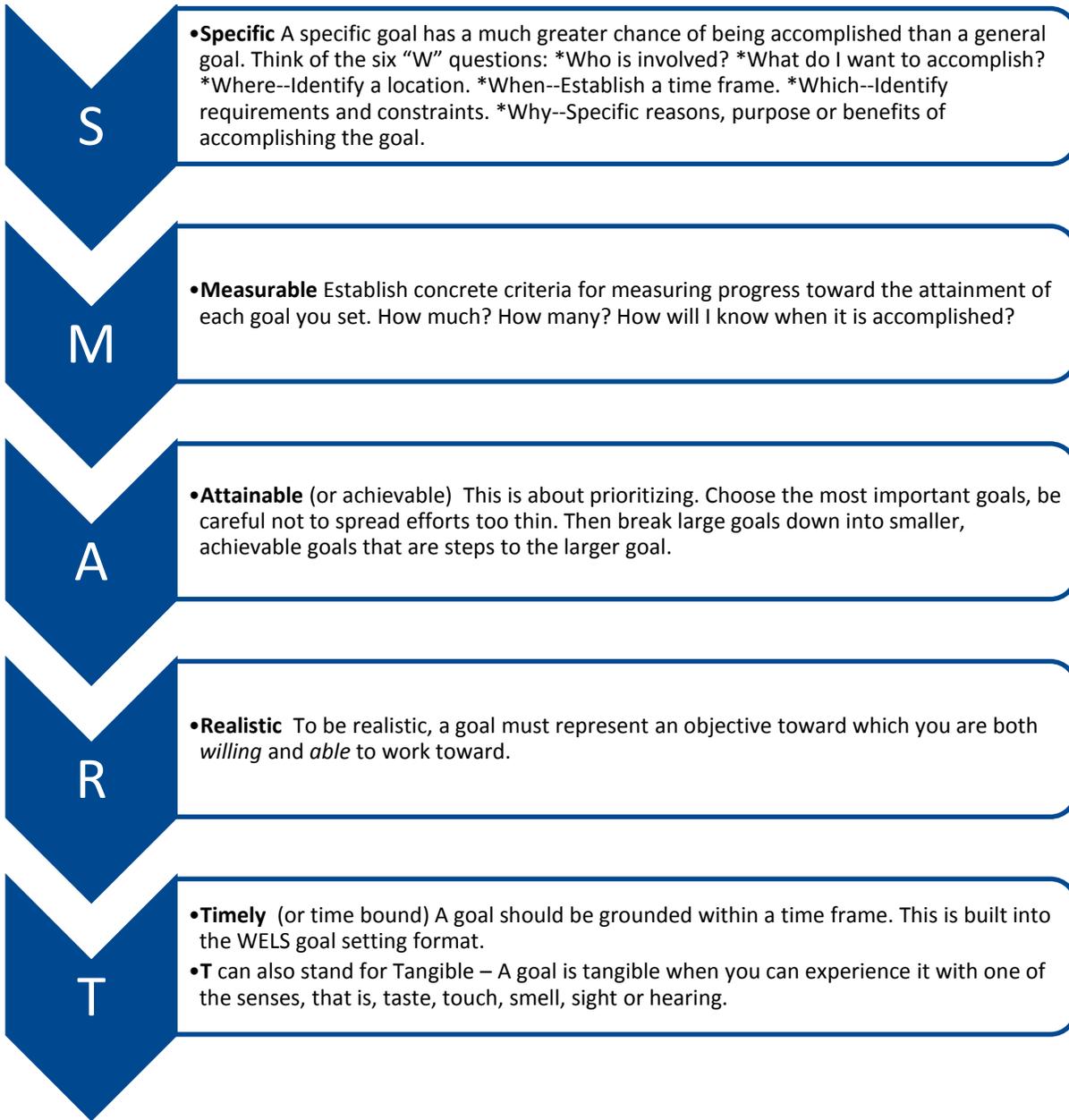
- **Achievable:** a task or action should be completed within a specific timeframe (i.e., how often - three times a week, by what date - within three weeks, by Jan 1). Keep in mind staff motivation and likelihood to accomplish a new practice.
- **Realistic and Relevant:** realistic amount of work and effort, and relevant ratings priorities.
- **Time-bound:** an action will occur/be implemented by a specific date.

Other details about SMART are explained in the graph below.

Goal Setting with SMART Action Plans

Print [Goal Setting Talk SMART](#)

Print [SMART Chart](#)



Example Action Plan 1: Megan will create six homemade blocks using cardboard boxes for toddlers to play with. She will use large cereal boxes for this (sealing them with glue and wrapping in paper).

Megan will add at least 11 more smaller homemade blocks to her current set for preschoolers to create a set of 15. Megan will also gather several dolls from the doll house area and place them next to the blocks in a basket so children can play with the blocks and dolls together. Megan will email a picture of her work to her coach in two weeks.

Save
Create/Add New Action Plan
Cancel

Subscale/Domain:

Item/Dimension:

Action Plan:

Person responsible: **Position:**

Progress: **Target completion date:** **Date Started:**

Resources needed:

Training needed:

Example Action Plan 2: During free play, Mary (lead teacher) will scaffold by using at least four hints, physical or verbal assists, or thought-process prompts with individual children as they work on a self-selected activity. The coach will model how to do this and/or provide videos to show Mary how to do this. Mary will complete this action plan by Jan. 30. The evidence the coach and Mary will have for completion of this action plan will be video or live observation. Resources Mary will need for this are someone to video record the interaction (either a co-worker or a coach) as well as the CLASS manual. Evidence can be a coach’s observation in-person or on video. Training would be additional information outside of coaching.

Save
Create/Add New Action Plan
Cancel

Subscale/Domain:

Item/Dimension:

Action Plan:

During free play, Mary will scaffold by using at least four hints, physical or verbal assists, or thought-process prompts with individual children as they work on a self-selected activity. The coach will model how to do this and/or provide videos to show Mary how to do this. The evidence the coach and Mary will have for completion of this action plan will be video or live observation. Evidence can be a coach's observation in-person or on video. |

Person responsible:

Position:

Progress:
Target completion date:
Date Started:

Resources needed:

Training needed:

Person responsible: Write the name(s) of staff responsible.

Position: Dropdown menu or pre-populated roles. Choose the role most closely aligned to the person responsible.

Progress: Progress should be updated after each contact with the participant. This dropdown menu includes: *not started, waiting, in progress, cancelled and completed.*

At any point participants and coaches can run reports to look at the status of all of the different action plans.

This information is useful when planning next steps so it is very important to keep the progress menu updated. Once an action plan has been completed, mark it “complete”; if an action plan is no longer relevant, mark it “cancelled”.

Never delete an action plan. Simply use the ‘cancelled’ or ‘completed’ dropdown options.

Target completion date: Participants and coaches are free to set any date they think is reasonable. It is important to keep the action plan criteria in mind (specific, observable, and achievable within a specific timeframe). If an action plan takes a long time to achieve, you and the participant should consider whether it is possible to break it down into a series of smaller action plans.

