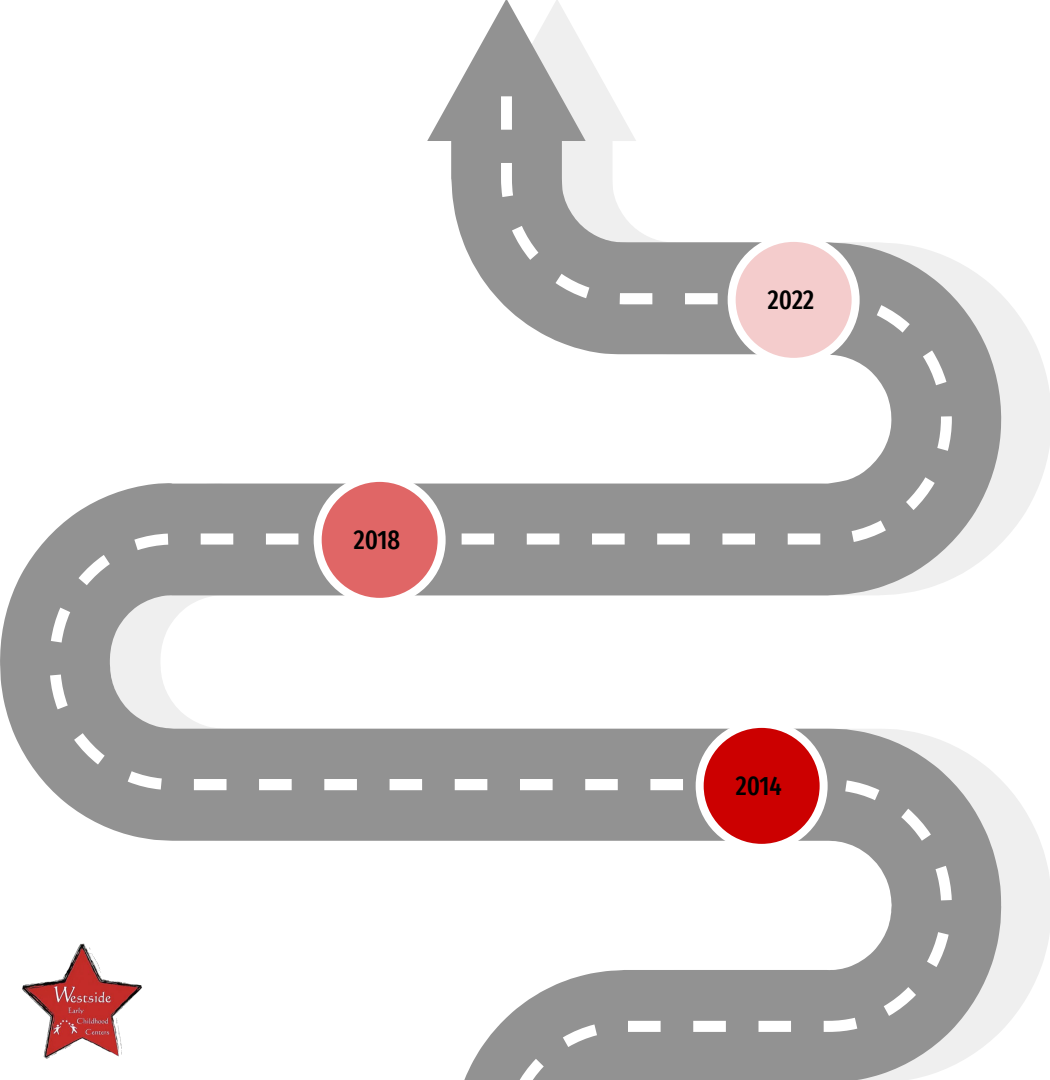


Westside Early Childhood Centers

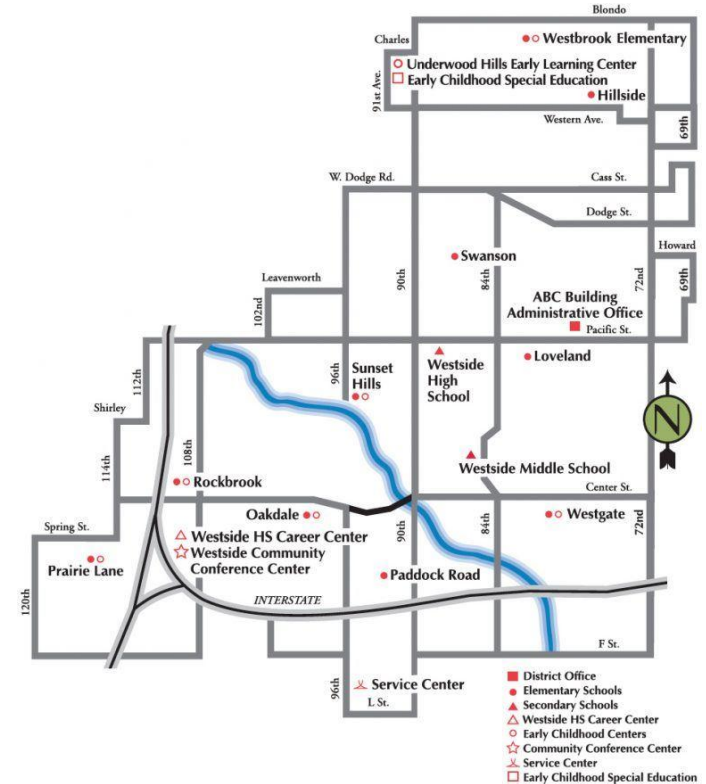
Pyramid Journey



Who we are...

Westside Early Childhood Centers & Club 66

- 9 locations within Westside Community School district (Omaha, NE)
- 20-26 early childhood classroom
- Toddler, Preschool & Four Year Old Program
- Child Care licensed, NAEYC Accredited and Step Up to Quality rated 3+



WECC's Pyramid Journey

Partnerships

Staff, Families,
Elementary buildings
and District

Data

TPOT, BOQ

Roadmap

Benchmarks of
Quality, Teaching
Pyramid
Observation Tool

Professional Development

Pyramid
Practices,
Coaching,
Leadership Team

Implementation

BOQ, Goals, BIRs,
Pyramid Leadership



Our Roadmap

Benchmarks of Quality

Teaching Pyramid Observation Tool

Staff Readiness and Buy-In	7. The Leadership Team provides practitioners with information on the importance of social emotional competence and the Pyramid Model, which facilitates practitioners' awareness of the need for program-wide implementation of the Pyramid Model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	8. The Leadership Team develops and implements a process to establish practitioners' buy-in and commit to focus on program-wide implementation. Practitioners are supportive of the need for program-wide implementation of the Pyramid Model.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	9. The Leadership Team develops and uses a process to ensure all practitioners are aware of and regularly review the implementation goals. Practitioner input and feedback are obtained throughout the implementation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10. The agency/program solicits family input as part of the planning process. Families are informed of the program-wide goals for supporting child social emotional competence and are asked to provide feedback on implementation and mechanisms for promoting family involvement and engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	11. The agency/program uses multiple mechanisms to share the program's implementation goals with families including narrative documents, parent handbook, and individual discussions to ensure that families are informed of the implementation goals and plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	12. The agency/program ensures