CONTRA COSTA COUNTY QRIS COACHING PROGRAM GUIDE

July 2014
Contra Costa County
Quality Improvement Coaching Model

Program Vision:
The increased levels of skills and competencies of early care and education professionals in Contra Costa County yield high quality early learning experiences for children birth through five years old and their families.

Purpose of Coaching:
Support the ongoing professional development and reflective learning of early care and education providers in the context of individual and collaborative on-site relationships with the goal of improving the overall quality of the program based on California's Quality Continuum Framework.

Coaching Responsibilities:
To increase overall quality for QRIS programs coaches will:
- Assist teachers and program leaders to increase their understanding of the elements of quality.
- Facilitate identification of program needs, and development of SMART goals.
- Approve QI Site Plan and facilitate ongoing evaluation of action steps and accomplishment of SMART Goals.
- Connect QRIS programs to resources for QI, professional development, and content specific resources and trainings.

Program Core Values:
1. Transformation - Assuming that we all can learn, grow, and change, that no one of us is static. We acknowledge our need to learn, grow, change, and celebrate the work of living in a community of growing individually and collectively. We embrace transformation as a non-linear process that takes time, resiliency, and perseverance.

Program Core Values (cont.):
2. Trusting Relationships - Those that are based on mutual respect, compassion and that presume good intentions. Assuming good intentions means that I trust the ‘other’ to have a goal of growth and health in the actions being taken.

3. Commitment – Commitment to continuous quality improvement done through a lens of cultural humility, reflective practice, teamwork, and community.

4. Leadership in Early Childhood Education – “Leadership has been described as the intersection of knowledge, skills, character attributes, and personality traits that motivate others to work toward a common goal— early childhood education leaders need to understand the early childhood system itself and how policy shapes the quality of services available to children and families”
   CA Early Childhood Educator Competencies

5. Strive for Excellence – Emphasize excellence for all to meet the individualized needs of all children to support optimal development.

S.M.A.R.T. Goals are:
- Strategic & Specific
- Measurable
- Attainable
- Results-Based
- Time-Bound
Coaching Philosophy and Framework

Program Approach
Contra Costa County’s Quality Improvement Coaching Model is grounded on the premise that quality improvement is a multifaceted process requiring that early childhood practitioners engage in reflective practices that lead them in a process of continuous learning about themselves, the children and adults around them, and their environment. We embrace the opportunity to improve the quality of early care and education settings by strengthening the knowledge, skills and competencies of early care and education practitioners through professional development, practice-based learning, individualized on-site coaching, and team coaching services that support overall quality improvement.

Foundational Philosophy
The Quality Improvement Coaching Model is based the following theories:

Emotional Intelligence – As defined by Sparrow and Knight in Applied EI (2006) is the habitual practice of:
• using emotional information from ourselves and other people;
• integrating this with our thinking;
• using these to inform our decision making to help us get what we want from the immediate situation and from life in general.

Transformational Coaching Practices – As defined by Elena Aguilar in the Art of Coaching (2013) Transformational Coaching as defined by Aguilar in the Art of Coaching suggests that by impacting transformation on an individual we will also have an impact on other levels (based on a conceptual framework of systems thinking). This coaching model is focused on three domains and strives to impact the following areas:
• The individual client (teachers/site supervisors/directors) behaviors, beliefs and being
• The institution and systems (program/school/teams) in which the teachers work-and the people who work in those systems (students, administrators, families, teachers)
• The broader educational and social systems in which we live

Coaching Cycle

Step 1 - Introduction
• Develop Relationship w/ Coachee
• Monitor makes ‘warm handoff’ with coach and coachee

Step 2 - Observation
• Gather Information
• Review Monitoring Case Notes and Observations
• Assess Coaching Needs
• Coach reviews available site information in collaboration with Monitor, Determines focus of coaching and Visits site.