Resources needed: This can include reviewing resources in the WELS library or the use of any other materials necessary for completing an action plan such as the CLASS manual, the ERS spiral, one-pagers, checklists, etc. Coaches can also note how the provider plans to use the QI award to support the action plan.

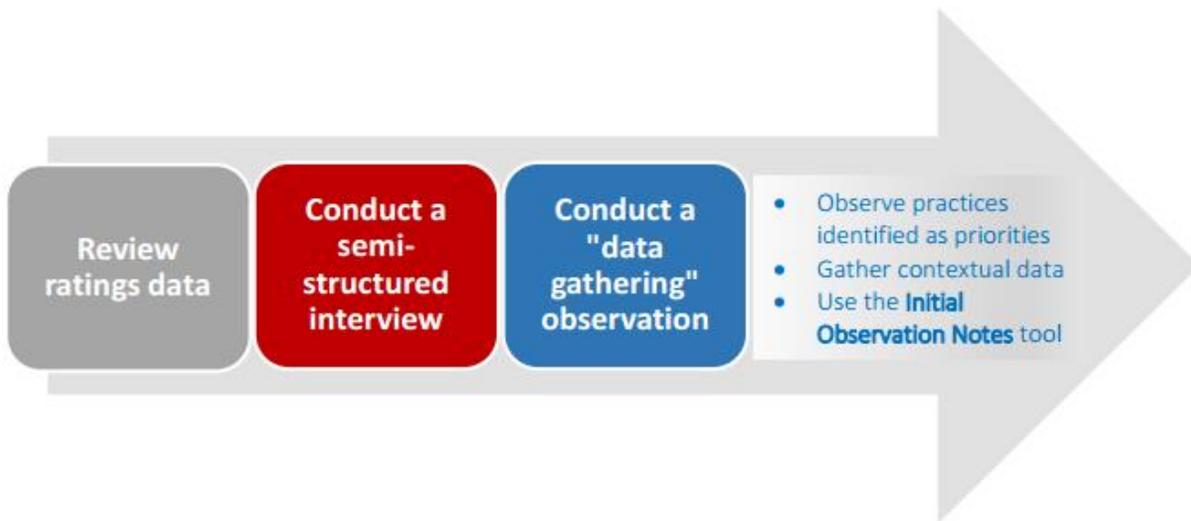
Training needed: It is important to include information about which person needs which type of training; where the training will come from, and when the training will occur. Examples can include attending an Early Achievers Institute, participating in enhanced trainings and enrolling in college courses.

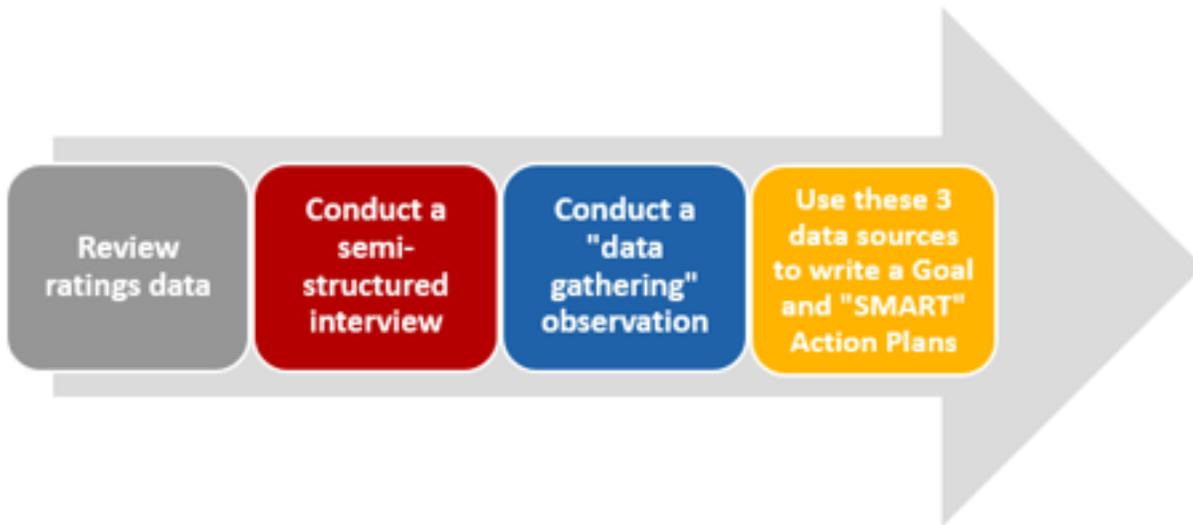
Goal and Action Planning Process

The graph below shows a holistic picture of Early Achievers coaching from supporting the ratings release, to conducting observations, to developing SMART action plans. Refer to www.cqel.org for more details about this process. The forms mentioned in this section are available in the glossary section of this manual.

Print [Goal Action Planning Process Graphic](#)







(Graphic adapted from CQEL's Coaching Framework Training)

Additional Guidance on Creating QIP Goals and Action Plans

Timing of QIP development: The QIP provides a framework for the coach-provider relationship, and it is important that the process begins soon after a facility receives a quality rating and has agreed to move forward with coaching. Goals and action plans should be created in WELS within sixty days of the provider's rating becoming available. There are times when it takes longer to develop a relationship with a provider, especially if there are cultural and language considerations. To meet this timeline, you are encouraged to use the Additional Coaching Support section in WELS to capture your efforts to build a solid relationship prior to moving into goal setting.

Scope of Goals and Action Plans: Early Achievers honors and promotes the unique ways that participants achieve quality. For this reason, there are few limitations on type, size and breadth of goals and action plans in QIPs. As a coach, you should work with providers to complete at least one goal and accompanying action plan(s) as it applies to the area/items that did not receive full points on the quality rating. These areas/items include:

- ERS (ECERS-R, ITERS-R, and FCCERS-R),
- CLASS (Pre-K, Toddler, and Infant—if applicable),
- Early Achievers Quality Standards areas, and
- Additional coaching support—Components from the [Coach Framework Guiding Principles](#).

Goals and action plans can be completed over a three-year period in order to prepare for a full re-rate. Keep in mind the quality standards are weighted differently - some are worth more points than others, and the amount of time needed to achieve goals varies. These factors may help you and your provider prioritize the order in which you address goals and action plans.

Timeline for completing Action Plans: There is no set limitation on how long it can take to complete an action plan. Action plans should be written in ways that are specific, observable and achievable within specific timeframes. This means progress should be monitored and updated during each coach visit.

Updating QIPs: It is critical for the participant-coach relationship and the whole Early Achievers system to keep QIPs updated. The data in QIPs is an important part of ongoing quality improvement. You are required to update QIPs every time there is a change to an action plan. Additionally, notes should be updated to reflect any progress or changes. This data allows Washington’s early learning system better understand providers’ processes of continuous quality improvement at the facility level as well as what it means at the state system level.

