

## Relationship between Coaching/Mentoring and State Quality Improvement Systems

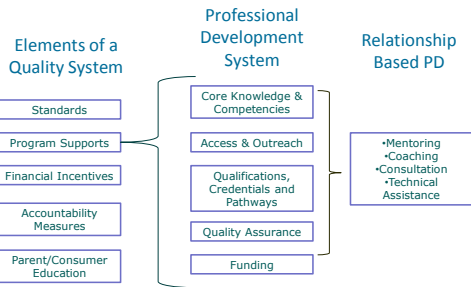
Presenter:

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How are States using classroom/provider level coaching/mentoring in a systemic way to improve quality across a variety of sectors and settings?



States are building Quality Systems which are aligned with their PD Systems which are supported by Relationship Based PD Supports



## Context

- 23 States/Territories are developing, implementing, and/or piloting Quality Rating and Improvement Systems
- The Office of Child Care, through its CCDF Plan Preprint, is urging States to move towards cross sector quality improvement systems.
- Race to the Top Early Learning Challenge application supports cross sector quality systems as a way to improve quality and in turn, child outcomes.

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## Aligning Coaching/Mentoring with the State PD System

- Core Knowledge and Competencies
  - What is it that deliverers coaching/mentoring should know and be able to do?
  - Does coaching/mentoring help practitioners achieve defined knowledge and competencies?
  - Are the coaching/mentoring efforts aligned with the program improvement efforts?
- Access and Outreach
  - How do coaches/mentors support practitioners access to and application of training and coursework?
  - How are coaches/mentors recruited and supported?
  - How do coaches/mentors efforts support system goals to reach diverse practitioner populations and a continuum of PD opportunities?

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## Aligning Coaching/Mentoring with the State PD System

- Qualifications, Credentials, Pathways
  - How do mentors/coaches support the attainment of credentials, improve classroom practice, and promote career development?
  - What are the qualifications and pathways for coaches/mentors? (See examples)
  - Do the qualifications for and work coaches/mentors support the goals of the PD system?
- Quality Assurance
  - How are coaches/mentors qualifications verified?
  - How are coaches/mentors efforts tracked, monitored, and evaluated?
  - How do coaches/mentors support PD system goals and QRS/QRIS and/or accreditation?

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## Aligning Coaching/Mentoring with the State PD System

- Funding
  - Is coaching and mentoring financially supported by the PD system?
  - Does coaching/mentoring support practitioner attainment of scholarships, wage incentives, and quality awards?
  - Do coaching/mentoring funding and incentives help achieve PD system and QRS goals?

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## Background/Training of Coaches & Mentors

- A few states include mentors/coaches/consultants/technical assistants in their trainer registries based on qualifications, such as education, experience, expertise, and/or completion of training requirements.
- A few States offer credentials for trainers or mentors.
- Most mentoring initiatives, which typically have a defined purpose or goal(s), require that mentors meet specific qualifications, usually related to the purpose or goal(s).
- Some States have developed job descriptions and qualifications for consultants.
- States that have formal mentoring/coaching focused on a topic, audience, or purpose may require completion of a specialized training, in addition to meeting the required qualifications.
- Elements of mentor/coach/consultant training include adult learning theory and practice, relationship-building, communication, policies and procedures, and managing change.

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## State Examples

- Maine – Collaborative Consultation
- North Carolina – Coordinated/integrated TA system based on rated license
- Pennsylvania – Comprehensive/cohesive system based on QRS framework

*See handout for additional examples.*

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## Resources

- NCCIC QRIS Resource Guide  
<http://nccic.acf.hhs.gov/qrisesourceguide>
- A Tool to Assess the Alignment of State PDS and QRIS  
<http://nccic.acf.hhs.gov/poptopics/qrisesessment-tool.html>

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