Step 3 - Planning
• Setting SMART Goals
• Select Strategies
• Develop Site QIP
• Coach and coachee work collaboratively

Step 4 - Action
• Implementing QI Plan
• Share Resources and Professional Dev.
• Coach works collaboratively with peer coaches and partner QRIS agencies

Step 5 - Reflection
• Review QI Goals
• Engage in Collaborative Analysis of Evidence
• Coach and coachee work collaboratively

Step 6 - Evaluation
• Measuring the Impact
• Coach works collaboratively with coachee and Monitor to evaluate impact

Coaching Dosage, Duration and Intensity
The intensity and frequency of QI coaching services may vary depending on multiple factors that may influence the program’s readiness to engage in quality improvement activities. A key factor when determining the intensity of coaching services is the length of participation in the quality improvement activities. New programs may require intensive on-site coaching and individualized assistance understanding quality elements, understanding QRIS program specific expectations, and setting SMART goals to develop an action plan for continuous improvement and increased QRIS tier rating.

Adapted from Fresno Early Stars Coaching 1
Definitions

This manual uses multiple terms interchangeably to describe professional development services provided to QRIS sites. Early Care and Education practitioners receive multiple types of professional development services that support continued growth and learning. The goal of quality improvement coaching within early childhood settings is to promote reflective practices, maximize the use of data collection tools and assessments to inform professional development needs for teaching staff in order to address the needs of children and families they serve.

The following is a list of terms and definitions used in this manual to describe multiple approaches to supporting continuous professional growth and quality improvement efforts:

Terms and Definitions are excerpted from:

*Early Childhood Education Professional Development: Training and Technical Assistance Glossary: A Joint Project of National Association for the Education of Young Children (NAEYC) and National Association of Child Care and Resource and Referral Agencies (NACCRA) (Washington, D.C., 2011).*

**Early Childhood Education Professional Development** is a continuum of learning and support activities designed to prepare individuals for work with and on behalf of young children and their families, as well as ongoing experiences to enhance this work. These opportunities lead to improvements in the knowledge, skills, practices, and dispositions of early education professionals. Professional development encompasses education, training, and technical assistance.

**Training** is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills. A planned sequence of training sessions comprises a training program.

**Technical Assistance** (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients.

**Mentoring** is a relationship-based process between colleagues in similar professional roles, with a more-experienced individual with adult learning knowledge and skills, the mentor, providing guidance and example to the less-experienced protégé or mentee. Mentoring is intended to increase an individual’s personal or professional capacity, resulting in greater professional effectiveness.

**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.

**Consultation** is a collaborative, problem-solving process between an external consultant with specific expertise and adult learning knowledge and skills and an individual or group from one program or organization. Consultation facilitates the assessment and resolution of an issue-specific concern—a program-/organizational-, staff-, or child-/family-related issue—or addresses a specific topic.
Quality Improvement (QI) Coach
Scope of Work

The QI Coach provides coaching, technical assistance and training to staff in participating QRIS programs to improve the quality of the program in accordance to California’s QRIS Quality Continuum Framework.

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.

- Coaches provide individualized support to licensed/license-exempt early care and education programs around Environmental Rating Scales, CLASS, ASQ-3, ASQ-SE, and DRDP to evaluate each program’s current strengths and identify areas for improvement.

- Facilitates meetings with program participants to discuss the external assessments, collaborate with participants to identify strengths and challenges in their program, and develop individualized Site Quality Improvement Plan (QIP).

- Provide focused coaching, technical support, in-service training, and follow-up visits to early care and education programs to support achievement goals identified in their QIPs.

- Coaches are familiar with principles and practices in the early childhood education field including reflective practice, and basic program development, planning and evaluation methodologies.

- Coaches are knowledgeable regarding applicable state laws, rules and regulations related to child care licensing.

QI Coaching Support – Coaches Professional Learning Community (PLC)

Current studies of QRIS coaching models describe multiple factors that make supervision and evaluation of QI coaches challenging. Some of the key overarching issues relevant to supervision of coaches include:

- QI coaches have different supervisors with varied models of support, supervision styles, knowledge and expertise in content areas, and different work responsibilities and limitations which in turn have a direct impact in the quality coaching services that participants receive.

- Opportunities for peer reflection opportunities whether formal or informal differ in frequency and duration for many coaches

- Training available to coaches may vary depending on their supervisor’s provision of additional resources, professional development and capacity building in a specific content area

Therefore, to ensure Contra Costa QI coaches have adequate support, supervision and a reflective practice opportunity, a Professional Learning Community of Coaches is established.

