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| **Social-Emotional Foundations for Early Learning (SEFEL) Practice Profile****For Yearly Program Review (YPR)** |  |

This practice profile is intended to support and assist Local Education Agencies (LEAs) in completing the SEFEL Yearly Program Review by providing detailed descriptions for determining ratings. LEAs should review all available data and discuss ratings as a team based on data.

The following are questions for the team to consider as they analyze data:

* What do you notice? What are the patterns? Trends?
* What kinds of questions do you have as you look at the available data?
* What other data might you want to explore to dig into these questions?
* What is the storyline? What are these data telling you?
* What do you want to know?

When completing the SEFEL Yearly Program Review (YPR), LEAs should check “yes” or “no” beside the description items in the Brief Description of Criteria column and then add the number of criteria met in order to determine a rating for each key implementation step. This rating is recorded in the LEA Rating column on the SEFEL YPR. Some items in the Brief Description of Criteria column require the LEA to note the target numbers (from the LEA Implementation Plan) and the actual numbers so that the team can determine if the criteria were met. LEAs should document their data sources in the Comments column of the SEFEL YPR and include any additional explanation necessary to clarify rating decision. When information has been completed, LEAs are asked to submit the SEFEL Yearly Program Review by June 30. This information will be used to inform customized support for LEAs by NC Department of Public Instruction (DPI) and the NC Early Learning Network.

1. **Key Implementation Step: Establish a leadership team**

Scoring:Rate 2(Expected Implementation) if: All 7 criteria met

 Rate 1 (Developmental Variation) if: 4-6 criteria met

 Rate 0 (Beginning) if: Fewer than 4 criteria met

**Possible data sources include:**

* Meeting minutes
* Signed assurances
* Communication protocols
* Implementation Plan
* Spending plans and expenditure reports
* Implementation plan
* Professional development plan

**Criteria**

1. Team has broad representation that includes at a minimum a teacher, coordinator of initiative, administrator (i.e. principal, preschool coordinator, Exceptional Children’s director) and a member with expertise in behavior support (i.e. behavior specialist, social worker). In some situations, there will be one person who represents more than one of these roles when there is no other person available to fill the role. For example, the administrator may also be a person with expertise in behavior support. Other team members might include parent, teaching assistant, related service specialists and other program personnel.
2. Team has administrative support. Administrator attends meetings and trainings, is active in problem-solving to ensure the success of the initiative, and is visibly supportive of the adoption of the model.
3. Team has regular meetings. Team meetings are scheduled at least quarterly. Team member attendance is consistent. Meetings can occur in person or virtually. Parents who are part of the leadership team may provide their input/feedback in person or through surveys, emails, etc. between meetings if being present during the meeting is not feasible. Teams have a system for sharing information with and gathering feedback from team members who are not present. Your LEA met the target number of planned Leadership Team meetings. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you met your target number. ***Please note on your YPR the target number from your Implementation Plan (Item #1.1) and the actual number of meetings held.***
4. Team has established a clear mission/purpose. The team purpose or mission statement is written. Team members are able to clearly communicate the purpose of the leadership team.
5. Assurances are signed and shared with team. Team develops the spending plan, implementation plan and professional development plan and submits all to DPI. Team develops and submits an implementation plan that includes all key implementation steps. A written implementation plan guides the work of the team. The team reviews the plan and updates their progress at each meeting. Action steps are identified to ensure achievement of the goals. The yearly implementation plan projects expansion over the next three years in the number of teachers trained and targeted as fidelity classrooms.
6. Your LEA met the target number of team members to attend the annual SEFEL Leadership Summit. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached your target number. ***Please note on your YPR the target number from your Implementation Plan (Item #1.2) and the actual number that attended.***
7. The team reviews the plan and updates their progress at each meeting, revises the plan at least annually and submits completed Yearly Program Review (YPR) on time to DPI.
8. **Key Implementation Step: Establish stakeholder buy-In**

Scoring:Rate 2(Expected Implementation) if: All 3 criteria met

 Rate 1 (Developmental Variation) if: 2 of the criteria met

 Rate 0 (Beginning) if: Fewer than 2 criteria met

**Possible data sources include:**

* Meeting minutes
* Communication protocols
* Information provided to stakeholders (e.g., newsletters, pamphlets, letters, LEA website/electronic resources, emails)
* Training agendas and rosters
* Surveys

