

Nevada & TACSEI
Pyramid Model Partnership

*Promoting Social Emotional
Competence in Young Children*



Nevada TACSEI

Policies and Procedures Manual

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Nevada Technical Assistance Center on Social Emotional Interventions for Young Children (Nevada TACSEI) was created through a partnership with the national Technical Assistance Center on Social Emotional Interventions for Young Children (TACSEI) in 2010. The purpose of this partnership is to build Nevada's capacity to develop, implement and sustain a comprehensive system of training and technical assistance for supporting social emotional competence and addressing challenging behaviors in young children at-risk for or with identified developmental delays in Nevada. A primary goal of this partnership is to enhance the ability of the early care and education (ECE) workforce to address the social, emotional and behavioral needs of all young children birth to 5-years by embedding Pyramid Model training into existing Nevada ECE professional development initiatives.

Mission Statement

Our mission is to collaborate with families, community partners, and policy makers to create a sustainable, statewide system that promotes social emotional development in young children, using the Pyramid Model.

Our Vision

Young children in Nevada will have stable and healthy relationships, be ready to learn, and successfully navigate their social environment. Families will be supported in nurturing their child's social and emotional growth.

The Pyramid Model promotes evidence-based practices that support positive social emotional skills for young children, such as recognizing emotions in self and others, learning rules and expectations, self-regulation, and positive social interactions with peers. Research confirms a strong link between social emotional competence in young children and later school success. It also shows the negative consequences of untreated behavior problems including risk for school failure, delinquency in adolescence, and adult incarceration.

Nevada TACSEI has started the process towards implementing a comprehensive system of training and technical assistance to support children's social emotional competence through several activities. To date, the Nevada TACSEI team has:

- Established a statewide interagency early childhood leadership team to develop policies and procedures to implement, evaluate, and sustain this initiative.
- Recruited and trained a master cadre of trainers and coaches to build the capacity of the ECE workforce to implement the Pyramid Model with fidelity.
- Selected and supported implementation and demonstration sites located around the state and representing a variety of early childhood settings to demonstrate the effectiveness of the Pyramid Model and practices.

Statewide system change is dependent upon policies and procedures that ensure a common vision, language and experience for stakeholders (Horner, 2003). According to Fixsen (2005), “Policy represents the plan or structure that enables practice. In turn, practice outcomes (integrity and learner performance) inform policy structures.” (p.)ⁱ. In order to achieve our goal of implementing a statewide system of professional development that supports the implementation of the Pyramid Model with fidelity, it is necessary to articulate our policies and procedures regarding critical components of Pyramid Model implementation including: 1) training, 2) coaching, 3) selection and support for model demonstration sites, and 4) data collection and analysis. This policies and procedures manual was created for this purpose.

DRAFT

Glossary of Terms

Challenging Behavior: any repeated pattern of behavior that interferes with learning or engagement in prosocial interactions with peers and adultsⁱⁱ.

Coaching: collaborative partnership between a teacher and mentor aimed to build on teacher's existing skills to move toward more complex/integrated practices.

- **External Coach:** coach not employed by the program or agency who is in the role of guiding the leadership team in adopting the Pyramid model at the program-wide level.
- **Internal Coach:** coach employed by the program or agency who is a leadership team member and participates in the adoption of the Pyramid model at the classroom level.

Family Engagement: the extent to which parents, family members, or other caretakers are welcomed, informed, and active in early education programming.

Fidelity: the extent to which an intervention is being implemented as designed.

High-Quality Program: To be defined

Inclusion: the extent to which a program is open to and takes in children, families, and staff with diverse needs, abilities, and backgrounds.

Positive Behavioral Support: a method of addressing challenging behavior through universal prevention, intentional social-emotional skill building, data-based decision making and assessment, and intervention.

Professional Development: continuing, in-service education intended to facilitate learning or develop skills in a specific content area.

Program-Wide Implementation: the systematic implementation of Pyramid Model practices across all classrooms within a child-care/early education environment. This effort is led by a site-based leadership team with support from NV TACSEI.

Pyramid Model: a framework for the implementation of practices needed to promote young children's social and emotional competence and effectively address challenging behavior.

Universal Prevention: the first tier of the Pyramid Model that involves two levels of practice: building nurturing and responsive caregiving relationships and the provision of supportive environments.

Secondary Support: the second tier of the Pyramid Model that involves explicit instruction in social skills and emotional regulation.

Tertiary Support: the third tier of the Pyramid Model used when children exhibit persistent challenging behavior that is resistant to interventions at the previous levels. Comprehensive interventions are developed to resolve problem behavior and support the development of new skills.

Stages of Implementation: define the process of program-wide implementation of the Pyramid Model.

Exploration: identifying the need for change, learning about possible interventions that may provide solutions, learning about what it takes to implement the innovation effectively, developing stakeholders and champions, assessing and creating readiness for change, and deciding to proceed (or not)

Installation: establishing the resources needed to use an innovation and the resources required to implement the innovation as intended

Implementation: the first use of an innovation by teachers and others who have just learned how to use the innovation working in school and district environments that are just learning how to support the new ways of work

Demonstration: the skillful use of an innovation that is well-integrated into the repertoire of teachers and routinely and effectively supported by successive building and district administrations

Technical Assistance: support service whereby an external specialist with expertise in a given area provides training, coaching, or other supports to a program.

Technical Assistance Center on Social Emotional Interventions (TACSEI): Applies research on effective practice around social-emotional development and creates free products and resources to support policy-makers, administrators, caregivers, and parentsⁱⁱⁱ.

Part I

Family Engagement

Families are an integral part of successful interventions and to Pyramid Model implementation. Family engagement refers to an “on-going, reciprocal, strength-based partnership between families and their children’s early childhood education program”^{iv}. Throughout Pyramid Model implementation, families are seen as partners and are involved at all levels of the Pyramid.

Strong family involvement is linked to positive outcomes in academic and social-emotional skills (cite). One way to encourage this strong connection is to use home visiting. Home visiting that is free from judgement or pretense facilitates a connection between the teacher/program, the child, and the family. While home visiting is not a mandatory part of Pyramid Model implementation, it can be foundational in establishing strong family-school partnerships.

