

ECS Responsibilities as Outlined in the GSRP Implementation Manual

- Develop a collaborative relationship with the teaching team to build trust and set the stage for strength-based coaching.
- Before the children's programming begins, work with the teaching teams to ensure that planned daily routines and classroom arrangement meet GSRP requirements and reflect the comprehensive curriculum model.
- Implement an induction plan for new teaching staff to provide information about GSRP and role of the ECS in supporting continuous improvement.
- Visit each classroom when children are present, ensuring all parts of the day are observed over time, outside of the classroom evaluation
- Provide monthly coaching to teaching teams, based on the professional growth plan, which may include offering support by observing to provide feedback on techniques or interactions, modeling strategies with children, attending home visits/conferences, offering classroom or professional learning resources, meeting with teaching teams to discuss feedback, strengths and needs, plans, etc. Meetings may be in person or electronic
- Support each teaching team to meet grant expectations around the learning environment, daily routine, adult-child interactions and partnerships with parents as outlined in the Classroom Requirements, Curriculum and Parent Involvement sections
- Monitor formal training in the curriculum and ongoing child assessment tool support their use with validity to the exclusion of supplemental curricula and assessment unless the ISD has approved this use
- Monitor quality of narrative anecdotal evidence entered into the child assessment tool by each teaching team. Support the continuous, purposeful analysis of child progress to inform parent partnership and teaching through lesson planning for meaningful, intentional whole group instruction, as well as respond to small group and individual child needs.
- Review child outcome data.
- Be available to teaching teams between visits.
- Follow up with the appropriate administrators, including the ECC, if aware that licensing requirements are not being met.
- Participate in consistent documentation of work across the ISD documenting each coaching session.
- Attend ISD ECS meetings and professional learning opportunities.
- Ensure the PQA-R/CLASS is administered between March 1 and May 30 with entry into the online system completed by June 15.
- Analyze program evaluation results, ESC observations, teaching staff interests, administrative input, and child outcome data with each teaching team to set goals for the classroom and identify areas for professional learning using a strength-based approach.
- Monitor progress toward meeting the goals throughout the year.
- Other responsibilities as included in the GSRP Implementation Manual