California Early Childhood Educator Competencies

SECOND EDITION

Supplemental—Performance Area:
Adult Learning and Coaching

Developed collaboratively by the
California Department of Education and First 5 California
December 2019

Page 2 is blank. Do not print this instruction.

NEW Performance Areas:
Adult Learning and Coaching

In general, the Performance Areas addressed in the original *California Early Childhood Educator (ECE) Competencies* describe the knowledge, skills, and dispositions that early childhood educators need to provide high-quality care and education to young children and their families. In contrast, the Performance Areas of **Adult Learning** and **Coaching** focus on the knowledge, skills, and dispositions needed to facilitate the professional learning and growth of *early childhood educators*. Because of the focus on adults, these two Performance Areas pertain to the skills and knowledge that are necessary to guide adult learners, rather than young children. As a result, they apply only to the Competency Contexts of Creating and Maintaining Program Policies and Practices and Advancing the Early Childhood Profession. The other two Competency Contexts—Supporting Early Learning and Development and Planning and Guiding Early Learning and Development—involve working directly with young children and their families. Thus, no knowledge and skills in the areas of adult learning and coaching appear under the columns labeled "Supporting Early Learning and Development" and "Planning and Guiding Early Learning and Development." The Advancing the Early Childhood Profession context is broken into two columns to recognize the continuum of knowledge, skills, and dispositions between early childhood educators who are relatively new to working with adults in a training, supervision, or coaching context and those who have many years of experience and advanced knowledge.

The focus on adults leads to the following adaptations in defining all four competency contexts for Adult Learning and Coaching:

- **Supporting Early Learning and Development:** Not applicable. This context involves adults who work directly with young children and their families.

- **Planning and Guiding Early Learning and Development:** Not applicable. This context involves adults who work directly with young children and their families.

- **Creating and Maintaining Program Policies and Practices:** This context applies to early childhood educators who promote and support adults' professional learning and growth at an organizational level and influence and create related program policies. Early childhood educators working in this context are responsible for establishing and maintaining the organizational climate and creating supportive conditions under which adult learners who work with young children and their coaches can thrive.

- **Advancing the Early Childhood Profession:** This context applies to early childhood educators who work directly with adults in a training, technical assistance, mentoring, coaching, or other professional development context. Early childhood educators working in this context are responsible for developing the knowledge, skills, and dispositions identified in the Adult Learning and Coaching Performance Areas in order to effectively support professional learning and growth for adults. Coaching competencies are written for coaches who are on staff within a program (internal) and for coaches who are external to the programs in which they work. Both internal and external coaches support early childhood educators within onsite coaching relationships. This context is organized into two subcontext columns to represent the continuum of skill development: from early educators just beginning to work with adults to those who have had opportunities to develop and refine their skill levels from experience in training and coaching:

  (a) Building and Contributing to the Early Childhood Profession. This subcontext applies to early childhood educators who are relatively new to working with adults in a training, technical assistance, mentoring, coaching or other professional development context. The skills described

for this subcontext are foundational for the Adult Learning and Coaching Performance Areas and outline how early childhood educators build and contribute to the early childhood profession through training and coaching.

(b) **Facilitating and Leading the Early Childhood Profession.** This subcontext applies to individuals who are experienced at facilitating the professional learning and practice of early childhood educators through training, technical assistance, mentoring, coaching, or other professional development context. The subcontext also applies to early childhood educators who have an impact on policies and practices across programs. Individuals who work in this subcontext are uniquely positioned to promote research- and evidence-based practices, policies, and quality improvement initiatives both within and across programs and/or systems. The skills described for this subcontext extend those listed in the Building and Contributing subcontext to outline how early childhood educators facilitate and lead the early childhood profession through training and coaching.

Note: Coaching competencies are written for both coaches who are on staff within a program (internal) and for coaches who are external to the programs in which they work. Both internal and external coaches support early childhood educators in coaching relationships.

Because Adult Learning and Coaching are distinct from the other Performance Areas given the focus on adults as learners, additional key concepts and dispositions for them are defined.

Key Concepts for Adult Learning and Coaching

- Authentic learning environments that support adult learning are built from a foundation of trust and a culture of inquiry.
- All adult learners have strengths and areas in need of additional learning and growth. Adult learning is supported most effectively when an individual's strengths are a starting point for addressing areas in need of growth and improvement.
- Many factors influence the adult learning process for early childhood education professionals, including the adult learner's work environment and workplace conditions, their relationships, personal backgrounds (e.g., race, ethnicity, primary language, and the like), and their diverse experiences. Effectively guiding adult learning requires an understanding of the factors that support the learning process of adults as well as the barriers that prevent it.
- Coaching requires authentic collaboration. To be effective it must build mutual trust and a respectful relationship and establish and maintain a reciprocal coach–coachee partnership.
- Coaching is a dynamic and parallel process that is grounded in a learning relationship for both coach and coachee. The coach models behaviors, practices, and dispositions that support the coachee's learning, including the development of self-awareness, self-reflection, and self-directed action to benefit the children and families whom the coachee serves.

Dispositions for Adult Learning and Coaching

- Supports the learning and development of adults with an ethic of care and respect
- Is committed to improving equity and expanding what it means personally and professionally and regarding it as integral to professional learning and growth
- Sees oneself as a learner while supporting the learning of other adults, listens, works collaboratively, and is responsive to the learning needs of others
- Is open, innovative, and creative (flexible, inventive, resourceful, resilient) when engaging with adults in collaborative learning and reflection
- Appreciates, acknowledges, and is responsive to diverse cultural

and linguistic backgrounds, identities, and perspectives when supporting or facilitating the learning of other adults
- Is committed to advocating the best interests (of self, children, families, workforce) for work environments that promote professional learning, reflection, and equity

Adult Learning, by Topic and Competency Context

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Adult learning theory and research	No competency context is available for this topic.	Creates program policies and practices that reflect a strong foundation in adult learning theories and current research on adult learning.	Possesses basic knowledge of adult learning theories and understands implications for practice. For example, recognizes that experience, temperament, culture, and beliefs can influence teaching and caregiving.	Explains major adult learning theories and current research findings and their contributions to the profession. Applies theory to practice. Puts adult learning theory into practice by treating adult learners' life stories and experiences as valuable content that can support learning for the individual as well as for others. Promotes increased understanding of adult learning theories and culturally and linguistically responsive practices as a foundation to guide all workforce development initiatives. Stays current on literature and research on adult learning and uses that knowledge to inform decisions at the systems level.

Performance Area 5. Adult Learning *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Positive, trusting relationships	No competency context is available for this topic.	Implements policies and practices that strengthen community building in classrooms and program. Creates an inclusive and positive workplace that acknowledges staff efforts.	Understands the importance of building a positive emotional climate and workplace for adult learners. Supports a climate of collaboration and mutual respect, curiosity, and creativity with adults.	Models the skills, knowledge, and practices that support positive, trusting relationships between adults. Models practices that promote trust and respect when collaborating and works to foster an inclusive culture of learning. Engages in practices that promote trust and respect when collaborating with allied professionals and policymakers.

