Michigan’s Multi-Tiered System of Supports Technical Assistance Center

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# MiMTSS Early Childhood Program Coach Position Description and Application

This document outlines the MiMTSS Early Childhood Program Coach's skillsets and responsibilities and the next steps for applying for this position.

## Description

Program Coach is a term used by the Early Childhood Technical Assistance Center to refer to a training and technical assistance professional. The Program Coach is a member of the Professional Development Network (PDN) that will provide training and coaching to the model demonstration sites. The PDN reports to the MiMTSS Early Childhood Committee (i.e., State Leadership Team). This [video](https://www.youtube.com/watch?v=In8yhvs-_I0&feature=youtu.be) from NCPMI explains the role of the Program Coach in great detail.

## Desired Experience, Skills, and Knowledge

* Educational experiences including coursework in Early Childhood (EC) education or a related field
* Experiences working with young children (with and without disabilities) and their families
* Experiences leading or participating on collaborative teams
* Experiences providing technical assistance across diverse EC settings
* Experiences in providing consultation to classrooms and/or coaching to practitioners
* Skills and experiences in providing training to early educators and early interventionists
* Knowledge of social-emotional evidence based practices (EBPs) and their application in providing intervention and supports to young children and their families receiving IDEA services.
* Skills and experience with observational assessment tools
* Understanding of the “supporting infrastructure” at the school, district, and ISD levels of the educational cascade necessary to support effective practices that are the focus of model demonstration projects and research grants
* PBIS understanding and implementation experience
* Coaching Foundation Skills to facilitate changes in practice
* Collaboration skills with individuals internal and external to the organization
* Organizational skills to manage multiple projects
* Effective communication skills
* Ability to develop and meet timelines for completion of projects, tasks, and activities
* Willingness to engage in continued professional learning

## Responsibilities

* Monthly contacts with the Professional Development Network of Coaches
* Participation in state training and technical-assistance events (Program-Wide Leadership Team training, coach training, data-coordinator training, practitioner training)
* Review background readings and training materials related to the selected EBPs
* Provide external coaching to support implementation sites (See [Program Coach Support to Implementation Sites](https://www.dropbox.com/s/qa76nt6fj12evun/Program%20Coach%20Support%20to%20Implementation%20Site%20_classroom.docx?dl=0) for more details)
	+ Assist team leaders in planning monthly leadership team meetings
	+ Attend and support monthly leadership team meetings
	+ Assist implementation site with product and report development
	+ Assist implementation site with professional development and coaching activities
	+ Mentorship of practitioner coach(es)
	+ Assist data coordinator in using data systems and preparing data for review by leadership team
	+ Support leadership team in using data for decision-making and reporting evaluation results
* Assist in the development of a professional development plan for state training activities
* Plan future training events
* Provide train-the-trainer events to build state training capacity
* Provide coach-training events to build coaching capacity
* Provide data-coordinator training to build data-based decision-making capacity
* Conduct program-wide implementation events to build the capacity of program-wide implementation leadership teams
* Provide ongoing, sustainable consultation and guidance to trainers and coaches within the state

## Time Commitments

The Program Coach will make a minimum two-year commitment to joining the Professional Development Network and may be called upon after this initial commitment to support additional training and coaching per the State Leadership Team’s plan for scale-up. Specific time commitment within the first year will range from .3 to .4 FTE and include the following:

* Attend and prepare for all training events
	+ Approximately 10-15 days of face-to-face training
	+ Half-day per week participation in web-based training, leadership team meetings, site visits, conference calls, and state training/outreach activities
* Participate in the National Training Institute in April 2022 (4-5 days)
* Minimum half-day per week contact with your assigned implementation site

## Application

TA center staff who are interested in this position should complete the [MiMTSS Early Childhood Program Coach Application form](https://docs.google.com/forms/d/e/1FAIpQLScEtAR3MU-luAU3TNuj_DDpw7Y5HyUqbnf9Fu93IpXZEFauGg/viewform?usp=sf_link). The information requested on that form is also included below for your reference.

### Agreements

* I understand that if selected as a member of the Professional Development Network, I will be required to participate in approximately 10-15 days of face-to-face training and one-half day per week participation in web-based training, leadership team meetings, site visits, conference calls, and state training/outreach activities that extend beyond my time commitments working directly with the implementation site.
* I understand that I will be expected to fulfill additional training requirements in year two of the project and that I will be responsible for providing train-the-trainer, program-wide implementation, and coach-training events and collect evaluation data to help build training capacity and program-wide adoption and implementation of selected social-emotional evidence-based practices (i.e., Pyramid Model practices).

### Work Experience and Background Knowledge

1. Describe important characteristics of early childhood education that distinguish this focus area from K-12 education and should be accounted for in our implementation of MTSS.
2. Describe your experience in working with preschoolers with/without disabilities and/or your experience in providing technical assistance across diverse early childhood settings.
3. Describe your work experience in coaching and working with families.
4. Describe your experience in providing instructional coaching (practitioner coaching) and school team coaching (program coaching).
5. Describe any experience you may have with program-wide implementation of evidence-based practices or providing consultation to programs for systems change.
6. Describe your experience in supporting practitioners to use data-based decision making.
7. Describe your knowledge of and experience using the selected social-emotional evidence-based practices (i.e., Pyramid Model practices).
8. Describe your familiarity with social-emotional learning and how you see PBIS interfacing with social-emotional learning in an early childhood setting.

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