

NH Coaching Development + Recognition Model

State Coaching Examples, Findings, Recommendations

Prepared by Ellen Andrick, consultant

February 29, 2020

Table of Contents

Executive Summary.....	2
Contextual Information.....	4
Findings.....	10
Recommendations.....	18
Acknowledgments.....	22
Appendices.....	23

Executive Summary

“...the complexity of the coaching process and the challenges associated with helping QRS [Quality Rating Scale] participants improve program quality suggest the need for initial and ongoing coach training that goes beyond the mechanics of the QRS initiative.....it seems obvious that an educational background in early childhood and experience in the field are not sufficient on their own to successfully perform the job of QRS coach.”

- Debra Ackerman¹

There are currently a myriad of early childhood coaching systems in place throughout the state. These vary in their focus, as well as the format or delivery method. Coach delivery methods vary, ranging from peer-to-peer coaching to external coaching to internal coaching.² My research unveiled current practices that include coaching focused on various initiatives, including: social and emotional development, improvement of Division of Early Childhood Recommended (DEC) Practices, incorporation of play-based learning, adherence to New Hampshire Early Learning Standards (ELS), Environmental Rating Scale (ERS), Early Childhood Environmental Rating Scale (ECERs, -R, -3), and more. While the focus of coaching may vary, there are consistent practices and supports for coaches within each framework that are easily replicable.³ All programs interviewed stated fidelity to initiative as what they are striving for and, ultimately, paramount to their success. It is therefore no surprise that an “effective coach has to be quite versatile in understanding the requirements and needs of the staff and the programs in which they operate,” and coaches must receive ongoing support, supervision, and “training will need to be aligned with the specificity or breadth of the goals of the model.”^{4,5} This, however, begs the question as to where this model specific training occurs. As new initiatives emerge (ex. QRIS) or modifications within existing initiatives are made (ex. ECERs-R to ECERs-3), ongoing training will, conceivably, always be necessary. It then could be argued that a model agnostic coach credentialing system is preferred over a state-based credentialing program that trains coaches for one specific practice.

As New Hampshire posits to implement a Quality and Recognition and Improvement System (QRIS) throughout the state there is an opportunity to be thoughtful and strategic in the development of how (QRIS) coaches will be identified, trained, and what ongoing supports will be put into place. Literature reviews suggest that historically QRIS coaching has focused disproportionately on preparing early childhood education providers on increasing their rating and typically neglects efforts for ongoing programmatic and practitioner improvement.⁶ The design and implementation of a holistic and ongoing coach credentialing system could, arguably, defy this and adduce New Hampshire’s intentional move to commit to the ongoing betterment of care for young children within the state across initiatives.

¹ <https://files.eric.ed.gov/fulltext/EJ848826.pdf>

² And in the case of ACROSS NH: the absence of, but identified need for, coaching.

³ Quarterly training, coach supervision, CoPs/PLCs, etc.

⁴ <https://www.earlychildhoodassociates.com/projects/>

⁵ <https://docs.google.com/document/d/0B6bcToCNYKAobERUZURaSkE1VThnWjNEc1IMcUldmowWXhr/edit#>

⁶ <https://eyeonearlyeducation.com/2012/06/07/make-sure-qr-is-coaching-is-effective/>

As stated above, currently there are many coaching systems in place across New Hampshire's Early Childhood Educational network. Whether this is federally mandated as in the case with Head Start (circa 2017) or grant-initiated as with the play-based coaching pilot (led by Karen DuBois-Garofalo, circa 2019), each has its merits. Substantial time, effort, and funding have gone into developing coaches' viability within each network, sometimes resulting in lost candidates (iSocial) or pushback as job descriptions have changed (adoption of peer-to-peer coaching within job description with FCESS). There is no recommendation to dismantle any of these pre-established efforts of coach development. They are sound in design, rooted in principle, evidence-based, and tailored to the clients they serve (ex. Remote childcare facilities, school-age programs, Early Intervention sites spread across counties, etc.). Overall, while not without their own identified shortcomings, these systems have largely served the providers (iSocial, FCESS, DOE/DHHS, etc.) well and produced measurable improvements in practice. However, the development of a statewide coach credentialing/designation system could offset the need for initial general competency training for each of these providers and others as coaching initiatives look to scale up and sustain their systems at higher operational levels. Without question coaches must be trained on specific tools (ex. QRIS) to ensure success and fidelity of implementation, however, general and comprehensive training of coaches, including core principles and competencies, could be achievable through the adoption of a credentialing/designation system that adheres to a standardized baseline coach preparation curricula.

There appears to be industry-wide consensus around general coach competencies and dispositions. NAEYC developed [Professional Standards and Competencies for Early Childhood Educators](#) from which states have developed and/or adopted some version thereof, and, in turn, extended them to specifically encompass or pertain directly to early childhood coaching. One would be ill-advised to stray much from what has already been compiled as much research and funding has been invested to establish this comprehensive and holistic outlook on coaching core/guiding principles and competencies (See below links to Colorado, New York, Georgia). There is, however, room for modification as New Hampshire looks to establish its own interpretation of competencies as a portrayal of state values and how the state wishes coaches to develop and present themselves professionally. It should be noted that the Pyramid Model is also currently engaged in intense conversations regarding competencies, which suggests that many entities have determined this a vital component to defining their values and stance.⁷

Likewise, a crosswalk of multiple job descriptions for early childhood coach or coach coordinator positions, underscores preferred baseline requirements or qualifications to serve as a coach. While most indicate a minimum of a Bachelor's degree, prior experience working with children, and prior experience coaching experience consideration can be made for alternative credentialing avenues, as in the case of Georgia. This approach would, invariably, make credentialing more accessible among the workforce.

Extensive review of coach preparation and training programs reveal common curricular elements: notably, understanding of adult learning theory, excellent communication skills, and an understanding of or experience with the coaching process.⁸ As NH continues to receive PDG funding which dictates the ongoing application of Practice-Based Coaching, a coach credentialing program could easily encompass extensive PBC framework knowledge as other state models have (see WA state example below). The three-part framework of PBC

⁷ Phone interview with Rob Corso and Joan Izen on 02/06/20.

⁸ https://docs.google.com/document/d/12OPLkQZio0N8n1BZoGyLWo-DvQm0g3ImQ48_-dyS-il/edit,
<https://docs.google.com/document/d/1il3fXL2oBPr-6NBMOInVIFVTb0kTLG9B1yAQenqN14/edit#heading=h.gjdgxs>,
http://cocoaches.net/UCD_Coaching_Academy.html,
<https://www.pce.uw.edu/courses/practice-based-coaching-i-engaging-interactions-and-environments>

coaching is also applicable to process-based coaching, which is not to be overlooked as a key component to early childhood coaching systematic improvement.

Contextual information

Profiles of current coaching practices within the state of New Hampshire: *Information obtained via interviews with points of contact listed herein and corresponding website as applicable.*

- **Pyramid Model & iSocial:**

- *Points of contact:*

- Joan Izen, [PTAN](#) Project Director
- Rob Corso, Executive Director, [The Pyramid Model Consortium](#)
- Christina MacDonald, [iSocial](#) Coordinator, Education Consultant, Office of Special Education

According to Rob Corso and Joan Izen New Hampshire is considered a “Pyramid Model state,” which, as they explained, “means there was tremendous preparation for this status, there’s a state leadership team and support from DOE and DHHS.” Pyramid Model implementation is extensive throughout the state. Mr. Corso reported that “there is no part of the early childhood system that is untouched by the Pyramid Model.”⁹ Through the telling of Pyramid Model’s history Mr. Corso clarified that Pyramid Model and Practice-Based Coaching are equivalent, one in the same. He went on to encourage the use of PBC in lieu of PM for the purpose of this work.

iSocial is a NH initiative supported by PTAN that is used for Pyramid Model implementation in community collaboratives. “The goal of NH’s iSocial SPDG (State Personnel Development Grant) is to improve social-emotional outcomes of infants, toddlers and young children with disabilities (birth to age 5) through the implementation of the evidence-based Pyramid Model Framework.”¹⁰ iSocial began in 2015. It serves collaboratives and functions with a dual-implementation format: 1) support for process-based coaching with program leaders and stakeholders and 2) practice-based coaching with practitioners. Their data is strong and they have made adjustments along the way “to be more intentional about their work.” Ms. MacDonald reported with “not all staff at one location being coached at once, and coaching that is implemented lasting a minimum of one year, 89% of practitioners will reach fidelity to the Pyramid Model with that one year of coaching.”¹¹

⁹ Phone interview with Rob Corso and Joan Izen, 02/06/20.

¹⁰ <https://sites.google.com/education.nh.gov/isocial/home>

¹¹ Zoom interview with Christina MacDonald, 02/19/20.

Ms. MacDonald reported that their coaches work as consultants which, by design, limits elements of supervision. There is, however, significant initial and ongoing professional development for their coaches. They receive training directly from Practice-Based Coaching (PBC) guru September Gerety. All coaches receive training on the modules 1, 2, and 3 (for Infant/Toddler or Preschool), two-day training for PBC, practice role modeling for PBC with one another, shadowing for new coaches, monthly virtual coaching of the coaches sessions with September Gerety which functions similarly to a Professional Learning Community, adherence to coaching logs to illustrate fidelity to the coaching cycle, monthly meetings with the PBC Coordinator, and feedback from the leadership team. Their intention is for the initial investment in coaches to result in the generation of a master cadre which will offset recurring costs of coach development. Mr. Corso and Ms. Izen reported that the iSocial grant is considering a system of coach credentialing.

Ms. MacDonald made reference to the building of their master cadre of consultants. Like iSocial, PTAN touts a consultant staff with deep and vast experience. These qualifications are consistent with all programs offering coaching in the state.

- **Play-based Kindergarten coaching:**

- *Point of contact:*

- *Karen DuBois-Garofalo (+ Jen Berube) - UNH PDG-pilot program¹²*

This coaching pilot program is directly linked to the state mandate to incorporate developmentally appropriate practices and play-based learning into kindergarten. Ms. DuBois-Garofalo, UNH/DOE Play-Based Kindergarten Coordinator, holds a master's of Early Childhood Education and 25 years' experience as a lead teacher in the kindergarten program at the Child Study and Development Center(CSDC) lab school at University of New Hampshire (UNH). In her role at the CSDC she mentored undergraduate and graduate students at UNH. Much of the implementation plan for this coaching program was based on Ms. DuBois-Garofalo's experience at the CSDC. However, prior to implementation Ms. DuBois-Garofalo received coach training from UNH Clinical Assistant Professor, Lisa Ranfos. The components of this training included:

- Norms setting
- What coaching is/isn't
 - Foundations of instructional coaching: skill building, knowledge building
 - Relational coaching
 - Practiced from a strength-based perspective
- Assumptions
- Understanding self as a coach and the process of coaching (planning together, observation, practice, feedback based on the [Gibb's reflective cycle](#))
- Relationship building
- Communication

¹² All information in this section received via in-person interview with Karen DuBois-Garofalo on 02/05/20

- [Adult Learning Theory](#)
- Coaching components
- Preparation for coaching
- Change theory
- Awareness/training of assessment tool

This orientation served as the curricula for the two coaches within this pilot program. Ms. DuBois-Garofalo reported that she and Ms. Berube talk (in-person or via phone) weekly to offer support to one another. They also incorporate a Professional Learning Community component to their coaching program, which serves as PD for the coachees and as a touchpoint of coachees' current needs for the coaches. Ms. DuBois-Garofalo reported that, despite her interest in doing so, they do not use video as a tool for coaching; and given privacy laws, it may not be viable. Ms. DuBois-Garofalo reported that some of the biggest challenges to her work include: staying focused on play-based coaching as often teachers' (coaching) needs are greater than that; and in her experience "teachers [were] looking for play-based learning in a box."¹³ There is no supervision to the coaching work provided by Ms. DuBois-Garofalo and Ms. Berube, but Ms. DuBois-Garofalo reports that there have been notable gains throughout their pilot session, which has now been extended through the end of the year and will expand next year to encompass teachers of different age groups.