Performance Area 5. Adult Learning *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Communication and interaction	No competency context is available for this topic.	Maintains strengths-based language in program policies and communication. Provides translation and culturally and linguistically responsive communications to support positive and inclusive interactions.	Communicates in a positive and supportive way and establishes communication protocols that clearly define professional boundaries with other adults. Understands the need to use a variety of communication techniques to support the needs of adults with diverse learning styles, educational backgrounds, and access to technology.	Models culturally and linguistically appropriate and responsive communication and interactions that foster and enhance respectful relationships with and among adults. Demonstrates how to raise and address sensitive issues respectfully. Fosters collaboration, reflection, and community learning and works to ensure all relevant voices are heard, considered, and valued. Advocates for policies and practices that provide adequate time and appropriate resources for educators to effectively communicate and collaborate with one another.

Performance Area 5. Adult Learning *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Learner directed	No competency context is available for this topic.	Creates and maintains a supportive environment for all adult learners, including policies and procedures that encourage adult learners to engage in a continuous quality improvement and learning process. Provides appropriate and relevant professional development and resources to adults based on their interest areas.	Utilizes strategies to build upon adults' interests, experiences, skills, and knowledge and supports them in setting their own goals. Maintains high expectations and communicates confidence in the learning capacity of all adults. Guides adults to proactively be advocates for themselves as educators and leaders. Facilitates appreciative inquiry in programs, recognizing and making visible the unique and diverse strengths in adults, programs, and organizations.	Understands that adults need to see content as relevant and meaningful to them before they want to learn it and that relevance enhances the learning process. Encourages safe and engaging spaces for adults to learn. Engages in learning from the cycle of planning, implementation, reflection, and evaluation. Demonstrates understanding that mistakes can be opportunities for learning and growth. Stimulates and supports system change by using and promoting teaching, mentoring, and coaching strategies that empower adult learners to be self-directed and to be advocates for themselves. Advocates professional development that supports adult learners to create their own goals and provides the structures and processes that allow them to continuously evaluate their progress.

Professionalism

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Lifelong learning stance	No competency context is available for this topic.	Cultivates a lifelong learning stance within the program by promoting and sharing evidence-based practices. Creates organizational infrastructure to sustain learning and opportunities for adults to dialogue together and share ideas about their practice. Explores collaborative solutions to the complex dilemmas adults face in their work.	Understands the difference between fixed and growth mind-sets and works to help adult learners cultivate a growth mind-set. Supports adults in learning how to work as a team, increase awareness of self and others, share responsibilities, and solve problems together.	Models a growth mind-set and utilizes collaborative inquiry and reflective processes to address the diverse learning needs of adults and maintain environments that support them as learners. Advocates quality improvement initiatives that recognize the dynamic process and realistic timelines required for adults to engage in authentic learning to support sustainable change. Engages with broader field to promote the value of cultivating lifelong learning stance in all roles across systems.

Performance Area 5. Adult Learning *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Operationalizing equity	No competency context is available for this topic.	Analyzes practices and policies by drawing on knowledge and understanding of dominant values and practices, bias, oppression, and opportunity gaps in education. Uses this information to take actions that improve equity in program.	Supports the development of culturally and linguistically appropriate materials and activities. Establishes discussion to support adult learners to respect differences and to construct common missions and plans and decide on values that guide their work.	Facilitates racial, cultural, and linguistic diversity in the practices and policies for classrooms and programs by including children's and adults' home language(s) and cultural routines and practices. Facilitates processes for identifying and discussing privilege, power, bias, and oppression to increase adult learners' understanding of what it means to "see" inequities in practice. Models use of an equity lens to inform their work. Advocates more inclusivity in programs, policies, and continuous quality improvement initiatives in which dominant perspectives are balanced with a wider range of ideas, practices, and participation from under-represented groups. Advocates, welcomes, and acknowledges the essential nature of dual language learning and maintenance of home language and culture in all systems building and quality improvement initiatives.

Performance Area 5. Adult Learning *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Conflict resolution	No competency context is available for this topic.	Creates, maintains, and updates policies and informed practices based on evidence for effective conflict management; and models and provides support for the implementation of those practices in program.	Understands and uses appropriate conflict-resolution strategies when facilitating learning for adults.	Models positive conflict-resolution strategies with all adults and demonstrates strategies to effectively manage conflict as it arises in a program. Identifies and contributes to resources that promote positive conflict-resolution and change management strategies for the profession.

Performance Area 5. Adult Learning *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Addressing barriers to learning	No competency context is available for this topic.	Establishes and maintains policies and procedures that ensure appropriate responsiveness to the negative emotions and feelings that can arise in adults as they participate in learning experiences. Explores how to change aspects of work environment that generate unnecessary stress, and creates environments that reduce barriers to learning for adults. Provides recognition of staff growth in a variety of ways, including expanded opportunities for leadership, appropriate compensation, and recognition in supervision and team settings.	Communicates evidence-informed practices and helps build these practices into all training, technical assistance, and coaching contexts to optimally support adults' learning. Possesses and shares knowledge of mental health and other resources and services available in the community.	Facilitates the development of and models practices that support adults to manage difficult emotions and feelings that can arise in learning and work situations. Develops and maintains spaces for adult learners to reflect and share best practices, for example, communities of practice, group coaching, and interactive training experiences. Advocates for training and resources that increase adult learning opportunities and reduce the barriers that negatively impact adults' learning. Promotes paid work time, resources, tools, and space for ongoing collaborative reflection, collaborative inquiry, and discussion, analysis, and evaluation of practice in all parts of the system.

Professionalism

Performance Area 5. Adult Learning *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Using technology	No competency context is available for this topic.	Creates and maintains clearly articulated policies about technology use, technology support, and sharing of digital information. Creates organizational infrastructure to ensure technology is accessible to all and identifies the individual(s) who will be responsible for the use of technology.	Offers responsive and appropriate methods of communication with adults, including with those who lack access to technology. Understands the idea of universal design and works to utilize technology to provide access to content so that it can be understood and used to the greatest extent possible by all adult learners.	Models use of online tools and demonstrates effective use of online tools such as video clips and webinars to support adult learning. Demonstrates principles of universal design, ensuring technology provides access to content that can be understood by all adult learners. Demonstrates the use of technology to support the learning process in groups where and when available and accessible. Advocates a positive climate that allows adult learners with a range of experience in using technology to feel comfortable and encourages practices that reduce their intimidation about technology. Advocates increasing accessibility of technology for all adult learners and the training necessary for them to learn to use it.

