



NYSaeycTM
ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN

NEW YORK STATE TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL

COACH COMPETENCIES

**Approved by the New York State Early Childhood Advisory Council Workforce Development Workgroup -
November 2015*

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CORE BELIEFS

From Core Body of Knowledge

1. Children are born ready to learn.
2. Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths.
3. Children are worthy of the same respect as adults.
4. Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential.
5. Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.
6. Children learn through play.
7. Children construct their own knowledge based on their curiosity and driven by their interactions. This active construction is facilitated by interaction with adults and other children.
8. Children's learning is active and follows a recurring path: awareness, exploration, inquiry and application.
9. Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.
10. Children learn best when adults in their lives work in partnership with one another.
11. All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
12. Families and children have the right to support systems that foster their growth and development.
13. Teaching and learning are dynamic, integrated, and reciprocal processes.

COACHING CORE VALUES

1. Coaching requires authentic collaboration; to be effective it must be a partnership.
2. Coaching requires respectful, professional regard for the coachee.
3. Coaching is not static; being in a learning relationship is a dynamic process.
4. Coaching goes beyond the surface of quality practice to explore the roots of what supports children's growth and development and seeks application of best practices.
5. Coaching relies on being open to possibilities and welcoming the unexpected.
6. Coaching promotes self-reflection and experimentation as primary learning strategies.
7. Coaching is a parallel process. The coach practices and models behaviors and dispositions that support the coachee's learning.
8. Coaching should assist coachees to develop self-awareness, self-reflection, and self-directed action to benefit the children and families whom the coachee serves.

COACHING DEFINITION

Adopted for NAEYC

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.

CONTENT AREA 1: RELATIONSHIP BUILDING AND COMMUNICATION

Establishing Trust with the Coachee: *Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.*

1. Uses positive interpersonal skills to develop a respectful and responsive relationship with coachee.
2. Demonstrates respect for and interest in the individual abilities of coachee.
3. Partners with coachee to identify learning and communicating styles and preferences.
4. Demonstrates feelings of care and empathy that are strength-based and focused on positive change when working with coachee.
5. Provides support as needed by coachee while maintaining a professional relationship.
6. Demonstrates a commitment to the concept of shared learning by using strategies that encourage shared decision making, joint problem-solving, and partnership development.
7. Demonstrates cultural competence and understands its relevance to the relationship (i.e. employs practices that are gender-neutral, racially and ethnically inclusive, etc.).
8. Provides support to make community connections that build and expand collaborative relationships.
9. Demonstrates appreciation for the coachee's perspective, even when it is different from one's own.
10. Recognizes the importance of coachee "self-discovery".
11. Models openness to learning and taking risks.
12. Remains focused on the coachee's needs when disagreements or conflicts surface.

Active Listening: *Ability to focus completely on what the coachee is communicating to understand the coachee's intent in the context of their values and goals, and to support coachee self-expression.*

1. Encourages, explores, and accepts without judgment the coachee's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
2. Uses therapeutic listening to distinguish the coachee's words, tone of voice, and body language to understand what is actually being said.

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 his/her perspective.

Powerful Questioning: *Ability to ask questions that provide information and stimulate thinking in support of the coachee's learning and goals.*

1. Asks questions that elicit the coachee's perspective.
2. Asks questions that facilitate vision and create challenge.
3. Asks questions that create greater clarity.

Direct Communication: *Ability to communicate effectively during coaching sessions and to use language that has the greatest positive impact on the coachee's quest for excellence.*

1. Is clear, articulate, and direct in communicating coaching objectives, providing feedback, and making recommendations.
2. Uses reframing to give the coachee another perspective on their wants or concerns.
3. Develops communication pathways that specify how information will be shared with administrators, teachers, families, and funders.

CONTENT AREA 2: ADULT LEARNING THEORY

Track Record of Adult Learning Expertise: *Knowledge, skills, and dispositions to design effective learning experiences for coachee.*

1. Integrates information that is comprehensive, meaningful, and relevant to participant needs; making connections between theory and practice.
2. Demonstrates ability to apply motivational strategies in relationship-based (RB) settings.
3. Designs goals, SMART objectives and improvement plans in partnership with the coachee.
4. Chooses instructional methods and materials that are appropriate for the proposed learning objectives.
5. Acknowledges and builds on the experience and knowledge coachee bring to the relationship-based setting.
6. Provides opportunities for coachee to practice and integrate new learning into their current setting, experience and knowledge base.
7. Lays the groundwork for transfer of learning by using a variety of instructional techniques that promote ongoing learning and the development of communities of practice.
8. Provides interactions for coachee that are tailored to individual learning styles and preferences.
9. Facilitates a comfortable learning environment that acknowledges contributions by all involved.
10. Demonstrates a commitment to shared learning by using a feedback process that is strength-based.
11. Incorporates a process of goal setting and ongoing review of goals.

CONTENT AREA 3: PROFESSIONALISM

Meeting Ethical Guidelines & Demonstrating High Professional Standards: Ability to make difficult decisions that have moral and ethical implications during the work, while understanding and aligning requirements of the specific coaching initiative with the needs and expectations of the coachee.