- **Peer-to-Peer Coaching:**

- *Point of contact: Kathy Gray - Part C Coordinator, Family Centered Early Supports and Services (FCESS)¹⁴*

The funding source for this pilot program is the New Hampshire Department of Education. They are currently in (Phase II) their fourth year of the pilot program. The initial (3 year) pilot included one collaborative: Northern Human Services in Coös county. The goal is to have these coaches, ultimately, serve as a master cadre of coaches for Phase III. FCESS's coaching efforts have expanded in Phase II of the pilot with three more programs (of the state's 15) joining and adopting DEC practices and peer-to-peer coaching model.

In her introduction Ms. Gray pointed out that Early Intervention (EI), in its own right, is a coaching system. Essentially providers are coaching families on how to better address the developmental needs of their child and integrate into their natural environment, the home. Ms. Gray commented that there has been some pushback from providers who were initially resistant to the idea of coaching or were "voluntold" to participate, but the

¹³ In-person interview with Karen DuBois-Garofalo on 02/05/20.

¹⁴ All information in this section was received via Zoom interview with Kathy Gray on 02/13/20.

intention of the program is to have peer-to-peer coaching become “business as usual” and a designated part of the job description.

The origin of this program dates back to roughly 2015 and a mandate for an evidence-based practice. They used the Division of Early Childhood (DEC) Recommended Practices as their beacon. The data they had showed three areas where fewer children were making progress (aka where the greatest need was). The areas included: social and emotional learning, use of knowledge and skills area, use of behaviors to meet their needs. In NH they found, indicator 3B, use of knowledge and skills (including communication), was the area where the least percentage of children were making growth and this, in turn, became the focus of their data-informed coaching. The initial intentions were to utilize the practice-based coaching (PBC) framework, but this quickly proved to be a poor match. FCESS quickly modified from a two-week coaching cycle to a monthly cycle and moved from an external coaching model to a peer-to-peer model. Remoteness and time constraints for providers did not allow for the effective use of an external coach.

Some initial training was provided by [Early Childhood Technical Assistance Center \(ECTA\)](#) and there was information provided on adult learning strategies and general coaching topics (focused observations, how to do reflection and give feedback, how to share goals and action planning). Once FCESS moved from an external coach to a peer-to-peer coaching model, they quickly established a format that could be respected and sustained. Programs have made the commitment to allocate and protect time during monthly staff meetings for peer coaches to meet and discuss their challenges as related to the DEC practices. The system is very individualized but directly linked to DEC recommended practices. The format entails: 1) Provider takes a 10 minute video of herself working with a family; 2) Video is shared between provider and her peer coach; 3) provider and peer coach have 20 minutes to discuss video and make an action plan for the provider, including any potential professional development; 4) in the second half hour of the monthly staff meeting the second provider within the peer-to-peer relationship presents her video for review and analysis. Ms. Gray reports that the providers are well-accustomed to this model and function independently with their peer coach.

Data from the pilot program Northern Human Services indicates their child outcome ratings were higher than the state average with regards to the DEC practice *Use of knowledge and skills, including communication*, which is the primary focus of their coaching. This is encouraging data and suggests their model is effective. An additional and unintended outcome of their peer-to-peer coaching model has been a strengthening of bonds and willingness to seek support among staff members. The state leadership team would like to lengthen the initial training offered and move the training to the spring in order to reduce the time lapse between training and start time. Overall, there has been positive feedback from providers and the consensus is that the peer-to-peer model is effective.

- Southern New Hampshire Services (SNHS) ~ Child Care Aware of New Hampshire ([CCAoNH](#))¹⁵
 - *Points of contact:*
 - *Tracy Pond, Program Manager*
 - *Shannon Quinn, Lead Training & Technical Assistance Coordinator*

CCAoNH has a staff of 11 Technical Assistance Providers and Content Specialists. They provide a myriad of free support throughout the state to licensed or licensed-exempt daycare providers. Ms. Quinn reported that their TA team offers strengths-based support, but they are moving toward practice- and process-based coaching. Both Ms. Pond and Ms. Quinn reported that, in general, CCAoNH’s TA efforts follow a practice-based coaching model without having had any specific PBC training. The TA provided is directly related to the initiative they are asked to support (ex. ERS, Strengthening Families). CCAoNH offers training, technical assistance, and coaching. Each childcare provider enters into a memorandum of agreement through which the details and format of support are established.¹⁶

TA preparation consists of the following: 1) Learning outreach components via Karen Abbott, Outreach Coordinator for Child Care Resource and Referral; 2) Learning database, systems, process; 4) When ready, a new hire TA is mentored by another staff person and shadows established TA Specialist on-site. Ms. Quinn reported that a new hire TA would spend 12-18 months training before functioning independently. The number of initiatives CCAoNH supports throughout the state is the primary reason for the length of training time required to fully establish a TA provider.

Ongoing support and professional development for TA providers with SNHS CCAoNH includes:

- Yearly institute with topics such as:
 - “Coaching using the ERS tools” (2019), and
 - “Strengths-based coaching” (2018);
- Fall and spring leadership summit;
- In-house PD for all aspects 2x/year;
- Smaller, day long meetings which occur (quarterly) throughout the year (and occasionally include national speakers;
- Community of Practice opportunities for TA providers to discuss their work which may or may not be coaching related.

¹⁵All information in this section was provided via phone and Zoom interviews with Shannon Quinn and Tracy Pond, 2/13/20 and 2/20/20

¹⁶ MOA would include any incentives, if applicable.

- **ACROSS NH¹⁷**

- *Point of Contact: Susan Gimilaro, Project Director, [ACROSS NH](#)*

ACROSS NH is “dedicated to supporting afterschool professionals in their work to create high quality, innovative programs for New Hampshire’s schoolage children during out-of-school time hours.”¹⁸ Their staff is composed of Project Director Susan Gimilaro and Project Assistant Cathy Hazelton. There are trainers and consultants who work in conjunction with the project staff and are “engaged as needed and as available.” Despite any breaks in contact, the cohort views themselves as a team and meets quarterly and has an annual retreat. Ms. Gimilaro reported that ACROSS NH “offer[s] consultation and technical assistance, but specific coaching has been very limited” and sees it as an area in need of improvement.¹⁹

ACROSS NH is currently launching Leadership Institute III: An Introduction to Coaching. They have an executive coach from MA leading the Institute, along with an experienced trainer on the team. They will be sharing the [GROW model](#). Ms. Gimilaro hopes the GROW model will become a part of the regular series of training for their team. ACROSS NH offers individual PD for team members, as well as an annual team training.

Ms. Gimilaro reported they would ideally like more than one executive coach to turn to, but also admitted that there has only been one request for coaching dating back many years. The nature of their work is primarily training and consultation based and typically they are “working with long-term training in the form of cohorts.” While ACROSS NH does not have a dedicated coaching team in place it is seen as an area in need of improvement for the organization.

- **Practice-based coaching within Head Start**

- *Points of contact:*
 - *Katrina Watson + Marie David - [Belknap + Merrimack Head Start](#),*
 - *Susan Wydra, Early Head Start/Head Start Home Based Manager + Charna Aversa, Senior Program Manager - [Community Action Partnership of Strafford County](#)*

Head Start (HS) began mandating coaching as a professional development protocol in 2017. Each HS location has variability and latitude on elements and interpretation of coaching. Within the two locations identified above,

¹⁷ Due to ongoing schedule conflicts data received from ACROSS NH was obtained solely through e-mail correspondence with Project Director, Susan Gimilaro on 2/27/20. Further investigation may be warranted.

¹⁸ <https://www.acrossnh.org/>

¹⁹ E-mail correspondence with Susan Gimilaro.

coaching support is provided by internal coaches whose singular mandate is to provide coaching with no elements of supervision or evaluation.²⁰ The coaching model used is practice-based coaching, and coaches follow a dosing schedule of meeting with a coachee two times per month. Minimum requirements for the coaching position per the job description are: Bachelor's degree in Early Childhood Education, training in adult learning principles, 5 years experience with the age group you would be coaching, and completion of the Practice Based Coaches training. Ms. Watson previously was an Education Manager with Head Start and Ms. David, in addition to her master's degree in Early Childhood Education and Parenting Education, was a Head Start teacher, manager, then director which highlights their relevant work experience for serving in their current roles.

At Belknap + Merrimack HS they received a two-day Practice-Based Coaching training and the two in-house coaches meet weekly to support one another. They are mandated to receive 18+ hours of professional development (PD) every year, but report that they often do more. They report that their PD is not necessarily coaching related, and, in fact, is more likely to be based on current teacher needs such as trauma informed education. Ms. Watson and Ms. David reported they occasionally participate in coaching webinars. Also, Head Start NH has recently begun a Coaches Community, but neither were certain of the intended format or frequency of these meetings. As coaches they utilize community groups within [MyPeers.MangoApps](#) and spoke highly of the ongoing support they receive through these self-accessed online communities. Their personal dispositions and prior work experiences served as qualifications for their role as coaches. And while they did not receive extensive training prior to their coaching experience, both report adequate ongoing coach support within their context (in-house).²¹ Overall, Ms. Watson and Ms. David reported their coaching system works well and they would replicate it.

Findings

Core Principles/Values or Guiding Principles: A review of [Colorado](#) and [New York State](#)'s Coach competencies reveal a shared adoption of Coaching Core Values. However, New York State precedes this list with an additional

²⁰ Charna Aversa reported initially there were no funds to hire an external coach. They had one Ed. Supervisor coaching another Ed. Supervisor's supervisees. Ms. Aversa reported "This did not work well. There was teacher lack of trust. It was difficult for the coaches to step out of the supervisory role and immerse themselves in the coaching model. Often a supervisor has different skills than what a coach requires." Zoom interview with Charna Aversa on 02/12/20.

²¹ Additionally, they do not utilize the Coaching Companion tool. Ms. David reported if she were coaching teachers from a distance this would be a useful tool, but her in-person observations, she feels, are much more valuable particularly with establishing and maintaining a strong personal relationship with her coachees. She does use video to show teachers what they are doing well and they have established a two-column observation recording tool (What I see..., What I want to share....)

list of Core Beliefs (from its [Core Body of Knowledge](#)) rooted in what we know about children, how they learn, and the rights of families. Georgia's list of Guiding Principles is more exhaustive, however, some of these principles appear within various New York State and Colorado coaching competencies, further underscoring the similarities among the three states. (See Appendix B) Nebraska's list of guiding principles, by comparison, is shorter in length and less detailed. For example, a Nebraska guiding principle states, "The program level coach will have an understanding and ability to put into practice and advocate for the following guiding principles in their work. The use of:Culturally and linguistically responsive practice."²² Whereas Georgia's Guiding Principles explicitly state: "Recognize the importance of respect for various cultures, languages, abilities, learning styles, and communication preferences of both the coach and the professional being coached." (See Appendix B)

Coach Competencies: NAEYC has clearly defined terms for professional competencies (Note: they deem them, however, to still be in draft form: Sept 2018) which have been adopted and modified by various states. Through my research I found consensus around many aspects. Various states designate their competencies for either early care and educational professionals or technical assistance providers, such as: North Carolina ([Technical Assistance Practitioner Competencies](#)), Kentucky, Maine ([Technical Assistance Competencies](#)) Washington ([Core Competencies for Early Care and Education Professionals](#)). [Colorado](#), [New York](#), and Georgia (See Appendix B) all have specific coach competencies that have their roots in, or directly reference, the National Association for the Education of Young Children (NAEYC).

