Training and Coaching Guidelines for Community College Instructors

(Updated on 8/4/2020; rev. 8/21/2020; rev. 2/5/2021; rev 6/15/2021)

What is EPIC-ECE?

Project EPIC-ECE is a partnership of School of Education and Human Development) of the University of Colorado Denver with the Early Childhood Education State-wide Community College Faculty coalition and four Community Colleges. The project addresses the critical need for well-prepared associate degree-level personnel who use evidence-based practices for meaningful inclusion of young children (birth through 8) with disabilities and their families in early childhood programs and classrooms. The Project is funded by the U.S. Department of Education's Office of Special Education and Rehabilitative Services program.

The overall project objectives are:

1. Review, update and verify existing courses and create new courses leading to Associate Degrees in ECE and Early Childhood Special Education (ECSE) ensuring that the course competencies reflect EBPs for inclusive education for young children (0-8 years) with disabilities and their families.
2. Review and update the existing Banks of Resources (BoRs) and create additional BoRs for the new ECE courses that reflect EBPs for inclusive education for young children (0-8 years) with disabilities and their families.
3. Enhance the capacity of ECE faculty at community colleges to deliver inclusive education content through ongoing coaching and an annual professional development summer Institute.
4. Develop high quality field experiences supported by trained faculty and coaches who enhance the capacity of the mentor teachers at practicum sites.
5. Align project activities with those of the other state level ECE initiatives to improve recruitment, preparation and retention of ECE personnel as well as facilitate articulation of enhanced Associate Degrees with the existing ECE and ECSE at four-year colleges and universities.

This Training and Coaching activity meets Objective #3 of this project.

Who Will Receive EPIC-ECE Training and Coaching?

The Training and Coaching will occur in four phases and will involve the Trainer of Trainer Model and Participatory Adult Learning Strategy (Dunst & Trivette, 2009; See Appendix A). The Project Staff will work with the Community College Lead Partners who will in turn train/coach the instructors in their relevant Colleges.

Who are the Key People?

1. **Project Staff**- Ritu, Elizabeth, Michael, Rashida, William, Julie
2. **Community College Lead/ Trainers**: Kathy & Kristin (ACC), Janiece & Jenning (RRCC), Ashley & Shirley (CCA), Mary & Althea (PPCC)
3. **Course Instructors**: The course instructors teaching the identified 8 courses. E.g. for Fall 2021, the course instructors are all instructors teaching **ECE 111, 220 & 238**. The Community College Lead may also serve as course instructors in some cases if they are teaching the course.

What Competencies will be covered in the Coaching?

Earlier you were asked to complete the Faculty Strengths and Needs Surveys for the course you are teaching this semester. This survey included some items from the 17 competencies that were considered important and necessary to address in the EPIC Project. Each Community College Lead identified specific competencies that were addressed at medium to high level (that received a score between 3 and 5 in terms of relevance) in each course.

While, all the competencies are addressed at high levels in at least one course with the ultimate goal of ensuring that they are all covered across the eight courses that are focus of the project- some introductory courses could have only 2 or 3 competencies addressed in a course—some upper level courses could include 5 or more. Further, note that not all competencies need to have a high level of emphasis in every course. Introductory courses may have competencies covered at medium or introductory level only but may be emphasized at a higher level in an upper level course. Reach out to Community College Lead or the Project Staff if you have questions.

