



Transformational Coaching Program Description and Proposal

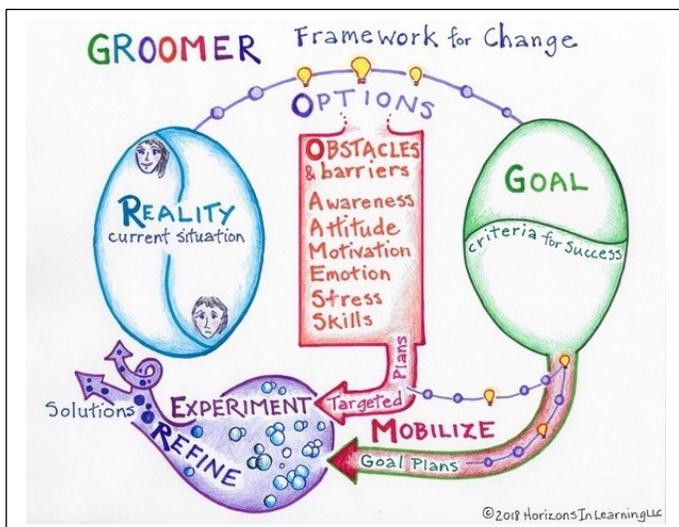
Program Overview

The *Transformational Coaching Program* offers professional development specialists, coaches, mentors and leaders 'principles to practice' on how to effectively facilitate change, to broaden and deepen professional practices of educators or administrators, and intentionally support sustainable habits of reflection, problem solving and lifelong learning.

This Program is designed to be implemented over multiple months, ideally a calendar/school year, to provide both breadth and depth of instructional content in a variety of instructional modalities (including onsite instruction, video conference, webinars, conference calls) and to use a diversity of instructional strategies (including lecture, dialogue, video clips, modeling, 'live' demonstration, role play, self-reflection, individual and peer coaching, etc.).

The *Transformational Coaching Program* includes a variety of components such as: interactive instruction, books, training materials, webinars, individual and group coaching. Participants will have the opportunity to implement and practice coaching skills, to learn from the personal experience of being individually coached, as well as implementing habits of self-reflection and assessment strategies. These experiences and components are designed to promote and deepen cycles of learning to sustain new skills, practice positive effective strategies, and foster expansive critical thinking to promote CQI (Continuous Quality Improvement) at the individual and program level.

Participants will learn the GROOMER *Framework for Change*[™] model, a mental model for 'agents of change' to use to facilitate the change process. This systematic and intentional model can be used both with an individual and at the program level to facilitate and groom conscious change to promote continuous quality improvement (CQI). It can be used by coaches, consultants, administrators, or community leaders to work with early childhood teachers or administrators. The Framework is a facilitation, empowerment, design thinking, and inquiry-based approach.



This Program is structured to ensure participants can transfer principles and strategies learned to practical and successful implementation in the field. Therefore, in addition to formal instruction, the Program offers an ongoing structure for sustainable practices through individual and group coaching sessions. Participants will have the opportunity to individually and collectively reflect, debrief and discuss the success and challenges of implementing the information and facilitation practices.

This transference of principles to practices is practically anchored when participants have the opportunity to identify and build on their strengths, to shift their own limiting attitudes and

behaviors, and to increase their self-awareness and meta-cognition to broaden, deepen and master intentional, differentiated and conscious coaching practices.



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In addition, this Program can offer strategies to build a Professional Learning Community of coaches (agents of change) to support a peer-based model and team approach for supporting innovation and sustainable change at the district, agency, community, or program level. Coupled with the option of using the *Coaching for Success Webinar Series*, participants can reinforce and deepen skills and strategies. The Webinar Series also provides an excellent way to onboard new hires or members of the team to learn the coaching practices and strategies.