practitioners receive support (e.g., training and coaching) in identifying family priorities, resources, and concerns and coaching families guided by their priorities, resources, and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13. The agency/program ensures practitioners have access to resource list for referrals to additional supports to assist families and caregivers with risk factors, family or personal challenges, and home environment issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	14. The agency/program develops and implements a plan for providing ongoing professional development and practice-based coaching on the use of Pyramid Model, culturally responsive practices, and evidence-based family coaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rev. 10/30/2012

1. Schedules, routines, and activities

	Indicator	Yes	No	Notes
SR1	Teacher has a posted classroom schedule of daily activities*	<input type="checkbox"/>	<input type="checkbox"/>	
SR2	Posted schedule includes visual representation of daily activities*	<input type="checkbox"/>	<input type="checkbox"/>	
SR3	Teacher-directed activities are shorter than 20 minutes*	<input type="checkbox"/>	<input type="checkbox"/>	
SR4	Both large- AND small-group activities occur during the observation*	<input type="checkbox"/>	<input type="checkbox"/>	
SR5	Teacher reviews the posted schedule with children AND refers to it throughout the observation*	<input type="checkbox"/>	<input type="checkbox"/>	
SR6	Teacher structures activities so that there is a clear beginning, middle, AND end*	<input type="checkbox"/>	<input type="checkbox"/>	
SR7	A balance of child-directed AND teacher-directed activities occur during the observation*	<input type="checkbox"/>	<input type="checkbox"/>	
SR8	If needed, the teacher prepares children when changes are going to occur within the posted schedule (score N/O if no opportunity to observe)*	<input type="checkbox"/>	<input type="checkbox"/>	N/O
SR9	Teacher only continues with a specific teacher-directed activity when the majority of children are actively engaged AND interested*	<input type="checkbox"/>	<input type="checkbox"/>	
SR10	Children who need extra support are prepared for activities using an activity schedule OR individualized cues at the beginning of activities*	<input type="checkbox"/>	<input type="checkbox"/>	

