



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:

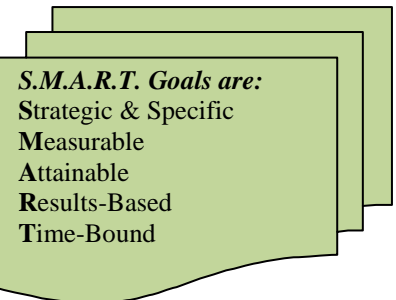
- Assist teachers and program leaders to increase their understanding of the elements of quality.
- Facilitate identification of program needs, and development of SMART goals.
- Approve QI Site Plan and facilitate ongoing evaluation of action steps and accomplishment of SMART Goals.
- Connect QRIS programs 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.





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 Intelligence¹ – 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.

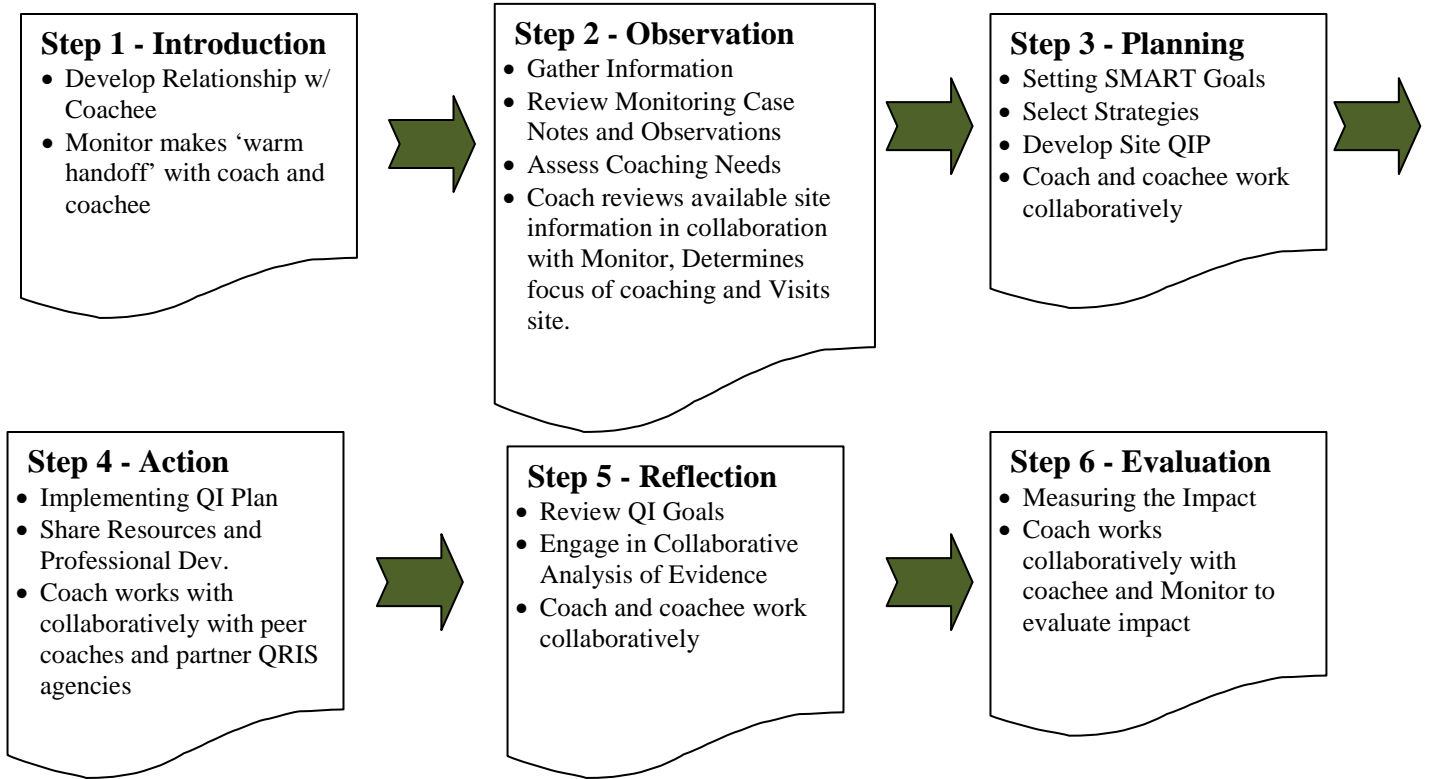
Transformational Coaching Practices² – As defined by Elena Aguilar in the *Art of Coaching* (2013) Transformational Coaching as defined by Aguilar in the *Art of Coaching* suggests that by impacting transformation on an individual we will also have an impact on other levels (based on a conceptual framework 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