Coaching, by Topic and Competency Context

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Coaching agreement	No competency context is available for this topic.	Establishes the program vision, policies, workplace conditions, and climate that support the development of effective coaching agreements, coaching plans, and coaching practices. Creates and maintains coaching plans with a focus on clarity regarding lines of responsibility, communication and authority among administrators, coachees, and coaches.	Discusses the goals, scope, and structure of the coaching initiative with the coachee, which include the nature of the partnership, time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, ethics, and roles of others.	Explains mutually defined agreements about roles and responsibilities of the coach and the coachee and expectations for coaching interactions. Reviews continually the coaching agreements and makes adjustments as needed. Brings closure to coaching agreements when appropriate. Demonstrates how to engage in sensitive conversations when negotiating coaching agreements in partnering with coachees and administrators. Promotes professional development systems that include coaching agreements to ensure equal communication between coach and coachee.

Professionalism

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Positive, trusting relationships	No competency context is available for this topic.	Creates and maintains positive emotional culture that supports the well-being of all in the program. Provides time and space for relationship building among adults, as well as children, across the program.	Demonstrates understanding that building a strengths-based relationship and safe, supportive environment grounded in ongoing mutual respect and trust is foundational to an effective coaching relationship. Understands and expresses appreciation for the coachee's perspective, even when it is different from one's own.	Facilitates positive relationships with coachees based on collaboration, mutual respect, curiosity, and creativity. Builds trust by engaging in a parallel process and being authentic, open, and encouraging. Seeks and accepts, without judgment, the coachees' expression of feelings, perceptions, values, concerns, beliefs, and ideas. Promotes the utilization of relationship-based professional development strategies across all professional development initiatives. Contributes to and/or promotes research on relationship-based practices for effective coaching.

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Individualized and responsive	No competency context is available for this topic.	Identifies areas for coaches to adapt their coaching practices to be responsive to the program philosophy and program context.	Supports coachee's ideas through ongoing dialogue and facilitates the co-construction of goals and action steps based on coachee's personal learning goals. Works with coachees to understand their readiness for change, including exploring any underlying factors that may be affecting a coachee's readiness or willingness to make changes.	Demonstrates capacity to nurture a culture of inquiry and learning that supports individual coachee's explor–ation, innovation, and professional development. Collaborates with coachee to adjust goals and action plans as needed to remain responsive to coachee's cultural and linguistic background and learning process. Chooses coaching tools suited to the coachee's specific objectives and learning needs. Advocates coaching initiatives and practices that are responsive to the diverse assets, abilities, needs, cultures, and learning styles of individual adult learners.

Professionalism

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Learning stance	No competency context is available for this topic.	Identifies programs and agencies to work with to develop a learning culture and implement effective, evidence-informed practices that are likely to sustain the coaching process. Establishes climate for coaches that enables them to select and integrate effective adult learning strategies into program or classroom routines to support sustainable changes in practice.	Shows awareness of the importance of learning about issues of coaching for equity and supports coachees to see themselves as advocates for their own learning and working conditions. Builds upon the coachee's ideas to inform the content and format of reflective processes.	Models humility, openness to learning, curiosity, and taking risks when planning and guiding the coaching process. Models continuous professional growth and learning, and works to improve own coaching skills and practice. Advocates coaching models and practices for the profession that are centered on collaborative inquiry, co-learning, and collaborative problem solving.

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Strengths-based approaches	No competency context is available for this topic.	Establishes high expectations and communicates confidence in the learning capacity of all coaches and coachees. Creates and maintains the use of strengths-based language in program policies and practices and in communication about the coaching process. Ensures the program has a clearly articulated philosophy and vision regarding the strengths that coachees bring to the coaching process and works with coaches to support coachees to realize that vision.	Assists coachees to identify their strengths and interest areas for learning and growth and aligns coaching strategies accordingly. Supports coachee's experimentation with new behaviors and practices, acknowledges progress, and focuses on coachee's learning experiences even when outcomes do not meet mutual expectations.	Uses a variety of strategies that build on coachee's strengths to plan and guide individualized opportunities for adults to learn through coaching (e.g., viewing a coaching video with coachee and then discussing the coachee's strengths, interests, and skills in need of improvement). Adjusts supports and guidance based on each individual coachee's strengths, interests, and needs. Collaborates with coachees to develop goals and learning plans that align with their program's philosophy. Promotes understanding of how strengths-based coaching promotes positive outcomes for adults and children Advocates for strength-based coaching models to be adopted throughout professional training and development systems.

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Using data for continuous quality improvement	No competency context is available for this topic.	Establishes and maintains a culture of continuous quality improvement throughout the program. Identifies and implements the use of multiple forms of data to document and demonstrate programmatic improvement. Creates policies and procedures and secures resources necessary to effectively document quality improvement efforts. Shares the positive impact of coaching on improving teaching practice with early childhood professionals and leaders.	Understands how to use data sources to capture information about the quality of coachee's practice and how to collaborate with coachee to interpret and reflect on the data and make his/her own quality improvement goals. Promotes transparent accountability by sharing relevant quality improvement data with the public.	Models use of multiple data sources, including observation and assessment data, to evaluate the ongoing process of improving the quality of coachee's classroom or FCC home. Guides coachee in the use of evidence-based materials and teaching strategies to improve the quality of early childhood education services. Organizes observational data in a manner that helps coachee reflect upon and draw conclusions about his/her own practice and leads to a productive conversation about teaching and learning. Promotes the idea of data driven continuous quality improvement as a best practice for programs and systems. Advocates early childhood services and systems that model continuous quality improvement and collaborative examination of data.

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Equity-oriented reflection	No competency context is available for this topic.	Cultivates the development of program vision, policies, and practices that promote equity and encourages and incorporates critical reflection and the importance of strengthening self-awareness. Cultivates inquiry and reflection about power, privilege, bias, and oppression on an individual basis and supports a culture of questioning throughout the program.	Understands the importance of critical reflection considering power, privilege, bias, and oppression in relationship to beliefs and practices. Participates in collaborative inquiry about how adult learners' multiple perspectives form a foundation for improving equity. Discusses need for change to avoid disadvantaging racially and ethnically diverse children, families and members of the early childhood workforce.	Facilitates the use of critical reflection and collaborative inquiry to engage in dialogue about racial equity and the impact of power, privilege, and oppression on teaching and learning. Supports adults to discover that knowledge is contextual and subjective, influenced by cultural assumptions, and experiences and constructed by each individual; and co-constructed in each group of adult learners. Models engaging adult learners in a collaborative inquiry process that facilitates learning about diverse experiences and perspectives. Demonstrates strategies for advancing racial equity and reducing disparities for children and adults. Uses knowledge to communicate both within the profession and with policy makers that making

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Equity-oriented reflection *(continued)*	No competency context is available for this topic.	Text concludes on the previous page.	Text concludes on the previous page.	progress on equity requires paid time, space, and support for adults to reflect, document, and communicate about their work. Advances importance of equity by increasing awareness about, and responsivity to, the diverse perspectives, backgrounds, and needs of adult learners in all workforce and system building initiatives.
Reflective coaching strategies	No competency context is available for this topic.	Cultivates the development of a reflective culture in the program and works to secure the time, space, and resources (e.g., funding, capacity, partners, and the like) necessary to support coaching. Values reflective practice and models ongoing reflection as an important way to create an awareness of one's	Articulates the importance of reflection as a strategy for professional growth and encourages coachees to commit to a reflective process. Explains that through reflection, coachees learn how to critically examine, expand and refine, and become more conscious of their current knowledge and behaviors to continuously improve quality.	Models reflective practice and incorporates collaborative reflection throughout the coaching process. Uses reflection to guide coachees in assessing and analyzing data that indicate what is working, what is not working and why, and helps plan next steps. Models ongoing reflection on the actions that most effectively accomplish goals. Ensures that the reflective process is dynamic and engaged in by both the coach and coachee.