A review of Colorado, New York, and Georgia's coaching competencies makes evident (or is directly stated) that they rooted their competencies in the [NAEYC second public draft of the Professional Standards and Competencies for Early Childhood Educators](#) and the [NAEYC Code of Ethical Conduct](#). Additionally, Colorado used The [ICF Code of Ethics](#) as a reference for guidelines on professional conduct with coachees; and Georgia worked in conjunction with the Lastinger Center to establish their coach competencies. These collaborative efforts underscore the need for bringing various stakeholders to the table to establish the focus, tone, and direction of a state's coach competency list.

In an exhaustive crosswalk review of Colorado, New York, and Georgia's coach competency lists it is evident there is vast similarity of topic areas, and in some cases exact adoption of entire sections. For example: Georgia Competency 2: Communicating Effectively: "2.2 *Actively listening and remaining focused on what and how the professional being coached is communicating: Section d. Makes the professional being coached the focal point of the interaction by integrating and building on her perspective*" is equivalent to Colorado's (2007/2009) Communicating Effectively "A. Active Listening: 4. Makes the coachee's communication a focal pointeraction by integrating and building on their perspective." And New York (2014/2015) has a complete adoption of

²² Complete list of Nebraska's Early Childhood Coach Principles: <https://www.education.ne.gov/oec/coaching/>

Colorado's section on Facilitating Learning and Results (sections: Creating Awareness, Planning and Goal Setting, Designing Actions for Implementation, and Managing Progress and Accountability), for example.

Coach/Coach Coordinator Job Descriptions: Studies show that coaches typically “have levels of experience and education that are higher than the average teacher in an early childhood program.”²³ In my review of (New Hampshire) state programs, job descriptions for coaches/coaching coordinators currently require a minimum of a “Bachelor’s degree in Early Childhood Education or Bachelor’s degree in a related field with at least 3 years experience teaching young children” or, in some cases, a “Master’s degree or higher [is] preferred.”^{24,25} This aligns with coaching job descriptions from other states; however, in those cases there were occasional broader acceptable areas of study, including: “child development, human development, social work, social science,” or “Family & Consumer Science, Psychology, Social Work, Sociology or related field.”^{26,27} Previous experience as an educational coach, effective oral and written communication skills, and/or interpersonal and organizational skills are, universally, listed as minimum qualifications.

Other notable and often desired qualifications that underscore inherent coach disposition include:

- Experience working with adult learners and/or understanding of adult learning theory;
- Bi-lingual skills and/or “Ability to work independently and as part of a team with diverse populations and groups”²⁸
- Experience conducting assessments, certification as an assessor (for CLASS, ERS, or other), or knowledge of “quality standards and best practices in the field of early education, including knowledge of Environment Rating Scales (ERS), CLASS, curriculum implementation, and child assessments.”²⁹

Comparable States: While the intentions of the contract for services were well-articulated, determining and identifying “comparable” states proved to be an unachievable task. Even if a state “was matched in programmatic size and funding structures, for example, the political will would be different,” cautioned Zelda Boyd, Senior Technical Assistance Specialist at ICF, thereby making it no longer a true comparison.³⁰ Given this, I

²³ <https://www.childtrends.org/wp-content/uploads/2013/05/2011-35CoachingQualityImprovement.pdf>

²⁴ https://docs.google.com/document/d/12OPLkQZio0N8nlBZoGyLWo-DvQmOg3ImQ48_-dyS-il/edit

²⁵ <https://docs.google.com/document/d/1il3lfXL2oBPr-6NBM0InVIFVTb0kTLG9B1yAQenqN14/edit#heading=h.gjdgxs>

²⁶ <http://first5association.org/wp-content/uploads/2015/03/QI-Coaching-Coordinator-03.2015.pdf>

²⁷ http://csefel.vanderbilt.edu/resources/states/ne_job%20description_coach.pdf

²⁸ <http://first5association.org/wp-content/uploads/2015/03/QI-Coaching-Coordinator-03.2015.pdf>

²⁹ <https://www.childrencabinet.org/wp-content/uploads/Quality-Specialist-QRIS-Coaching-Dec-2016.pdf>

³⁰ Phone interview with Zelda Boyd, February 12, 2020

moved forward in my work to identify and research other states that have some formalized coach credentialing or designation program.

Colorado: [Colorado Coaching Consortium Early Childhood Coaching Academy at the University of Colorado Denver](#)

The Colorado coaching credential launched in January 2015. Their website touts the program as “the only academy offered by a university in the U.S. that is both specific to early childhood and teaches universal coaching strategies.” While other programs train coaches on a particular assessment tool or initiative, “the coaching skills and dispositions learned in these modules can work seamlessly and in coordination with various curriculum approaches or instructional practices.”³¹ In sum, the Colorado Coaching Consortium program is more holistic in its nature, thereby making it more universally applicable to diverse statewide coaching initiatives.

There are minimum requirements for enrollment into the program including completion of the free Colorado Department of Education (CDE) developed relationship-based professional development (RBPD) training.³² Colorado also offers alternatives to this training which would fulfill the requirement.³³ The program cost of obtaining the Coaching Credential is \$2,499. The program consists of three modules.

- **Module 1** (Foundation): “...focuses on learning, understanding, and using relationship- and evidence-based coaching skills and strategies in early childhood settings.” This module could be converted to credit towards a course entitled: *Using Coaching Skills in Early Childhood Settings*. “This course focuses on the fundamentals and recommended practices of relationship-based coaching using a systematic, individualized, reflective approach. Throughout the course students will apply these strategies to fieldwork experiences in early childhood settings, applicable to any ECE curriculum or model.”³⁴
- **Module 2** (Awareness): “...focuses on increasing coaches’ skills at introspection, thoughtful planning, intentional application of coaching knowledge and skills, and continuous improvement.” This module could be converted to credit towards a course entitled: *Connecting Awareness With Application & Deepening Of Practice*. This course will identify effective ongoing support strategies for individuals providing coaching.³⁵
- **Module 3** (Attuning): Integrates skills from modules 1 and 2. “Participants practice refining and altering coaching based on needs and readiness, while learning sustainable, organizational change that embeds coaching in all professional practice.”³⁶ This module could be converted to credit towards a course entitled: *Attuning For Personal And Organizational Change*, which is “designed to support the coach in creating a social learning climate where a synergy of shared learning and reflective dialogue about practice are examined, analyzed and refined.”³⁷

³¹ http://cocoaches.net/UCD_Coaching_Academy.html

³² <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-care-education-coaching.pdf>, pg7

³³ https://ecpd.costartstrong.org/ets/pages/default.aspx?p=trainer_and_training_approval

³⁴ http://catalog.ucdenver.edu/preview_course_nopop.php?catoid=24&coid=176923

³⁵

http://catalog.ucdenver.edu/search_advanced.php?cur_cat_oid=24&search_database=Search&search_db=Search&cpage=1&ecpage=1&ppage=1&spage=1&tpage=1&location=33&filter%5Bkeyword%5D=4420

³⁶ http://cocoaches.net/UCD_Coaching_Academy.html

³⁷ http://catalog.ucdenver.edu/preview_course_nopop.php?catoid=24&coid=176926

Their website indicates that they are sunsetting Levels II and III of the Colorado Coaching Credential in March 2020 but does not give evidence as to why. Further research may unveil if this is due to redundancy, lack of interest, lack of reflective supervision practitioners, or other reason for the credentialing level discontinuation.³⁸

New York: [New York State Training and Technical Assistance \(T-TAP\) Professional Credential](#)

Unlike Colorado's credentialing program, New York's system of credentialing is portfolio and self-assessment based, and also maintains elements of minimum requirements for application. The four part credentialing process includes:

1. Joining the [Aspire Registry](#);
2. Submitting a document with your intent to apply;
3. Submission of a coaching reflection portfolio (which requires a Core Body of Knowledge Self-Assessment and A Description of Practice); and
4. Video interview³⁹

"The New York State Training and Technical Assistance Professional (T-TAP) Credential - Coach Designation provides a standard by which to assure the quality of Early Learning Coaches. Additionally, it represents a level of professional achievement for coaches."⁴⁰ The New York Association for the Education of Young Children (NYAEEYC) offers the T-TAP Credential Coach Designation for coaches of leaders [process] and coaches of teachers [practice] (emphasis mine). This credential is not linked to any university or system of higher education.

This system, by comparison to Colorado's, functions more as a portfolio presentation and representation of skills that qualify one to be a coach. The general instructions within the Intent to Apply section state: "The T-TAP Credential Coach Designation Portfolio is an opportunity ... to present evidence of [one's] competence as a provider of early childhood and or school age professional development."⁴¹ There is no separate coursework/modules that accompany this credentialing, which is reflected in the lower price point (\$450). Given the nature of the application process there is also no set time commitment as one does not need to attend modules or courses.

Washington: [Certificate in Practice-Based Coaching](#)

Washington state coach credentialing is directly linked to and run out of The University of Washington (UW). UW's certificate is specifically footed in Practice-Based Coaching (PBC). There are minimum requirements for

³⁸ https://ecpd.costartstrong.org/ets/pages/default.aspx?p=coaching_credential

³⁹ <http://nyaeyc.org/wp-content/uploads/TTAP-Coach-Application-Process-9.18.2017.pdf>

⁴⁰ <http://nyaeyc.org/wp-content/uploads/TTAP-Coach-Application-Process-9.18.2017.pdf>

⁴¹ https://nysaeyc.formstack.com/forms/nys_ttap_coach_intent_to_apply

enrolling in the program, which include a minimum of 1 year coaching experience and prior PBC experience. There are two categories of certification: Early Childhood (category 1) and Expanded Learning Opportunities (category 2). ELO is designed for coaching with before and after school settings.⁴²

Unlike NYAEYC's T-TAP credential, this program is calendar-bound: running the course of 9 months, including a 3-month internship. The instructional format is graduate level coursework (both in-person and online). In Quarter I (Practice-Based Coaching I: Engaging Interactions & Environments) topics of study include:

- Adult learning theory
- The definition, background and foundations of the coaching profession
- Culturally responsive coaching
- The role of power dynamics in coaching
- Practices and strategies that promote self-awareness and resilience
- Technology used in practice-based coaching
- Engaging interactions and environments
- Creating a SMART goal and action plan to support engaging interactions and environments
- Using focused observation to support a SMART goal and action plan and to facilitate reflection and provide feedback⁴³

In Quarter 2 (Practice-Based Coaching II: Positive Behavior Supports) topics of study include:

- Ethics and professionalism
- The trans-theoretical change process
- Dealing with resistance to coaching
- Advanced reflection and feedback
- The development of social and emotional learning in early childhood
- Positive behavior support
- Adult response to stress and preventing and addressing challenging behavior
- Functional behavior analysis and individualized behavior support plans
- Assessment⁴⁴

The impetus for the certificate program was to elevate coaching as a profession and provide recognition for what coaches have already been doing. The program touts, "You'll deepen your understanding of foundational coaching practices that promote engaging interactions and positive behavior support through culturally responsive relationships, development of shared goals, focused observation, reflection and feedback." While, again, there is no specific link to QRIS, there are foundational aspects of this program that would be recommended for any coach credentialing program or certification.