Consultants/Instructors Qualifications

Robin Levy, MA - Vice President of Professional Development

- In the field of Early Childhood Education since 1991 Robin has been in a variety of different roles including: licensed family childcare provider, classroom teacher, large center director, coach, consultant, adult educator, social and emotional development specialist. Additionally, her philosophy and stance as an early childhood professional is steeped in *Appreciative Leadership*.
- MA in Educational Administration and Policy from the University of Denver and was a Fellow in the 5th Cohort of the Buell Early Childhood Leadership Program. Robin has extensive experience with various coaching models. She has been a member of the Colorado Coaching Consortium Steering Committee since its inception and participated in creating the Colorado Coaching Competencies, the Colorado Coaching Credential, and Colorado Credential Framework. Additionally, Robin facilitated and oversaw the Pyramid Plus Coach Certification program at the University of Colorado Denver's, Pyramid Plus Center, supporting the certification of over 150 coaches in communities and Early Childhood Councils across the state of Colorado.
- As Vice President of Professional Development for Horizons In Learning (HIL), Robin specialize in transformational learning, intentional coaching, and leadership strategies that engage professionals to make meaningful, profound and sustainable changes which foster Continuous Quality Improvement (CQI) in early childhood programs and agencies.
- Robin is a "coach's coach" working to broaden and deepen the skills and mastery of coaches and mentors (regardless of their actual title or role) using the GROOMER Framework for Change™, an approach for facilitating ongoing professional development using a continuum of intentional facilitation strategies.

Constant Hine, M.A.T (Master of Arts in Early Childhood Teaching, Nova University, FL) - President

- Over 20 years designing and implementing coaching programs for early childhood educators and families in school districts, Head Start, for profit and non profit private programs and public agencies.
- Over 20 years experience combining instruction and coaching strategies with professional development specialist, coaches/mentors, administrators, teachers, & families to implement best practices in early care programs. Her focus is to improve instructional strategies, strengthen communication and team building, transform stress, increase performance and effectiveness, increase and ensure sustainable growth and change for individuals, teams and programs to promote high quality early childhood care and education for children.
- Over 15 years coaching experience in business settings to optimize performance of management, employees, trainers, coaches to increase effectiveness, communication and leadership skills .
- Author of *Coaching For Success Program*, (2004) – which offers novice to master level instruction, team



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and individualized one-to-one coaching, facilitation of peer coaching models. The purpose of the program is to expand intentional, differentiated professional development strategies to support early childhood professionals to expand continuous quality improvement and best practices, to foster leadership and to promote sustainable change. Constant developed the *Transformational Coaching Program* (2017), the revised updated version of this program and has a new book *Transformational Coaching for Early Childhood Educators* published by Redleaf Press.

Coaching Clients include:

- *Central Valley Children’s Services Network/Quality Improvement Support Team (2018 – current)*
- *San Francisco Family Child Care Quality Network (2013 - current)*
- *National Center on Tribal Child Care, Denver, CO (2015)*
- *First 5 of Contra Costa County, Concord, CA (2010-2013)*
- *Life Step Foundation, Millbrae, CA (2012)*
- *Pueblo City Schools, Early Childhood Coaches, Pueblo, CO (2010-2011)*
- *Contra Costa Childcare Council (2010-2011)*
- *Family Resource Network, Brookings, SD (2010)*
- *County Badlands Head Start, Rapid City, SD (2009- 2013)*
- *Early Childhood Council of San Luis Valley, Alamosa, CO (2009-2010)*
- *California Teacher & Director Mentor Program, San Francisco, CA (2007-2013)*
- *Gateway To Quality Coaching Program, San Francisco, CA (2006 – 2011))*
- *Parent Coaching Program, Springfield City Schools, Ohio (1998-1999)*



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Delivery Components & Content/Topics

The following outlines the components parts of the program and gives detailed description for each component. The content and components can be modified to meet individual program needs.

Component	Description
Course Curriculum Content	
<p>Length: 4 Day Onsite Curriculum (24 hrs content delivery/6hrs per day)</p> <p><i>Content can be modified to need individual program needs. Delivery can be at one time or over time.</i></p> <p>Instructional Strategies will include:</p> <ul style="list-style-type: none"> Lecture & Dialogue Reading Interactive Large Group Discussion Small Group Discussion Group Facilitation Video Demonstration & Modeling Modeling & Demonstration Peer Role Playing Peer Coaching Practice Self Reflection Activities Action Planning 	<p><u>DAY ONE</u> Introductions/Overview</p> <p>Coach as Change Agent</p> <ul style="list-style-type: none"> • Transformational Coaching Approach • Cultivating Reflective Habits • Exploring Frames of Reference • Balancing Assessment & Improvement Strategies <p>The Framework of Change Model™</p> <ul style="list-style-type: none"> • Clarifying the 7 ‘GROOMER’ components of the Framework for Change™ model as a mental model to facilitate change. (Goal-Reality-Options-Obstacles-Mobilize-Experiment-Refine) • Application • Practice the Framework for Change™ model to foster reflection, planning and improvement <p>Universal and Targeted Facilitation & Coaching Skills (Practice)</p> <ul style="list-style-type: none"> • Listening • Paraphrasing & validating • Practice Coaching <p><u>DAY TWO</u> Expanding Your Intentional PD Facilitation Toolbox:</p> <ul style="list-style-type: none"> • Differentiating the continuum of professional development strategies: supervising, tutor/teaching, consulting, mentoring, coaching • Unique purpose of coaching • Intentionally choose style of interaction - sliding the continuum strategies to meet individual needs <p>Role of Coach</p> <ul style="list-style-type: none"> • Promoting trust & developing partnerships • Normalizing Change • Setting the Foundation