The Contra Costa Coaching Team will meet as a PLC on a monthly basis to provide formal opportunities for reflection among coaches, share successes, challenges and identify collective needs for additional professional development and/or consultation services.
## Contra Costa County Coaching Team

<table>
<thead>
<tr>
<th>Agency</th>
<th>Name</th>
<th>Service Area</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contra Costa County Office of Education (CCCOE)</td>
<td>Ruth Fernandez, M.A. Manager</td>
<td>Countywide</td>
<td>77 Santa Barbara Road Pleasant Hill, CA 94523 (925) 942-3413 <a href="mailto:rfernandez@cccoe.k12.ca.us">rfernandez@cccoe.k12.ca.us</a></td>
</tr>
<tr>
<td>Contra Costa County Office of Education (CCCOE)</td>
<td>Suzanne Di Lillo</td>
<td>Countywide</td>
<td>77 Santa Barbara Road Pleasant Hill, CA 94523 (925) 942-5329 <a href="mailto:sdilillo@cccoe.k12.ca.us">sdilillo@cccoe.k12.ca.us</a></td>
</tr>
<tr>
<td>First 5 Contra Costa</td>
<td>Edirle Menezes, Ph. D.</td>
<td>Countywide</td>
<td>1485 Civic Court, Suite 1200 Concord CA 94520 (925) 771-7333 <a href="mailto:emenezes@firstfivecc.org">emenezes@firstfivecc.org</a></td>
</tr>
<tr>
<td>First 5 Contra Costa</td>
<td>Kellee Davis</td>
<td>Partial East and West</td>
<td>1485 Civic Court, Suite 1200 Concord, CA 94520 (323) 459-3254 <a href="mailto:kdavis@firstfivecc.org">kdavis@firstfivecc.org</a></td>
</tr>
<tr>
<td>First 5 Contra Costa</td>
<td>Francisca Hernandez</td>
<td>Partial Central, East and West</td>
<td>1485 Civic Court, Suite 1200 Concord, CA 94520 (925) 771-7333 <a href="mailto:Francisca_ulloa@yahoo.com">Francisca_ulloa@yahoo.com</a></td>
</tr>
<tr>
<td>Contra Costa Child Care Council</td>
<td>Margaret Wiegert-Jacobs</td>
<td>Central County</td>
<td>1035 Detroit Ave. Concord, CA 94521 (925) 646-5442 <a href="mailto:margaret.wiegertjacobs@cocokids.org">margaret.wiegertjacobs@cocokids.org</a></td>
</tr>
<tr>
<td>Contra Costa Child Care Council</td>
<td>Monica Joseph</td>
<td>Central County</td>
<td>1035 Detroit Ave. Concord, CA 94521 (925) 646-5442 <a href="mailto:monica.joseph@cocokids.org">monica.joseph@cocokids.org</a></td>
</tr>
<tr>
<td>Contra Costa Child Care Council</td>
<td>Nancy Cuny</td>
<td>Central County</td>
<td>1035 Detroit Ave. Concord, CA 94521 (925) 646-5442 <a href="mailto:nancy.cuny@cocokids.org">nancy.cuny@cocokids.org</a></td>
</tr>
</tbody>
</table>
Contra Costa County Coaching Structure

First 5 Contra Costa
Edirle Menezes
Early Childhood
Program Officer

Ruth Fernandez, Manager
Contra Costa COE
- In collaboration with F5: Co-Develop Coaching Model for Contra Costa QRIS
- Plan and Coordinate Coaching Activities
- Oversight of Monitor and Consultants

Margaret Wiegert-Jacobs
CoCo Child Care Council
(R&R)
- Provide On-Site Coaching Services to QRIS Programs as assigned by F5.
- Supervise two coaches

Suzanne Di Lillo, QRIS Monitor/Rater
Monitors QRIS compliance for all participating sites, collects evidence of QRIS elements to determine rating and acts as liaison between QRIS sites and the Coaches to ensure QI activities are linked to SMART goals for tier advancement.

Elena Aguilar, COE Consultant
Facilitates PLC monthly meetings with coaching team. Provides conceptual framework for coaches through ongoing PD, reflective practices and guidance during PLC meetings. Assess coaches’ skills and knowledge to support improved coaching practices.

First 5 Contra Costa
Kellee Davis

First 5 Contra Costa
Coach 2

Contra Costa Child Care Council
Nancy Cuny

Contra Costa Child Care Council
Monica Joseph