Inclusion of children with diverse needs is a foundational component of Pyramid Model implementation. NV TACSEI encourages programs to be inclusive in both theory and practice. Inclusive practices involve the extent to which a program is open to and takes in children, families, and staff with diverse needs, abilities, and backgrounds.

Family Engagement in Program-Wide Implementation

At the program-wide level, families are included as part of the school-based decision making process. The family representative plays an important role in the site-based leadership team and provides insight into the impact of policies and procedures on families within the program. See Section II for more information on the site-based leadership team.

When children are in need of tier 2 or 3 interventions, families are involved in setting up systematic intervention(s) and provide input into the behavior plan process. Families can support systematic intervention by providing increased opportunities for the child to learn and practice new skills in the context of everyday activities and routines in the home and community. Families also provide valuable contextual and cultural information that is used to assess child behavior. When children have persistent challenges, families and other persons involved with the child form a collaborative team to develop and implement comprehensive interventions and supports that are applied in all of the child’s routines and activities. The Pyramid Model and related resources have been widely disseminated by two federally-funded research and training centers: *Center on the Social Emotional Foundations for Early Learning* {www.vanderbilt.edu/csefel} and the *Technical Assistance Center on Social Emotional Interventions for Young Children* {www.challengingbehavior.org}).

Engagement Strategies

What is Family Engagement? Six areas can be considered when creating effective family engagement strategies:^v

- Parenting – help families to establish home environments that support children as learners and provide information on social-emotional learning and behavioral health.
- Communicating – establish effective methods of bi-directional school-home communications about program and classroom events and curriculum as well as children’s progress.
- Volunteering – recruit and organize parent help and support at the program and classroom levels.
- Learning at home – provide information and ideas to families about how to help children learn in the home and community context.
- Decision making – include parents in school-wide decision making and encourage parent leaders and representatives.
- Collaborating with the community – identify community resources and partners that bolster programming, family practices, and child learning and development.

The above areas are aligned with Nevada State Policy on Parental Involvement and Family Engagement which include six standards for parental involvement: welcoming families to the school community, effective communication, family-school collaboration supporting student wellbeing, family advocacy, shared decision-making, and community collaboration^{vi}. Programs will create policies and procedures that integrate the above components in ways that make sense in their individual contexts. Encouraging and nurturing home-school relationships empower program staff and families to best support each child in care. The above provides a framework for program-wide family engagement strategies that can be implemented in a multitude of ways. Some suggestions for intentional communication and involvement strategies are included below.

Communication: All families should be provided with information on how to promote their child’s social-emotional development at home during daily routines and family activities. Information sharing can be done through a variety of methods and will depend on the needs of families in each program. Some things to consider are:

- How does the program find out how families want to communicate?
- How does the program ensure two-way communication between home and school that works for families?
 - How do teachers provide information to families on what is happening in the classroom?
(e.g., newsletters, hand-written notes, daily journals/reports, email, private social media, website, or other technology, parent-teacher conferences, phone calls, bulletin boards etc.)
 - How do families provide information to teachers on what is happening at home?
(e.g., morning check-in, communication book that goes between home and school, quick morning conversations, parent-teacher conferences, etc.)
- How does the program communicate with families that are difficult to reach?
(e.g., if the family’s home language is not English, if parents are separated, if caregivers are quick at drop-off and pick-up, etc.)

- How does the program share information with families on social-emotional development and challenging behavior?
(e.g., handouts, parent-teacher conferences, parent information area, brief daily or weekly conversations, parent workshops, etc.)
- How do teachers and staff personally connect with families in ways that indicate appreciation and understanding?
(e.g., acknowledging effort and success in parenting, giving positive feedback to families who follow a suggestion or try something new, growing an awareness of family culture and context, showing appreciation, asking families if they have questions or need support, etc.)

Involvement: Families have diverse needs and will require individualized strategies to encourage involvement. Classrooms should welcome families and all families should be represented in classrooms. Some things to consider are:

- Are families offered ongoing opportunities to visit the classroom and school?
(e.g., both formal and informal opportunities, family potlucks, parent volunteers or speakers, spontaneous visits, etc.)
- Are families involved in decision making both at the classroom and program level?
(e.g., parent advisory boards, satisfaction surveys, votes on policy changes, etc.)
- When there is a concern about a child's behavior, how are families included in the behavior plan process?

Part II

Program Wide Implementation

When sites commit to implementing Pyramid Model practices, the Program-Wide Implementation process begins. Upon commitment to the Pyramid Model and Nevada TACSEI, sites will move through phases of implementation. Transition between phases is intended to be fluid, thus, components within each phase may overlap. As sites progress through the phases of implementation and increase their fidelity, they can achieve Model Demonstration site status. Model Demonstration status takes time to achieve, as it is about high fidelity of implementation of practices over time and exemplifying Pyramid Model practices. Model Demonstration sites are meant to serve as exemplars of the Pyramid Model in action. See Appendix A for a summary of the Phases of Implementation.

Site Leadership Team

The adoption of the Pyramid Model program-wide uses a similar approach to systems change and implementation as School-Wide PBS (see www.pbis.org for more information). The effort is implemented by a program-wide leadership team. For information on when the Site Leadership team is established, see “Phases of Implementation” (pg. 14).

Leadership Teams can have members from both inside and outside of a program. Leadership Team members can consist of, but are not limited to:

- **Administrator** – Program administrators can fill multiple roles on the site Leadership team and are essential to the sustainability of Pyramid Model practices.
- **Internal Coach** – Coach employed by the program or agency who guides the adoption of the Pyramid model at the classroom level.
- **Teachers** – input from teaching staff is essential for all practices involved in the Pyramid Model.
- **Evaluation Coordinator** – Individual designated to collect and submit program data to the Nevada TACSEI Evaluation Coordinator. Support will be given to the individual in this role.
- **Behavior Specialist** – A person identified to support secondary and potentially tertiary behavior support for children exhibiting challenging behavior. This individual must have training in behavioral support planning and function-based intervention.
- **Family Representative** – One or more family representative must be on the Leadership Team. This can be a parent or any other caregiver of a child enrolled in the program. Past parents are not eligible to participate.

The Site Leadership Team may look different in some programs. For example, home-based care or school-based Pre-K may not have sufficient staff to fill all of these roles. In this case, NV TACSEI will work with the provider to develop a plan that makes sense in the specific context. If a program has multiple locations, the Site Leadership team can have members from different sites or can consist of individuals from each site. This will depend on the individual needs and capacity of each program. Team members must be able to meet in-person at least monthly.