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Reflective coaching strategies *(continued)*	No competency context is available for this topic.	practice and to continuously improve quality in all aspects of the program. Provides reflective supervision to staff in a manner that is consistent with the process and goals coaches are using with coachees to support program improvement. Creates policies, procedures and secures resources necessary to effectively document the inquiry based learning and reflective processes of coachees. Works to change or adapt a workplace in which reflective processes that support an effective coaching process are disrupted.	Encourages coachees to reflect and make connections between their personal/ professional experiences and knowledge and various aspects of their practice. Understands and articulates the use of reflection to support coachees to pause, think about and examine their beliefs, assumptions and behaviors.	Advocates policies, practices, and funding for ongoing opportunities in support of reflective processes that are integral to coaching and professional learning. Promotes the integration of intentional and authentic reflective practices throughout the system. Advances awareness about the technical and personnel resources, processes, and infrastructure needed for effective coaching initiatives systems wide. Builds awareness about the technical and personnel resources, reflective processes, and infrastructure needed for effective coaching initiatives system wide.

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Coachee's progress and accountability	No competency context is available for this topic.	Identifies workplace factors that prevent progress for coaches/coachees (at the program level and the classroom level), and takes actions against factors undermining progress toward continuous quality improvement. Evaluates the impacts of coaching within the program and across the leadership of the organization through the use of measurable criteria and authentic data.	Works collaboratively with coachee to establish goal setting process and discusses how to measure progress toward goals. Recognizes coachee's self-reflection on progress, including acknowledging what has been learned and/or accomplished since previous coaching session(s).	Acknowledges coachee's progress, and tracks outcomes and goals achieved. Documents learning process in coachee's ability to self-reflect, self-analyze, self-modify, and practice self-care, and/or any shifts in coachee's beliefs, attitudes, thinking and teaching practices that occur as a result of coaching. Promotes the implementation of coaching as a best practice for professional growth and development for programs and systems. Models transparent accountability by sharing appropriate coaching data and works to secure necessary resources to build systems that are accountable to the public.

Performance Area 6. Coaching *(continued)*

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Inquiry	No competency context is available for this topic.	Establishes and maintains a questioning culture within the program and uses questions to guide continuous quality improvement cycles.	Poses thoughtful questions to guide the reflection of coachees and encourages coachees to generate their own questions. Understands how to use evidence from practice in cycles of inquiry to inform goals and actions.	Models a culture of inquiry where questions are used to guide coachees' authentic learning. Uses cycles of inquiry to track coachee progress and growth. Promotes inquiry-based strategies for programs and systemwide. Advocates professional development systems to model inquiry as a central tool for continuous quality improvement and goals to improve equity in all contexts.
Coach's self-reflection and parallel process	No competency context is available for this topic.	Creates a method to receive feedback from coachees on their experience of, and satisfaction with, the coaching partnership. Ensures coaches also receive coaching to model best practices and to continuously develop and strengthen the skills and knowledge used in	Recognizes limitations of one's beliefs and the possibility of one's assumptions being incorrect. Engages in reflection and makes the process visible to model reflection for coachees. Welcomes dialogue with other coaches to process and reflect on the	Reinforces the value of the parallel process throughout every aspect of coaching by participating in the same reflective processes. Models how to use reflection to expand personal awareness of diversity, equity, and new perspectives; to strengthen cultural and linguistic responsiveness, and reduce personal biases; and guides

Topics	Competency Context: Supporting/and Planning and Guiding Early Learning and Development	Competency Context: Creating and Maintaining Program Policies and Practices	Competency Context: Building and Contributing to the Early Childhood Profession	Competency Context: Facilitating and Leading the Early Childhood Profession
Coach's self-reflection and parallel process *(continued)*	No competency context is available for this topic.	the coaching process.	effectiveness of tools and strategies. Attends to one's own mental health/self-care and accepts responsibility as role model for coachees about the importance of personal and professional well-being.	coachee to engage in a similar process. Models continual self-reflection of practices, strategies, and behavior as a coach, including analysis of one's influence on the coachee's performance and outcomes. Continually refines skills and obtains feedback on coaching practice by engaging in ongoing professional learning experiences such as a Community of Practice. Promotes coaching processes that model self-reflection and parallel process within systems. Advocates for and/or engages in research to make visible the successes of reflection-based processes for quality improvement in all parts of the system.

California Early Childhood Educator Competencies

SECOND EDITION

**Supplemental—Competency Context:
Creating and Maintaining Program Policies and Practices**

Developed collaboratively by the
California Department of Education and First 5 California

Competency Context: **Creating and Maintaining Program Policies and Practices**

Professionalism

Performance Area 1
Professional Development

TOPIC	COMPETENCY
New ideas	Maintains a climate of inquiry in the workplace. Is responsive to new ideas, supports creative problem solving and innovation, and articulates theory and evidence-based practices in the process of inquiry. Considers making modifications as a result of learning and shares innovations and new strategies.
Role models and mentors	Demonstrates a positive attitude, acknowledges the efforts of others, and serves as a role model to families, children, staff, and colleagues. Facilitates professional development through mentoring, engagement with professional organizations, and advocacy.
Individual early childhood career development	Informs staff and colleagues of professional development activities. Includes career-ladder guidance when helping staff and colleagues establish their individual goals.
Reflective practice	Studies, reads, and shares with colleagues professional journals, periodicals, and books to stay current on and deepen professional knowledge.

Performance Area 2
Professional Conduct and Behaviors

TOPIC	COMPETENCY
Modes of communication	Supports the development of effective communication skills and adopts multiple modes for the workplace.
Work–life balance	Facilitates and models program practices that balance a productive workplace with a safe, supportive environment. Encourages personal and professional growth in staff and colleagues.
Professional integrity	Establishes and models appropriate behavioral and attitudinal standards for staff and colleagues. Values the knowledge and experience of each team member.
Work environment	Addresses the work environment as an essential element of program quality and sustainability. Ensures that colleagues take breaks, share needs and concerns, and operate within a daily schedule. Monitors the overall morale and job satisfaction of staff and colleagues. Conducts formal and informal assessments of colleagues to identify ways to maintain a positive organizational climate and work environment.
Collaboration	Ensures agreement is reached on program goals. Maintains a balance between freedom of individuals to make decisions and the overall goals and vision of the organization.

