

Alabama Early Childhood Coach Competencies

Collaborative Goal Setting and Action Planning- *Occurs at the onset of a coaching partnership to determine the focus of the work. Goals and action steps are revisited throughout the learning partnership, in particular during Individualized Follow Through as goals and progress are refined.*

- 1) Work in partnership — teacher and coach — to identify the teacher’s strengths and opportunities for growth
 - Focus on the teacher’s knowledge, beliefs, and values
 - Use multiple strategies (e.g., reflective conversation, classroom observational data, active listening) to determine strengths and opportunities for growth
 - Review relevant observational data together
 - CLASS data
 - DECA-P Reflective Checklists
 - TS Gold
 - 2) Work in partnership — teacher and coach — to set specific, relevant, and measurable goals
 - Highlight the teacher’s knowledge and strengths, and integrate with relevant observational data (e.g., teacher’s and coach’s notes, CLASS data, DECA-P Reflective Checklist data)
 - Develop specific action steps to achieve goals
 - Plan for completion of action steps with shared responsibility and accountability
 - Agree upon a timeframe to measure progress together
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Intentional Observation- *Allows the coach to collect data on teacher practice and skill. Learning partnerships are strengthened when effectiveness is highlighted throughout the observation.*

- 1) Work in partnership — teacher and coach — to determine focus and plan for observation
 - Seek teacher’s perspective and needs through reflective questioning and discussion
 - Identify specific activities and/or times of day when observation should occur and ensure it is linked to the goal
 - Confirm date, time, and focus for observation and feedback conversation with classroom staff
 - Use teacher’s preferred method of communication
- 2) Observe in classroom and document observations accurately and comprehensively, reflecting areas of observation focus agreed upon with the teacher
 - Notice and describe examples of teacher effectiveness
 - Record facts and questions — notice, reflect, and wonder
 - Write in such a way that the teacher can view notes
 - Be transparent and share strengths-based notes
 - Make connections between what is being noticed and its importance to the child’s learning
- 3) Use observation notes to prepare for feedback in the moment and for the reflection conversation
 - Provide immediate observation feedback on the same day, include the following:
 - A thank you
 - A reminder of the observation focus
 - One or two moments of effectiveness, including the positive impact for children

Individualized Support and Follow-Through- *Engages classroom staff in the practice of obtaining and/or strengthening a skill through varied opportunities in everyday classroom experiences.*

- 1) Work in partnership – teacher and coach – to create opportunities for skill development
 - Demonstrate appreciation for teacher’s learning style (e.g., visual, auditory, kinesthetic)
 - Tailor experiences for practice and continued learning that align with teacher need, identified goal, and skill level
 - Integrate new learning into daily experiences – application
 - Demonstrate awareness of research and trends in ECE – innovation
 - 2) Work in partnership – teacher and coach – to establish and maintain communication to strengthen the partnership
 - Set clear agreements regarding the method and timing of ongoing communication
 - Engage in shared decision-making and problem solving to keep the work going
 - Summarize and paraphrase regularly to check for clarity and understanding
 - Articulate next steps
 - 3) Work in partnership – teacher and coach – to reflect on progress and adapt as needed
 - Seek out various perspectives (e.g., teacher, assistant teacher, director) to fully understand the impact of change
 - Celebrate successes and capabilities for continued growth
 - Adjust next steps as needed
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Reflection and Feedback- *Pauses and intentionally evaluates the experiences, actions, feelings and responses. Feedback is the communication of that evaluation. Reflection and feedback are ongoing and take place throughout the coaching process.*

- 1) Consider the content and delivery of the feedback
 - Determine delivery method
 - Keep in mind teacher’s style of communication
 - Individualize the information
 - Identify teacher strengths and competencies
 - Provide specific examples
 - Use unbiased and non-judgmental language
- 2) Work in partnership – teacher and coach – to schedule appropriate, uninterrupted time to meet together
 - Provide feedback in a timely manner
 - Consider the teacher’s schedule and demonstrate flexibility when setting the time and location
 - Select a time when distractions will be limited
- 3) Analyze progress and build on experience for continued learning
 - Evaluate experience and feedback through reflective conversation
 - Adapt plan for completion of action steps, if necessary, remaining focused on the goal

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