The leadership team guides the implementation of critical elements. These elements include:

- **Establish a leadership team** – The leadership team meets monthly and guides the implementation of the program-wide model. The team ensures that a system is developed to provide individualized behavior supports to children with challenges, professional development and support to teachers, a plan for family participation, and uses data to make decisions as they guide implementation.
- **Staff buy-in** – The Pyramid Model is an approach that requires buy-in from staff. All staff become involved in the initiative (e.g., cook, teaching assistant, and teachers) and must agree that they are willing to participate. The leadership team monitors and supports staff buy-in on an ongoing basis and revisits issues concerning staff buy-in.
- **Family involvement** – The leadership team ensures that families are involved in all levels of program-wide adoption. A variety of mechanisms are used to reach out to families, share information, and support in guiding children's development of social and emotional skills. See the Family Engagement section for more information. The program works collaboratively with families to support the needs of individual children.
- **Program-wide expectations** – The adoption of program-wide expectations provides a shared focus and shared language for describing behavior expectations to children, staff, and families. Program-wide expectations are posted in the program and classrooms and are provided to families. Once expectations are identified; the behaviors associated with expectations within different settings (e.g. playground, classroom, bathroom, etc.) are operationally defined and taught to children within all environments and activities.
- **All classrooms demonstrate implementation of the Pyramid** – Implementation fidelity of the Pyramid Model is the most powerful element of the program-wide approach. Teachers are individually assessed using a fidelity observation tool (TPOT/TPITOS) and then action planning occurs to identify goals for supporting teachers in reaching fidelity criteria.
- **Staff professional development and support plans** – All staff must have the training and coaching/support needed to effectively implement the Pyramid practices. In addition, staff needs training in the processes that will be used for addressing persistently challenging behavior. The leadership team also develops strategies to provide ongoing support to staff as they implement the initiative.
- **Behavior support procedures** – The leadership team must develop policies and procedures for providing support to teaching staff to address challenging behavior. This

includes providing a mechanism for support in crisis situations, developing a problem-solving process for children with emerging challenges, and a system for identifying children who need a behavior support plan.

- **Data-based decision-making** – Data based decision-making is a pivotal component of the program-wide approach. In program-wide adoption, a Behavior Incident Reporting (BIR) system is used to track occurrences of behavior incidents. The behavior incident data are then summarized and examined by the team. The summaries allow the team to identify incidents per month, the number of incidents associated with individual children, the number of incidents associated with individual teachers, where incidents occur, and the nature of the incidents that are occurring. The team uses these data to monitor their progress in reducing incidents over time and to identify problem areas that may call for more support, resources, or training.

Nevada TACSEI Intake Procedure

Recruitment of Implementation Sites

Potential sites will be recruited through a variety of methods: recruitment announcements on the Nevada TACSEI website, Nevada TACSEI Interest cards distributed during training workshops, and through personal contact with early childhood education programs who complete training on all the Pyramid Model modules. NV TACSEI aims to be flexible and can accommodate diverse needs of ECE providers. Providers can include, but are not limited to: childcare centers, school district pre-k, Head Start, faith-based pre-k, home-based care, etc. If interested in implementing the Pyramid Model, contact a TACSEI coordinator (see www.nvtacsei.com).

Selection of Implementation Sites

Nevada TACSEI provides support to sites interested in program-wide implementation. A program that is ready to begin implementation has the following characteristics:

- Is a high-quality early childhood education program (See Glossary of Terms).
- Has a consistent staff with little turnover (must have at least one stable classroom with an experienced teacher).
- Is an inclusive program that serves children with diverse needs. This is determined through existing written policies that demonstrate inclusion of children with diverse needs (e.g., handbook or policy and procedures manual).
- Has administrative support for program-wide implementation
- Provides evidence that at least 80% of the program staff support implementing the Pyramid Model program-wide

- Agrees that preventing and addressing children's challenging behavior is a top priority for the program
- Has the ability to establish a Leadership Team (See pg. 15)
- Has someone on staff who can serve as an internal coach for the program
- Is willing to collect and share de-identified data with Nevada TACSEI
- Willing to make changes to teaching and administrative practice as well as physical changes to the environment

Intake Procedure

- Sites who want to begin Nevada TACSEI program-wide implementation, will submit a Nevada TACSEI Implementation Site Application (this application can be located at www.nvtacsei.com).
- The Nevada TACSEI Coaching Application will be submitted to the Nevada TACSEI Program Coordinator.
- The childcare program's information will be added to the Nevada TACSEI database; sites may be placed on a waitlist pending availability of coaches.
- While on the waitlist programs can still access community trainings and begin implementation of Pyramid Model practices, however, no outside support can be given until a coach is available.

Waitlist Procedure

Each Nevada TACSEI coach will work with at least one site per year. Once all coaches have met their limit, the remaining requests will be put on a waiting list according to the date received.

Coaching availability will be determined on a case-by-case basis. Coaches wanting to begin a new site will contact the regional coordinator for an assignment

- Once coaching becomes available, the program coordinator will follow up with the site administrator to schedule a welcome/pre-assessment. The site will be given the **Nevada TACSEI Exploration Phase Packet**
- When site readiness is established, a coach will be assigned to the site and coaching will begin. See "External Coaching Procedure" for further information on the coaching process.

Phases of Implementation

Exploration

During the Exploration phase, sites identify an interest in Pyramid Model implementation, learn about what it takes to implement Pyramid Model practices effectively, assess and create readiness for change, and decide to proceed (or not).

Nevada TACSEI Provides:

- Exploration Phase packet: Information on Nevada TACSEI, Program-wide Adoption of Pyramid Model, Nevada TACSEI Phases of Implementation, Implementation Site Agreement Form, Readiness Checklist, Staff Buy-in Survey
- Follow up with site administration regarding interest and commitment to implementation. This interview may be conducted in person, via phone or email and will be conducted by the regional Nevada TACSEI program coordinator. Parties will discuss the program's strengths, resources, challenges and the things that are important to the program and that make it unique. The program coordinator will explain the coaching process and steps, discuss each person's roles and go over the steps of Program-Wide Implementation.
- TACSEI Introduction to Pyramid Model training to all staff and administrators

Potential Site Provides (if interested in proceeding):

- Completed Readiness Checklist
- Staff Buy-in Survey results (80% of teachers must be committed to Pyramid Model implementation)
- Implementation Site Agreement Form

Installation

During the Installation phase sites begin Pyramid Model implementation. Sites train all staff, establish a leadership team that meets monthly, and collect and report relevant data.