Of additional note: completion of this certificate program, can be equivalent of up to 9 credits toward degree requirements at the undergraduate or graduate levels. The cost of this certification program is \$4,500, and scholarships are available. Because the program adapts to the existing caseload of an enrollee there will be

⁴² https://www.pce.uw.edu/certificates/practice-based-coaching#modal_requirements

⁴³ <https://www.pce.uw.edu/courses/practice-based-coaching-i-engaging-interactions-and-environments>

⁴⁴ <https://www.pce.uw.edu/courses/practice-based-coaching-ii-positive-behavior-support>

many iterations of what one learns, and, arguably a fissure in the universality of the program. Although some could see this as the program's efforts to be more accessible and flexible.

Georgia: DECAL's Early Learning Coach Designation⁴⁵

Through a Zoom interview and e-mails with Laura Reid, Manager of Relationship-Based Professional Learning at Georgia Department of Early Care and Learning, I obtained information about Georgia's pilot program to develop early childhood coaches. In the initial stages of their project development they worked closely with Lastinger Center (at University of Florida) to help establish and define their core competencies. Ms. Reid was initially interested in fully adopting not only the competencies from the state of Colorado, but their entire coach designation format (see above). However, Georgia state leaders decided that the Colorado competencies were "too fluffy.....based largely on life coaching" and they wanted to draft competencies that were more aligned with their values and needs.⁴⁶ Through their work with the Lastinger Center, Georgia developed its own competencies for coaches (see Appendix B).

Additionally, Georgia has worked with the Lastinger Center for the past 5 ½ years to develop and modify a Professional Learning Community format. Ms. Reid recommended their services and spoke highly of the support they've received through their journey to establish a format that is suitable to their demographics. Specifically, she referenced working with Raquel Diaz as their thought partner.⁴⁷

One of the guiding principles for the design of the Georgia state model for coach designation was, like Colorado, to make the process "coaching model agnostic."⁴⁸ Ms. Reid emphasized that they were looking to build a strong foundational understanding of coaching for their candidates and that they have used [Coaching with Powerful Interactions](#) as a guide in their thought process. They recognized the inevitable shift of *en trend* initiatives, whether it be ERS, CLASS, ECERs-R or -3, etc., and that coaches would always require additional training on a specific assessment tool. Their focus was, therefore, looking to be more holistic and geared towards dispositions and competencies as opposed to fidelity to assessment scoring.

Their tiered Early Learning Coach Designation Levels (Self-study, Associate, Professional, and Master) were implemented to generate viable inroads for those who may or may not have a college degree and also to recognize ongoing professional development and effort to become further skilled as a coach. Part of the coach designation renewal process is to offer 10 hours of coaching to a prospective coach. This is, in its own right, an effort to establish a master cadre and generate ongoing professional development. (See Appendix C) Their Self-Study level was designed to be a low- or no-cost or commitment entry into coaching. While there is still a Level

⁴⁵ Limited information available [online](#). Ms. Laura Reid reported the recent hiring of new staff would hopefully address this issue in the near future. All information about the coach designation process obtained directly from Ms. Reid.

⁴⁶ Zoom interview with Ms. Laura Reid on 02/24/20.

⁴⁷ Success Manager at the Lastinger Center: raquelmdiaz@coe.ufl.edu

⁴⁸ Zoom interview with Laura Reid on 02/24/20.

4 professional requirement for this designation level, the tasks are accessible to all who meet this requirement who demonstrate a desire to become a coach.⁴⁹

The Early Learning Coach designation system is not linked to any system of higher education. Unlike Colorado or Washington which houses their coach development program, Georgia has generated a list of courses that were accepted as professional development for Georgia's Early Learning Coach Designation (See Appendix A). Their initial hopes were to have companies offer long courses (20 hours or longer), but in reality most training companies generate 1-3 hour long courses. Course providers are required to design a course and indicate how it aligns to the established Early Learning Coach Competencies. Georgia has contracted with companies (ex. ContinuEd, ProSolutions, CTEI, Mercer University, and Penn State Better Kid Care) to offer these courses, but in the future they hope to hire contractors directly. No information was provided as to why this shift is planned. As the pilot program progresses, other programmatic changes are anticipated.

Florida: University of Florida Lastinger Center for Learning - Certified Early Childhood Coaching Program⁵⁰

This program is designed to generate a cohort of coaches who will then be able to “facilitate effective quality improvement efforts and create a culture of learning and experimentation utilizing effective early learning practices.” This certification program is applicable and “designed for early learning coalitions, Head Start grantees, school districts offering early childhood programs, provider associations, higher education faculty, and other professional development providers.” Goals of the program include:

- Master[ing] the fundamentals of coaching that support collaborative learning.
- Understand[ing] and practic[ing] methods for selecting a focus for coaching, collecting data about the early learning program and caregiving and instructional practices, conducting a coaching conversation about professional practice, and setting goals for instructional improvement.
- Us[ing] modeling of effective practice as a professional development strategy.

The Early Childhood Coaching Program is a year-long process composed of two key components: 1) the 4-day Institute; and 2) five day-long follow-up sessions which make up the Symposia. In the institute: “Participants develop a shared understanding of the framework of effective caregiving and teaching, explore high impact early learning instructional strategies, reflect on their individual coaching practice, learn the philosophy and mechanics of collaborative coaching, and learn strategies for supporting teachers, center directors, and family child-care providers.” And throughout the symposia “The UF Lastinger Center Instructional Specialist provides support and constructive feedback to participants as they develop their skills in effective instruction, observation, collaborative planning and analysis, modeling, and Community of Practice development.”

⁴⁹ Hyperlink to [Georgia Self-Study Resource Guide](#) effective 180 days beginning 02/24/20. Download this document for long-term access.

⁵⁰ Contact was initiated with Dr. Philip Poekert, Partnership Manager of UF Lastinger Center for Learning, on 02/23/20 but no response was received. All information detailed within this section derives from their UF Coaching Academy catalog: <http://lastingercenter.com/wp-content/uploads/2015/09/CoachingAcademy2015Ver41.pdf>

Typically, the UF Lastinger Center works closely with school systems for a two to three year period to develop a strong cadre of instructional leaders who then, in turn, coach teachers. They tout their program as a “cost-efficient gradual release model,” similar to creating a master cadre, “where the UF Lastinger Center works in tandem with educational systems such as school districts, coalitions, and other organizations to sustain and grow a powerful approach to improve teacher practice and student learning.” There is no detailed information in the catalog about the cost of this credentialing system or tandem program development. Direct contact with program staff would likely produce this information.

It should be noted that no state model listed above makes direct mention of process-based coaching. There are some references throughout their respective materials to instructional, practice-based, or cognitive coaching. Moreover, there are additional programs that warrant further investigation regarding format, content, cost, and delivery method. This research led to initial information from Oklahoma ([Instructional Coaching Institute](#) at the Center for Early Childhood Professional Development, University of Oklahoma); Vermont ([Building Bright Futures](#))⁵¹; Indiana ([Path to QUALITY](#))⁵²; Connecticut ([PK-3 Leadership Program](#))⁵³; Nebraska⁵⁴; Montana⁵⁵; Virginia; Alabama, and Massachusetts. Additional time and funding would be needed to dive more comprehensively into these systems.

Recommendations

Despite that it has not been critically reviewed or assessed, “the broad consensus is that the quality of the people selected to serve as coaches is critically important. The selection of coaches with an acceptable level of interpersonal skills has been noted in numerous reports (e.g., Howard et al., 2013) as a critical driver of

⁵¹Contact was initiated with Vermont via Amanda Biggs of Building Bright Futures on 02/17/20. She directed me to Melissa Riegel-Garrett of the Child Development Division of VT, who then referred me to Becky Millard. Contact with Becky Millard, who runs Vermont’s Professional Development System under an agreement between CDD and The Community College of Vermont, was initiated on 02/23/20, but no response was received at time of report submission.

⁵²Contact was initiated with both Early Learning Indiana and Dr. Ruby Cain at Ball State University. On *The Path to Quality* pdf linked herein reference was made to collaborative efforts between these two organizations to establish a coach credentialing system: “While not required, a coaching credential was developed in 2017 in collaboration with Ball State University, and currently there are approximately 26 individuals enrolled in this pilot program across the state.” No further information could be found.

⁵³Contact was made with Dr. Karen List at UConn. More extensive conversations could lead to greater understanding of CT efforts to establish coach development.

⁵⁴E-mail sent to Morgan Krull, contact person on the Nebraska Early Childhood Coach and Observer Application, on 2/23/20. My request was forwarded on to her director, Lauri Cimino, but no response was provided by report delivery date (02/29/20).

⁵⁵Zoom interview with Sally Tilleman on 2/28/20. Montana has been doing PM coaching with QRIS for approximately 4 years. They are making adjustments now finding that the narrow focus of the PM was not meeting the needs or requests of those being coached. They are shifting their focus to practice and process-based coaching. Ms. Tilleman suggested that Montana has a lot to offer NH with regards to building its QRIS. Further investigation with Montana is recommended.

effectiveness.”⁵⁶ It is recommended that a state coach credentialing or designation system be developed as a method to not only insure integrity and baseline competencies of coaches, but also to establish and generate a pool from which to draw upon for initiative-specific coaching thereafter.

CREDENTIALING MODEL The states presented in this report represent diverse coach credentialing/designation models. From format design to duration of program to cost of program to minimum qualifications, these models highlight multiple format options to consider. Colorado, Washington, and Florida’s models are linked to higher ed institutions. And, consequently, their models are more likely to be cost prohibitive. Georgia has a tiered coach designation model, yet outsources the teaching of accepted required courses. Colorado is about to end their level II and III credentials (March 2020). Integral components of New York’s T-TAP model is a portfolio of one’s work showing evidence of qualifications and a video reflection which allow for greater diversity of a coach’s profile. Washington’s program also has a portfolio portion, but it is directly linked to Practice-Based Coaching. Colorado, New York, and Georgia’s systems are coaching model agnostic.

In the preface to their coach competencies Colorado makes a strong statement as to why it is important to be model agnostic: “coaching is most effective when it is embedded in a broader professional development system that includes opportunities for practitioners to learn about the theoretical foundations of early childhood education, to see effective instructional and leadership strategies demonstrated, to try out new strategies, and to receive feedback.”⁵⁷ Believing this to be true, it is therefore recommended that any credentialing program or coach designation system focus holistically on theoretical components of coaching and not model- or initiative-specific elements. A model agnostic program would pair well with the current diverse initiatives within the state of New Hampshire (play-based kindergarten, iSocial, deeply embedded ERS and ECCRs, and forthcoming QRIS). None of the researched states make specific reference to process-based coaching, which is a stated priority within the state of NH and a current focus of iSocial coaching efforts.^{58,59} It is recommended that New Hampshire determine which priority/ies are most important (accessibility, flexibility, cost, etc) and begin designing the coach credentialing program or tiered designation system from that vantage point.