You are free to keep track of your visits in whatever way you find most helpful and efficient. Some coaches take notes using a blank notepad, others prefer a template. Below is template you can use if you’d like.

Print [WELS Quality Improvement Plan Template–English](#)

Print [WELS Quality Improvement Plan Template–Spanish](#)

Sample Action Plans

To help you become proficient at writing goals and action plans, you can refer to the following samples created by the UW coach support team. These samples provide clarity on how to create SMART action plans. To find the complete list of sample action plans visit <https://depts.washington.edu/cqel/coaching/>.

Print [Sample Goal and Action Plans – CLASS Pre-K/Toddler Goal Setting](#)

Print [Sample Goal and Action Plans – Curriculum Profile Statement](#)

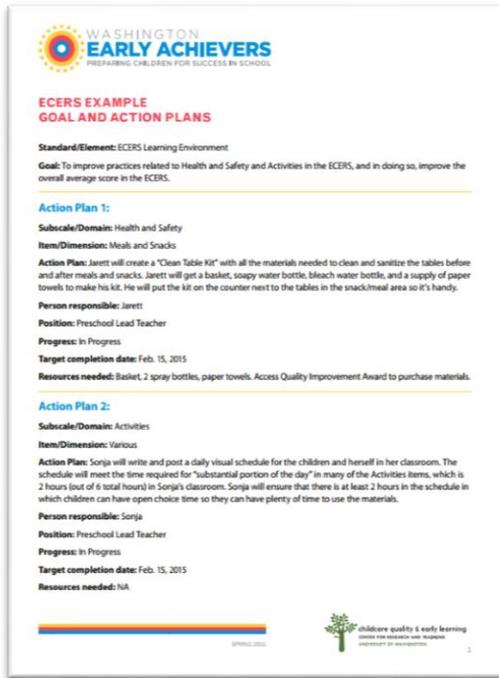
Print [Sample Goal and Action Plans – ECERS Learning Environment](#)

Print [Sample Goal and Action Plans – Family Engagement](#)

Print [Sample Goal and Action Plans – Family Engagement Photo Album Handout](#)

Print [Sample Goal and Actions Plans – ITERS Health and Safety Checklist](#)

Print [Sample Goal and Actions Plans – ITERS Infant Room Chart](#)



WASHINGTON EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

ECERS EXAMPLE GOAL AND ACTION PLANS

Standard/Element: ECERS Learning Environment

Goal: To improve practices related to Health and Safety and Activities in the ECERS, and in doing so, improve the overall average score in the ECERS.

Action Plan 1:

Subscale/Domain: Health and Safety

Item/Dimension: Meals and Snacks

Action Plan: Jarrett will create a "Clean Table Kit" with all the materials needed to clean and sanitize the tables before and after meals and snacks. Jarrett will get a basket, soapy water bottle, bleach water bottle, and a supply of paper towels to make his kit. He will put the kit on the counter next to the tables in the snack/meal area so it's handy.

Person responsible: Jarrett

Position: Preschool Lead Teacher

Progress: In Progress

Target completion date: Feb. 15, 2015

Resources needed: Basket, 2 spray bottles, paper towels. Access Quality Improvement Award to purchase materials.

Action Plan 2:

Subscale/Domain: Activities

Item/Dimension: Various

Action Plan: Sonja will write and post a daily visual schedule for the children and herself in her classroom. The schedule will meet the time required for "substantial portion of the day" in many of the Activities items, which is 2 hours (out of 6 total hours) in Sonja's classroom. Sonja will ensure that there is at least 2 hours in the schedule in which children can have open choice time so they can have plenty of time to use the materials.

Person responsible: Sonja

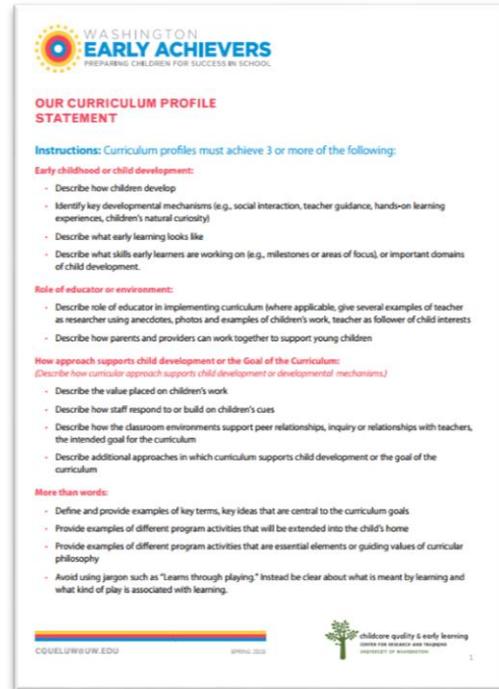
Position: Preschool Lead Teacher

Progress: In Progress

Target completion date: Feb. 15, 2015

Resources needed: NA

children's quality & early learning
center for research and professional development
UNIVERSITY OF WASHINGTON



WASHINGTON EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

OUR CURRICULUM PROFILE STATEMENT

Instructions: Curriculum profiles must achieve 3 or more of the following:

Early childhood or child development:

- Describe how children develop
- Identify key developmental mechanisms (e.g., social interaction, teacher guidance, hands-on learning experiences, children's natural curiosity)
- Describe what early learning looks like
- Describe what skills early learners are working on (e.g., milestones or areas of focus), or important domains of child development.

Role of educator or environment:

- Describe role of educator in implementing curriculum (where applicable, give several examples of teacher as researcher using anecdotes, photos and examples of children's work, teacher as follower of child interests)
- Describe how parents and providers can work together to support young children

How approach supports child development or the Goal of the Curriculum:
(Describe how curricular approach supports child development or developmental mechanisms.)

- Describe the value placed on children's work
- Describe how staff respond to or build on children's cues
- Describe how the classroom environments support peer relationships, inquiry or relationships with teachers, the intended goal for the curriculum
- Describe additional approaches in which curriculum supports child development or the goal of the curriculum

More than words:

- Define and provide examples of key terms, key ideas that are central to the curriculum goals
- Provide examples of different program activities that will be extended into the child's home
- Provide examples of different program activities that are essential elements or guiding values of curricular philosophy
- Avoid using jargon such as "learns through playing." Instead be clear about what is meant by learning and what kind of play is associated with learning.

children's quality & early learning
center for research and professional development
UNIVERSITY OF WASHINGTON

Quality Improvement Award Spending and Tracking

Quality Improvement (QI) award spending is tied to the QIP development and it should align with the Early Achievers Quality Standards. The QIP development process is a good time to discuss and provide guidance on plans for spending QI Awards. The Early Achievers Participant [Operating Guidelines](#) contain parameters for spending awards. You should work with your Regional Coordinator as needed to interpret these parameters and help participants make appropriate decisions about spending. Ultimately, it is the participant's responsibility to spend their awards according to the requirements.