Nevada TACSEI Provides/Collects:

- Training on Pyramid Model Modules 1 & 2 (with appropriate CEU or Registry approval)
- External Coach to guide site Leadership Team and attend meetings monthly
- TPOT/TPITOS for baseline data purposes (only for Nevada TACSEI use)

Site Provides/Collects:

- Benchmarks of Quality
- Site Demographic Information
- Coaching Logs (internal coach)
- Monthly Program Actions

➤ **Establish a site Leadership Team**

The Site Leadership team meets monthly to guide the implementation of the program-wide approach and work toward sustainability of Pyramid Model principles. The team ensures that a system is developed to provide individualized behavior supports to children with challenges, professional development and support to teachers, a plan for family participation, and uses data to make decisions as they guide implementation. See page 17 for a list of possible members.

Implementation

During the Implementation phase, teachers/programs continue the use of Pyramid Model practices, collect and report all required data, and learn how to scale up and sustain Pyramid Model practices program-wide.

Nevada TACSEI Provides/Collects:

- Training on Pyramid Model Modules 3a (with appropriate CEU or Registry Approval)
- External Coach to guide site Leadership Team and attend meetings monthly
- Assistance with data collection
- Fall and Spring Data Reports
- State Yearly Data Review

Site Provides/Collects:

- Non-identifiable data reported to Nevada TACSEI Evaluation Coordinator:
 - *Monthly:*
 - Coaching Logs
 - Monthly Program Actions
 - *Fall and Spring:*
 - ASQ –SE2
 - Benchmarks of Quality (BOQ)
 - TPOT/TPITOS
 - Site Demographic Information
 - *As needed:*
 - Behavior Incident Report (BIR)
 - Daily Behavior Rating (DBR)
 - Tertiary Progress Monitoring

- Behavior Specialist to attend Behavior Specialist Training

Demonstration

Program-wide fidelity of implementation of Pyramid Model practices. Practices are well-integrated into the repertoire of all teachers and routinely and effectively supported by continued professional development and administrative support.

As a Demonstration Site, the program agrees to act as an exemplar to the early childhood education community and allows for observation (with proper releases) and provides photos/videos to Nevada TACSEI for educational purposes.

Nevada TACSEI Provides/Collects:

- Assistance with data collection
- External Coach to guide site Leadership Team and attend meetings quarterly
- Assistance with program sustainability
- Fall and Spring Data Reports
- State Yearly Data Review

Site Provides/Collects:

- Model Demonstration Site Agreement Form
 - Non-identifiable data reported to Nevada TACSEI Evaluation Coordinator
 - Monthly:*
 - Coaching Logs
 - Monthly Program Actions
 - *Fall and Spring:*
 - ASQ –SE
 - Benchmarks of Quality (BOQ)
 - TPOT/TPITOS
 - Site Demographic Information
 - *As needed:*
 - Behavior Incident Report (BIR)
 - Daily Behavior Rating (DBR)
 - Tertiary Progress Monitoring

Program-Wide Implementation Site Commitment

Programs selected to become Nevada TACSEI Implementation sites must:

- Require all program staff to complete all Pyramid Model training modules (this can either be intensive 3-4 day training, or can occur in shorter segments over time).
- Commit to implement Pyramid Model practices for at least 2 years after completion of training.

- Establish a Leadership Team consisting of, at a minimum, an administrator, internal coach, lead teacher, evaluation coordinator, family representative, and staff member with expertise in behavior support that meets monthly. It is possible that individuals may serve more than one role.
- Work collaboratively with Nevada TACSEI trainers and external coach.
- Collect evaluation data and use this data for decision-making (See Data Collection section for additional information).
- Submit evaluation data summaries by the established deadlines to the Nevada TACSEI Evaluation Coordinator.
- Allow for observation by others, obtaining the appropriate confidentiality statements and permissions upon attaining Demonstration Site status.
- Document and share your program's implementation of the Pyramid Model.

Phase Out process

When a program has progressed through all phases of implementation and achieves Demonstration Site status, external coaching will begin to phase out. Internal coaches and the site-based Leadership Team will assume the primary role in maintaining Pyramid Model fidelity. External coaches may continue to attend site Leadership Team meetings on a bi-annual or quarterly basis. Support will continue to be given around data collection and summary. Sites that continue to operate to Pyramid Model fidelity who wish to remain as a Nevada TACSEI Demonstration Site must continue to submit all data to the Nevada TACSEI Evaluation Coordinator. Data summaries will be provided to all sites that submit data.

Part III

Data Collection

To have maximum impact, Pyramid Model practices must be implemented with fidelity. To monitor this, data will be collected throughout each school year. The data that each site collects and reports to Nevada TACSEI will depend on which phase of implementation the site is in. Each site's External Coach is to guide programs through the collection and use of data. See Section V for information about External Coaching.

Data is to be used by coaches and the site Leadership Team to identify training needs, guide coaching practice and set goals within classrooms. Data is not intended to be used in evaluation of teacher performance or linked to performance evaluation.

Evaluation tools include:

Readiness Checklist –

The Readiness Checklist is used to assess program readiness prior to Program-Wide (PW) implementation.

Staff Buy-In Survey –

The Staff Buy-In-Survey is intended to determine what percentage of program staff are committed to/interested in PW implementation.

Site Demographic Information –

The Site Demographic Information is collected annually to gain information on children and teachers in each site. Demographic information is de-identified and aggregated. It is used by Nevada TACSEI for information purposes only.

Benchmarks of Quality (BOQ) –

The Benchmarks of Quality is designed to help programs evaluate their progress toward implementing the Pyramid Model program-wide. This checklist is completed by each program's leadership team to assess progress along the nine critical areas of implementation. This is a program-wide measurement and does not measure classroom practices.