Notes, definitions and examples on specific indicators:



Family Feedback

WECC
FAMILY

My child is always coming home to tell us about his day and can give specific examples of time his teachers have shared positive feedback with him. "I am a hard worker." "Ms. Mirae said I did a good job." Ms. Ashley helped me feel better." It is so comforting to know that his teachers love him and are helping him feel good about himself. We love our school family!

WECC
FAMILY

They have done a tremendous job of teaching my daughter how to identify her feelings and work through them appropriately.



Elementary & District Partnership

Westside Early Childhood Centers & Club 66

- Ages 18 months - 12th grade
- Be Safe - Be Respectful - Be Responsible
- Second Step Curriculum
 - Early Childhood through 6th grade






Westside
Community Schools




















































Professional Development



Professional Development

NEO_Part II - Week 1   

File Edit View Insert Format Slide Arrange Tools Add-ons Help Last...

Drive

New

☒ Priority

☐ My Drive

☐ Shared drives

☐ Shared with me

☐ Recent

☐ Starred

☐ Trash

☐ Storage
59.94 GB used

Pyramid Leadership Team > Videos and Pictures for Film ▾

Files

TeacherInterviewSH.MOV

tuckerturtleWB.mov

SecondStepvideoUH

Copy of rulereminderOD...

SolutionKit9WG.JPG

rulereminderOD.MOV



Pyramid Resources for Te...

Files

Pyramid Leadership Team

Physical Aggression

TEACHING EMOTIONAL COMPETENCIES

Copy of Emotional Com...

One Pyramid Module Practices

Interactive Interest

Targeted Social Emotional &

Students

High-Quality Supportive Environments

Structuring and Responsive Relationships

Effective Workspaces

Tier One Pyramid Mini ...

Schedules and Routines

Mini Module

Copy of Schedules and ...

Children with Persistent Challenging Behaviors

Copy of Persistent beha...

Behavior Expectations

Behavior Expectations

Classroom

Students

Behavior Expectations ...

Teaching Social Skills, Emotional Competencies

Copy of Social Skills.pptx

TPOT Crash Course

TPOT Crash Course

I've been selected to t part in the TPOT Who next??

Children with Persistent Challenging Behaviors

TPOT Crash Course

Persistent behaviors pp...



Coaching

External Coach
from NDE

2014

Transition from
external coach
to internal
coach

2017

Virtual
coaching....

2020

Building
capacity of our
Site Directors
to coach

2022

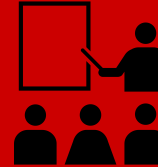


Team



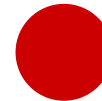
Leadership Team

- Representation from all participating locations
- Administrators, teachers, district personnel, & parent/family member



Site Team

- Site Director, leadership team member, teachers



Implementation

**NCPMI**

The Behavior Incident Report System (BIRS)

Updated: Behavior Incident Report- Aug 22-July 23

Teachers will continue to fill out paper copies of Behavior Incident Reports (BIRs) in their classrooms. The paper copies should be kept on file at your center. Please use the paper copies to fill out this BIR google form for each incident. Refer to your center's ASQ spreadsheet for the classroom ID and child ID. Please contact me with any questions.

mathews.carly@westside66.net [Switch account](#)

