

Quality Rating and Improvement System (QRIS) Pilot

Policies & Procedures Manual

Appendices B

Coaching Guiding Principles and Competencies

Working Draft

Revised November 2012

QRIS Guiding Principles and Coaching Competencies

DEFINITION

The Hawaii Quality Rating and Improvement System (QRIS) has adopted the definition of coaching from the *Early Childhood Education: Professional Development Training and Technical Assistance Glossary*, jointly developed by the National Association for the Education of Young Children (NAEYC) and the National Association of Child Care Resource and Referral Agencies (NACCRRA) in 2011.

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.

Additional Characteristics:

Focus

- Supports the development of specific skills and practices; it is focused on a performance-based outcome(s).
- Should be embedded in the recipient's broader professional development plan that provides the theoretical foundations related to the specific skills being addressed.

Relationships

- Requires interactions that build trust and respect.
- The coach will be assigned to an individual or group.
- Should be distinguished from supervisory processes; however, its findings and conclusions may contribute to job performance evaluation. In these instances, the recipient of the coaching should be made aware of this possibility.

Process

- Begins with a collaborative agreement between the coach and the individual to set the guidelines and goals.
- Includes various combinations of questioning, listening, observation, reflection, feedback, prompting, modeling, and practice.
- Will occur through planned onsite contacts.
- Concludes when the specified goal has been achieved.

Duration

- Can occur one time or in a series of sessions, dependent upon the successful achievement of the goal.

Delivery

- May be provided face-to-face or through distance, technology-based, or hybrid methods.

COMPETENCIES

The Hawai'i QRIS has adapted, with permission, the coaching competencies developed by the Colorado Coaching Consortium and the International Coach Federation (ICF) (<http://www.coachfederation.org/icfcredentials/core-competencies/>).

I. Setting the Foundation

A. Meeting Ethical Guidelines and Professional Standards Understands and applies appropriate ethical principles and guidelines:

1. Has a working knowledge of and uses the NAEYC Code of Ethical Conduct and Statement of Commitment, and the Supplement for Early Childhood Adult Educators to
 - Identify and act on ethical responsibilities
 - Guide decision-making when a situation involves competing professional values and has more than one possible responsible solution.
2. Has a working knowledge of and uses the relevant ICF Standards of Ethical Conduct to guide professional conduct in coaching interactions.

Rationale:

A code of ethics is one of the criteria that set professionals apart from other workers (Katz and Ward, 1991). Coaches may have to make difficult decisions that have moral and ethical implications during their work coaching early childhood providers. The importance of a code of ethics is to provide guidance when there are ethical problems in areas of “power and status, multiplicity of clients; ambiguity of data base; role ambiguity” (Katz, 1978).

Three documents provide important ethical guidance for QRIS Coaches:

The NAEYC Code of Ethical Conduct (Revised 2011) serves as a resource to assist coaches in resolving ethical dilemmas. The standards of ethical behavior are based on commitment to core values, appreciation of childhood as unique, grounding one’s work on current knowledge of child development and learning, appreciation of child and family bonds, and understanding the child within the context of the family and culture. The NAEYC Code states that when the issues involve young children, its provisions should be broadly applied to include specialists who do not work directly with children. The first principle, “Above all we shall not harm children,” has precedence over all others.

The NAEYC Code of Ethical Conduct: Supplement for Early Childhood Adult Educators, references those involved in “mentoring” and provides specific direction that “everything we do in our role as educators of adults is intended to further this ultimate commitment” to the

healthy development and welfare of young children. The core values include to “respect the critical role of a knowledgeable, competent, and diverse early childhood education workforce in supporting the development and learning of young children” and to “base practice on current and accurate knowledge of early childhood education, child development, adult development and learning, as well as other relevant disciplines.” The Supplement outlines ethical responsibilities to adult learners, as well as to the settings/programs in which the adult learners may practice.