Monthly Program Actions –

An assigned person from the leadership team is asked to report, on a monthly basis, a frequency count of important actions taken in the program in response to serious challenging behavior, including: a) calls to families about problem behaviors; b) dismissal from program; c) transfer within program; d) requests for outside assistance; e) scheduled family conferences around problem behavior; and f) tally of behavior incidents from the BIR form (see below).

Ages and Stages Questionnaire – Social-Emotional, Second Edition (ASQ-SE2) –

The ASQ: SE2 contains nine age-appropriate questionnaires which are completed by caregivers/teachers to identify the social and emotional competence of young children ages one month to 72 months (6 years) old.

Coaching Log –

Coaching contact data provides a summary of the number and duration of coaching visits that were provided to teachers and a description of the professional development strategies used during coaching contacts.

Teaching Pyramid Observation Tool (TPOT)-

The Teaching Pyramid Observation Tool™ (TPOT™), Research Edition is used to assess the implementation of the Pyramid Model in classrooms for children who are 2-5 years old.

Teaching Pyramid Infant Toddler Observation Scale (TPITOS) -

The Teaching Pyramid Infant Toddler Observation Scale (TPITOS) is a tool similar to the TPOT and measures implementation of the Pyramid Model practices in infant/toddler classrooms. It focuses on the observation of adult behaviors and environmental arrangements specific to supporting the social-emotional development of infants and toddlers.

Behavior Incident Reports (BIRS) –

Teachers within programs collect data on incidents of challenging behavior or incidents that are a cause of concern to the teacher. Challenging behavior refers to serious behaviors that are unresponsive to child guidance and prevention strategies (See Appendix ____ for BIR instructions). These data are summarized monthly to provide data for examining factors related to behavior incidents (child, teacher, activity, behavior type, behavior motivation, and responses to the behavior). BIR's are summarized and included in the Monthly Program Actions form above.

Direct Behavior Rating Scale – The Direct Behavior Rating Scale is used to evaluate outcomes associated with interventions which promote targeted social-emotional skills or behavior patterns.

Breakdown of Data Collection:

All data is submitted to the internal site evaluation coordinator for submission to NVTACSEI.

Data Collection Tool	How Often Submitted to NVTACSEI	Who Collects it?	Purpose
Classroom Demographics	One time per year	Site Administrator/evaluation coordinator	Provides information on demographics to policy makers
Benchmarks of Quality	Two times per year Fall & Spring	Site Leadership Team	Measures the extent to which critical elements of program-wide implementation are in place
TPOT or TPITOS	Two times per year Fall & Spring	External or Internal Coach	Measures the implementation of Pyramid Model practices in classrooms
ASQ-SE(2)	Two times per year Fall & Spring	Teachers/evaluation coordinator (completed by parents)	Measures social-emotional competence in young children.

Monthly Program Actions	Monthly	Site Leadership Team/evaluation coordinator (team collects weekly)	Tracks how often programs are taking disciplinary action based on a child's challenging behavior
Coaching logs	Monthly	Coaches	Measures coaching time & activities
Behavior Incident Reports	Monthly	Teacher (following an incident)	Tracks the frequency of challenging behavior
<i>The below data is collected when children are identified as needing more individualized support and is not submitted to Nevada TACSEI</i>			
Direct Behavior Rating Scale (Tier 2)	Weekly	Teacher (collects weekly for children receiving Tier 2 support)	Monitors child progress associated with social-emotional skills or behavior patterns
Tertiary Progress monitoring (Tier 3)	Daily	Teacher (collects daily for children receiving Tier 3)	Monitors child progress with a behavior support plan

Data Submission

Sites will electronically submit all data. To submit data to NV TACSEI, sites will need an existing Gmail account. Once sites have a Gmail account, they are provided a link to upload data to a drive for their site. Sites are provided blank and fillable forms to complete and upload to their NVTACSEI drive. See Appendix B for a step-by-step guide to submitting data to the NV TACSEI Google Drive.

To maintain site, teacher, and student confidentiality, sites will be given a NV TASCSEI Demonstration site code. Sites must use the following naming convention for data submission: Demonstration site code, teacher code/demonstration site code, teacher code, student code. For example, Demonstration site 1, teacher 1 would be: NV1T1 and Demonstration site 1, teacher 1, student 1 would be: NV1T1S1. Teachers and students should keep the same code for the entire school year and from year to year. If teachers move and new teachers are hired please give the new teacher a new code and indicate which teacher the new teacher is taking over for in an email to nvtacsei@gmail.com. It is important to use this naming convention to keep the confidentiality of teachers and students. Each demonstration site is responsible for keeping a current list of teacher and student codes. A template is available for sites to request.

Data Sharing

Data is compiled into bi-annual reports (Fall and Spring). Only data that is submitted by the fall/spring deadlines will be compiled into reports. The reports are then shared with the site

internal evaluation coordinator and kept in the electronic drive for each site. De-identified data is also shared with the State Leadership Team and various stakeholders. All data is non-identifiable.

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Part IV

Nevada TACSEI Trainers

An effective early childhood workforce provides the foundation for ensuring positive social, emotional and behavioral outcomes for young children. In order to achieve our goal of establishing an effective workforce, we need to have qualified Pyramid Model trainers who are able to provide initial and ongoing training on Pyramid Model practices.

Recruitment of Trainers

Nevada TACSEI trainers will be recruited statewide from experienced trainers. Prior to a Train-the-Trainer event, the Nevada TACSEI Training Coordinator will send potential trainers a letter of invitation and Nevada TACSEI Trainer application form. This application form will also be available on the Nevada TACSEI website. Potential trainers can submit an application which will be held until the next Train-the-Trainer event is scheduled.

Selection of Trainers

A Trainer Selection Rubric will be used to select Nevada TACSEI Trainers based on the following criteria (See Appendix D):

- Years of experience working in early childhood education and/or early childhood special education.
- Years of experience working with children and/or families.
- Years of experience with children's mental health, social emotional development, and/or developmental delays.
- Level of education; Bachelor's or Master's Degree in Early Childhood Mental Health, Early Childhood Education, Early Childhood Special Education, or a related field is preferred.
- Years of experience conducting trainings.

Nevada TACSEI Trainer Training

The success of the Pyramid Model in preventing and addressing children's challenging behaviors is dependent upon the fidelity of implementation. Therefore, Nevada TACSEI has instituted the following procedures in order to make sure that individuals who are providing training on the Pyramid Model are able to deliver the training with fidelity. Potential Nevada TACSEI Trainers must:

- Attend the complete Pyramid Model module training.
- Read the foundational and training materials that are provided.