Quality Improvement Awards are awarded annually to eligible facilities that achieve a rating of Levels 3, 4 or 5, family home child care providers are eligible for a quality Improvement Award at Level 2. Quality Improvement (QI) Awards recognize achievement and support facilities to implement quality improvement goals. QI Award amounts are assigned based on rating level and will be distributed to the facility between 30 to 60 days from the date that a facility's rating is issued. Award amounts, allowable uses and restrictions, as well as parameters for maintaining proper documentation are covered in detail in the Early Achievers [Operating Guidelines](#) available on the DEL website. Additionally, rated Level 2 FCC providers will receive a Quality Improvement Award (per SEIU agreement) that will be spent in alignment with the FCC's Quality Improvement Plan. As a coach, you will support this process through spending guidance in alignment with the quality standards as well as recording the QI award spending progress twice a year in WELS. This information must be completed by June 1 and December 1 each year that a provider receives QI award.

Providers will record their QI Award spending on a template created by Child Care Aware of WA. This document tracks the areas participants spend the awards on to impact the quality of their care. This form is aligned with the Early Achievers

Quality Standards to help providers categorize their purchases as they relate to the standards. The data captured on the template must be recorded in WELS semi-annually, no later than June 1st and December 1st, regardless of when providers receive their quality improvement awards. It is recommended that you begin updating QI award spending on May 1st and November 1st in order to meet the deadline. Please refer to the WELS Manual for screenshots and the step-by-step recording process.

Print [Quality Improvement Award Tracking Form–English](#)

Print [Quality Improvement Award Tracking Form–Spanish](#)

WASHINGTON EARLY ACHIEVERS
PREPARING CHILDREN FOR SUCCESS IN SCHOOL

Quality Improvement Award Tracking

Provider Name: _____

Quality Improvement Award Granted: \$ _____

Purpose	Date	Amount
Child outcomes		
Developmental Screening		
Child Assessment		
Facility Curriculum & Learning Environment (FC&LE)		
Program/Classroom Materials		
Curriculum		
Observational/Assessment Resources		
Professional Development & Training (PD&T)		
Continuing Education (credit bearing)		
Staff Training and Professional Development		
Staff Enhancements		
Staff Bonuses		
Release Time		
Family Engagement & Partnership (FE&P)		
Parenting Education/Support Program		
Technology		
Computers or Software		
Cameras/Video		
Re-calling		
Total		0.00

Directions:

- Fill in the name of your FCC or center in the "Provider Name" box.
- Fill in the "Quality Improvement Award" amount you were granted.
- Enter the date of the purchase you made in the category that applies. In the case that you purchased several items in the same category, enter date of FIRST purchase.
- Allocate total spent resources in the column that fits best: the description of your spending.

Additional Notes:

- The total amount at the bottom may be less or equal to the Quality Improvement Award granted, but may NOT exceed such amount.
- Purchasers must reflect expending after the QI award was granted.
- Provide this form filled out to your coach by the date requested.
- Keep a copy for your records.

Additional Coaching Support

This section of the QIP draws from the Early Achievers coaching framework. Additional Coaching Support refers to the support coaches may offer to providers in order to successfully engage and commit to continuous quality improvement. The practices and topics referenced in the framework are designed to support participants in their efforts to improve their practice and increase quality that children experience daily. These include:

- Cultural responsiveness
- Parallel process
- Resilience
- Professional learning community (PLC)
- Goal setting and action plans, focused observations, feedback and reflection
- Supporting distance coaching*

These topics might be the focus of an action plan for a director or Family Child Care owner who wants to address these areas of “Coaching Support” in their work with staff.

Example of Additional Coaching Support:

A director might notice that staff members are reporting stress as they work with young children. This director might choose to make an action plan to discuss resilience strategies with staff and support them in using these strategies.

*Distance coaching is a method of coaching offered to providers to supplement in-person coaching sessions. Distance coaching works great with providers who are located in remote areas, have limited time available during business hours, etc. Distance coaching may be done in a variety of ways including via phone, email, and through the Coaching Companion tool.

Coaching Companion Tool

The Cultivate Learning Coaching Companion, developed by the UW, is a web-based application designed to support Early Achievers coaching efforts. All coaches will receive a log-in and training in the Companion from a UW Coach consultant at the earliest available opportunity. Coaches are encouraged to use the Companion as a resource, but are not required to use it.

The Coaching Companion will enable coaches and providers to upload and share [focused observation](#) evidence, reflection and feedback and resources related to their shared goals and actions plans. The Coaching Companion will also contain resources for coaches themselves, such as a training calendar and a coach bulletin board, where coaches can post questions and get answers from their peers and the Cultivate Learning coach support team.

Some of the features of the Coaching Companion are:

- **Focused Observations:** Providers and Coaches can upload and share focused observation evidence (video, pictures, documents) related to shared goals and action plans.
- **Reflection and Feedback:** After submitting focused observation evidence, coaches and providers can share related feedback and reflection comments and questions.
- **Groups:** Providers and coaches can participate in groups. Coaches can invite providers in their caseload to a group (or more than one group). Groups would likely consist of other staff at the same location, but could also be staff at other locations that have a common goal. For example, Family Child Care providers with similar goals related to family engagement might view pictures of each other's sites, and then provide feedback, as facilitated by their coach. Providers are invited to groups by coaches, and can accept or decline the invitation.
- **Resource Library:** The Coaching Companion has a resource library containing video, images and documents that support best practices related to the Early Achievers Quality Standards and coaching. Resources will be categorized and aligned with the Early Achievers Quality Standards and Coaching Framework components. Coaches can link providers to resources in the Coaching Companion. Coaches also will have access to the Early Achievers Suites, Training Series and Webinar recordings (currently available at cqel.org).
- **Coach Training Calendar:** Coaches will have access to a training calendar containing upcoming trainings for coaches provided by CQEL, CCA, DEL and additional partners as appropriate.

For more information visit [The Coaching Companion](#) website.

For technical assistance related to the Coaching Companion tool please email cqelcc@uw.edu.