4. **What Does Training and Coaching Involve?**

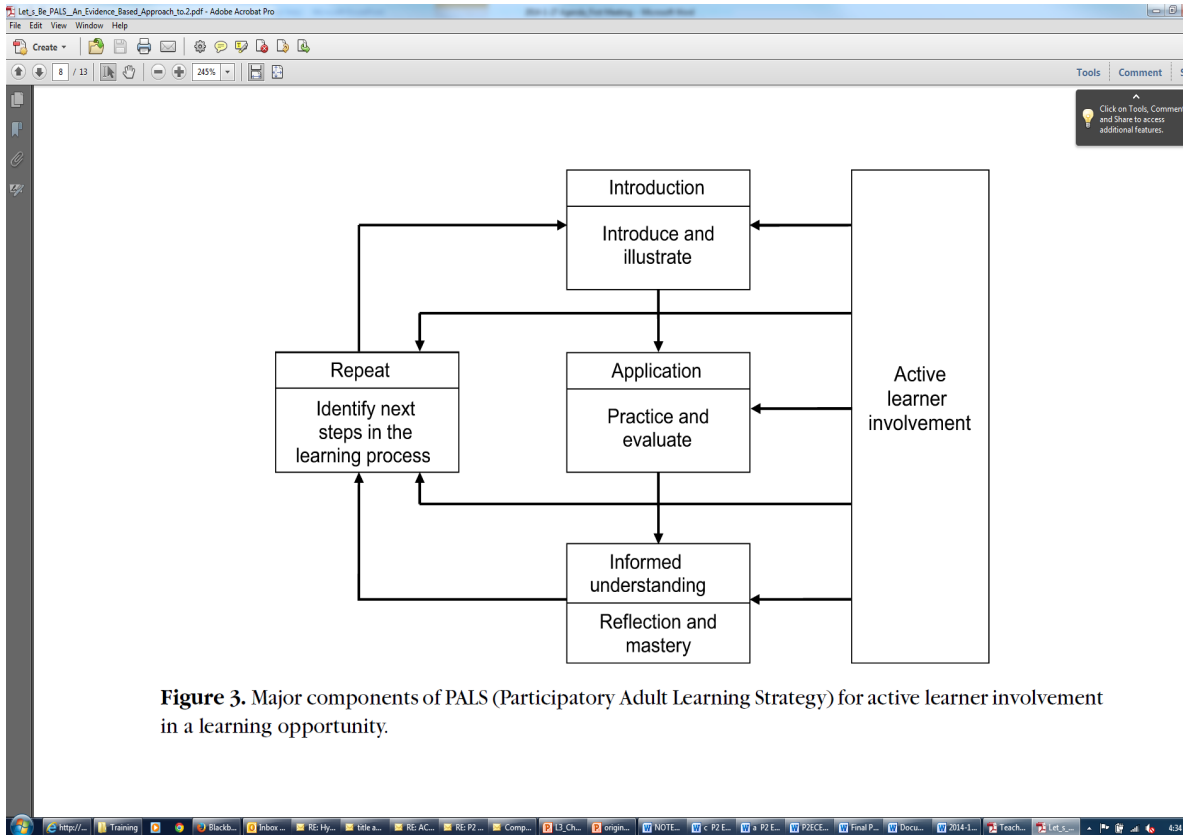|	Action Steps	Who is Involved	Helpful Documents	Timeline	
	Phase I: Pre-Training/Coaching				
1	Complete Bank Of Resources (BoR) for relevant Courses for the semester	Project Staff complete and share with College Partners (*project staff will reach out to College Partners for feedback along the way*). Project Staff, Michael Barla Lead.	BoR	30 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
2	Review relevant project competencies to be met, Bank of Resource for the relevant courses (e.g. **ECE 111, 220 & 238** for Fall 2021), the Coaching Plan	Community College Lead and Project Staff • ACC-Kathleen/Kristin/Rashida • CCA- Ashley/Rashida • PPCC- Mary/Michael/Elizabeth • RRCC- Janiece/Jenning/Michael/ Elizabeth	Competency Matrix and Syllabus Review Matrix	30 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
3	Review the Project Objectives and Task	Community College Lead with relevant Course Instructors for each college	This document	30 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
4	Complete Faculty Strengths and Needs Survey for the relevant courses for the semester	Relevant Course Instructors for each course/college; Community College Leads collect and share with Project Staff, Willie Hepworth	Faculty Strengths and Needs Survey and Appendix II -course plan	15 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
	Phase II: Preparing to Teach				
5	Review the data from Faculty Strengths and Needs Survey	Community College Lead with relevant Course Instructors for each college	Completed Faculty	10 days prior to the start of the semester	☐ Completed ☐ In process