- Co-train with a current Nevada TACSEI Master Cadre member for a minimum of one session within three months of receiving training.
- Allow a current Nevada TACSEI Master Cadre member to observe and provide feedback on your first Pyramid Model training session.
- Demonstrate readiness to conduct training on the Pyramid Model.
- Have the ability to navigate between TACSEI, CSEFEL, Consortium, and NV TACSEI websites to access training materials (e.g., visual schedules, social stories, backpack series, etc.).

**Trainers who commit to providing Pyramid Model training will receive a training box that includes a cache of training materials. If a trainer stops training, he/she will need to return all materials.

Trainer Commitment

Nevada TACSEI will supply Nevada TACSEI Trainers with a Pyramid Model Training Kit, free training, and one-on-one follow-up mentoring. In exchange, potential trainers are asked to make the following commitment to Nevada TACSEI. Trainers must commit to:

- Sign the Nevada TACSEI Trainer/Coach Agreement Form
- Conduct a minimum of 3 Nevada TACSEI trainings per year for 2 years with the first training occurring within six months of initial trainer training
- Participate in a Nevada TACSEI Trainer call at least one time per quarter
- Register as a trainer with the Nevada Registry and apply for Registry approval and/or appropriate CEU's for all trainings
- Collect Training Evaluation forms at the end of each training and provide Nevada TACSEI with a summary of the training evaluations
- Report your training activity monthly by inputting data on the Nevada TACSEI Training Activity Form online

Trainer Feedback

The effectiveness of Nevada TACSEI trainers will be evaluated by the results of training evaluations and by measuring the Nevada TACSEI trainer's compliance with the commitments listed above. Trainers will also be asked to complete an annual self-assessment to determine fidelity of training practices. This self-assessment is to be submitted to the NV TACSEI coordinator.

Nevada TACSEI Trainings

Below is a comprehensive list of Nevada TACSEI trainings. Administrators must attend all trainings. All trainings are not recommended for all sites, however programs are encouraged to refer to the below list in planning program-wide professional development. All TACSEI Module trainings are held in-person. Depending on availability other trainings can either be offered in person or online. Please contact your regional TACSEI coordinator for more information on training availability. Contact information can be found at www.nvtacsei.com/contact-us/.

Training	# of Modules/Days	Who Attends	Purpose
Preschool Modules	4 Modules	All program staff	Modules focus on Pyramid Model practices for preschoolers
Infant/Toddler Modules	4 Modules	Infant/toddler program staff	Modules focus on Pyramid Model practices for infants and toddlers
Family Child Care Modules	2 Modules	Family Child Care programs	Modules focus on Pyramid Model Practices for mixed age groups in family child care settings.
Pre-K Parent Modules	6 Modules	Families caring for preschool aged children	Modules focus on Pyramid Model practices for parents/families of preschool-aged children
Infant/Toddler Parent Modules	2 Modules	Families caring for infants and toddlers	Modules focus on Pyramid Model practices for parents/families of infants and toddlers
Program-Wide Implementation	3 Days	Site Leadership Team	Guide programs in methods and strategies to create program-wide adoption and sustainability of Pyramid Model practices
Nevada TACSEI Coaches Training	1 Day	Internal coach	Build internal coaching capacity on-site

Behavioral Support Training	1 Day (with additional post-training follow-up support)	Site behavioral support person	Develop internal capacity for tertiary behavioral support
TPOT/TPITOS	1 Day	External or internal coaches	Gain understanding of Pyramid Model assessment measures and the ability to perform internal TPOT/TPITOS assessment

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Part V

Nevada TACSEI Coaches

Ongoing coaching is necessary to support early childhood educators and parents in implementing the Pyramid Model to fidelity. In addition to understanding the Pyramid Model, Nevada TACSEI Coaches must understand how to facilitate a coaching relationship with the adults with whom they are coaching. Program-wide implementation of the Pyramid Model requires two kinds of coaches; an *external coach* who is part of the Nevada TACSEI team and an *internal coach* who is a staff member of the program that will be implementing the Pyramid Model.

- External Coach – Coach not employed by the program or agency who is in the role of guiding and building internal capacity for Pyramid Model Leadership and the sustaining of practices program-wide.
- Internal Coach - Coach employed by the program or agency who is a leadership team member and participates in the adoption of the Pyramid model at the classroom level.

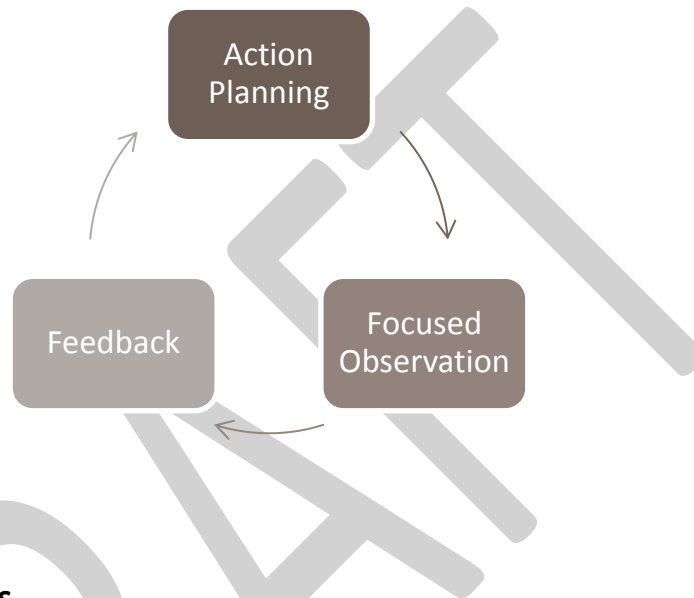
The goal of the Coaching process is to provide mentorship to classroom teachers. Coaching is to focus on supporting teachers to refine and become fluent in a particular set of skills, beginning with the basics with practices gradually becoming more complex. Nevada TACSEI coaching is grounded in a positive collaboration between coach and teacher and is never to be evaluative.

Feedback to teachers should always be stated in the positive. TACSEI coaching follows a strength-based coaching model that builds upon teachers existing strengths and capacities in the context of a partnership between the coach and coachee. In the coaching relationship there is a clear understanding that the coach is there to listen, observe, ask questions, and facilitate the process of improvement.