Print [Focused Observation Form](#)

How to Set Up Your Account

Creating Your Account

- 1** To create an account, go to the CQEL Coaching Companion website <https://cqelcoach.org>
Click the "Washington State Login" button
- 2** Enter your MERIT Username and Password, and click "Login"
- 3** Your MERIT user information is now being retrieved and a CQEL Coaching Companion account will be created
- 4** Now that you have created an account, your Coach will add you to their group of Teachers
Once they do, you will receive a Notification
You must accept this request so that your Coach can interact with you on the CQEL Coaching Companion
- 5** On the "Groups" page, located under the "Resources and Additional Assets" menu item, click the orange box to join your Coach's group
- 6** You can now interact with your Coach on the Coaching Companion

Coaching Companion
cqelcoach.org

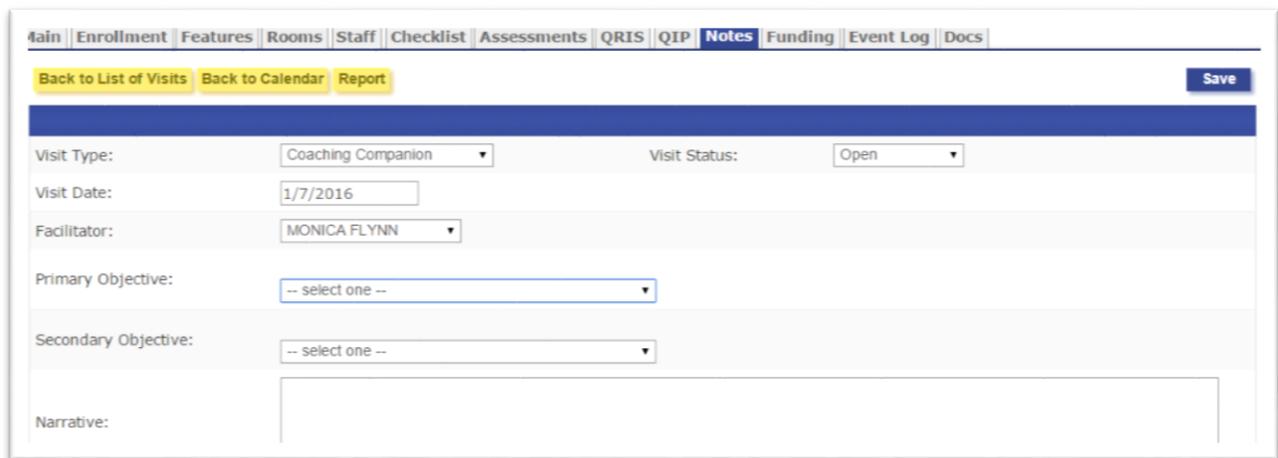
Please note that you still need to use WELS to document your coaching efforts including any time spent using the Companion. There is a dropdown item in WELS called "Coaching Companion." This will allow you to capture your coaching

efforts when using the Coaching Companion with providers. Once you've selected "coaching companion" as your visit type, simply add the primary and secondary objectives as they fit, then add narrative like you normally would following the narrative guidelines (included in the WELS section of this manual).

Level 2 Coaching Services

Rated Level 2 Coaching is meant to:

- Focus on deficiency areas in ERS and/or CLASS.
- Support providers during their preparation for a partial re-rate.
- Follow the same guidelines for goals and action plans as required by providers rated at Levels 3-



The screenshot shows a web-based form for entering visit information. At the top, there is a navigation bar with tabs for 'Main', 'Enrollment', 'Features', 'Rooms', 'Staff', 'Checklist', 'Assessments', 'QRIS', 'QIP', 'Notes', 'Funding', 'Event Log', and 'Docs'. Below this, there are three buttons: 'Back to List of Visits', 'Back to Calendar', and 'Report', along with a 'Save' button. The form fields include: 'Visit Type' (dropdown menu set to 'Coaching Companion'), 'Visit Status' (dropdown menu set to 'Open'), 'Visit Date' (text input field with '1/7/2016'), 'Facilitator' (dropdown menu set to 'MONICA FLYNN'), 'Primary Objective' (dropdown menu set to '-- select one --'), 'Secondary Objective' (dropdown menu set to '-- select one --'), and 'Narrative' (a large text area).

5.

- If applicable, support providers in the alignment of their Quality Improvement Award with their QIP.

Early Achievers Re-Rating Guidelines

The Early Achievers Re-Rate policy provides guidance to all participants who wish to apply for a re-rate within the three-year rating cycle in order to meet Early Start Act rating timelines. ECEAP sites must be rated at Level 4 by March 2016; all other facilities/sites that accept Working Connections Child Care (WCCC) payments must rate at Level 3 by December 31, 2019 or within 30 months of registering for Early Achievers. All Early Achievers participants have access to a paid re-rate and those that provide Head Start (HS), Early Childhood Education and Assistance Program (ECEAP) services, or Working Connections Child Care (WCCC) subsidies services also have access to a free re-rate if they do not meet the rating mandate in the Early Start Act.

Early Achievers participants that are eligible for a free re-rate may access this benefit one time during the three year rating cycle. If, after the re-rate the participant did not reach the mandated rating level, then they may choose to pay for a re-rate. Participants can request a re-rate with approval up until month 29 in the rating cycle. Once a provider is within 6

months of their rating anniversary, they are able to request their renewal rating. Renewal ratings are free. For complete details please refer to www.DEL.wa.gov

Number of Classrooms/Learning Environments	Facility's Portion of Re-Rating Cost for 1 or 2 measures	Facility's Portion of Re-Rating Cost for all 3 measures (ERS, CLASS and Quality Standards)
1-2	\$750	\$1000
3-4	\$1500	\$2000
5-10	\$2500	\$3000
11 or more	\$3500	\$4000

Additional Information and Questions: If you have additional questions about the re-rate policy, please check with your Regional Coordinator, the site's Head Start or ECEAP Grantee/Contractor or email the QRIS Inbox at gris@del.wa.gov.

Full Re-Rate Guidelines

Early Achievers focuses on continuous quality improvement. This means providers will go through the data collection process periodically to ensure quality of services. These renewal ratings take place every three years near the facility's ratings anniversary date and include all components of a rating (ERS, CLASS and Quality Standards). For example, providers who received their initial rating in 2013 will receive a renewal re-rating by 2016. Please refer to the Early Achievers [Operating Guidelines](#) for complete details. Please refer to the Early Achievers Operating Guidelines for complete details or check with your Regional Coordinator, the site's Head Start or ECEAP Grantee/Contractor or email the QRIS Inbox at gris@del.wa.gov.

The Early Start Act

In July 2015, The Early Start Act was signed into law by WA Governor Inslee. The Act invests nearly \$140 million into Washington's child care and early learning system, with the goal to provide high quality early learning to all of Washington's children. Providers who serve children ages birth to five on Working Connections Child Care subsidy, are required to join Early Achievers by August 1, 2016. Doing so will enable them to immediately receive higher reimbursement rates for every young child on subsidy they serve, in addition to other supports. Once they have joined, they will be required to complete Early Achievers Level 2 activities by August 1, 2017, and reach a Level 3 by 2020. As of the end of June 2015, Early Achievers participants have taken on average 10.5 months to complete Level 2 activities, and 78% of rated programs achieved at least Level 3 on their first try.

Please refer to the Early Achievers [Operating Guidelines](#) for the most updated information regarding Early Start Act implementation and regulations.

WELS (Web-based Early Learning System)

The web-based Early Learning System (WELS) is a QRIS data system used by Early Achievers partners including DEL, UW and CCA of WA. WELS is used to track and maintain Early Achievers data including facility participation, rating and evaluation information and quality improvement plans and progress. WELS has been designed to interface with MERIT to generate facility-level data to support quality improvement. Make sure the data you enter is clear, concise and objective. Please keep in mind that WELS is a public domain and subject to public disclosure requests.