¹ "Emotional Intelligence Coaching", 2009, http://khg.edu.vn/upload/file/eBook_Emoional%20Intelligence%20Coaching_Stephen%20Neale.pdf

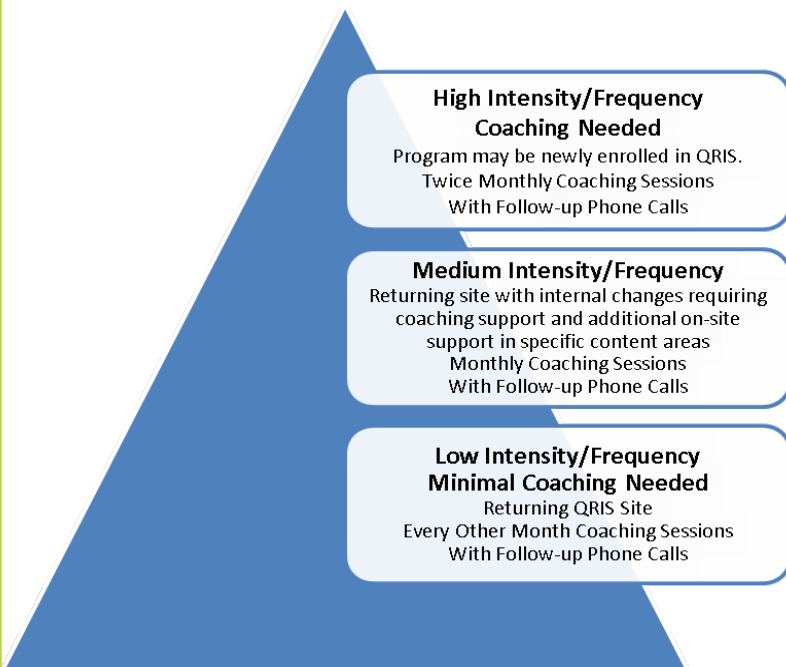
² Aguilar, E (2013) *The Art of Coaching: Effective Strategies for School Transformation*, Jossey-Bass, Wiley, San Francisco

Coaching Cycle



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 (NACCRRA) (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.

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- 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.

³ *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 (NACCRRA) (Washington, D.C., 2011).*