Performance Area 2: Professional Conduct and Behaviors
(*continued*)

TOPIC	COMPETENCY
Relationships with children and families	Establishes professional relationships with families and children and supports others in maintaining them.
Ethical conduct	Consistently makes ethical professional decisions and acts as an ethical role model. Collaborates with staff, colleagues, and families to develop the program's code of ethical conduct based on current knowledge, best practices, and consideration for cultural relevance. Facilitates the exploration and resolution of complex ethical questions by staff and colleagues.
Confidentiality and privacy	Integrates professional ethics with shared professional values, program practices, and policies.

Performance Area 3
Competence in a Specialized Body of Knowledge

TOPIC	COMPETENCY
Domains of development	Supports others in identifying development and learning opportunities throughout children's daily experiences.
Developmentally, culturally, and linguistically appropriate practice	Assesses program practices for developmental, cultural, and linguistic appropriateness.
Families	Embraces the learning opportunities that the diverse characteristics of the children's families bring to the program and shares these with staff and colleagues.
Theory and research	Uses theory and practice to inform team decision making and problem solving. Analyzes current educational and child development research and applies to practice and the promotion of quality.
Philosophy	Analyzes with staff and colleagues the philosophical alignment of the organization to ensure there is a shared, underlying theoretical basis for program policies and practices.
Professional roles and responsibilities	Assesses program practices for alignment with stated goals, philosophy, and objectives.

Professionalism (*continued*)

Performance Area 4
Pedagogy

TOPIC	COMPETENCY
Ways of learning and self-awareness	Facilitates reflective dialogue to challenge one's own pedagogical knowledge base. Presents views, positions, and arguments and then examines, questions, and debates with colleagues to engage in self-reflection. Questions pedagogical practices, identifies new developments that inspire fresh thinking, and frames the origins of the current early childhood education system.
Analyzing data to learn about learning	Critiques data to shape a culture in which high-quality early learning experiences for all children are at the core of curriculum and planning considerations; are applicable to all sectors and programs; and fit with the characteristics of the children, families, and communities.
Commitment to lifelong learning	Provides for individualized professional development, which focuses on gaps in knowledge and includes mentoring and coaching.

Performance Area 5
Adult Learning

TOPIC	COMPETENCY
Adult learning theory and research	Creates program policies and practices that reflect a strong foundation in adult learning theories and current research on adult learning.
Positive, trusting relationships	Implements policies and practices that strengthen community building in classrooms and program.
	Creates an inclusive and positive workplace that acknowledges staff efforts.
Communication and interaction	Maintains strengths-based language in program policies and communication.
	Provides translation and culturally and linguistically responsive communications to support positive and inclusive interactions.
Learner directed	Creates and maintains a supportive environment for all adult learners, including policies and procedures that encourage adult learners to engage in a continuous quality improvement and learning process.
	Provides appropriate and relevant professional development and resources to adults based on their interest areas.

Creating and Maintaining Program Policies and Practices

Performance Area 5: Adult Learning (*continued*)

TOPIC	COMPETENCY
Lifelong learning stance	Cultivates a lifelong learning stance within the program by promoting and sharing evidence-based practices. Creates organizational infrastructure to sustain learning and opportunities for adults to dialogue together and share ideas about their practice. Explores collaborative solutions to the complex dilemmas adults face in their work.
Operationalizing equity	Analyzes practices and policies by drawing on knowledge and understanding of dominant values and practices, bias, oppression, and opportunity gaps in education. Uses this information to take actions that improve equity in program.
Conflict resolution	Creates, maintains, and updates policies and informed practices based on evidence for effective conflict management; and models and provides support for the implementation of those practices in program.

TOPIC	COMPETENCY
Addressing barriers to learning	Establishes and maintains policies and procedures that ensure appropriate responsiveness to the negative emotions and feelings that can arise in adults as they participate in learning experiences. Explores how to change aspects of work environment that generate unnecessary stress, and creates environments that reduce barriers to learning for adults. Provides recognition of staff growth in a variety of ways, including expanded opportunities for leadership, appropriate compensation, and recognition in supervision and team settings.
Using technology	Creates and maintains clearly articulated policies about technology use, technology support, and sharing of digital information. Creates organizational infrastructure to ensure technology is accessible to all and identifies the individual(s) who will be responsible for the use of technology.

Performance Area 6
Coaching

TOPIC	COMPETENCY
Coaching agreement	Establishes the program vision, policies, workplace conditions, and climate that support the development of effective coaching agreements, coaching plans, and coaching practices.
	Creates and maintains coaching plans with a focus on clarity regarding lines of responsibility, communication and authority among administrators, coachees, and coaches.
Positive, trusting relationships	Creates and maintains positive emotional culture that supports the well-being of all in the program.
	Provides time and space for relationship building among adults, as well as children, across the program.
Individualized and responsive	Identifies areas for coaches to adapt their coaching practices to be responsive to the program philosophy and program context.

TOPIC	COMPETENCY
Learning stance	Identifies programs and agencies to work with to develop a learning culture and implement effective, evidence-informed practices that are likely to sustain the coaching process.
	Establishes climate for coaches that enables them to select and integrate effective adult learning strategies into program or classroom routines to support sustainable changes in practice.
Strengths-based approaches	Establishes high expectations and communicates confidence in the learning capacity of all coaches and coachees.
	Creates and maintains the use of strengths-based language in program policies and practices and in communication about the coaching process.
	Ensures the program has a clearly articulated philosophy and vision regarding the strengths that coachees bring to the coaching process and works with coaches to support coachees to realize that vision.

Creating and Maintaining Program Policies and Practices

33

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY	TOPIC	COMPETENCY
Using data for continuous quality improvement	Establishes and maintains a culture of continuous quality improvement throughout the program. Identifies and implements the use of multiple forms of data to document and demonstrate programmatic improvement. Creates policies and procedures and secures resources necessary to effectively document quality improvement efforts. Shares the positive impact of coaching on improving teaching practice with early childhood professionals and leaders.	**Reflective coaching strategies**	Cultivates the development of a reflective culture in the program and works to secure the time, space, and resources (e.g., funding, capacity, partners, and the like) necessary to support coaching. Values reflective practice and models ongoing reflection as an important way to create an awareness of one's practice and to continuously improve quality in all aspects of the program. Provides reflective supervision to staff in a manner that is consistent with the process and goals coaches are using with coachees to support program improvement. Creates policies, procedures and secures resources necessary to effectively document the inquiry based learning and reflective processes of coachees. Works to change or adapt a workplace in which reflective processes that support an effective coaching process are disrupted.
Equity-oriented reflection	Cultivates the development of program vision, policies, and practices that promote equity and encourages and incorporates criticalreflection and the importance of strengthening self-awareness. Cultivates inquiry and reflection about power, privilege, bias, and oppression on an individual basis and supports a culture of questioning throughout the program.		