While External Coaching is generally conducted by an outside expert or Master Cadre member (See Section VI), Internal Coaching can be delivered by an expert, a peer or can take the form of self-reflection. In each coaching format the goal is to increase teacher implementation of a set of practices and is data-driven and centered on an action plan.

Expert ^{vii}	Peer	Self
This can be an external coach provided by Nevada TACSEI or another outside consultant.	This can be a fellow teacher or other staff member who has experience implementing a set of practices.	In some cases, coaching can be a self-guided process. This can involve video-taped lessons or times of day that are reflected upon in the context of a set of practices and guided by action planning.
The expert observes in the classroom and provides positive descriptive feedback on teaching practices.	The peer coach observes and provides feedback on a set of practices.	

The coaching process begins with relationship building and the establishing of a collaborative partnership between coach and coachee. The coaching process follows a cycle beginning with shared goal creation and action planning, followed by focused observation of practices and feedback^{vii}. For Pyramid Model coaches, action planning is generally guided by data collected using the TPOT (See page 19).



Recruitment of Coaches

- External Coaches will be recruited from experienced Nevada TACSEI trainers. External coaches can also be recruited from teachers, administrators, or other community partners who have extensive experience with the Pyramid Model. Examples could include but are not limited to: a teacher who has been using the Pyramid Model to fidelity for more than one year and who has been through all trainings; a director who has been through all trainings and runs a program that implements the Pyramid Model to fidelity; a community partner who has deep understanding of Pyramid principles and available to coach.
- Internal Coaches will be recruited from within each program that is beginning Pyramid Model implementation. Site administrators will be asked to recommend a staff member who has the ability, interest, and time to serve as an internal coach to their program. It is recommended that the internal coach be a teacher, administrator, or other on-site support staff.

Selection of Coaches

External Coaches will be selected from Nevada TACSEI Trainers who have experience delivering trainings on the Pyramid Model and who indicate a willingness to commit to coaching

at an Implementation or Model Demonstration Site. Qualifications for the Nevada TACSEI external coaches are the same as those listed for Nevada TACSEI trainers.

- Experience working in early childhood education and/or early childhood special education.
- Experience working with children and/or families.
- Experience with children's mental health, social emotional development, and/or developmental delays.
- Bachelor's or Master's Degree in Early Childhood Mental Health, Early Childhood Education, Early Childhood Special Education, or a related field is preferred.

Internal Coaches will be selected based on a nomination by their program administrator. The individual selected to act as the site internal coach must have extensive experience in early education settings and have established relationships within the program that enable him/her to act as a mentor to program teachers.

Coaching Training

In addition to completing training on all Pyramid Model modules and Program-Wide Implementation, Nevada TACSEI Coaches will also complete the Nevada TACSEI Coaching training.

Commitment of Nevada Pyramid Model Coaches

External Coaches –All Nevada TACSEI External Coaches commit to the following:

- Sign Nevada TACSEI Trainer/Coach Agreement Form
- Serve as a Nevada TACSEI Coach for a minimum of 2 years. This commitment can be based on the specific needs of a program and availability of a committed coach.
- Work with a minimum of one classroom per year.
- Participate in a monthly training-coaching subcommittee call at least one time per quarter.

For each site External Coaches will participate in the following:

- Attend Leadership Team training sessions (e.g., Program-Wide Implementation Training, team booster sessions);
- Support the development of a strong site Leadership Team including a site leader who communicates with all program staff;
- Provide input in the assessment of Program-Wide implementation (e.g., Benchmarks of Quality) and the development of the implementation plan;

- Meet monthly with the Leadership Team to assess implementation status, review data, determine program needs, and develop action plans for implementation activities;
- Ensure the team has a plan for the collection of data and a system for data submission;
- Facilitate the regular use of data for data-based decision making;
- Assist in the development of plans for: family involvement, providing tertiary support, assessing teacher implementation fidelity, coaching of teachers, and professional development activities.
- Ensure that the administrator(s) are aware of changes occurring in the classroom and coaching progress.

Internal Coaches will have similar roles, but will have more direct teacher coaching responsibilities. Internal Coaches will be supported in their role by the site External Coach. Internal Coaches will participate in the following:

- Attend coaching training;
- Attend all Leadership Team training sessions (e.g., Program-Wide Implementation, team booster sessions);
- Provide input in the assessment of Program-Wide implementation (e.g., Benchmarks of Quality) and development of the implementation plan;
- Meet monthly with team to assess implementation status, review data, determine program needs, develop action plans for implementation activities
- Participate in development of plans for: family involvement, tertiary support, and professional development activities ;
- Provide teachers with non-evaluative feedback and support through coaching.
- Ensure that the administrator(s) are aware of changes occurring in the classroom and coaching progress.

Coaching Feedback

The effectiveness of the Nevada TACSEI Internal and External Coaches will be evaluated by the results of improvements on teacher TPOT/TPITOS scores and by teacher-completed Coaching Evaluation Forms. The Coaching Evaluation Form will be completed at the end of each school year. Coaches who receive scores below 4 on a scale of 1 to 7 on will receive support from regional training coordinator. Additional professional development will be provided around best practice in coaching and targeted support addressing areas where lower scores are received. Coaching evaluations are to be submitted to the Nevada TACSEI Coordinator and not directly to the coach.

External Coaching Procedure

Initial Site or Coaching Visits

- Begin with meeting the site administrator. Schedule enough time to get to know the provider and his/her program. Gather information on the program strengths and areas of concern.
- Site-based coaching includes involvement in the site Leadership Team as well as initial classroom-based coaching. The role of the external coach is to assist programs in setting up their site-based Leadership Team. See Section III for a description of the Leadership Team and Leadership Team Procedure.
- Classrooms are chosen for coaching based on desire of teachers within the classroom. Teachers who want coaching are to be selected for external support. External coaching is not meant as a substitute for training of teachers or as a mediator for difficult staff. Programs are responsible for initial training of staff.
- Set a date for your next meeting with target teacher(s)/classroom(s).
 - Before developing coaching action plans it is important to visit the site/target classroom(s) to begin relationship building.
- Complete the **Initial Coaching Log** and submit to Nevada TACSEI. This form can be found at <http://nvtacsei.com/trainers-coaches/resources/>.
- Complete the coaching agreement and develop a coaching plan with the lead teacher in the target classroom(s). This coaching plan can include frequency and methods of communication as well as initial goal-setting if necessary.
- Schedule a time to administer the TPOT/TPITOS with the target classroom(s).
 - Data on Pyramid Model Implementation fidelity measured using the TPOT or TPITOS should be collected and provided to Nevada TACSEI through site's Evaluation Coordinator biannually.