COMPETENCIES Based on this research it is recommended that New Hampshire early childhood educators and stakeholders, including but not limited to the DOE, BCDHSC, Head Start, iSocial, FCESS, UNH, PTAN, and SNHS CCAoNH, and ACROSS NH establish a committee to identify the coach competencies the state wishes to establish. These research findings suggest it would be sufficient to utilize the already established and operational coach competencies of Colorado, New York, and Georgia as foundational documents from which to develop New Hampshire coach competencies. These established state lists are comprehensive, which would only require fine-tuning to best suit the perspective and outlook in New Hampshire. This would, however, be a time-intensive task. However, it is unlikely any additional allocation of funds needs to be dispersed for this task, unless NH wishes this work to be synthesized by an independent consultant or contractor, as Georgia did.

MINIMUM PROFESSIONAL REQUIREMENTS If the intention is to, as stated in the PDG grant, Activity 4: “reduce duplication of effort, leverage financial and other resources, and *increase quality PD providers*” one effort to

⁵⁶

<https://docs.google.com/document/d/0B6bcToCNYKAobERUZURaSkE1VThnWjNEc1IMcUdldmowWXhr/edit#heading=h.gjdgxs>, pg75

⁵⁷ http://cocoaches.net/uploads/Coaching_competencies_Oct_2010.pdf, pg 2

⁵⁸ January 15th, 2020 DRAFT Synopsis of BDCHSC’s Vision for a State Coaching Infrastructure, Pyramid Model Roles and Contractor Responsibilities, produced by the office of Debra Nelson.

⁵⁹ Zoom interview with iSocial Education Consultant, Christina MacDonald on 02/19/20.

begin establishing this factor is to formalize baseline qualifications within early childhood coaching.⁶⁰ From this research and overview of coach job descriptions it is clear there is already an informal, yet established, baseline qualification for coaches. With that the following should be considered:

1. Coaches must have greater educational levels and/or training/work experience than coachees. Ideally, coaches would have a minimum of a bachelor's degree, but a master's degree or higher is desired;
2. 3-7 years professional experience as a teacher, technical assistance specialist, and/or director;⁶¹
3. Strong interpersonal and communication skills;⁶² and
4. A baseline experience or study of coaching prior to the start of a credentialing program.⁶³

STANDARDIZED CURRICULA Of the state programs researched and a selection of the current New Hampshire coach training processes (ex. Play-based coaching) there is consensus on instructional topics or curricula, which are, inherently, linked to a state's chosen competencies. Securing final competencies must, therefore, precede the development of program curriculum. However, given the similarities within states' competencies it is no surprise that there is universality to coach credentialing curricula. Thus, it is reasonable to make the following topic recommendations as the beginning components of a standardized credentialing prerequisite and/or program curriculum:

- Adult learning theory;
- Coaching process⁶⁴/effective coaching practices⁶⁵;
- Evolution of change/Transtheoretical model⁶⁶;
- Development of strong professional development/coaching relationships;
- Effective listening/Communication: Elements and facilitation of coaching conversations;
- Reflective practice;
- Cultural responsiveness: Valuing diversity and different points of view;
- Opportunities to practice and receive feedback and the study of coaching implementation tools;
- Preparation for coaching sessions;
- Early childhood program design;⁶⁷
- Child development and developmentally appropriate practices; and⁶⁸

⁶⁰ <https://www.governor.nh.gov/news-media/press-2020/documents/early-childhood-grant.pdf>

⁶¹ https://docs.google.com/document/d/12OPLkQZio0N8nlBZoGyLWo-DvQm0g3ImQ48_-dyS-il/edit,
<https://docs.google.com/document/d/1il3lfXL2oBPr-6NBMOInVlFVTb0kTLG9B1yAQengN14/edit>,
<https://www.dropbox.com/h?preview=07.19+TTA+Specialist+Job+Description.doc>,

<https://www.dropbox.com/h?preview=06.19+Job+Description+-+Infant+and+Toddler+Specialist2.doc>

⁶² "Personal characteristics such as people skills and the ability to build and maintain relationships were cited in interviews with ECEPD directors (Tout et al., 2009)." <https://onlinelibrary.wiley.com/doi/full/10.4073/csr.2017.1>

⁶³ Colorado achieves this through their RBPD; Georgia's interpretation of this is the Self-Study coach level.

⁶⁴ <https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>

⁶⁵ https://www.air.org/sites/default/files/NCSI_Effective-Coaching-Brief-508.pdf

⁶⁶ Transtheoretical model, a comprehensive theory of change, is also the foundation of [Beyond Book Smart](#)'s model for executive function coaching.

⁶⁷ <http://www.earlychildhoodny.org/pdfs/Policy%20Brief%20-%20Early%20Childhood%20Institute%20-%20Coaching%20-%20201809.pdf>

⁶⁸ Suggested list derived from Colorado Relationship Based Professional Development (RBPD), Georgia [Self-Study guide](#), Lisa Ranfos's coaching prep topic list, [Recent Research Findings on Effective Coaching and Professional Development](#), [NCCP Coaching and QRIS study](#)

- Depending on whether NH’s credentialing/designation program intends to be a coaching model agnostic program or not, embed a thorough orientation of the state’s QRIS so coaches have a richer understanding of the focus and achievement areas they are working on.⁶⁹

Once New Hampshire establishes its early childhood coach competencies, it is recommended the use of [Georgia’s Self-Study Resource Guide](#) as an additional reference for topic areas for the development of the state’s coach credentialing curriculum. Ms. Reid of Georgia shared two lessons learned from their coach designation pilot: 1) Since their designation program is independent from an institution of higher education, they contracted with training companies (ex. ProSolutions Training, Penn State Better Kid Care, Childcare Education Institute, Mercer University, etc). Ms. Reid reported in the next pilot phase they will contract with individual trainers to provide coursework; and 2) They have struggled to find people/companies willing to offer comprehensive or long course work (20+). Most courses are limited to 1-3 hours. One fallout of this is siloing of information and/or topic repetition. Given these points of caution from Georgia, New Hampshire may wish to develop their course curricula (course design and instructor selection) internally.

The goals within the contract for services for this research stated “embed orientation on elements of proposed QRIS curriculum for coaches.”⁷⁰ Given that “coaching in QRIS contexts tends to have a broader goal of improving quality generally rather than ensuring fidelity to an assigned curriculum or focusing on a particular aspect of instruction like language and literacy or math,” and the already established early childhood coaching efforts throughout the state of New Hampshire, it is recommended that New Hampshire establish a model agnostic credentialing program. Two considerations to explore are:

1. Incorporation of various initiatives (QRIS, ERS, ECERs-3, play-based learning, CLASS, etc) be facets of the credentialing program so coaches are leaving the credentialing program with a baseline understanding of how to navigate or apply their coach training in a variety of settings; and
2. Grand-fathering established coaches or technical assistance providers into the coach credential or designation. In this case, closer review of the New York State model of portfolio submission or the adoption of tiered coach credentialing should be considered. However, if NH is striving to establish a universal baseline for coaching qualifications and competencies, New York’s model does not appear to support this as it is presented. This suggests the possible need for exceptions or alternative routes to credentialing/designation.⁷¹

It must be noted, regardless of initial coach preparation and training, every publication and interview with state entities underscored the importance of ongoing support for coaches to support the fidelity of initiative implementation.⁷² Method (PLCs, additional training, supervisor provision of additional resources, opportunities for coach reflective practice and discussion, etc) and frequency of coach support are to be determined, but not

⁶⁹ https://www.acf.hhs.gov/sites/default/files/opre/coaching_brief.pdf, pgs 12-14.

⁷⁰ See *Contract for Services Coaching Development & Recognition Model* on file with SNHS CCAoNH Manager Tracy Pond.

⁷¹ Multiple pathways for coach designation was a driving factor for Ms. Reid in the format of Georgia’s pilot coach designation system. Zoom interview with Ms. Reid on 02/24/20.

⁷² There are a few exceptions to this; notably, the play-base coaching PDG initiative facilitated by Ms. DuBois-Garofalo and Ms. Berube and the FCESS peer-to-peer coaching pilot program in Coös County. In the example of play-based coaching, it was reported that the two coaches rely primarily on informal check-ins with one another to support their work. In the case of the pilot program, the peer-to-peer coaching model relies upon the structured monthly format to ensure ongoing commitment to coaching support. It does not, however, by its mere establishment, support the ongoing development of a peer coach, nor is it designed to do so.

overlooked.⁷³ Additionally, if there is no structural support through which the [coaching] process can operate, it will not succeed.⁷⁴ This is concurrent with recommendations from Zelda Boyd: “Coaches need to have leadership.”⁷⁵ This, by extension, calls for coaching to encompass practice and process based coaching, as evidenced in the iSocial format, and FCESS’s peer-to-peer coaching,⁷⁶ which has offset feelings of isolation and promoted efforts for ongoing professional development and systems change.

In closing, it is recommended that the committee establishing the New Hampshire QRIS model and coaching components review the ChildTrends document [Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems \(QRIS\): Identifying Promising Features](#) as an initial step. This report is comprehensive and details the substantial review of programs that have implemented QRIS coaching as part of their professional development system. Additionally, through this research the following articles were insightful in supporting recommendations and could be so for future developments of the QRIS and coach credentialing systems in New Hampshire:

- [ON-SITE APPROACHES TO QUALITY IMPROVEMENT IN QUALITY RATING AND IMPROVEMENT SYSTEMS: BUILDING ON THE RESEARCH ON COACHING](#) from the Office of Planning, Research, and Evaluation (OPRE);
- [Primetime for Coaching Improving Instructional Coaching in Early Childhood Education](#) from Bellwether Education Partners

A full list of articles, reports, comprehensive literature reviews, websites, etc. that supported this research is listed in Appendix D.

⁷³ <https://www.childtrends.org/wp-content/uploads/2013/05/2011-35CoachingQualityImprovement.pdf>, pg28; interviews with NH Head Start coaches.

⁷⁴ https://bellwethereducation.org/sites/default/files/Bellwether_ECCECoaching_GHS_Final.pdf (pg 34-35) and interviews with K.Gray, K. Watson, M. David, et al.

⁷⁵ Zoom interview with Zelda Boyd, 02/12/20.

⁷⁶ K. Gray reported that given their providers remoteness to one another, the monthly staff meetings and peer-to-peer coaching model has “offset feelings of isolation” and helped generate a growth mindset for ongoing professional development.

Acknowledgements

This report was made possible by grant funded money distributed by UNH and SNHS CCAoNH. The opinions expressed in this article are those of the author and do not necessarily reflect the views of the funder or sponsors. The author gratefully acknowledges the assistance of Tracy Pond, Sue Foley, Zelda Boyd, Chris Brown, Karen Dubois-Garfalo, Joan Izen, Rob Corso, Shannon Quinn, Christina MacDonald, Katrina Watson, Marie David, Kathy Gray, Susan Gimilaro, Susan Wydra, Charna Aversa, Laura Reid, Karen List, Sally Tilleman, Sarah Henry, Lisa Ranfos, Dianne Chase, and Debra Nelson.