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY
Coachee's progress and accountability	Identifies workplace factors that prevent progress for coaches/coachees (at the program level and the classroom level), and takes actions against factors undermining progress toward continuous quality improvement.
	Evaluates the impacts of coaching within the program and across the leadership of the organization through the use of measurable criteria and authentic data.
Inquiry	Establishes and maintains a questioning culture within the program and uses questions to guide continuous quality improvement cycles.
Coach's self-reflection and parallel process	Creates a method to receive feedback from coachees on their experience of, and satisfaction with, the coaching partnership.
	Ensures coaches also receive coaching to model best practices and to continuously develop and strengthen the skills and knowledge used in the coaching process.

California Early Childhood Educator Competencies

SECOND EDITION

**Supplemental—Competency Context:
Advancing the Early Childhood Profession**

Developed collaboratively by the
California Department of Education and First 5 California

Competency Context: **Advancing the Early Childhood Profession**

Professionalism

Performance Area 1
Professional Development

TOPIC	COMPETENCY
New ideas	Pursues ideas and current, evidence-based practice on ways to change and improve the profession, teaching and learning, and systems of support. Engages in dialogue with colleagues and agency personnel about the implications of new research and practice while maintaining an understanding of theory and practice.
Role models and mentors	Encourages others to act as role models and mentors. Studies effective practices used by role models, coaches, mentors, and other leaders in the field. Uses findings to inform practice, systems development, refinement, and improvement.
Individual early childhood career development	Identifies and contributes to resources that promote professional development within and outside the program.
Reflective practice	Applies current research to develop reflective-practice models that build the knowledge and skills of early childhood educators.

Performance Area 2
Professional Conduct and Behaviors

TOPIC	COMPETENCY
Modes of communication	Demonstrates highly effective communication skills and actively supports others' professional development.
Work–life balance	Advocates adequate health care and other benefits. Assists professionals in developing a philosophy, value system, rationale, and organizational climate that best support their work, health, and growth. Understands the effects of stress and burnout on early childhood educators and identifies strategies to prevent them.
Professional integrity	Models practices that promote professional and personal integrity among children, families, staff, and colleagues.
Work environment	Seeks and disseminates resources to support a work environment that is designed to promote safe, healthy relationships among staff, colleagues, and families. Stays current on research showing that organizational practices affect staff perceptions and help improve overall morale and job satisfaction.
Collaboration	Seeks and disseminates resources to develop processes for information sharing, collaborative planning, and shared decision making. Conducts community outreach to develop collaborative relationships.

Professionalism (*continued*)

Performance Area 2: Professional Conduct and Behaviors
(*continued*)

TOPIC	COMPETENCY
Relationships with children and families	Researches and investigates the practices and implications of working in the relationship-based profession of early childhood education.
Ethical conduct	Critically analyzes ethical practices and relates to evidence-based practices and trends. Stays informed of current research in the profession of ethics and its applicability to early childhood education settings. Shares pertinent information with families, early childhood educators, and others as appropriate. Identifies and addresses potential ethical challenges in early childhood education settings.
Confidentiality and privacy	Models respectful and ethical practice in a leadership role.

Performance Area 3
Competence in a Specialized Body of Knowledge

TOPIC	COMPETENCY
Domains of development	Supports integrated development and learning by evaluating and analyzing the applicability of research in programs and policies.
Developmentally, culturally, and linguistically appropriate practice	Identifies resources and research that support developmentally, culturally, and linguistically appropriate practice, which benefits all young children.
Families	Critically assesses current, evidence-based practices that promote well-being and positive outcomes for children as members of families and communities.
Theory and research	Develops, interprets, and contributes to early childhood research, practice, and events through a variety of modes and is able to provide a context for research, practice, and theory.
Philosophy	Analyzes theoretical underpinnings of program and agency philosophy to inform policy and practice.
Professional roles and responsibilities	Engages the community in discussions about program goals, philosophy, and objectives to craft policy and manage change.

Professionalism (*continued*)

Performance Area 4
Pedagogy

TOPIC	COMPETENCY
Ways of learning and self-awareness	Creates systems to ensure opportunities for reflective dialogue on ideological considerations and pedagogical issues. Strengthens the link between research and practice by understanding the different ways of learning.
Analyzing data to learn about learning	Establishes early childhood service systems and processes that reflect upon, reevaluate, and refine early childhood teaching and learning. Presents data identified through multiple research methods and assessment measures, including public and private funding sources.
Commitment to lifelong learning	Addresses challenges and barriers created by public policies. Promotes access to professional development systems and ensures that government bodies are responsive to the needs of the early childhood education profession.

Performance Area 5
Adult Learning

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Adult learning theory and research	Possesses basic knowledge of adult learning theories and understands implications for practice. For example, recognizes that experience, temperament, culture, and beliefs can influence teaching and caregiving.	Explains major adult learning theories and current research findings and their contributions to the profession. Applies theory to practice. Puts adult learning theory into practice by treating adult learners' life stories and experiences as valuable content that can support learning for the individual as well as for others. Promotes increased understanding of adult learning theories and culturally and linguistically responsive practices as a foundation to guide all workforce development initiatives.

Performance Area 5: Adult Learning (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Adult learning theory and research (*continued*)	Text concludes on the previous page.	Stays current on literature and research on adult learning and uses that knowledge to inform decisions at the systems level.	**Communication and interaction**	Communicates in a positive and supportive way and establishes communication protocols that clearly define professional boundaries with other adults. Understands the need to use a variety of communication techniques to support the needs of adults with diverse learning styles, educational backgrounds, and access to technology.	Models culturally and linguistically appropriate and responsive communication and interactions that foster and enhance respectful relationships with and among adults. Demonstrates how to raise and address sensitive issues respectfully. Fosters collaboration, reflection, and community learning and works to ensure all relevant voices are heard, considered, and valued. Advocates for policies and practices that provide adequate time and appropriate resources for educators to effectively communicate and collaborate with one another.
Positive, trusting relationships	Understands the importance of building a positive emotional climate and workplace for adult learners. Supports a climate of collaboration and mutual respect, curiosity, and creativity with adults.	Models the skills, knowledge, and practices that support positive, trusting relationships between adults. Models practices that promote trust and respect when collaborating and works to foster an inclusive culture of learning. Engages in practices that promote trust and respect when collaborating with allied professionals and policymakers.			