Your email will be recorded when you submit this form

* Required

ECC Program *

☐ Oakdale

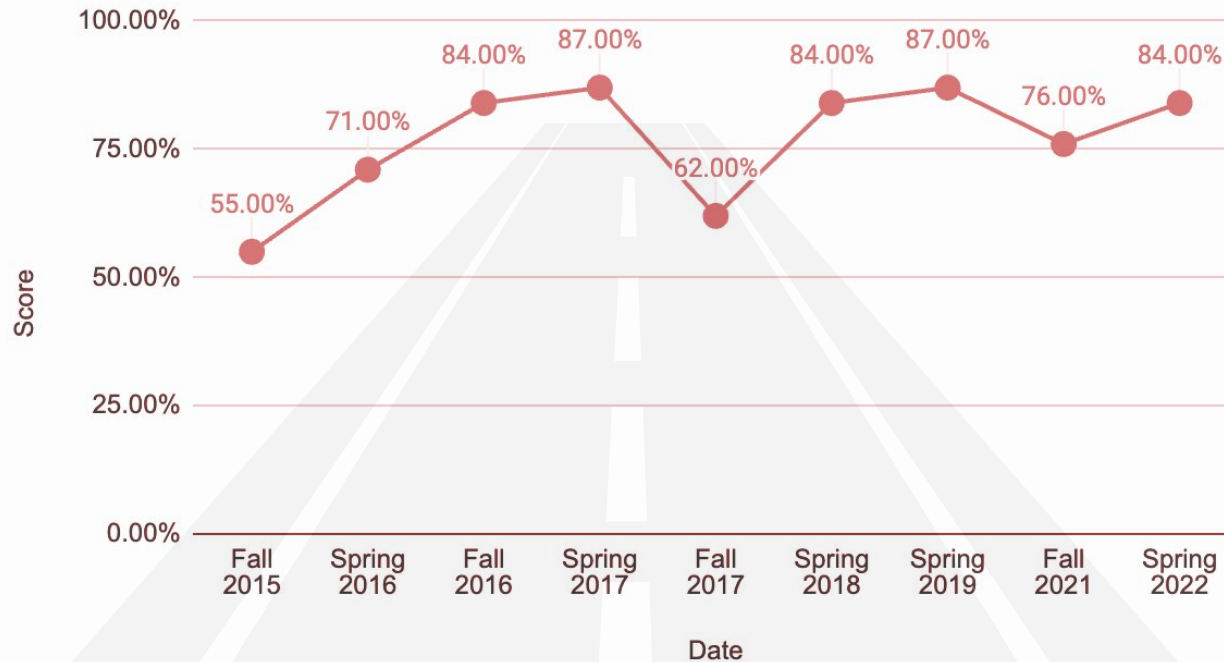
☐ Pacific Heights

☐ Paddock



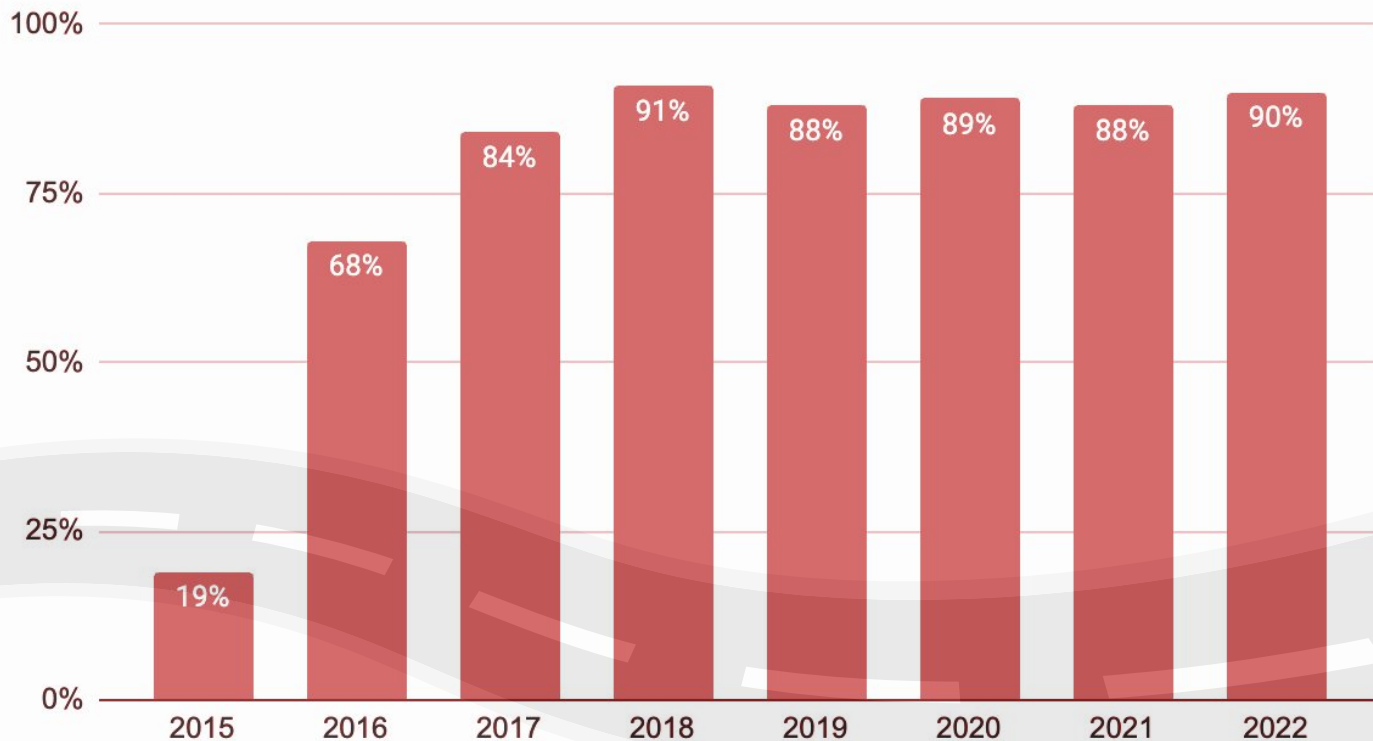
Data

Average TPOT scores



More data...

% of Benchmarks in Place by Year



What's next...

Defining roles & responsibilities

Routines within routines

Problem Solving Team

Support for teachers, children & families faster

1st

Parent

Representation

Recruiting a family member to serve on our leadership team

2nd

3rd