Coaches will work with WELS to:

- Create and update Quality Improvement Plans
- Document facility visits
- View facility's rating information
- Track Quality Improvement Award spending
- Track your time/activities in the activity log
- Recommend resources to providers through the WELS resource library

Your WELS User Manual for Coaches will outline the functions you will use as a coach and provide detailed instructions. Additional assistance with WELS technical functionality is provided by the QRIS Support team at DEL. Please email any questions you may have to: QRIS@del.wa.gov. Questions about the content of QIPs and Action Plans, or other programmatic questions, should be directed to a regional supervisor, lead coach or designee. For your reference you can find the WELS User Manual in the link below.

Print [WELS User Manual for Coaches](#)

Documenting in WELS

Coaches must record their activities in WELS within five calendar days of contact with a participant. It is crucial to maintain accurate documentation of all activities as our partners (DEL & UW) have access to this information and will use it for their own reporting and documentation purposes.

There are two kinds of documentation - notes and the activity log. What goes where?

- **Notes:** Notes capture information related to on-site visits, off-site meetings, coaching companion efforts, phone and email contact that is related to an action plan.
- **Activity log:** The activity log records general communications i.e. emails/phone calls (for planning, scheduling/cancelling appointments, etc.), travel time and group/individual correspondence. The activity log can also be used to record multiple entries such as group coaching and reflective practice sessions. Please refer to the WELS manual for more information.

Types of Visits (And How to Document Them)

In order to make the most out of our WELS data, you should write separate notes for each "target audience."

For example:

- If a coach visits a center with a director and three classrooms, and during the visit they spend 30 minutes in each classroom and 30 minutes with the director, the coach would enter four notes:
 - One using the drop-down choice "classroom" with teacher/assistant in the first classroom,
 - One using the drop-down choice "classroom" with teacher/assistant in the second classroom,
 - One using the drop-down choice "classroom" with teacher/assistant in the third classroom, and
 - One using the drop-down "on-site/out of classroom" with the director.
- If you visit a center with a director and three classrooms, and the director and teachers all meet with you together as a group for two hours, this would result in only one note about the visit, with the "On-Site/Out of Classroom" option.
- If a coach visits a family child care and spends one hour with the owner, the coach should select the "Visit" option.

Linking Notes and Action Plans

Coaches should document action plan progress in the Notes section. Completion of action plans is an accurate reflection of successful coaching services. When an action plan is completed, remember to mark it as 'completed'. The action plan will 'disappear' from the QIP so you may think it's gone. It's stored in the system and you can access it if you select 'All' action plans to be displayed.

You should document your visits and interactions that include goal setting, observation and feedback, as well as visits that support providers to work toward their goals in other ways.

For example:

- Helping providers understand ratings
- Helping providers rearrange their environment

This may include phone calls or emails that are directly related to goal setting, observation and feedback, as well as phone calls or emails to support and/or encourage providers in their work toward meeting goals.

For example:

- A phone call to check on a provider's progress, or
- An email to inform them of a resource that will support their goal, or
- An email to encourage them if they experience a barrier to reaching their goal.

You also will find instances when you write multiple action plans in a single visit. This may happen for the same or different classrooms. Your notes should reflect your coaching efforts within classrooms.

For example:

- You write two action plans for ERS and one for CLASS, and the person responsible is the lead teacher, so you document one note.
- You write two action plans for ERS and one for CLASS, and the person responsible is the lead teacher and the assistant teacher, so you document two notes, one per person.

WELS Notes

It is vital to document all your coaching efforts in way that captures the progress you and the provider are making, as well as any next steps. Conversely, it is important to capture efforts toward providing services and/or learning about providers and their programs. Below you will find two samples of notes:

Sample 1:

Lead teacher Tina had two extended conversations with children during meal time, Allen had one. The teachers used a conversation matrix near the table to remind them to ask children open-ended questions.

I video-taped for 30 minutes during meal time in this classroom. I gave the teachers some conversation cards to use with children during meal time and we discussed how they can use them in the future. They were open to trying, but were not sure if they would have time to use them due to the busy lunch routine. The teachers at this site are very open to video. Next steps include introducing the Coaching Companion tool to embed video observation as part of reflection and feedback.

Sample 2

Staff present: Sheri

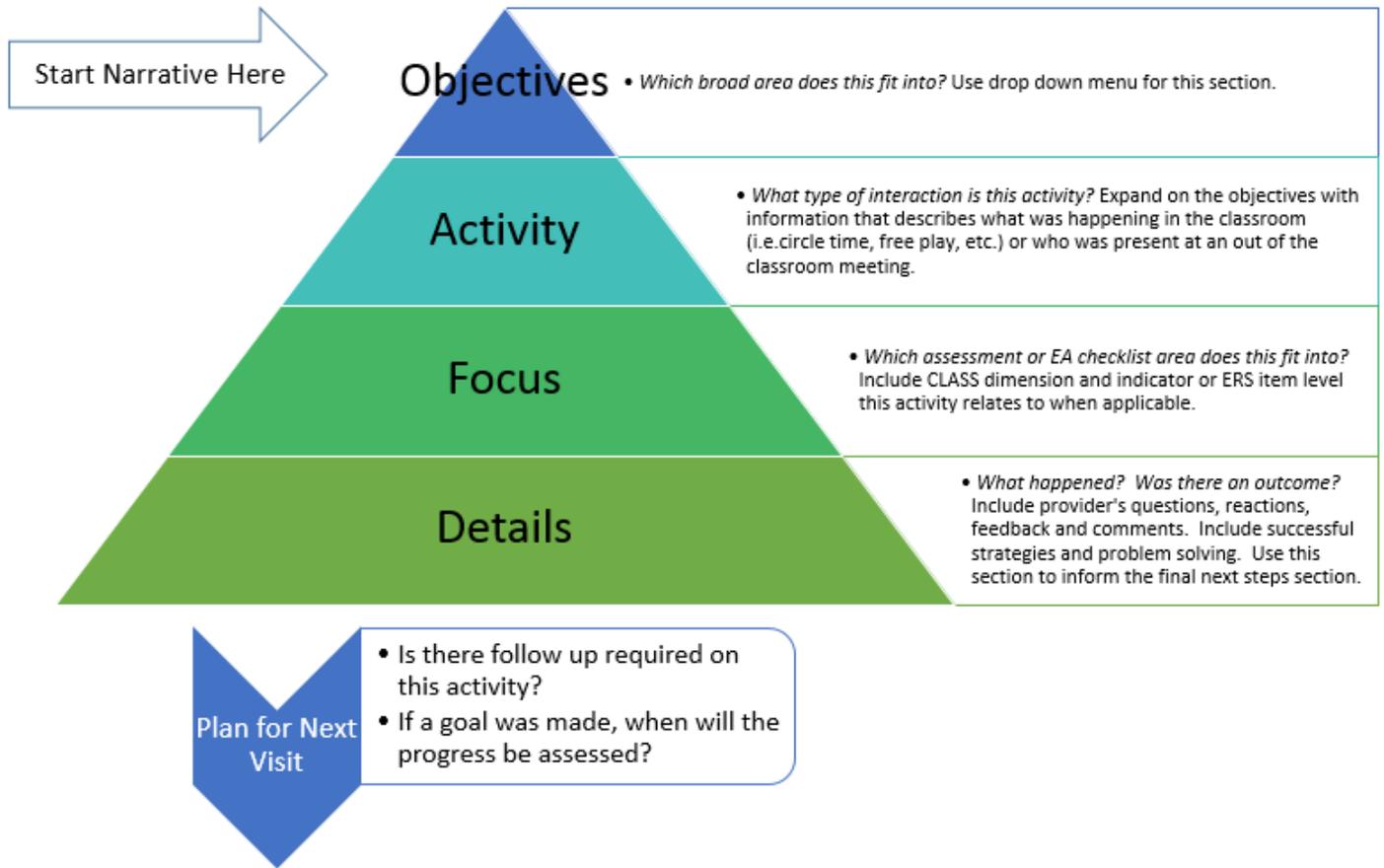
I checked in with Sheri today (state date). She said she spent five minutes before school started once in the past week to revisit the Child Specific Attribute list. She said she spent 15 minutes after the children had gone home to reflect on the day's events and plan for the following day on three days in the past week. We went over her planning notes and brainstormed ways to support literacy at a variety of skill levels. I used reflective questions to talk about why she wasn't using the child specific attribute list every day. She feels that the goal is not aligned to her needs and that three days a week would be enough. This provider needs time to process when making decisions about setting useful goals. Next steps include providing resources to support children literacy.