Appendix A:

Georgia Approved Course List for Early Childhood Coach Designation - *Obtained from Laura Reid, Manager, Relationship-Based Professional Learning, Georgia Department of Early Care and Learning*

Training Organization	Organization Contact		Course Title	Clock Hours
ChildCare Education Institute	Leslie	Coleman	Adult Learning: Theories and Strategies for Trainers, Coaches, and Directors	2
continued Early Childhood Education	Allie	Pasquier	Lifelong Learning	1
continued Early Childhood Education	Allie	Pasquier	Reflective Practitioner	1
continued Early Childhood Education	Allie	Pasquier	Adult Learning	1
Mercer University	Barbara	McWethy	Introduction to Coaching	20
Penn State Better Kid Care	Christine	Anthony	Coaching Conversations: Support Quality Practice	3
ProSolutions Training	Carla	Rogg	Becoming a Coaching Champ: An Introduction to Coaching	1
ProSolutions Training	Carla	Rogg	A Deeper Dive Into the Elements of Coaching	2
ProSolutions Training	Carla	Rogg	Utilizing Adult Learning Theory to Cultivate Positive Coaching Relationships	2

Appendix B:

Georgia Early Learning Coach Competencies (DRAFT) - Obtained from Laura Reid, Manager, Relationship-Based Professional Learning, Georgia Department of Early Care and Learning

Georgia's Early Learning Coach Competencies

Guiding Principles

1. Honor both the needs of the professional being coached and the children s/he serves
2. Reflect an understanding that the coach and the professional being coached are equal partners in the coaching relationship
3. Value and respect the autonomy and voice of the professional being coached
4. Reflect a belief that the professional being coached has a choice in what and how s/he learns
5. Are based upon evidence-based practices in approaches to relationship-based professional learning
6. Value the need for the professional being coached to apply learning in real-life practice, while also creating a safe place for taking risks and practicing new skills
7. Value the importance of continuous reflection by both the coach and the professional being coached
8. Are grounded in principles of adult learning and theories of change
9. Include core competencies, skills, and observable behaviors needed for coaches in a variety of settings
10. Take into account the continuous development of skills from novice to expert coaches
11. Respect the need for trust and open dialogue in the coaching relationship
12. Recognize the importance of respect for various cultures, languages, abilities, learning styles, and communication preferences of both the coach and the professional being coached

Competency I: Building Relationships

Relationships are at the heart of effective coaching and require coaches to create a climate of trust and respect. Learning can only occur when the learner feels safe enough to take risks, reveal gaps in knowledge, and make mistakes. Skilled coaches recognize that learning is reciprocal – both the coach and the professional being coached (PBC) can learn from one another as they work together on improving practice.

1.1 Creating a safe, culturally responsive, and supportive climate that results in mutual trust and respect

- a. Demonstrates respect for and interest in the PBC
- b. Uses language that is free of jargon and overly technical terms or, if such terms must be used, ensures the understanding of the PBC
- c. Uses language that is gender-neutral, racially and ethnically inclusive
- d. Develops communication pathways that specify how information will be shared with administrators, teachers, families, and other key stakeholders
- e. Respects and maintains confidentiality

1.2 Intentionally maintaining coaching presence in the interest of the learning relationship

- a. Sets and maintains appropriate, healthy boundaries
- b. Employs a style that is open, flexible, and confident
- c. Is fully attentive, shifting perspectives and coaching approaches as needed in the moment

1.3 Honoring and valuing the autonomy, voice, and choice of the PBC.

- a. Recognizes the PBC's and program's unique characteristics and adjusts methods and strategies accordingly
- b. Remains focused on the PBC's needs when disagreements or conflicts surface
- c. Appreciates the PBC's perspective, even when it is different from one's own
- d. Actively seeks the PBC's input on learning process
- e. Provides opportunities for choice in the learning process whenever possible or practical

1.4 Collaboratively creating a written coaching agreement

- a. Has an initial conversation that effectively explains the goals and parameters of the coaching initiative in which the coach and the PBC are partnering
- b. Revisits the coaching agreement on an ongoing basis, revising as needed

Competency 2: Communicating Effectively

Coaches build relationships with the professional being coached (PBC) by interacting and communicating in a way that builds the trust and respect needed for learning to occur. Regardless of the mode of communication used, skilled coaches prioritize listening and understanding the PBC's perspective through reflective dialogue.

2.1 Effectively and respectfully using direct communication

- a. Is clear and articulate in communicating coaching objectives, providing feedback, and making recommendations
- b. Uses a range of both verbal and non-verbal communication techniques
- c. Employs sensitive communication strategies based on PBC's culture, lifestyle, linguistics, and values

2.2 Actively listening and remaining focused on what and how the PBC is communicating

- a. Asks questions that elicit the PBC's perspective
- b. Clarifies understanding by summarizing, paraphrasing, and restating what the PBC has said
- c. Encourages, explores, and accepts, without judgment, the PBC's expression of feelings, perceptions, concerns, beliefs, and ideas
- d. Makes the PBC the focal point of the interaction by integrating and building on her perspective

2.3 Effectively using questions to stimulate thinking, promote reflection, and invite dialogue

- a. Asks questions to explore the root cause behind the PBC's concerns
- b. Asks clarifying questions
- c. Asks questions that demonstrate and provoke curiosity
- d. Uses reframing and reflective thinking to challenge the PBC to take multiple perspectives
- e. Asks open-ended questions to help the PBC explore and create a vision for her practice

2.4 Fostering communication that upholds individual preferences and cultural values

- a. Uses language that is gender-neutral, racially and ethnically inclusive
- b. Explores and honors, when possible, the communication preferences of the PBC, administrators, and other partners
- c. Identifies and reflects on personal values, experiences, ethics, and biases (e.g., gender, race, ethnicity, culture, and class) in order to become self-aware and more effective in working with different groups
- d. Demonstrates cultural humility in relationships by avoiding assumptions and working to understand the PBC's perspective on how her culture influences and informs her practice

Competency 3: Facilitating Learning and Change

The goal of coaching is to create meaningful, sustainable change in daily practices that results in improved outcomes for children. In order for this to happen, the coach works alongside the professional being coached (PBC) to develop a plan for learning. The coach facilitates growth by supporting and challenging the PBC, offering feedback, and fostering reflection. Coaches must be flexible and willing to modify the plan as the PBC's needs and priorities change over time.

3.1 Effectively and collaboratively setting goals that align to child or program outcomes

- a. Supports the PBC in creating goals that address desired learning outcomes for children or for program level outcomes if appropriate
- b. Mutually creates goals that meet the PBC's needs while also aligning with the early childhood program in which the PBC works
- c. Collaborates with the PBC to ensure goals are attainable, measurable, specific, and have target dates for completion

3.2 Developing and maintaining a strengths-based, effective coaching plan that evolves based on priorities, progress, and needs

- a. Integrates and interprets data, information, and resources to establish a coaching plan with the PBC that builds on strengths and addresses opportunities for learning and growth
- b. Supports the PBC in prioritizing goals and actions
- c. Uses valid and reliable assessment tools as needed to assist the PBC in identifying strengths and opportunities for learning and growth
- d. Models openness to learning and taking risks
- e. Promotes active experimentation and self-discovery, assisting the PBC in identifying opportunities to demonstrate, practice, and deepen new learning
- f. Revisits and revises the coaching plan with the PBC as needed to realign with changing priorities and needs

3.3 Collaboratively creating learning opportunities that will most effectively accomplish agreed-upon goals

- a. Acknowledges early successes connected to goals
- b. Uses appropriate teaching tools and coaching strategies for the learning needs of the PBC
- c. Helps the PBC identify and access different resources needed to achieve her goals
- d. Engages the PBC in exploring alternate ideas and solutions, evaluating options, and making decisions when barriers to progress are identified

Competency 4: Monitoring Progress and Assessing Outcomes

To recognize learning has occurred, coaches and the professional being coached (PBC) must continuously monitor progress toward learning goals. Effective coaches reflect regularly on their coaching practice to ensure they are meeting the PBC's needs. In addition, skilled coaches support PBCs in assessing progress toward learning goals and the impact on child outcomes, adjusting the coaching plan as needed.

4.1 Regularly assessing and monitoring professional effectiveness

- a. Gathers feedback from the PBC regarding her experience in and satisfaction with the coaching partnership
- b. Builds collaborative relationships with peers to maximize her professional growth and continued contribution to the practice of coaching
- c. Uses a structured method of self-reflection to assess alignment with coaching competencies, impact on the PBC's goals and child outcomes, and shifts in the PBC's disposition in relation to individual and program goals
- d. Uses information from self-reflection and other relevant data to adapt practice and plan for continued growth
- e. Regularly engages in conversation with the PBC regarding her feelings related to progress, coaching plan, outcomes, and priorities

4.2 Supporting and encouraging an ongoing cycle of self-reflection and continuous improvement

- a. Facilitates the PBC's engagement in continual self-reflection to assess progress and examine key concerns and priorities
- b. Supports the PBC in using relevant data to make decisions about adaptations to the coaching plan and/or practices when needed
- c. Celebrates the PBC's successes and capacity for future growth

4.3 Collaboratively using data to assess PBC and child or program outcomes

- a. Supports the PBC in identifying measurable criteria for assessing attainment of goals
- b. Supports the PBC in developing a structured, systematic data collection plan
- c. Supports the PBC in using relevant data to understand progress toward goals and the impact on child or program outcomes, as appropriate
- d. Provides ongoing support for new behaviors and actions, focusing on learning opportunities even when outcomes are disappointing

Competency 5: Professionalism and Ethics

5.1 Engaging in professional and ethical behavior

- a. Models and provides leadership to others relative to Georgia's Workforce Knowledge and Competencies for Early Childhood and School-age Professionals
- b. Enrolls and maintains accurate documentation of professional learning in the Georgia Professional Development System (GaPDS)
- c. Adheres to the NAEYC Code of Ethical Conduct and the supplement for Early Childhood Adult Educators
- d. Coaches only within areas of content knowledge and expertise and refers the PBC to other experts when knowledge gaps exist
- e. Respects and maintains confidentiality for children, families, PBCs, and partner programs
- f. Develops communication pathways that specify how information will be shared with administrators, teachers, families, and other key stakeholders.
- g. Maintains professionalism by being on time, remaining organized, and following through on commitments

5.2 Demonstrating a commitment to ongoing professional learning

- a. Seeks out and selects appropriate professional learning opportunities based on assessed knowledge, skills, and interests
- b. Reflects on own practice and growth of the PBC for the purposes of continuous improvement
- c. Applies new knowledge and skills gained from professional learning experiences and reflection
- d. Intentionally develops a professional network system for support and feedback

5.3 Using evidence-based strategies for working with adults

- a. Assesses alignment between own knowledge, experience, skills, coaching methods and the needs of a potential PBC, program or initiative.
- b. Recognizes the impact of language and culture on practice
- c. Integrates appropriate cultural, linguistic and inclusion methods into own practice
- d. Understands theories of change and supports PBC through the change process
- e. Demonstrates knowledge of adult learning theories and adapts strategies based on PBC and program needs