Performance Area 5: Adult Learning (*continued*)

TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**	TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**
Learner directed	Utilizes strategies to build upon adults' interests, experiences, skills, and knowledge and supports them in setting their own goals. Maintains high expectations and communicates confidence in the learning capacity of all adults. Guides adults to proactively be advocates for themselves as educators and leaders.	Understands that adults need to see content as relevant and meaningful to them before they want to learn it and that relevance enhances the learning process. Encourages safe and engaging spaces for adults to learn. Engages in learning from the cycle of planning, implementation, reflection, and evaluation. Demonstrates understanding that mistakes can be opportunities for learning and growth.	**Learner directed** *(continued)*	Facilitates appreciative inquiry in programs, recognizing and making visible the unique and diverse strengths in adults, programs, and organizations.	Stimulates and supports system change by using and promoting teaching, mentoring, and coaching strategies that empower adult learners to be self-directed and to be advocates for themselves. Advocates professional development that supports adult learners to create their own goals and provides the structures and processes that allow them to continuously evaluate their progress.

Performance Area 5: Adult Learning (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Lifelong learning stance	Understands the difference between fixed and growth mind-sets and works to help adult learners cultivate a growth mind-set. Supports adults in learning how to work as a team, increase awareness of self and others, share responsibilities, and solve problems together.	Models a growth mind-set and utilizes collaborative inquiry and reflective processes to address the diverse learning needs of adults and maintain environments that support them as learners. Advocates quality improvement initiatives that recognize the dynamic process and realistic timelines required for adults to engage in authentic learning to support sustainable change. Engages with broader field to promote the value of cultivating lifelong learning stance in all roles across systems.	**Operationalizing equity**	Supports the development of culturally and linguistically appropriate materials and activities. Establishes discussion to support adult learners to respect differences and to construct common missions and plans and decide on values that guide their work.	Facilitates racial, cultural, and linguistic diversity in the practices and policies for classrooms and programs by including children's and adults' home language(s) and cultural routines and practices. Facilitates processes for identifying and discussing privilege, power, bias, and oppression to increase adult learners' understanding of what it means to "see" inequities in practice. Models use of an equity lens to inform their work.

Performance Area 5: Adult Learning (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Operationalizing equity (*continued*)	Text concludes on the previous page.	Advocates more inclusivity in programs, policies, and continuous quality improvement initiatives in which dominant perspectives are balanced with a wider range of ideas, practices, and participation from under-represented groups. Advocates, welcomes, and acknowledges the essential nature of dual language learning and maintenance of home language and culture in all systems building and quality improvement initiatives.	**Conflict resolution**	Understands and uses appropriate conflict-resolution strategies when facilitating learning for adults.	Models positive conflict-resolution strategies with all adults and demonstrates strategies to effectively manage conflict as it arises in a program. Identifies and contributes to resources that promote positive conflict-resolution and change management strategies for the profession.

Performance Area 5: Adult Learning (*continued*)

TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**	TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**
Addressing barriers to learning	Communicates evidence-informed practices and helps build these practices into all training, technical assistance, and coaching contexts to optimally support adults' learning. Possesses and shares knowledge of mental health and other resources and services available in the community.	Facilitates the development of and models practices that support adults to manage difficult emotions and feelings that can arise in learning and work situations. Develops and maintains spaces for adult learners to reflect and share best practices, for example, communities of practice, group coaching, and interactive training experiences. Advocates for training and resources that increase adult learning opportunities and reduce the barriers that negatively impact adults' learning.	**Addressing barriers to learning** *(continued)*	Text has concluded.	Promotes paid work time, resources, tools, and space for ongoing collaborative reflection, collaborative inquiry, and discussion, analysis, and evaluation of practice in all parts of the system.
			Using technology	Offers responsive and appropriate methods of communication with adults, including with those who lack access to technology.	Models use of online tools and demonstrates effective use of online tools such as video clips and webinars to support adult learning. Demonstrates principles of universal design, ensuring technology provides access to content that can be understood by all adult learners.

Performance Area 5: Adult Learning (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Using technology (*continued*)	Understands the idea of universal design and works to utilize technology to provide access to content so that it can be understood and used to the greatest extent possible by all adult learners.	Demonstrates the use of technology to support the learning process in groups where and when available and accessible. Advocates a positive climate that allows adult learners with a range of experience in using technology to feel comfortable and encourages practices that reduce their intimidation about technology. Advocates increasing accessibility of technology for all adult learners and the training necessary for them to learn to use it.