**Criteria**

1. Stakeholders are people who are interested in and essential to the success and sustainability of SEFEL implementation and may include teachers, coaches, administrators, parents, community partners (resources and child care settings), PTA members, etc. Stakeholder input and feedback are obtained throughout the process (events, focus groups, suggestion box, etc.). There is evidence of both outgoing communication and opportunities for stakeholders (staff, families, and community) to provide feedback at least twice a year.
2. Stakeholders are aware of and supportive of the need for a district-wide approach for addressing children’s social emotional development and challenging behavior in all of the LEA’s preschool classes.
3. Leadership team provides updates on the process and data on the outcomes to stakeholders on a regular basis.
4. **Key Implementation Step: Facilitate meaningful family involvement as a means of improving services and results for children**

Scoring:Rate 2(Expected Implementation) if: All 4 criteria met

 Rate 1 (Developmental Variation) if: 3 of the criteria met

 Rate 0 (Beginning) if: Fewer than 3 criteria met

**Possible data sources include:**

* Meeting minutes
* Communication protocols
* Information provided to families (e.g., newsletters, pamphlets, letters, LEA website/electronic resources, emails)
* Training agendas and rosters
* Surveys
* Home visit logs/notes

**Criteria**

1. Family input is solicited as part of the planning process. Families are informed of the initiative and asked to provide feedback on program-wide adoption and mechanisms for promoting family involvement in the initiative.
2. There are multiple mechanisms for sharing SEFEL information with families including narrative documents, conferences, emails, newsletters, and parent meetings to ensure that all families are informed of the initiative.
3. Family involvement in the initiative is supported through a variety of mechanisms including home teaching suggestions, information on supporting social development, and the outcomes of the initiative. Information is shared through a variety of formats and is translated for families who do not speak English (e.g., meetings, home visit discussions, newsletters, open house, websites, family friendly handouts, workshops, rollout events).
4. Families are involved in planning for individual children in a meaningful and proactive way. Families are encouraged to team with program staff in the development of individualized plans of support for children including the development of strategies that may be used in the home and community.
5. **Key Implementation Step: Communicate behavior expectations for preschool classes**

Scoring:Rate 2(Expected Implementation) if: All 5 criteria met

 Rate 1 (Developmental Variation) if: 3-4 of the criteria met

 Rate 0 (Beginning) if: Fewer than 3 criteria met

**Possible data sources include:**

* Meeting minutes
* Communication protocols
* Fidelity checks/Monitoring
* Coaching Logs
* Information provided to stakeholders (e.g., newsletters, pamphlets, letters, LEA website/electronic resources, emails)
* Training agendas and rosters
* Surveys

**Criteria**

1. Preschool classrooms establish 2-5 positively stated behavior expectations based on common preschool classroom rules.
2. Expectations are written in a way that applies to both children and staff.
3. Expectations are developmentally appropriate and linked to concrete rules for behavior within activities and settings.
4. Expectations are shared with families, and staff assist families in the translation of the expectations to rules in the home.
5. Expectations are posted in classrooms and in common areas in ways that are meaningful to children, staff, and families.
6. **Key Implementation Step: Teachers use evidence-based strategies for teaching and acknowledge the implementation expectations for preschool classes, as indicated by level of fidelity on the Teaching Pyramid Observation Tool (TPOT)**

Scoring:Rate 2(Expected Implementation) if: All 5 criteria met

 Rate 1 (Developmental Variation) if: 3-4 of the criteria met

 Rate 0 (Beginning) if: Fewer than 3 criteria met

**Possible data sources include:**

* Formative and summative child assessments
* Classroom Behavior Records
* Implementation Plan
* Teaching Pyramid Observation Tool (TPOT)
* Fidelity checks/Monitoring
* Coaching Logs
* Instructional Practices Checklists
* TS GOLD scores
* Spending plans and expenditure reports
* Training agendas and rosters
* Surveys