A Guide to Adding Coaching Notes in WELS

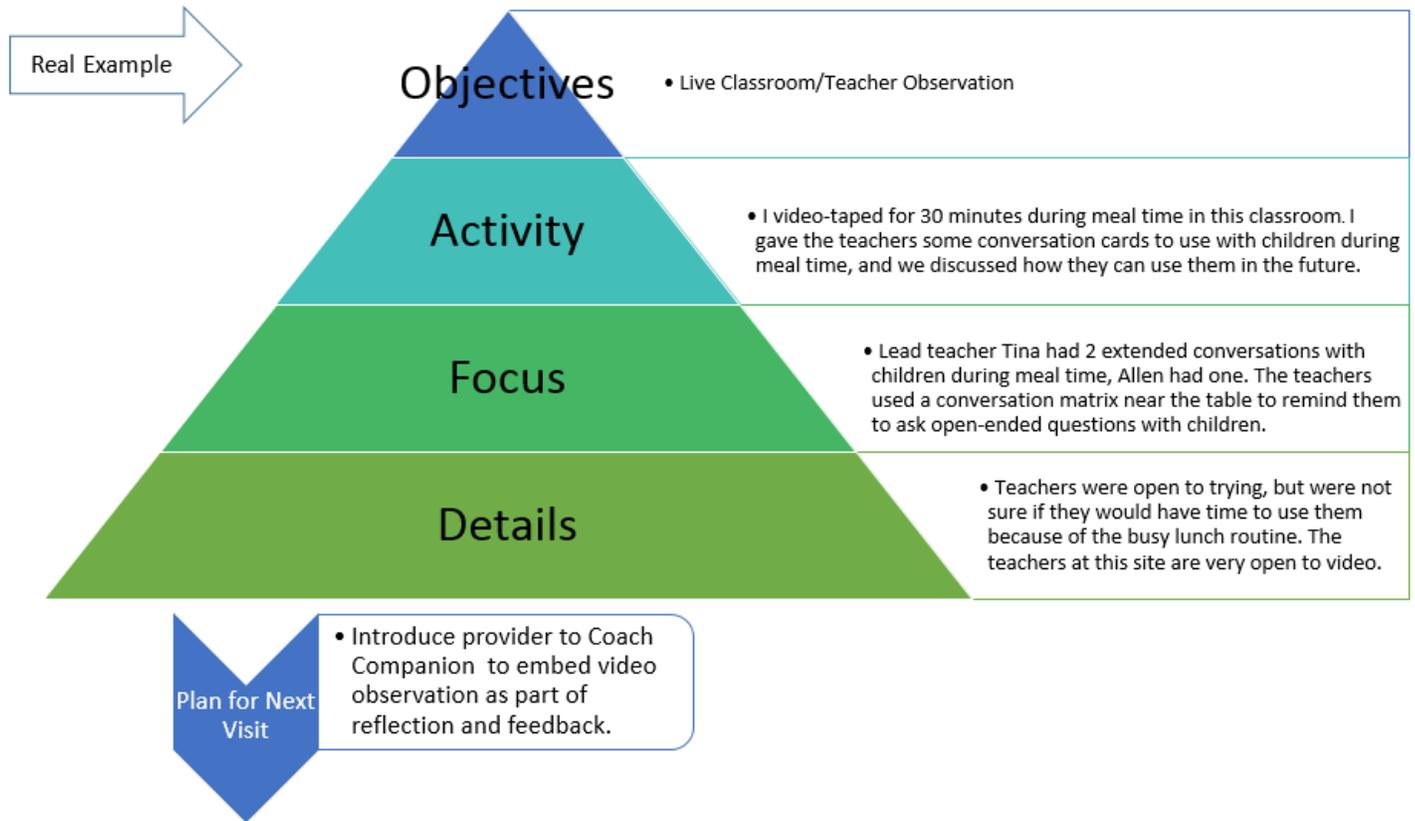
How to Structure the Narrative and Next Visit

The pyramid presented below can be used as a guide for entering coaching notes and other information into WELS. At the top is the broadest information, starting with the objectives drop down menus. The lower levels expand to the details of the visit - these should make up the bulk of the narrative.

Print [WELS Narrative Guide](#)



Sample Applied to Pyramid



WELS Definitions (For Primary and Secondary Objectives in Coaching Notes)

Background

The definitions below are intended to help you identify the primary and secondary objectives of coaching efforts when entering notes in WELS. These definitions are based on the Early Achievers Quality Standards, Environment Ratings Scales, CLASS™ and the Early Achievers Coach Framework. Definitions have been alphabetized to reflect how they appear in the WELS drop-down menus. New definitions may be added over time as we learn more about coaching and identify significant efforts coaches make that should be documented.

Classroom Modeling: Refers to coach efforts to intentionally demonstrate best practices for early learning in front of a provider. These efforts should be related to shared goals and action plans.

Classroom Organization: Refers to coach efforts to support the management of children’s behavior, time and attention; three dimensions of CLASS behavior management (monitoring, prevention and redirection and behavior), productivity (runs routines to maximize time spent learning), and instructional learning formats (interesting activities and materials to maximize engagement and learning opportunities).