Both the Code and the Supplement may be found online at http://www.naeyc.org/positionstatements/ethical_conduct

ICF Code of Ethics, developed by the International Coach Federation, a global organization with more than 17,000 members, provides specific guidelines on professional conduct with coaching “clients”. NOTE: The QRIS has chosen to use the term “coachees” in place of “clients”. This document includes a philosophy statement and “Standards of Ethical Conduct” for coaches working in a variety of contexts. Many of these standards are applicable to coaching in early childhood education settings and are excerpted in the Appendix.

In combination, these three documents can provide guidance to coaches on maintaining high standards of professionalism in general, and support for decision-making in specific early childhood coaching situations.

B. Establishing the Coaching Agreement: Understands and explicitly aligns requirements of the QRIS and the program quality improvement plan with the needs and expectations of the coachee.

1. Effectively explains the goals and parameters of the QRIS and the specific program quality improvement plan in which the coach and coachee are partnering. These may include time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, roles of other parties, etc. (e.g. funders, project coordinators, evaluators).
2. Sets mutually defined goals and coaching agendas that align those of the coachee, the early childhood program in which the coachee works, the QRIS program quality improvement plan, and the coach.
3. Reaches agreement about roles and responsibilities of the coach and the coachee, and expectations for coaching interactions (e.g. keeping appointments, giving and receiving feedback, follow-through on tasks, etc.)
4. If the coachee is participating in more than one coaching initiative, assists in coordinating coaching efforts
5. Specifies how information will be shared with administrators, teachers, families, and funders
6. Determines whether there is an effective match between his/her coaching method/skills and the needs of the prospective coachee

II. Co-Creating the Relationship

A. Establishing Trust with the Coachee: Creates a safe, supportive environment that produces ongoing mutual respect and trust

1. Continuously demonstrates personal integrity, honesty and sincerity
2. Establishes clear agreements and keeps promises
3. Maintains professionalism by being on time, organized, and prepared for each coaching session

B. Coaching Presence: Able to be present and in relationship with the coachee in the moment, employing a style that is open, flexible and confident

1. Demonstrates respect for and interest in the coachee's individual strengths, including learning style, goals, cultural context and perspectives
2. Remains fully attentive, shifting perspectives and coaching approaches as needed in the moment
3. Uses coaching tools that support the coachee's learning style (e.g. metaphor, concrete examples, charts and other visuals, etc.)
4. Recognizes the importance of coachee "self-discovery"
5. Models openness to learning and taking risks
6. Provides ongoing support for new behaviors and actions, focusing on learning opportunities, including those that may involve risk taking and potential failure on the part of the coachee
7. Celebrates coachee successes and capacity for future growth
8. Uses humor and play effectively to create lightness and energy
9. Able to self-manage and remain focused on the coachee's needs when disagreements or conflicts arise
10. Maintains professional boundaries

III. Communicating Effectively

A. Active Listening: Able to focus completely on what the coachee is communicating to understand the coachee's intent in the context of her or his values, goals, and culture. Supports coachee self-expression.

1. Encourages, explores, and accepts without judgment the coachee's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
2. Distinguishes between the coachee's words, tone of voice, and body language to hear with the "3rd ear" what is actually being communicated
3. Summarizes, paraphrases, and restates to reflect back what the coachee has said for

clarity and understanding

4. Makes the coachee's communication a focal point of the interaction by integrating and building on her or his perspectives, ideas and suggestions
5. Helps the coachee express the essence or core of his or her communication instead of engaging in long descriptive stories
6. Allows the coachee to vent or "clear" the situation without judgment or attachment in order to move on to next steps

B. Powerful Questioning: Able to ask questions that reveal information and stimulate insight and thinking in support of the coachee's learning and goals

1. Asks questions that elicit the coachee's perspective
2. Asks open-ended questions that create greater clarity, possibility or new learning
3. Asks questions that evoke discovery, insight, commitment or action, and may challenge the coachee's assumptions
4. Asks questions that move the coachee towards her or his goals, not questions that ask for the coachee to justify or look backwards