Glossary

Boundaries	Personal boundaries are guidelines, rules, or limits that a person creates to identify reasonable, safe, and permissible ways for other people to behave toward them and to identify how they will respond when someone exceeds those limits.
Clarifying questions	Clarifying questions are simple questions of fact. They can usually be answered quickly without a lot of thought. The answers to clarifying questions are typically brief.
Coaching	"Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group" (NAEYC & NACCRRA, 2011).
Coaching presence	Coaching presence is "the ability to be fully conscious and create spontaneous relationship with the client, employing a style that is open, flexible and confident" (International Coaching Federation definition). The ability to be fully conscious and create spontaneous relationship means that the coach is paying full attention to what the person being coached is saying, not just in their words but also including their tone of voice, word choice, and body language. Coaches who are fully present in this way are curious about the person being coached and how they see the world, not just focused on their own interpretation of the client's communication. (https://carlyanderson.com/listening-and-coaching-presence . Accessed January 18, 2019).
Cultural humility	Cultural humility is having a sense that one's own knowledge is limited when it comes to truly understanding another's culture. We are limited because we can't possibly know everything about every culture, and because the people we coach are complex human beings. https://socialwork.sdsu.edu/insitu/diversity/cultural-humility-a-lifelong-practice/
Culturally responsive	Cultural responsiveness is "the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures" (Dimensions of Culturally Responsive Education, NIUSI-LeadScape)
Data collection plan	Includes specific data to be collected, when and how data will be collected, and use of existing data that informs the coaching plan/as well as analysis of collected data
Reframing	Reframing is a technique used in coaching to help the person being coached create a different way of looking at a situation, person, or relationship.
Reflective thinking	Reflective thinking is a process in which the practitioner stops to think about their practice, seeking to analyze what happened and why it happened, in an effort to apply this learning to future experiences.
Relationship-based Professional Learning	A mode of professional learning where the relationship itself is the vehicle through which practitioners grow in knowledge and practice. (Center for Early Education and Development, University of Minnesota)
Written coaching agreement	<p>A written coaching agreement helps the coach and the person being coached to come to agreement about the coaching process and relationship. A good coaching agreement documents what the PBC wants to accomplish, why it's important to them, how success will be defined, and what needs to be addressed along the way. Written coaching agreements should include:</p> <ul style="list-style-type: none">▪ Roles and responsibilities of the coach and professional being coached▪ Expectations for coaching interactions (e.g. norms related to missed appointments, giving and receiving feedback, follow-through on tasks, etc.)▪ Time commitment▪ Logistics▪ Expected outcomes and measures of success▪ Reporting requirements▪ Resources available▪ Confidentiality▪ Roles of other parties, (such as funders, project coordinators, and evaluators, etc.)

Appendix C:

Georgia Early Learning Coach Designation Levels (DRAFT) - *Obtained from Laura Reid, Manager, Relationship-Based Professional Learning, Georgia Department of Early Care and Learning*

Georgia Early Learning Coach Designation Levels

Level	Minimum Career Level	ECE Experience	Coaching Experience	Professional Learning on Adult Education and Coaching	Renewal
Self-Study	Level 4 or higher	At least 3 years of ECE experience. At least 2 years (24 months) of experience must be direct experience)	None required	None required	Self-study participation must be renewed annually
Associate	Level 4 or higher	At least 4 years of ECE experience. At least 3 years (36 months) of the experience must be direct experience)	At least 75 hours of documented coaching experience in the last 24 months with at least 6 different PBCs*	Receive 10 hours of coaching from a peer coach Completion of at least 20 clock hours of professional learning directly connected to the coaching competencies OR successful completion of an approved coach training program	All coach designations expire after 5 years Receive 10 hours of coaching from a peer Georgia Early Learning coach or from a professional coach. 75 clock hours of professional learning directly connected to the coaching competencies Provide at least 5 hours of peer coaching to a Self-Study participant or designated Associate Early Learning Coach At least 500 hours of documented coaching experience within the last 60 months with at least 6 different PBCs
Professional	Level 7 or higher	At least 5 years of ECE experience. At least 3 years (36 months) of the experience must be direct experience)	At least 500 hours of documented coaching experience in the last 24 months with at least 9 different PBCs.	Receive 10 hours of coaching from a peer coach Successful completion of an approved coaching program OR completion of at least 40 clock hours of professional learning on coach competencies	All coach designations expire after 5 years Receive 10 hours of coaching from a peer Georgia Early Learning coach or from a professional coach. 75 clock hours of professional learning directly connected to the coaching competencies Provide at least 10 hours of peer coaching to a Self-Study participant or designated Associate or Professional Early Learning Coach At least 1,000 hours of documented coaching experience within the last 60 months with at least 9 different PBCs
Master	Level 8 or higher	At least 7 years of ECE experience. At least 3 years (36 months) of the experience must be direct experience)	At least 1,600 hours of documented coaching experience in the last 24 months with at least 12 difference PBCs*	Successful completion of an approved coach program* or completion of at least 40 clock hours of professional learning on adult education and coaching.	All coach designations expire after 5 years Receive 10 hours of coaching from a peer Georgia Early Learning coach or from a professional coach. 75 clock hours of professional learning directly connected to the coaching competencies Provide at least 10 hours of peer coaching to a Self-Study participant or designated Associate, Professional or Master Early Learning Coach At least 3,000 hours of documented coaching experience within the last 60 months with at least 12 different PBCs

Once approved with a Coach Designation, coaches who do not renew their designation per the requirements listed above will have their designation revoked and must wait twelve months from the revocation to apply for a new designation.

Updated 7/18/2019

Appendix D:

Comprehensive list of articles used in the research and writing of this report:

Article Title	Link
Creating a coaching model for early childhood teachers	https://www.educareschools.org/creating-coaching-model-early-childhood-teachers/
Coaching: The Essential Innovation in Early Childhood Education	http://www.earlychildhoodny.org/pdfs/Policy%20Brief%20-%20Early%20Childhood%20Institute%20-%20Coaching%20-%20201809.pdf
Improving Instructional Coaching in Early Childhood Education	https://bellwethereducation.org/sites/default/files/Bellwether_ECECoaching_GHS_Final.pdf
What Sort of Coaching Works Best for Early Childhood Educators? New Report Offers Some Clues	https://www.the74million.org/article/what-sort-of-coaching-works-best-for-early-childhood-educators-new-report-offers-some-clues/
Right From the Start: Scaling Up Early Childhood Coaching	https://www.advanc-ed.org/source/right-start-scaling-early-childhood-coaching
A CLOSER LOOK AT COACHING MODELS IN CHILD CARE AND HEAD START	https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-care-education-coaching.pdf
PRACTICE-BASED COACHING: WHY, WHO, WHAT, AND HOW?	https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Inclusion%20Institute_2013_PBC_Posted%20Version.pdf
Strategies to Improve Instructional Practice in Early Childhood Settings	http://ceelo.org/wp-content/uploads/2018/04/2ceelo_fast_fact_LA-Instruction-LCT_041218_final.pdf
Coaching and Professional Development in Early Childhood Classrooms: Current Practices and Recommendations for the Future	https://www.researchgate.net/publication/254307081_Coaching_and_Professional_Development_in_Early_Childhood_Classrooms_Current_Practices_and_Recommendations_for_the_Future
Coaching Conversations in Early Childhood Programs - The Contributions of Coach and Coachee	https://journals.lww.com/ijcjournal/Fulltext/2015/10000/Coaching_Conversations_in_Early_Childhood.4.aspx
State of Alabama - Reflective Coaching Model	http://children.alabama.gov/wp-content/uploads/sites/4/2018/06/NIEER-Presentation-Tiered-Coaching-Model.pdf

The instructional coaching model in early childhood education	https://rucore.libraries.rutgers.edu/rutgers-lib/52978/
Improving Practice: The Study of Coaching Practices in Early Care and Education (SCOPE)	https://www.mathematica.org/our-publications-and-findings/projects/coaching-practices-in-early-care-and-education-settings
From Institute for Child Development Professionals	https://ncicdp.org/technicalassistance/coaching/
Colorado Coaching Consortium: Coaching Competencies	http://cocoaches.net/uploads/Coaching_competencies_Oct_2010.pdf
Make Sure QRIS Coaching is Effective (by Irene Sege from "Eye on Early Education")	https://eyeonearlyeducation.com/2012/06/07/make-sure-qrisc-coaching-is-effective/
Effective QRIS TA + Coaching: Challenges + Opportunities (by Sara Mead from "Education Week" 4/26/2012)	http://blogs.edweek.org/edweek/sarameads_policy_notebook/2012/04/effective_qris_technical_assistance_and_coaching_challenges_and_opportunities.html
Coaching and Quality Assistance in Quality Rating Improvement Systems - From National Center for Children in Poverty, Jan 2012	http://www.nccp.org/publications/pub_1047.html
*****	->Download of full report from above link: http://www.nccp.org/publications/pdf/text_1047.pdf
NAEYC Early Childhood Education Professional Development: Training and Technical Assistance Glossary	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/glossarytraining_ta.pdf
HS Coaching Companion	https://eclkc.ohs.acf.hhs.gov/professional-development/article/head-start-coaching-companion
Practice-Based Coaching: Collaborative Partners	https://eclkc.ohs.acf.hhs.gov/professional-development/article/practice-based-coaching-abc
Webinar: Systems Decisions on Coaching Model	https://www.septembergerety.com/systems-decisions-for-coaching
EC Training and Technical Assistance System	https://childcareta.acf.hhs.gov/health-and-safety/ccdf-administrators; https://childcareta.acf.hhs.gov/sites/default/files/public/licensor_competencies.pdf
NYAEYC: NEW YORK STATE TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL: Coaching Competencies	http://nyaeyc.org/wp-content/uploads/TTAP-Coach-Competencies-9.18.2017.pdf

T-TAP Coaching Application	http://nyaeyc.org/wp-content/uploads/TTAP-Coach-Application-Process-9.18.2017.pdf
NY T-TAP Credentials for Professional Development Specialists	http://nysaeyc.org/wp-content/uploads/T-TAP-PDS-Qualification-Chart-6.28.2016.pdf
NYS Training and Technical Assistance Professional Credential	http://nysaeyc.org/ttap-credential/
Abstract: The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence	https://scholar.harvard.edu/files/mkraft/files/kraft_blazar_hogan_2018_teacher_coaching.pdf
Code of Ethical Conduct and Statement of Commitment	https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/Ethics%20Position%20Statement2011_09202013update.pdf
EARLY CARE AND EDUCATION COACHING: A CLOSER LOOK AT COACHING MODELS IN CHILD CARE AND HEAD START (from Sue Foley)	https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-care-education-coaching.pdf
->This HS order is referenced in the above article.	https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hspps-final.pdf
Student Achievement through Staff Development (Joyce and Showers)	https://www.unrwa.org/sites/default/files/joyce_and_showers_coaching_as_cpd.pdf
WA Early Achievers: Cultivate Learning	https://cultivatelearning.uw.edu/coaching/
How the military created the best child care system in the nation (from Sue Foley)	https://hechingerreport.org/how-the-military-created-the-best-child-care-system-in-the-nation/
Hit rewind: Coaching teachers virtually	https://hechingerreport.org/hit-rewind-coaching-teachers-virtually/
EdConnective	https://www.edconnective.com/
The secret to a successful Head Start program	https://hechingerreport.org/the-secret-to-a-successful-head-start-program/
EVOCATIVE COACHING PRINCIPLES, QUESTIONS, AND REFLECTIONS	https://onlinelibrary.wiley.com/doi/pdf/10.1002/9781118269510.app1
Evocative Coaching	https://keithdwalker.ca/wp-content/summaries/d-f/Evocative%20Coaching.Tschannen-Moran.EBS.pdf