**Criteria**

1. Your LEA met the target number of classrooms to reach fidelity on the TPOT. Your LEA determined the number of targeted classes when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the targeted number. This includes all classes that were at fidelity at any point during the year. ***Please note on your YPR the target number from your Implementation Plan (Item #5.1) and the actual number that reached fidelity.***
2. Your LEA met the target number of total classrooms to receive coaching during the year. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the target number of classes. This includes any class being coached at any time during the year. ***Please note on your YPR the target number from your Implementation Plan (Item #5.2) and the actual number that received coaching.***
3. Your LEA met the target total percentage of preschool classes that have received and/or are receiving SEFEL coaching by the end of the year. This percentage includes all classes since your LEA began implementing SEFEL. Your LEA determined the target percentage when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the targeted percentage. ***Please note on your YPR the target percentage from your Implementation Plan (Item #5.3) and the actual percentage by year end.***
4. Your LEA uses Instructional Practices (IP) checklists with all classrooms. IP checklists should be used after providing Foundations training for all teachers. Once a teacher receives his/her initial TPOT, the focus will be on the teacher action plan (instead of the checklists). You will answer “yes” to this item on the YPR if all preschool classrooms use either IP checklists or have teacher action plans related to the practices on the TPOT.
5. Teachers collect and submit child level and classroom data and use data to inform teaching practices. LEA collects and reports child level data for percent growth in developmental areas and analyzes and develops a plan for program improvement based on child outcome data.
6. **Key Implementation Step: Use established procedures for responding to challenging behaviors**

Scoring:Rate 2(Expected Implementation) if: All 6 criteria met

 Rate 1 (Developmental Variation) if: 4-5 of the criteria met

 Rate 0 (Beginning) if: Fewer than 4 criteria met

**Possible data sources include:**

* Classroom Behavior Records
* Teaching Pyramid Observation Tool (TPOT)
* Meeting minutes
* Behavior Support Plans
* Plan for responding to crisis situations
* Communication protocols
* Coaching Logs
* TS GOLD scores
* Information provided to stakeholders (e.g., newsletters, pamphlets, letters, LEA website/electronic resources, emails)
* Training agendas and rosters
* Surveys

**Criteria**

1. A team-based process for addressing individual children with persistent challenging behavior is developed. Teachers can identify the steps for initiating the team-based process including fostering the participation of the family in the process.
2. An individual or individuals with behavioral expertise are identified for coaching staff and families throughout the process of developing individualized intensive interventions for children in need of behavior support plans.
3. Strategies for partnering with families when there are problem behavior concerns are identified. Teachers have strategies for initiating parent contact and partnering with the family to develop strategies to promote appropriate behavior.
4. Strategies for responding to problem behavior in the classroom are developed. Staff implement a process for identifying and monitoring SEFEL Tier II challenging behaviors and implement appropriate differentiated instruction. Teachers use evidence-based approaches to respond to problem behavior in a manner that is developmentally appropriate and teaches the child the expected behavior.
5. A process for problem solving with other teachers around problem behavior is developed. Teachers can identify a process that may be used to gain support in developing ideas for addressing problem behavior within the classroom (e.g., peer-support, classroom mentor meeting, brainstorming session).
6. A process for responding to crisis situations related to problem behavior is developed and written, and training on the process is provided to staff and administrators. Teachers can identify how to request assistance when needed. A plan for addressing the child’s individual behavior support needs is initiated following requests for crisis assistance.
7. **Key Implementation Step: Establish and implement a professional development plan for classroom staff**

Scoring:Rate 2(Expected Implementation) if: All 9 criteria met

 Rate 1 (Developmental Variation) if: 5-8 of the criteria met

 Rate 0 (Beginning) if: Fewer than 5 criteria met

**Possible data sources include:**

* Implementation Plan
* Professional Development Plan
* Teaching Pyramid Observation Tool (TPOT)
* Meeting minutes
* Communication protocols
* Fidelity checks/Monitoring
* Coaching Logs
* TS GOLD scores
* Spending plans and expenditure reports
* Training agendas and rosters
* Surveys

