

ISD Support to Classrooms as Provided by Early Childhood Specialists (ECS)

Guidance

In order to further fidelity to the GSRP model while creating flexibility for each ISD that takes into account local circumstances, the following changes will be made to the ECS requirements as spelled out in the ECS section of the GSRP Implementation Manual-

- There will no longer be a prescribed ratio for how many classrooms an ECS may support.
- Each ISD will create a plan for ECS activities and support to classrooms for the grant year. The format of the plan will be provided by OGS and will require information detailing ECS responsibilities and contracted hours. The plan will be submitted to the assigned consultant who will review and work with the ECC through approval. Completion of the plan will assist the ECC to ensure all required ECS responsibilities will be accomplished with the proposed configuration of staff.
- The ECC keeps a master calendar for all ECS activities. Each ECS classroom visit is documented in a consistent way across the ISD. Documentation of visits should include at a minimum, the date, the intention of the visit (completion of Form A or B of the PQA, coach on appropriate small groups, child file review, etc.), method of feedback with the lead and associate teachers, observational notes reflecting the visit, any expected follow-up on either the part of the ECS or the teaching team, and signatures of all members of the teaching team and the ECS. The ECS maintains a copy of the form and provides one to the teaching team. The ECC should review documentation periodically to see that teaching teams are getting the support needed and that the ECS team members are fulfilling the requirements of the position. The ECC adjusts caseloads when necessary.
- Every ECS, whether employed or contracted by the ISD or subrecipient, must have a position description that includes the amount of time to be dedicated to GSRP work for the year and the ECC must have a copy of each. All position descriptions must be clear in the expectations to meet GSRP requirements: classroom observation/program evaluation, feedback, ongoing support, meetings, professional development, etc. All must include a requirement to attend ISD ECS meetings and professional development required for the ECS as well as being available to the ISD or MDE as needed as part of the

monitoring process. References to meeting the requirements included in the position description must be included in all subrecipient contracts where the subrecipient provides the ECS.

Documentation of the above will be reviewed during program and/or fiscal monitoring.

This guidance will be used to update the Early Childhood Specialist section of the GSRP Implementation Manual.