Coaching in Early Childhood	coachinginearlychildhood.oeg/ccoaching.php
CSEFEL Early Childhood Program Trainer/Coach Job Description	http://csefel.vanderbilt.edu/resources/states/ne_job%20description_coach.pdf
Center on the Social and Emotional Foundations for Early Learning	http://csefel.vanderbilt.edu/index.html
Evocative Coaching training info	http://www.schooltransformation.com/
Webinar: The Power of Practice Based Coaching in Supporting Early Educators' Use of the Pyramid Model Systems Decisions on Coaching Model	https://challengingbehavior.cbcs.usf.edu/Training/Webinar/archive/2018/07-16/2018-07-16_The-Power-of-Practice-Based-Coaching.html
Teaching Pyramid Observation Tool TPOT	https://challengingbehavior.cbcs.usf.edu/docs/LTA_TPOT.pdf
Zero to Three: Critical Competencies Coaching Program	https://www.zerotothree.org/resources/2782-critical-competencies-coaching-program
Found searching Zelda Boyd's name: National Center on EC Quality Assurance: State and Local Finance Strategies	https://www.qrisnetwork.org/sites/default/files/session/presentations/StrategiesforBuildingSession3PPT.pdf
NC Early Learning Network: NC Preschool Pyramid Model Resources: Coaching/TPOT	https://nceln.fpg.unc.edu/ncppm-resources-coachingtpot
Blog post by Debi Mathias, BUILD's QRIS National Learning Network Director	https://www.buildinitiative.org/blog/shifting-the-conversation-from-compliance-to-continuous-quality-improvement
ACROSS NH TA work flow	https://www.acrossnh.org/technical-assistance
Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems (QRIS): Identifying Promising Features	https://www.childtrends.org/wp-content/uploads/2013/05/2011-35CoachingQualityImprovement.pdf
Early Ed U Alliance (From Rob Corso)	https://www.earlyedualliance.org/courses/
WA State - ECEAP Coaching Toolkit	https://www.dcyf.wa.gov/services/early-learning-providers/eceap/coaching-toolkit
Coaching in ECEAP Frequently Asked Questions	https://www.dcyf.wa.gov/sites/default/files/pdf/eceap/Coaching_in_EC_EAP_FAQ.pdf
Cultivate Learning	https://cultivatelearning.uw.edu
ICF Coaching Core Competencies	https://coachfederation.org/core-competencies

Link from NHAN: Core Knowledge and Competencies for Afterschool and Youth Development Professionals	https://b5fc5d5e-ae18-44b4-b5ed-decd37edc95f.filesusr.com/ugd/cf718b_43adb45e2a4645c093e9239bbd20dfa1.pdf
Implementation Guide for Effective Coaching of Teachers (google search found via C. MacDonald's mention of SSIP)	https://ncsi.wested.org/wp-content/uploads/2016/06/NCSI.TeacherCoachingImplementationGuide.pdf
Webinar from September Gerety re: TPOT (resource from Joan Izen/PTAN)	http://ptan.seresc.net/blog/teaching-pyramid-observation-tool-tpot/
University of Northern Iowa Teacher Candidate Dispositions	https://coe.uni.edu/sites/default/files/wysiwyg/dispositions.pdf
What Does Effective Coaching Look Like? Ohio's State Systemic Improvement Plan (SSIP) Team Focuses on Identifying and Implementing Effective Coaching Practices	https://ncsi.wested.org/uncategorized/what-does-effective-coaching-look-like-ohios-state-systemic-improvement-plan-SSIP-team-focuses-on-identifying-and-implementing-effective-coaching-practices/
Effective Coaching: Improving Teacher Practice and Outcomes for All Learners	https://ncsi.wested.org/wp-content/uploads/2016/06/NCSIEffectiveCoachingBrief.pdf
NYS: T-TAP Application process and requirements	http://nyaeyc.org/wp-content/uploads/TTAP-Coach-Application-Process-9.18.2017.pdf
Sunsetting Levels II and III of the Colorado Coaching Credential	https://ecpd.costartstrong.org/ets/companies/08c38354-7b3d-4abd-b1ca-8309d9c5b000/UserFiles/Coaching%20Credential%20Documents/Informational%20Flyer%20-%20Sunsetting%20Levels%20II%20and%20III%20of%20the%20Colorado%20Coaching%20Credential.pdf
Colorado Coaching Credential FAQs	https://ecpd.costartstrong.org/ets/companies/08c38354-7b3d-4abd-b1ca-8309d9c5b000/UserFiles/Coaching%20Credential%20Documents/Colorado%20Coaching%20Credential%20FAQ_7.6.19.pdf
Colorado Competencies for Early Childhood Coaches Coaching	https://ecpd.costartstrong.org/ets/companies/08c38354-7b3d-4abd-b1ca-8309d9c5b000/UserFiles/Coaching%20Credential%20Documents/Colorado%20Competencies%20for%20Early%20Childhood%20Coaches_revised%202017%207.6.19.pdf
Iowa Teacher Dispositions	https://nanopdf.com/download/the-iowa-dispositions-model-a-framework-for-developing-effective-teacher-disposi_pdf
University of Northern Iowa Teacher Candidate Dispositions	https://coe.uni.edu/sites/default/files/wysiwyg/dispositions.pdf

Coaching and Professional Development in Early Childhood Classrooms: Current Practices and Recommendations for the Future (Sarika Gupta + Janese Daniels)	file:///Users/eka1017/Downloads/GuptaDaniels2012.pdf
Thinking Collaborative: Becoming a Cognitive Coaching Trainer: A Developmental Continuum (Linked to Literacy How)	https://www.thinkingcollaborative.com/trainer/
Dispositions in Action: Do Dispositions Make a Difference in Practice?	https://teqjournal.org/Back%20Issues/Volume%2033/VOL33%20PDFS/33_2/12thornton-33_2.pdf
SEEDS for Success Pyramid Model Grants Operating Guidelines 2019-2020	http://decal.ga.gov/documents/attachments/SEEDSGrantGuidelinesFINAL.pdf
Using a Coaching Interaction Style with Families, M'Lisa Sheldon + Dathan Rush	https://inclusioninstitute.fpg.unc.edu/sites/inclusioninstitute.fpg.unc.edu/files/handouts/Using_a_Coaching_Interactive_Style_with_Families.pdf
CEELO Fast Fact: Strategies to Improve Instructional Practice in Early Childhood Settings	http://ceelo.org/wp-content/uploads/2018/04/2ceelo_fast_fact_LA-Instruction-LCT_041218_final.pdf
Primetime for Coaching Improving Instructional Coaching in Early Childhood Education	https://bellwethereducation.org/sites/default/files/Bellwether_ECECoaching_GHS_Final.pdf
STARTING STRONG: INCREASING PRESCHOOL QUALITY AND ACCESS The Preschool Development Grants Program Summary Report (From Brandi King via Sue Foley) December 2019)	https://www2.ed.gov/programs/preschooldevelopmentgrants/pdg-summary-rpt-final-12202019.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=
Link from above article: Job Embedded Professional Development & Coaching PDG STATE PEER-TO-PEER CALL NOVEMBER 1, 2016	http://ceelo.org/wp-content/uploads/2016/11/CEELO_JEPD_FinalSlides.pdf
PK-3 Leadership Program	https://pk3leadership.uconn.edu/wp-content/uploads/sites/1258/2019/11/Brochure-2020-2021.pdf

Alabama Depart of Early Childhood Education White paper Sept 2018: Supporting Quality, Accountability, and Student Outcomes in the Alabama First Class Pre-K Program	http://children.alabama.gov/wp-content/uploads/sites/4/2018/09/WhitePaper-1_Quality-in-First-Class-Pre-K_final.pdf
Lastinger UF Coaching Academy information	http://lastingercenter.com/wp-content/uploads/2015/09/CoachingAcademy2015Ver41.pdf
Peer Assistance and Coaching Model for Massachusetts	http://www.natickfamilies.org/wp-content/uploads/2013/05/PAC+Overview+3+31+2014-2.pdf
ChildTrends: Coaching in Early Care and Education Programs and Quality Rating and Improvement Systems (QRIS): Identifying Promising Features	https://www.childtrends.org/wp-content/uploads/2013/05/2011-35CoachingQualityImprovement.pdf
Framework for the North Carolina Technical Assistance Practitioner Competencies (from Zelda Boyd)	https://www.ncicdp.org/documents/TAPractitionerCompsJune2013.pdf
NC Institute for Child Development Professionals	https://ncicdp.org/certification-licensure/endorsements/
THE KENTUCKY EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT FRAMEWORK	https://kidsnow.ky.gov/professionals/Documents/pd-framework-2011.pdf
Preschool teachers’ insights about web-based selfcoaching versus on-site expert coaching by: Darbianne Shannon, Patricia Snyder & Tara McLaughlin	https://files.eric.ed.gov/fulltext/ED581406.pdf
Preschool Development Grant – Birth through 5 New Hampshire Renewal Grant Overview	http://nh.childcareaware.org/wp-content/uploads/2020/01/early-childhood-grant.pdf
Coaching as Part of a Pilot Quality Rating Scale Initiative: Challenges to—and Supports for—the Change Making Process	https://files.eric.ed.gov/fulltext/EJ848826.pdf
QRIS Elements	https://childcareta.acf.hhs.gov/sites/default/files/public/254_1302_qris_elements.pdf
Implementing NH ChILD: A Comprehensive Approach to Professional Learning to Reach All New Haven Early Childhood Educators	https://www2.ed.gov/programs/racetothetop-earlylearningchallenge/pathways/elpathways.pdf
NE Dept of Ed	https://www.education.ne.gov/oec/coaching/

QRIS Elements	https://childcareta.acf.hhs.gov/sites/default/files/public/254_1302_qris_elements.pdf
Technical Assistance Competencies for Maine's Early Childhood Workforce	https://mrtq.org/wp-content/uploads/2019/04/TACompetencies.pdf
Nevada QRIS Coach Job Description	https://www.childrenscabinet.org/wp-content/uploads/Quality-Specialist-QRIS-Coaching-Dec-2016.pdf
ON-SITE APPROACHES TO QUALITY IMPROVEMENT IN QUALITY RATING AND IMPROVEMENT SYSTEMS: BUILDING ON THE RESEARCH ON COACHING	https://www.acf.hhs.gov/sites/default/files/opre/coaching_brief.pdf
QRISs DECONSTRUCTED Technical Assistance and Provider Supports and Indiana's Paths to QUALITY	https://earlylearningin.org/wp-content/uploads/2018/03/qris.technicalassistancefnl.pdf
Sarah Mead's Blog Post on EdWeek.org: Effective QRIS Technical Assistance and Coaching: Challenges and Opportunities	http://blogs.edweek.org/edweek/sarameads_policy_notebook/2012/04/effective_qris_technical_assistance_and_coaching_challenges_and_opportunities.html
Colorado Competencies for Early Childhood Quality Improvement Navigators	https://ecpd.costartstrong.org/ets/companies/08c38354-7b3d-4abd-b1ca-8309d9c5b000/UserFiles/Colorado%20Competencies%20for%20Quality%20Improvement%20Navigators.pdf
Six Pillars to Create Coaching Roles That Achieve Their Potential to Improve Teaching and Learning	https://mail.google.com/mail/u/0/#search/Laura.Reid%40dec.al.ga.gov/FMfcgxwGDWrhnzFbjNtQXbFKKBfDsTTr?compose=GTvVlcSMVICTvnfPrjKDcqBziMJPnzthdTxwjwHMFprPxZjJPVCKNhDXDRWLnfxdghBfRDvfVWGrP&projector=1&messagePartId=0.1
QUALITY RATING AND IMPROVEMENT SYSTEMS DECONSTRUCTED Technical Assistance and Provider Supports and Indiana's Paths to QUALITY	https://earlylearningin.org/wp-content/uploads/2018/03/qris.technicalassistancefnl.pdf