Expectations for the adults

Create expectations/rules matrix for adults

4th



Contact Us:

Kaycee Meister

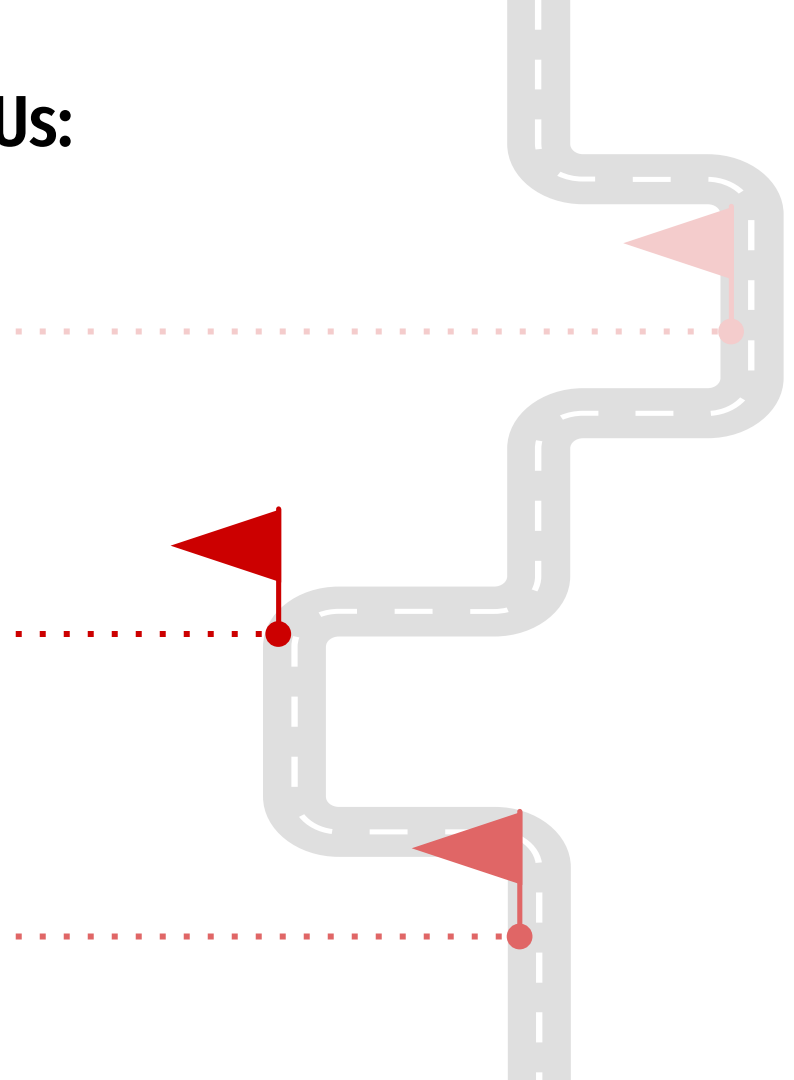
Workforce Development Coordinator
meister.kaycee@westside66.net

Carly Mathews

Professional Development Specialist
mathews.carly@westside66.net

Julie Oelke

Program Director
oelke.julie@westside66.net





2022 NeMTSS SUMMIT

CREATING COHERENCE

October 13-14, 2022



WE WANT YOUR FEEDBACK!

Scan the QR code to complete a brief evaluation after each session throughout the summit.