**Criteria**

1. A professional development plan for providing ongoing support, training, and coaching in each classroom on the Pyramid Model practices (to include a PLC) is developed and implemented. 90% of all teachers have been trained in Foundations Modules 3-11 and a plan is in place to train new teachers.
2. Your LEA met the targeted number of new teachers to receive Foundations Trainings (for modules 3-11). Your LEA determined the number of teaching staff to be trained when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the targeted number. ***Please note on your YPR the target number from your Implementation Plan (Item #7.1) and the actual number that received training.***
3. At least 50% of all teacher assistants have been trained in Foundations Modules 3-11. Your LEA determined the percentage of teaching staff to be trained when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the targeted number. ***Please note on your YPR the target percentage from your Implementation Plan (Item #7.2) and the actual percentage that received training.***
4. Incentives and strategies for acknowledging staff are identified.
5. Staff receive professional development in formative assessment.
6. All staff are trained in the curriculum the LEA uses and in related curriculum assessment. While a specific curriculum/curriculum assessment is not mandated, it is expected that the LEA choose a curriculum that is compatible with SEFEL principles and make sure that staff are trained. LEA also has a plan in place for training new staff.
7. 80% of teachers receive a proficient score on the online curriculum reliability measure, if this is part of the curriculum the LEA uses. If a curriculum reliability measure is not included as part of the curriculum chosen by your LEA, you will type ‘N/A’ for this item and also explain in the comments section why you indicated N/A. If you meet all other criteria for this implementation step, you will earn a score of 2 (Expected Implementation).
8. Your LEA met the number of **new** targeted classrooms to receive SEFEL coaching for the year. This includes classrooms receiving coaching that did not receive coaching in the previous year. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the targeted number. If your Implementation Plan indicated that you were to target 0 new classrooms and you did not coach any new classrooms, then you will answer “yes” to this item since you met your target number. ***Please note on your YPR the target number from your Implementation Plan (Item #7.3) and the actual number that received coaching.***
9. A sustainable plan to work with classroom teachers that have achieved fidelity in the past is implemented. The plan should include support as indicated on ***The Coaching Standard*** document (see attachment). ***If there are no teachers at fidelity in your LEA, then you do not have the opportunity to implement a plan for teachers at fidelity. In this case, you will enter ‘N/A’ for this item and also explain in the comments section why you indicated N/A. If you meet all other criteria for this implementation step, you will earn a score of 2 (Expected Implementation).***
10. **Key Implementation Step: Establish an implementation and professional development plan for coaches**

Scoring:Rate 2(Expected Implementation) if: All 9 criteria met

 Rate 1 (Developmental Variation) if: 5-8 of the criteria met

 Rate 0 (Beginning) if: Fewer than 5 criteria met

**Possible data sources include:**

* Implementation Plan
* Professional Development Plan
* Teaching Pyramid Observation Tool (TPOT)
* Meeting minutes
* Communication protocols
* Fidelity checks/Monitoring
* Coaching Logs
* Spending plans and expenditure reports
* Information provided to stakeholders (e.g., newsletters, pamphlets, letters, LEA website/electronic resources, emails)
* Training agendas and rosters
* Surveys

**Criteria**

1. Your LEA met the target number of new coaches to complete Mindful Coaching training. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached your target number. If your Implementation Plan indicated that you were sending 0 new coaches to Mindful Coaching training and no coaches attended the training, then you will answer “yes” to this item since you met your target number. ***Please note on your YPR the target number from your Implementation Plan (Item #8.1) and the actual number that attended.***
2. Your LEA met the target number of new coaches to complete TPOT training. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached your target number. If your Implementation Plan indicated that you were sending 0 coaches to TPOT training and no coaches attended the training, then you will answer “yes” to this item since you met your target number. ***Please note on your YPR the target number from your Implementation Plan (Item #8.2) and the actual number that attended.***
3. Your LEA met the target number of new coaches who paired with an experienced coach to observe and score the TPOT. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the targeted number. ***Please note on your YPR the target number from your Implementation Plan (Item #8.3) and the actual number that paired with an experienced coach to observe by the end of the year.***
4. Your LEA met the target number of coaches to complete Practice-Based Coaching Using the TPOT training. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached your target number. If your Implementation Plan indicated that you were sending 0 coaches to Practice-Based Coaching Using the TPOT training and none attended, then you will answer “yes” to this item since you met your target number. ***Please note on your YPR the target number from your Implementation Plan (Item #8.4) and the actual number that attended.***
5. 80% of all coaches provide coaching according to the ***The Coaching Standard*** document (see attachment).
6. All coaches establish fidelity on inter-rater reliability (80% exact agreement or greater) with another TPOT certified coach at least once a year.
7. Coaches use the Teacher-Coach agreement to set expectations for the teacher-coach relationship and use coaching logs to collect data on the frequency, duration, and mode of coaching visits and use the data to inform coaching strategies.
8. Coaches attend and present at Regional Coaches Meetings (virtual and face-to-face) and present during Professional Learning Community Meetings (PLCs) and/or other forums.
9. Your LEA met the target number of coaches to attend the regional meetings/webinars for coaches. Your LEA determined the target number when developing the SEFEL Implementation Plan. Refer to your Implementation Plan to determine if you reached the target number. ***Please note on your YPR the target number from your Implementation Plan (Item #8.5) and the actual number that attended.***
10. **Key Implementation Step: Establish a plan for monitoring implementation and outcomes**