Ongoing External Coaching Support

The External Coach facilitates all efforts at the program-wide level and can provide classroom-based support for some programs. This will depend on the type of program and the availability of the coach.

The site Internal Coach facilitates Pyramid Model practices at the classroom level and is supported by the site External Coach. Once the program has achieved Demonstration Site Status, the External Coach will begin to phase out. At this time, the role of the Internal Coach will advance as the main support for the promotion of Pyramid Model practices.

Coaching staff should estimate time needed on a site-by-site basis using the TPOT pre-assessment scores. Depending on the level of support required by the program (e.g., number of classrooms or the goals of program) coaches should schedule visits according to need.

Internal Coaching Procedure

Initial Training

Once selected, the Internal Coach must attend all Pyramid Model Module Trainings, the Program-Wide Implementation training, and the Coaching in Early Childhood Programs training. When trainings have been completed coaching can begin. All Internal Coaches will receive support from the site External Coach.

Internal Coaching Visits

Upon completion of Module trainings, the Internal Coach will meet with the site External Coach to develop an Internal Coaching Plan. This plan can include which classrooms are to receive support, what level of support and how coaching is to take place.

Before developing a coaching plan, the coach, teacher, and the child care program administrator should agree upon the frequency of the coaching visits and how coaching feedback is provided. Coaching feedback can take place either over the phone, through email or in-person. Initially, coaches should plan to observe, meet, or follow-up with staff on a weekly basis. Over time, teacher needs and progress on the Action Plan should dictate the frequency of the visits.

Prior to each classroom visit, the Internal Coach and classroom teacher will choose one element or practice from the teacher's action plan to focus on. The Internal Coach will observe that element or practice and provide descriptive feedback to the coachee surrounding the target practice.

The Internal Coach's role is to facilitate implementation of this plan by conducting weekly visits to the classroom to observe, demonstrate, and provide non-evaluative feedback on practices.

Action Planning Meeting

- Prior to this meeting, the Coach will review the scores from the TPOT/TPITOS Assessment. The Coach will use the Action Planning form to identify teacher strengths, emerging skills, and professional development needs. The Coach will write out some ideas for potential goals to discuss with the teacher(s).
- At the Action Planning meeting, the Coach will go over the scores of the TPOT/TPITOS with the classroom teacher(s) and present areas of strength. The Nevada TACSEI Coach and the program staff will develop the Action Plan together. This process is to be driven by the teacher(s) with the Coach providing guidance and suggestions related to Pyramid Model practices.

Continual Coaching Visits

- Coaches should be fully prepared for all coaching visits.
- During each on-site visit, observe targeted practices and provide the teacher(s) with positive descriptive feedback.
- Discuss the goals on the Action Plan and what both the Coach and the Coachee will do to accomplish goals that are applicable to the Coachee.
- The **Nevada TACSEI Coaching Log** should be completed after every coaching visit.
- For the site Leadership Team, the External Coach will work with the Child Care Program Administrator to create and update the Program-Wide Implementation plan as needed.

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Part VI

State Leadership Team

The SLT is comprised of diverse stakeholders and represents a spectrum of interests related to early childhood (e.g., Maternal and Child Health, Community Resource and Referral Agencies, State Department of Education, Local Education Agencies, school districts, IDEA Part B & C, Higher Education, Parent Organizations, etc.). The purpose of this team is to support the availability of the Pyramid Model to providers throughout the state and work toward achievement of the Nevada TACSEI Mission and Vision statements.

Mission Statement: Our mission is to collaborate with families, community partners, and policy makers to create a sustainable, statewide system that promotes social emotional development in young children, using the Pyramid Model.

Our Vision: Young children in Nevada will have stable and healthy relationships, be ready to learn, and successfully navigate their social environment. Families will be supported in nurturing their child's social and emotional growth.

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ⁱⁱ Module 3a: Individualized Intensive Interventions: Determining the Meaning of Challenging Behavior (2013). Center on the Social and Emotional Foundations for Early Learning.

ⁱⁱⁱ Technical Assistance Center on Social Emotional Intervention (2011). Retrieved from: <http://challengingbehavior.fmhi.usf.edu/>

^{iv} Halgunseth, L. C. & Peterson, A. (2009). *Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature*. National Association for the Education of Young Children & The Pew Charitable Trusts. Retrieved from <https://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf>

^v Van Voorhis, F.L., Maier, M.F., Epstein, J.L., and Lloyd, C.M. (2013). *The impact of family involvement on the education of children ages 3 to 8*. New York, NY: MDRC. Retrieved from http://www.mdrc.org/sites/default/files/The_Impact_of_Family_Involvement_FR.pdf; Henderson, A., & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory (SEDL). Retrieved from <http://www.sedl.org/connections/resources/evidence.pdf>

^{vi} Nevada Department of Education Office of Parent Involvement and Family Engagement. (2015). *Nevada Policy of Parental Involvement [and Family Engagement]*. (Pursuant to NRS 385.620).

^{vii} Office of Head Start National Center on Quality Teaching and Learning. *Practice-Based Coaching Collaborative Partnerships* (Spring 2014). Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/pbc-handout.pdf>



Appendices

Appendix A: Exploration Phase Packet:

- Information sheet
- Program-Wide Adoption
- Phases of Implementation
- Demonstration Site Agreement Form
- Child Photo Release Form

Appendix B: How to Upload Data to the NV TACSEI Google Drive

Appendix C: Nevada TACSEI Trainer/Coach Agreement Form

Appendix D: Nevada TACSEI Trainer Selection Rubric

Appendix E: Nevada TACSEI Training Evaluation Form

Appendix F: Nevada TACSEI Coaches Evaluation Form

Appendix G: Nevada TACSEI Coaching Reporting Form (can be found on website. Need to include?)

Appendix H: Coaching Action Planning Form