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

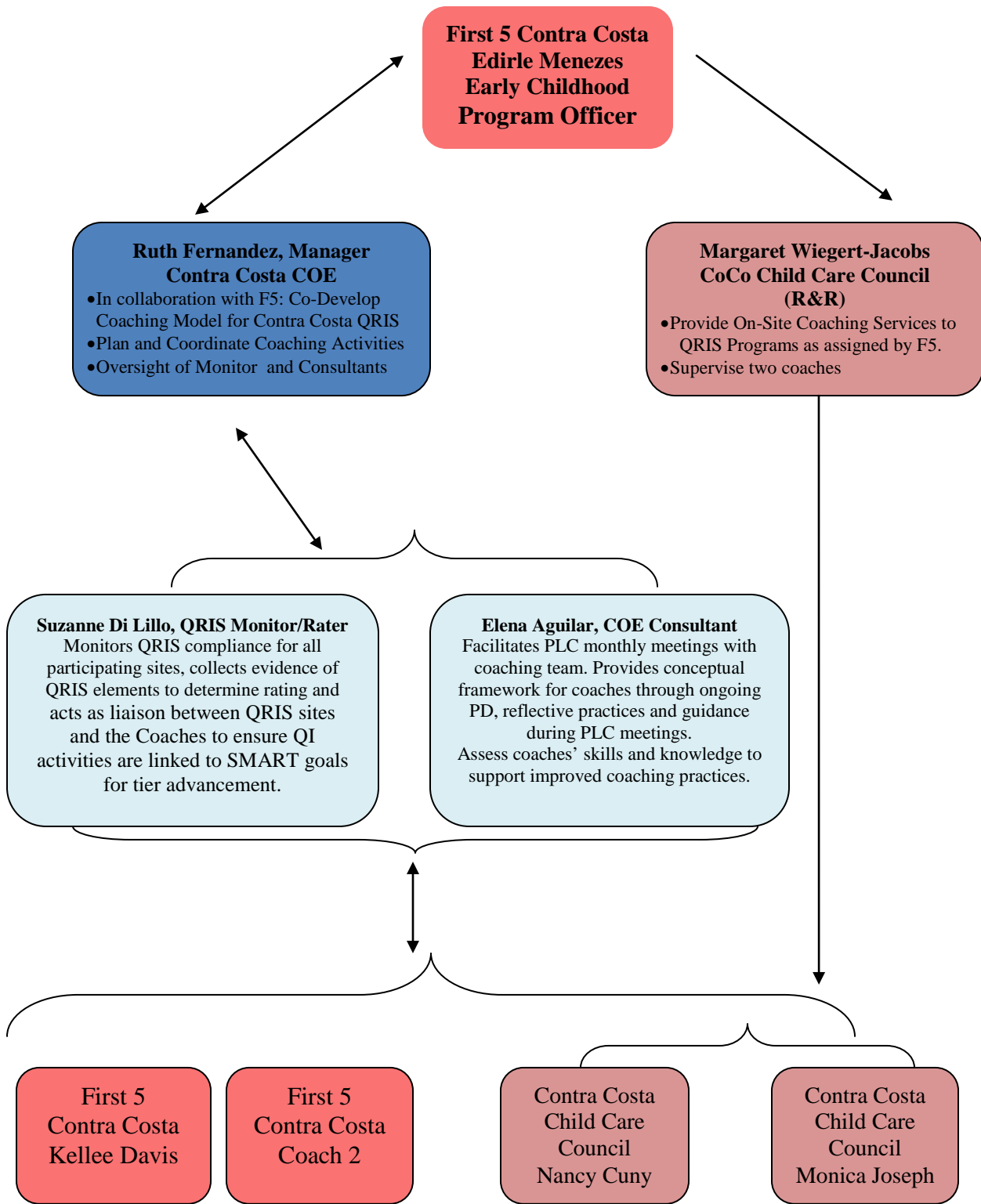
Therefore, to ensure Contra Costa QI coaches have adequate support, supervision and a reflective practice opportunity, a Professional Learning Community of Coaches is established.

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

Agency	Name	Service Area	Contact Information
Contra Costa County Office of Education (CCCOE)	Ruth Fernandez, M.A. Manager	Countywide	77 Santa Barbara Road Pleasant Hill, CA 94523 (925) 942-3413 rfernandez@cccoe.k12.ca.us
Contra Costa County Office of Education (CCCOE)	Suzanne Di Lillo QRIS Monitor & Rater	Countywide	77 Santa Barbara Road Pleasant Hill, CA 94523 (925) 942-5329 sdilillo@cccoe.k12.ca.us
First 5 Contra Costa	Edirle Menezes, Ph. D. Early Childhood Program Officer First 5 Contra Costa	Countywide	1485 Civic Court, Suite 1200 Concord CA 94520 (925) 771-7333 emenezes@firstfivecc.org
First 5 Contra Costa	Kellee Davis Quality Improvement Coach	Partial East and West	1485 Civic Court, Suite 1200 Concord, CA 94520 (323) 459-3254 kdavis@firstfivecc.org
First 5 Contra Costa	Francisca Hernandez	Partial Central, East and West	1485 Civic Court, Suite 1200 Concord, CA 94520 (925) 771-7333 Francisca_ulloa@yahoo.com
Contra Costa Child Care Council	Margaret Wiegert-Jacobs Director, Early Learning Institute	Central County	1035 Detroit Ave. Concord, CA 94521 (925) 646-5442 margaret.wiegertjacobs@cocokids.org
Contra Costa Child Care Council	Monica Joseph Quality Improvement Coach	Central County	1035 Detroit Ave. Concord, CA 94521 (925) 646-5442 monica.joseph@cocokids.org
Contra Costa Child Care Council	Nancy Cuny Quality Improvement Coach	Central County	1035 Detroit Ave. Concord, CA 94521 (925) 646-5442 nancy.cuny@cocokids.org

Contra Costa County Coaching Structure



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