Performance Area 6
Coaching

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Coaching agreement	Discusses the goals, scope, and structure of the coaching initiative with the coachee, which include the nature of the partnership, time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, ethics, and roles of others.	Explains mutually defined agreements about roles and responsibilities of the coach and the coachee and expectations for coaching interactions. Reviews continually the coaching agreements and makes adjustments as needed. Brings closure to coaching agreements when appropriate. Demonstrates how to engage in sensitive conversations when negotiating coaching agreements in partnering with coachees and administrators.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Coaching agreement *(continued)*	Text concludes on the previous page.	Promotes professional development systems that include coaching agreements to ensure equal communication between coach and coachee.	**Positive, trusting relationships** *(continued)*	Understands and expresses appreciation for the coachee's perspective, even when it is different from one's own.	Promotes the utilization of relationship-based professional development strategies across all professional development initiatives. Contributes to and/or promotes research on relationship-based practices for effective coaching.
Positive, trusting relationships	Demonstrates understanding that building a strengths-based relationship and safe, supportive environment grounded in ongoing mutual respect and trust is foundational to an effective coaching relationship.	Facilitates positive relationships with coachees based on collaboration, mutual respect, curiosity, and creativity. Builds trust by engaging in a parallel process and being authentic, open, and encouraging. Seeks and accepts, without judgment, the coachees' expression of feelings, perceptions, values, concerns, beliefs, and ideas.	**Individualized and responsive**	Supports coachee's ideas through ongoing dialogue and facilitates the co-construction of goals and action steps based on coachee's personal learning goals.	Demonstrates capacity to nurture a culture of inquiry and learning that supports individual coachee's explor–ation, innovation, and professional development.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Individualized and responsive (*continued*)	Works with coachees to understand their readiness for change, including exploring any underlying factors that may be affecting a coachee's readiness or willingness to make changes.	Collaborates with coachee to adjust goals and action plans as needed to remain responsive to coachee's cultural and linguistic background and learning process. Chooses coaching tools suited to the coachee's specific objectives and learning needs. Advocates coaching initiatives and practices that are responsive to the diverse assets, abilities, needs, cultures, and learning styles of individual adult learners.	**Learning stance**	Shows awareness of the importance of learning about issues of coaching for equity and supports coachees to see themselves as advocates for their own learning and working conditions. Builds upon the coachee's ideas to inform the content and format of reflective processes.	Models humility, openness to learning, curiosity, and taking risks when planning and guiding the coaching process. Models continuous professional growth and learning, and works to improve own coaching skills and practice. Advocates coaching models and practices for the profession that are centered on collaborative inquiry, co-learning, and collaborative problem solving.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**	TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**
Strengths-based approaches	Assists coachees to identify their strengths and interest areas for learning and growth and aligns coaching strategies accordingly. Supports coachee's experimentation with new behaviors and practices, acknowledges progress, and focuses on coachee's learning experiences even when outcomes do not meet mutual expectations.	Uses a variety of strategies that build on coachee's strengths to plan and guide individualized opportunities for adults to learn through coaching (e.g., viewing a coaching video with coachee and then discussing the coachee's strengths, interests, and skills in need of improvement). Adjusts supports and guidance based on each individual coachee's strengths, interests, and needs. Collaborates with coachees to develop goals and learning plans that align with their program's philosophy.	**Strengths-based approaches** (*continued*)	Text has concluded.	Promotes understanding of how strengths-based coaching promotes positive outcomes for adults and children. Advocates for strength-based coaching models to be adopted throughout professional training and development systems.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Using data for continuous quality improvement	Understands how to use data sources to capture information about the quality of coachee's practice and how to collaborate with coachee to interpret and reflect on the data and make his/her own quality improvement goals. Promotes transparent accountability by sharing relevant quality improvement data with the public.	Models use of multiple data sources, including observation and assessment data, to evaluate the ongoing process of improving the quality of coachee's classroom or FCC home. Guides coachee in the use of evidence-based materials and teaching strategies to improve the quality of early childhood education services. Organizes observational data in a manner that helps coachee reflect upon and draw conclusions about his/her own practice and leads to a productive conversation about teaching and learning.	**Using data for continuous quality improvement** *(continued)*	Text has concluded.	Promotes the idea of data driven continuous quality improvement as a best practice for programs and systems. Advocates early childhood services and systems that model continuous quality improvement and collaborative examination of data.
			Equity-oriented reflection	Understands the importance of critical reflection considering power, privilege, bias, and oppression in relationship to beliefs and practices.	Facilitates the use of critical reflection and collaborative inquiry to engage in dialogue about racial equity and the impact of power, privilege, and oppression on teaching and learning.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**	TOPIC	COMPETENCY **Building and Contributing to the Early Childhood Profession**	COMPETENCY **Facilitating and Leading the Early Childhood Profession**
Equity-oriented reflection *(continued)*	Participates in collaborative inquiry about how adult learners' multiple perspectives form a foundation for improving equity. Discusses need for change to avoid disadvantaging racially and ethnically diverse children, families and members of the early childhood workforce.	Supports adults to discover that knowledge is contextual and subjective, influenced by cultural assumptions, and experiences and constructed by each individual; and co-constructed in each group of adult learners. Models engaging adult learners in a collaborative inquiry process that facilitates learning about diverse experiences and perspectives. Demonstrates strategies for advancing racial equity and reducing disparities for children and adults.	**Equity-oriented reflection** *(continued)*	Text has concluded.	Uses knowledge to communicate both within the profession and with policy makers that making progress on equity requires paid time, space, and support for adults to reflect, document, and communicate about their work. Advances importance of equity by increasing awareness about, and responsivity to, the diverse perspectives, backgrounds, and needs of adult learners in all workforce and system building initiatives.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Reflective coaching strategies	Articulates the importance of reflection as a strategy for professional growth and encourages coachees to commit to a reflective process. Explains that through reflection, coachees learn how to critically examine, expand and refine, and become more conscious of their current knowledge and behaviors to continuously improve quality.	Models reflective practice and incorporates collaborative reflection throughout the coaching process. Uses reflection to guide coachees in assessing and analyzing data that indicate what is working, what is not working and why, and helps plan next steps. Models ongoing reflection on the actions that most effectively accomplish goals. Ensures that the reflective process is dynamic and engaged in by both the coach and coachee.	**Reflective coaching strategies** *(continued)*	Encourages coachees to reflect and make connections between their personal/ professional experiences and knowledge and various aspects of their practice. Understands and articulates the use of reflection to support coachees to pause, think about and examine their beliefs, assumptions and behaviors.	Advocates policies, practices, and funding for ongoing opportunities in support of reflective processes that are integral to coaching and professional learning. Promotes the integration of intentional and authentic reflective practices throughout the system. Advances awareness about the technical and personnel resources, processes, and infrastructure needed for effective coaching initiatives systems wide.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Reflective coaching strategies *(continued)*	Text concludes on the previous page.	Builds awareness about the technical and personnel resources, reflective processes, and infrastructure needed for effective coaching initiatives system wide.	**Coachee's progress and accountability** *(continued)*	Text has concluded.	Promotes the implementation of coaching as a best practice for professional growth and development for programs and systems. Models transparent accountability by sharing appropriate coaching data and works to secure necessary resources to build systems that are accountable to the public.
Coachee's progress and accountability	Works collaboratively with coachee to establish goal setting process and discusses how to measure progress toward goals. Recognizes coachee's self-reflection on progress, including acknowledging what has been learned and/or accomplished since previous coaching session(s).	Acknowledges coachee's progress, and tracks outcomes and goals achieved. Documents learning process in coachee's ability to self-reflect, self-analyze, self-modify, and practice self-care, and/or any shifts in coachee's beliefs, attitudes, thinking and teaching practices that occur as a result of coaching.	**Inquiry**	Poses thoughtful questions to guide the reflection of coachees and encourages coachees to generate their own questions.	Models a culture of inquiry where questions are used to guide coachees' authentic learning. Uses cycles of inquiry to track coachee progress and growth.

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession	TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Inquiry *(continued)*	Understands how to use evidence from practice in cycles of inquiry to inform goals and actions.	Promotes inquiry-based strategies for programs and systemwide. Advocates professional development systems to model inquiry as a central tool for continuous quality improvement and goals to improve equity in all contexts.	**Coach's self-reflection and parallel process** *(continued)*	Welcomes dialogue with other coaches to process and reflect on the effectiveness of tools and strategies. Attends to one's own mental health/self-care and accepts responsibility as role model for coachees about the importance of personal and professional well-being.	Models how to use reflection to expand personal awareness of diversity, equity, and new perspectives; to strengthen cultural and linguistic responsiveness, and reduce personal biases; and guides coachee to engage in a similar process. Models continual self-reflection of practices, strategies, and behavior as a coach, including analysis of one's influence on the coachee's performance and outcomes. Continually refines skills and obtains feedback on coaching practice by engaging in ongoing professional learning experiences such as a Community of Practice.
Coach's self-reflection and parallel process	Recognizes limitations of one's beliefs and the possibility of one's assumptions being incorrect. Engages in reflection and makes the process visible to model reflection for coachees.	Reinforces the value of the parallel process throughout every aspect of coaching by participating in the same reflective processes.			

Performance Area 6: Coaching (*continued*)

TOPIC	COMPETENCY Building and Contributing to the Early Childhood Profession	COMPETENCY Facilitating and Leading the Early Childhood Profession
Coach's self-reflection and parallel process *(continued)*	Text concludes on the previous page.	Promotes coaching processes that model self-reflection and parallel process within systems. Advocates for and/or engages in research to make visible the successes of reflection-based processes for quality improvement in all parts of the system.