Scoring:Rate 2(Expected Implementation) if: All 4 criteria met

 Rate 1 (Developmental Variation) if: 2-3 of the criteria met

 Rate 0 (Beginning) if: Fewer than 2 criteria met

**Possible data sources include:**

* Formative and summative child assessments
* Classroom Behavior Records
* Teaching Pyramid Observation Tool (TPOT)
* Meeting minutes
* Implementation Plan
* Communication protocols
* Fidelity checks/Monitoring
* Coaching Logs
* TS GOLD scores
* Spending plans and expenditure reports
* Information provided to stakeholders (e.g., newsletters, pamphlets, letters, LEA website/electronic resources, emails)
* Training agendas and rosters
* Surveys

**Criteria**

1. LEA develops and implements a system for analyzing all data collected throughout the process and meets on a regular basis to review implementation data (TPOT scores, child scores, coaching data, evaluation data from training activities, etc.).
2. Data are used for ongoing monitoring, problem solving, ensuring child response to intervention, and program improvement.
3. Data are shared with program staff and families.
4. Implementation Plan is updated/revised as needed based on data analysis.

*Key Implementation Steps and Criteria adapted from the Early Childhood Program-Wide PBS Benchmarks of Quality by Lisa Fox, Mary Louise Hemmeter, and Susan Jack (2010). University of South Florida.*

Attachment

**The Coaching ‘Standard’**

Our recommended ‘standard’ for coaching comprises three levels of intensity depending upon the needs of the teacher being coached. Each coaching relationship should begin with the completion of the *Teacher-Coach Agreement* in which the teacher and coach will discuss the level of coaching to be provided and review the steps below.

**Intensity I Coaching – for teachers receiving Practice-Based Coaching for the first time**

When a teacher has been selected to be targeted for Practice-Based Coaching:

* She/he should have received training in at least Foundations Modules 3 - 11.
* The coach and teacher should complete the *Teacher-Coach Agreement* (session 1).
* The teacher completes the self-assessment on her own.
* The coach administers the initial TPOT (session 2).
* The teacher and coach debrief the TPOT and set goals based on the comparison between the self-assessment and initial TPOT administration (session 3).
* During sessions 4 through 14 the teacher and coach work toward goals.
	+ A mid-year TPOT is recommended (some systems find teachers are more likely to reach fidelity at the end of year if they have participated in the administration of a mid-year TPOT).
* The coach administers the end-of-the-year TPOT during session 15.
* The coach and teacher debrief the end-of-the-year TPOT e during session 16 and review the TPOT graphs showing the beginning, middle and end of the year results.

**Intensity II Coaching – for teachers who have received Practice-Based coaching but did not reach fidelity on the end-of-the-year TPOT (fidelity = score at least 80% with no red flags)**

For teachers who have received Practice-Based Coaching but did not reach fidelity on the end-of-the-year TPOT, the coach will administer:

* A TPOT at the beginning of the school year (session 2).
* If teacher meets fidelity, then teacher moves into Intensity III Coaching (see below).
* If teacher does NOT meet fidelity, the coach conducts:
	+ At least two one-hour observations/coaching sessions a month
	+ An 'ending’ TPOT, when teacher is ready (e.g., mid-year).

**Intensity III Coaching -- for teachers who have received Practice-Based Coaching and reached fidelity**

After a teacher has reached fidelity on the TPOT (80% with no red flags), he or she enters the “maintenance” phase. Please consider the following:

* + A TPOT should be administered around November-December of the following year to determine the level of maintenance.
	+ If the teacher maintains fidelity (80% with no red flags), no further coaching may be required.
	+ If the teacher scores below 80% or has any “red flags”:
		- Develop a plan to address areas of need on the TPOT,
		- Determine dosage of coaching necessary,
		- Determine when the follow-up TPOT will be administered.

**Special Situations**

If a teacher has not reached fidelity after 24 months, the implementation team should consider all data (e.g., coaching duration/frequency, training sessions attended, etc.) to determine if the teacher should continue as a targeted teacher in the SEFEL Program.