



**Adopted 2/28/14: Regional Standard for Coaching Qualifications
Bay Area Quality Rating and Improvement System**

At the July 15th Bay Area Joint Meeting of the Executive Cabinet and Coordinating Council, the Coaching Ad Hoc Group was charged with developing a set of Regional Coaching Guidelines. On November 13th, the Group met to discuss the advantages and disadvantages of establishing Regional Guidelines around coaching and reviewed Alameda's Coaching Book and The Framework for the North Carolina TA Practitioner Competencies.

By adopting a Regional Standard for Coaching Qualifications, BAQRIS is creating an aspirational standards which will 1) Better define qualifications in the evolving field of Training and Technical Assistance in the region; 2) Provide a guide to prioritizing potential regional coaching supports and services to strengthen the overall efficacy of the field; and 3) Be used as fields to map the capacity of individuals who are providing coaching and technical assistance in the Bay Area.

Counties would not be required to utilize only individuals who meet all qualification elements. The goal of BAQRIS counties would be to collaborate to raise the capacity of the TA field based on these agreed upon qualifications.

The adopted regional standard for coaching qualifications was adapted from existing requirements being utilized in the five Bay Area counties, Alameda's Coaching Book, and The Framework for the North Carolina TA Practitioner Competencies.

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The purpose of this document is to provide strong guidance to the qualifications of coaches working with QRIS sites in the Region.

EARLY CHILDHOOD COACH

Definition

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 reflection, goal-setting, and achievement for an individual or group.

Education

Bachelors Degree in Child Development, Early Childhood Education, Human Development, Social Sciences, or related field. Bachelors Required and Masters Preferred.

AND

Experience

Three to five years of experience in a public or private organization or community development agency providing direct delivery of services to clients. Experience working directly with children, families and staff in an early care and education setting.

Knowledge

- Understanding and use of the principles and practices of the ECE field.
- Knowledge and experience of commonly used RTT-ELC improvement tools, including Environmental Rating Scales (ECERS, ITERS, FCCERS), ASQ, DRDP, and CLASS.*
- Demonstrated experience in instructional coaching and adult learning strategies
- Demonstrated experience integrating the necessary tools and domains into their coaching practices.
- Familiarity with the California Early Learning Foundations and Frameworks
- Applicable state laws, rule and regulations related to child care licensing
- Familiarity with using databases to track progress
- Knowledge and experience in basic curriculum development, quality improvement planning and implementation
- Knowledge and experience working with diverse communities
- Second Language Preferred

*It is not necessary for all coaching candidates to have in-depth experience in each RTT-ELC quality improvement tool.