Collaborative Partnership/Parallel Process: Refer to coach efforts that build respectful, culturally competent, reciprocal relationships between coaches and providers toward the development of collaborative relationships. *“Do unto others as you have them do unto others.”– Jeree Pawl*

Cultural Competence: Culturally responsive practice refers to coach efforts to promote provider cultural responsiveness, both personally and throughout the early learning site as a whole. This includes reflecting on practices to ensure cultures are respected and honored and cultural sensitivity is in place. This objective could possibly be achieved by using the Cultural Competence Screen or the Early Learning Guidelines, among other resources.

Curriculum/Learning opportunities: Refers to coach efforts to support high-quality, evidence-based curricula that is aligned with the WA State Early Learning Guidelines that provide learning goals and activities in key areas of child development: guidance on what to teach and how to teach it; interests and ideas of children; and the values of the community.

Emotional Support: Refers to coach efforts to promote the emotional connection between teacher and student, and among students, with warmth, respect and enjoyment communicated. This is in reference to four CLASS dimensions of a highly positive climate, teacher sensitivity, regard for student perspectives and low negative climate.

Establishing the Coach Relationship: Refers to coach efforts that help providers understand what coaching is, how they and their coach will interact and how to get the most out of coaching. Coaches will begin building this relationship by spending time in each site/classroom and learning about the provider/teachers in order to build trust and understanding that will be the foundation of the coaching relationship. This might include sharing resources like the Coaching 101 PowerPoint, the coaching brochure and/or other materials that explain the purpose and process of coaching. These efforts can also include meeting facility staff to explain a coach’s role at the site.

Facilitated peer - or self-coaching: Refers to coach efforts that support providers to engage in the three-step coaching process (Goal Setting, Observation and Feedback.)

Family Engagements & Partnerships: Refers to coach efforts with the Strengthening Families Framework, and to advocate for engaging parents and other family members in positive, ongoing and goal-oriented relationships.

Goal Setting/Action Plans: Refers to the processes for initial, and on-going, goal setting and action planning, using the Early Achievers rating reports as a needs assessment. Goals should be clearly defined, measurable and achievable within a defined timeframe.

Grant or Award Assistance: Refers to coach efforts that support providers’ access to grant or award funds by introducing available grants/awards, supporting providers as they complete necessary paperwork or procedures to apply for grants/awards and assisting providers in planning for and using funds to achieve Early Achievers goals.

Individualized teaching & learning: Refers to coach efforts to support the use of observation and ongoing, formative assessment of children’s skills to intentionally plan instruction and activities that engage all children regardless of strengths and needs. It also refers to coach efforts to help providers design learning opportunities through daily routines to meet the individual needs of all children.

Infant/Toddler Consultation: This is intended for the Infant/Toddler consultation model. Please refrain from selecting this objective if you have not been given specific instructions for this purpose.

Instructional Support: Refers to coach efforts to help providers use discussion and activities to promote students' higher-order thinking and understanding (concept development); quality of feedback to expand understanding and continued participation; and quality and amount of teacher's language modeling.

Learning Environment: Refers to coach efforts to ensure that learning environments are well-organized, clean, safe and well-managed, and are full of social and emotional support, instructional interactions and materials that stimulate children's thinking and skills. This may include using the Environment Rating Scales as a resource to inform practice.

Live Classroom/Teacher Observation: The term "observation" refers to the process of gathering and recording information about implementation of desired teaching practices during on-going classroom activities, routines, and transitions. Focused observations:

- Are guided by the selected goals and quality improvement plan,
- May include the coach providing support to improve and refine teaching practices,
- Can also include a coach conducting an observation of another coach in order to provide more objective observations (i.e. reducing the "halo" effect that can come when a coach is very familiar with a site they work closely with).

Other: Specify in notes. Please use this definition sparingly. Look through the other definitions to identify which one or two best describe the purpose of your coaching effort.

Overcoming Leadership/Organizational Challenges: Refers to coach efforts in response to facility challenges related leadership and/or organization. An example might be helping facility director plan and prepare to communicate with the facility owner about making needed changes to the program and allocating resources to do so. Another example might be helping a Family Childcare Owner develop a staff schedule with their assistant that will lead to more consistent scheduling.

Professional Learning Community: Refers to coach efforts toward developing or facilitating a professional learning community or reflective practice. A professional learning community is a group of professionals who come together to regularly reflect on and support each other's work. For Early Achievers participants, being part of a professional learning community is the same as being involved in what the standards call a "community of practice."

Provide Professional Development or Training: Refers to coach efforts that support providers to access and engage in professional development opportunities such as taking courses, STARS trainings, health and safety trainings, or other professional development opportunities. Coaches may conduct such trainings, or may refer providers to relevant trainings or agencies that can provide the trainings. This also can include supporting providers as they access a professional learning community. This does not include coaching itself. Trainings that coaches deliver to providers onsite are not eligible for STARS credit as this time, as they are part of coaching services.

Recognizing gains: Refers to coach efforts to celebrate completed goals and other accomplishments.

Reflection & Feedback: Refers to coach efforts to develop and sustain mutual consideration of the support strategies used and information gathered about teaching practices to identify successes, challenges and areas for additional improvement or refinement (i.e., reflecting on teaching practices). It also includes sharing feedback about implementation of support strategies and implementation of teaching practices.

Resiliency: Refers to coach efforts to assess, teach or support their use of any and/or all of the A.C.H.I.E.V.E.R. resiliency skills:

- Awareness and empowerment through mindfulness;
- Choosing your attention and practicing gratitude;
- Helping and doing good deeds for others;
- Identifying unhelpful thoughts and shifting them to be helpful;
- Establishing role models and social supports;
- Values-based action planning;
- Eat, sleep and exercise; and
- Rest, relaxation and recreation.

Resource Linking: Refers to coach efforts to support providers as they find resources beyond the scope of coaching, such as links to food assistance programs for families, child care assistance for families, appropriate counseling services for staff and/or families, technology and information services like libraries and computer labs and training services through various agencies, etc. This also may refer to coach efforts to support providers to find resources that support their Early Achievers goals, such as resources found in the WELS library, the Coaching Companion, resources identified or created by the coach, community resources identified by the coach or the provider, etc.

Screening & Ongoing Child Assessment: Refers to coach efforts that introduce, educate, explain and support providers' use of screening and child assessment tools. This could include helping providers understand what screening and assessment tools are, identifying and implementing the use of specific screening and/or child assessment tools and supporting providers to do objective child observations and note taking to document child development (i.e. video, pictures, and anecdotal notes about child learning).

Understanding Ratings: Refers to coach efforts to help providers understand their rating scores related to ERS, CLASS and the Early Achievers Quality Standards.

Video Observation: Refers to the process of engaging in focused observations via recording and/or reviewing recordings of providers in classrooms.

Troubleshooting WELS

This template should be used when you are troubleshooting an issue with WELS. If you experience WELS difficulties, simply fill out the form below and submit it to QRIS@del.wa.gov.

[WELS Refresher Module](#)