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	Action Steps	Who is Involved	Helpful Documents	Timeline	
			Strengths and Needs Survey		☐ Not started
6	Review the specific Project EPIC –ECE competencies to be met in relevant courses	Community College Lead with relevant Course Instructors for each college	Completed Faculty Strengths and Needs Survey	10 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
7	Review the relevant course syllabus to ensure activities, readings, assignments will meet the relevant project competencies	Community College Lead with relevant Course Instructors for each college	Course Syllabus	10 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
8	Develop a plan for weekly updates and communication throughout the semester	Community College Lead with relevant Course Instructors for each college	Your personal Calendars	10 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
9	Develop a monthly (or more frequently, if needed) meetings/communication plan	Community College Lead and Project Staff		10 days prior to the start of the semester	☐ Completed ☐ In process ☐ Not started
	Phase III: During Teaching				
11	Weekly Meetings/phone/email communication; at each meeting complete Coaching and Activity Log	Community College Lead with relevant Course Instructors for each college	Weekly Coaching Log and PALS model	Aim for weekly; at least bi-weekly emails and once a month "in-person"	☐ Completed ☐ In process ☐ Not started
12	Share relevant resources throughout the semester	Community College Lead with relevant Course Instructors for each college and Project Staff	Resources-upcoming webinar, newly published journal article/blog etc.	Frequently	☐ Completed ☐ In process ☐ Not started
13	Monthly Meeting with Trainers i.e. the Community college lead	Community College Lead and Project Staff	Weekly Coaching Log and PALS model	Monthly	☐ Completed ☐ In process ☐ Not started
	Phase IV: Post Teaching				

	Action Steps	Who is Involved	Helpful Documents	Timeline	
14	Complete Faculty Strengths and Needs Survey for the relevant courses for the semester	Relevant Course Instructors for each course/college; Community College Leads collect and share with Project Staff, Willie Hepworth	Faculty Strengths & Needs Survey	Within a week of End of Semester	☐ Completed ☐ In process ☐ Not started
15	End of Semester Reflection- Course Instructors	Community College Lead and Project Staff	Reflection Guidelines- Appendix V, Syllabus Review Matrix, Faculty Strengths & Needs Survey.	Within a week of End of Semester	☐ Completed ☐ In process ☐ Not started
	End of Semester Reflection- Trainers i.e. the community college lead	Community College Lead and Project Staff	Reflection Guidelines- Appendix V, Syllabus Review Matrix, Faculty Strengths & Needs Survey.	Within a week of End of Semester	☐ Completed ☐ In process ☐ Not started

APPENDIX I

Participatory Adult Learning Strategy (Dunst & Trivette, 2009)

Figure 3. Major components of PALS (Participatory Adult Learning Strategy) for active learner involvement in a learning opportunity.

PALS: The 4-phase process includes:

- Course Instructor or Trainer introduction and illustration of targeted knowledge or practice,

- Trainee or practitioner application of the knowledge or practice and their evaluation of their experience,

- Trainee or practitioner reflection on and assessment of mastery of the knowledge or practice to promote informed understanding, and

- Learner use of informed understanding to decide next steps in the learning process to further develop learner understanding, use, and mastery.

APPENDIX II

Course Plan for Coaching and BoR

Fall 2020	ECE 101 & 102
Spring 2021	ECE 101, 102, & 103
Fall 2021	ECE 111, 220 & 238
Spring 2022	ECE 256 & 260

APPENDIX III

WEEKLY/BIWEEKLY COACHING LOG

ABOUT THIS RESOURCE: *The following document is a coaching log template to be used for communication (calls, emails, in-person) between community College Leads/Trainers and Instructors in the EPIC-ECE project. The items may be different based on the synchronous/asynchronous communication. Please feel free to edit this template and make it work for your needs. (personally, speaking, I would put this in a spreadsheet so I can see communication across the length of time)*	
Date of Communication	
Mode of Communication	☐ In-person ☐ via web-based technology (e.g. Zoom) ☐ Email ☐ Other
Course #	
Semester/Year	
Community College	ACC CCA PPCC RRCC
Instructor Name	
Community College Coach	
Unit(s) covered in this conversation	
Specific EPIC competencies covered *(you can use #)*	
What's working/Highlights from the session	
Questions/concerns that came up?	
Instructor's next steps	
Coach's next steps	
Next meeting date & time	

APPENDIX IV

END OF THE SEMESTER COURSE REFLECTION (Instructor/Coach)

Course #	
Semester/Year	
Community College	ACC CCA PPCC RRCC
Instructor Name	
Community College Coach	
What specific EPIC competencies did you address well? (give examples)	
What competencies could not be addressed? How can project staff/coach help?	
What worked well about the coaching process?	
What could you improve upon if you had to do this again?	
Were there any ah-ha moments? Or anything else you wish to share?	
Instructor's next steps, if any	
Coach's next steps, if any	
Any additional comments?	