1. Develops and maintains skills in various forms of technology needed for successful completion of job responsibilities.
2. Demonstrates knowledge of and adheres to the [NAEYC Code of Ethical Conduct supplement for Adult Educators](#) for making professional decisions.
3. Understands and demonstrates the ability to maintain confidentiality in all areas.
4. Demonstrates ethical and professional behavior, including trustworthiness and integrity.
5. Addresses needs of coachee without personal bias of values, beliefs, prejudices and past experiences.
6. Uses reflective practice to re-examine actions and feelings expressed by coachee, to solve ethical dilemmas, and to reflect on his/her own work.

Commitment to Quality: Demonstrating leadership in the early childhood field with a proven track record of driving quality practices to classrooms and children.

1. Demonstrates understanding of New York's Early Childhood Professional Development Systems and early childhood and/or school age content knowledge as defined by relevant policies, regulations, and standards.
2. Demonstrates content competence in child development, curriculum, child assessment, standards, family engagement, health and safety standards and business practices or provides coachee with a content specific expert.
3. Develops and maintains an awareness of current research.
4. Demonstrates the ability to incorporate best practices into work with coachee.
5. Advocates, supports, and works towards standards of quality.
6. Develops and maintains resources to support the coachee.
7. Provides accurate information of training's relationship to New York State Core Body of Knowledge, Early Learning Guidelines, Prekindergarten Foundation for the Common Core, K-12 Common Core Learning Standards, Credentials, Teacher Certification, Afterschool Accreditation as well as national CDA and program accreditation criteria.
8. Demonstrates leadership in the field through ongoing professional development and networking at the local, state and national level.

Prioritizing Cultural Competence: Demonstrating a thoughtful, methodical approach to integrating strategies to promote cultural competence in all aspects of coaching and support.

1. Uses evidence-based practices that are culturally and linguistically competent.

2. Collects and analyzes data using variables that have meaning to and an impact on culturally diverse groups.
3. Advocates for or with populations that are underserved or unserved.
4. Demonstrates understanding of developmentally and Culturally Appropriate Practices (reference NAEYC's DAP/DCAP position paper).

CONTENT AREA 4: FACILITATING LEARNING AND RESULTS

Creating Awareness: Ability 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 values, goals, and actions using the appropriate tool when necessary.
2. Identifies the thinking behind the coachee's underlying concerns (knowledge, skill, disposition).
3. Assists the coachee to identify major strengths and areas for learning and growth.
4. Communicates insights and broader perspectives to help the coachee see different, interrelated factors that affect them and their program.
5. Helps the coachee to discover for themselves alternative viewpoints and find new possibilities for action.

Planning and Goal Setting: Ability 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 areas for learning and program improvement.
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.

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

1. 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.
2. Chooses the coaching mode most appropriate for the specific objectives and learning needs of the coachee, i.e. uses consulting, technical assistance, collaborating, or cognitive coaching methods depending on the coachee's level of information and skill in addressing a goal.
3. Demonstrates and models processes and actions that can help the coachee achieve their goals.

4. Brings together seemingly conflicting perspectives to evoke creative solutions aligned with coachee's goals.
5. Supports the coachee in acting strategically to take advantage of activities, partnerships, and/or environmental conditions that will contribute to achieving their goals.

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

1. As needed, identifies possible actions that will lead to agreed upon goals.
2. Follows through on own commitments.
3. Supports the coachee in self-reflection on progress: what has been learned and/or accomplished since previous coaching session(s).
4. Checks in, as needed, with the coachee (e.g. coaching plan and outcomes, agreed upon course of action).
5. When barriers to progress are identified, engages the coachee to explore alternative ideas and solutions, evaluate options, and make decisions.
6. Continuously works to align the coachee's goals with current activities and direction.
7. Encourages coachee's self-development in making decisions, addressing key concerns, determining priorities, and in other competencies needed for continuous program improvement.
8. Analyzes the collected data and provides reliable information to the coachee.

CONTENT AREA 5: ASSESSING SUCCESS OF THE COACHING PARTNERSHIP

Assessing Coach Practice: Engages in continual self-reflection of their professional practices and how their practices influence the coachee's performance and outcomes.

Uses both self-reflection and feedback tools, such as:

- a. The New York State Coaching Competencies Assessment Tool. (NEEDS TO BE DEVELOPED)
- b. A method of gathering feedback from coachee regarding the coachee's experience of and satisfaction with the coaching partnership. (NEEDS TO BE DEVELOPED)

Assessing Coachee Outcomes: Fosters a conversation that promotes and clarifies the coachee's measurable criteria for success, including the coachee's ability to set goals for future gains in their thinking, skills, knowledge and practices. In the initial meetings, it is important to foster discussion about the specific criteria for success of stated individual and programmatic goals and outcomes. Develops measurable criteria for success, in partnership with coachee, in the following areas:

1. Expansion of the coachee's ability to self-reflect, self-analyze and self-modify.

2. Shift in the coachee's dispositions (beliefs, attitudes and/or thinking) in relation to their individual practices and/or program framework.
3. Increase in the coachee's skills and knowledge.
4. The coachee's improved practices/application of dispositions, skills, and knowledge, in relation to their individual and program goals.