C. Direct Communication: Able to communicate effectively during coaching sessions and to use language that has the greatest positive impact on the coachee

1. Uses language that is inclusive and free from bias and professional jargon
2. Clearly states coaching objectives, meeting agenda, purpose of techniques or exercises
3. Reframes and articulates to help the coachee develop alternative perspectives on concerns and desires
4. Is clear, articulate, and direct in providing feedback and making recommendations

IV. Facilitating Learning and Results

A. Creating Awareness: Able to integrate and accurately evaluate multiple sources of information, and to make interpretations that help the coachee to gain awareness in support of their goals.

1. Helps the coachee to evaluate alignment of his or her values, goals, and actions
2. Helps the coachee identify the thinking behind her or his underlying concerns or perspectives
3. Assists the coachee to identify major strengths and major areas for learning and growth
4. Communicates insights and broader perspectives to help the coachee see different, interrelated factors that affect him or her and the program
5. Invokes inquiry to help the coachee discover for herself alternative viewpoints and

find new possibilities for action

B. Planning and Goal Setting: Able to develop and maintain a strength-based, effective coaching plan with the coachee

1. Consolidates collected information to establish a coaching plan with the coachee that addresses concerns and major areas for learning and program improvement, based on the QRIS program quality improvement plan
2. Supports the coachee in prioritizing goals and actions and creates an implementation plan with goals that are attainable, measurable, specific and have target dates
3. Targets early successes that are important to the coachee
4. Supports ongoing reflection with the coachee to determine progress on goals and whether adjustments to the plan are necessary
5. Helps the coachee identify and access different resources needed to achieve their goals

C. Designing Actions for Implementation: Able to create with the coachee opportunities for ongoing learning and actions that will most effectively accomplish agreed-upon goals

1. Chooses the coaching mode most appropriate for the specific objectives and learning needs of the coachee, i.e. uses facilitative or instructional methods depending on the coachee's level of information and skill in addressing a goal
2. Challenges the coachee's assumptions and perspectives to evoke creative solutions aligned with coachee's goals
3. Promotes active experimentation and self-discovery, assisting the coachee to identify and act on opportunities that will enable them to demonstrate, practice and deepen new learning and practices
4. Demonstrates and models processes and actions that can help the coachee achieve his or her goals
5. Identifies and clearly requests actions that will lead to agreed-upon goals when needed
6. Supports the coachee in acting strategically to garner the resources that will contribute to achieving their goals
7. Celebrates coachee's successes and capabilities for future growth

D. Managing Progress and Accountability: Able to maintain focus on the coachee's stated goals and priorities while recognizing the coachee's responsibility for action and progress

1. Follows through on commitments, including asking the coachee about the status of actions committed to in prior sessions
2. Supports the coachee in self-reflection on progress: what has been learned and/or accomplished since previous coaching session(s)
3. Checks in, as needed, with the coachee between sessions to see how things are going (e.g. coaching plan and outcomes, agreed-upon course of action, challenges or concerns, successes)
4. When barriers to progress are identified, engages the coachee to explore alternative ideas and solutions, evaluate options, and make decisions
5. Continuously works to align the coachee's goals with current activities and direction, in the context of the QRIS program quality improvement plan
6. Encourages coachee self-development in making decisions, addressing key concerns, determining priorities, requesting feedback, setting the pace of learning and in other competencies needed for continuous program improvement
7. Positively confronts the coachee when agreed upon actions are not completed

V. Assessing Success of the Coaching Partnership

Success of the coaching partnership can be assessed from self evaluation by the coach and feedback from the coachee.

Assessing Coach Practice: Engages in continual self reflection of professional practices and how practices influence the coachee's performance and outcomes. Uses both self reflection and feedback tools, such as:

1. A Self-Evaluation Checklist based on the QRIS coaching competencies (*to be developed*)
2. A systematic method of receiving feedback from coachee regarding the coachee's experience of and satisfaction with the coaching partnership