

Pyramid Model Process Coach

Requirements and Qualifications:

Process Coaches guide others to develop a new skill or build competence and expertise through a collaborative and iterative partnership reliant on observation, feedback, and goal-directed outcomes. Process Coaches support Level 1 and Level 2 Pyramid Model professional development. A Process Coach may be a member of the Master Cadre.

Education:

Bachelor's degree in child development, education, special education or related field; master's degree or higher preferred.

Experience:

- Extensive knowledge and experience in early childhood education and/or early childhood special education
- Familiarity with evidence-based practices to be supported by Practice-Based Coaching (PBC)
- Previous professional experience as a coach, consultant or mentor

Gateways to Opportunity:

- Current Gateways Registry Member renewed every year
- Completion of Pyramid Model Application Form renewed every three years

Completion of Training of Trainer/Reliability Training:

- Practice-Based Coaching / Practice-Based Coaching in Groups
- Infant Toddler Pyramid Model and/or
- Preschool Pyramid Model and/or
- Teaching Pyramid Observation Tool (TPOT) and/or
- Teaching Pyramid Infant Toddler Observation Scale (TPITOS)

Responsibilities and Expectations:

- Ensure program/site Leadership Teams have effective meetings (agendas, minutes, ground rules).
 - Mentor program leader to facilitate meetings
- Demonstrated ability to implement Pyramid Model with fidelity
- Support a Collaborative Leadership team model where all members have a voice and the opportunity to share their perspective.
- Support program in developing a meaningful implementation plan based on Benchmarks of Quality.
- Make sure program keeps meeting, help get them unstuck.
- Be a link back to Pyramid Model Consortium.
- Submission of coaching information as outlined in the Illinois Pyramid Model Trainer and Coach Registry Implementation Manual.

Desired Skills:

- Actively engage in ongoing professional development in Pyramid Model practices and/or best practices regarding training, social-emotional, behavior challenges, etc. in the field of early care and education.
- Knowledge of Pyramid Model Consortium resources.
- Communication and partnership with other coaches/ISBE supports in the program for continuity.
- Leading and/or facilitating in a training environment through use of a variety of learning methods that may include lecture, discussions, experiences and hands-on activities.
- Ensure that all information presented will adhere to developmentally appropriate practices for the specified age groups.
- Include techniques and strategies that are inclusive of children with special needs.
- Support the collection of Pyramid Model related data from identified programs
- Submission of scheduling forms, rosters, and evaluations as outlined in Pyramid Model Training Policy & Procedure.
- Knowledge of National Center for Pyramid Model Innovations Pyramid Model Consortium resources.
 - <https://challengingbehavior.cbcs.usf.edu/index.html>
 - <https://www.pyramidmodel.org/>