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	<ul style="list-style-type: none">• Moving beyond QRIS to CQI (Continuous Quality Improvement)• Explore issues of authority, equity, power and control• Review Coaching Competencies & complete <i>CO Coaching Competencies Self-Assessment</i> <p>Universal and Targeted Facilitation & Coaching Skills (Practice)</p> <ul style="list-style-type: none">• The Art of Inquiry• Empowering Questions• Reframing & Organizing• Practice Coaching Session <p><u>DAY THREE</u></p> <p>Assessing Coachee’s Readiness for Change</p> <ul style="list-style-type: none">• Identifying the six stages of change and corresponding facilitation strategies for each stage• Align effective strategies to meet specific strengths, needs and developmental stage of learner• Learn intentional differentiated strategies <p>Busting AAMESS Barriers & Obstacles</p> <ul style="list-style-type: none">• Identify common barriers and obstacles to change• Learn targeted strategies to address specific AAMESS barriers to promote sustained change<ul style="list-style-type: none">○ Increasing AWARENESS○ Shifting negative or limiting ATTITUDES○ Clarifying MOTIVATION○ Strengthening EMOTIONAL competence○ Reducing STRESS & Overwhelm○ SKILL Mastery <p>Deepening Coaching Practices</p> <ul style="list-style-type: none">• Practice AAMESS strategies• Practice Coaching Sessions <p><u>DAY FOUR</u></p> <p>Assessing Success & Documentation of Progress</p> <ul style="list-style-type: none">• Action planning & implementation• Managing progress & accountability
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	<ul style="list-style-type: none"> • Documentation of outcome and process • Assessing learner outcomes and improvements • Assessing coach practice <p>Building Coaching Habits of Reflective Practice</p> <ul style="list-style-type: none"> • Application and Implementation • Next Step Action Plans • Practice Coaching <p>Summary/Evaluations</p>
Coaching In Action Follow Up Services	
Practicum Implementation	Participants will have time between instructional and/or coaching sessions to implement learned strategies, action plans and identify their strengths and challenges in the field supporting professionals in the field.
Individualized Differentiated Coaching	
Individualized one-to-one coaching – for coaches, supervisors, leadership	<i>Transformational Coaching Program</i> Instructor/Coach will offer individual coaching sessions for each participant to self-reflect, debrief and discuss the progress, success and challenges of implementing learned information, coaching skills, strategies and support their personal individual action plans and coaching improvement plan.
Coaching Improvement Plan	Each participant will create a plan for improving their coaching skills including setting goals, establishing criteria for evaluating their success, creating action plans with timelines, evaluating their success, and making adjustments and modifications for improvement. The action plans can be developed based on the seminar content. This process can be facilitated and reviewed by peers, supervisor and/or the <i>Transformational Coaching Program</i> Instructor/Coach.
Sustaining Change	
Individualized coaching for leadership	<i>Transformational Coaching Program</i> Instructor/Coach will offer individual coaching sessions for the Program Leaders (Directors, Education Coordinators, Mentor Coaches etc) to self-reflect, debrief and discuss the progress, success and challenges of implementing the <i>Transformational Coaching Program</i> , and for building and maintaining a team of effective coaches to



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	<p>promote sustainable change in the organization/district/program.</p>
<p>Small Group Facilitation, Modeling and Reflection</p>	<p><i>Transformational Coaching Program</i> Instructor/Coach will facilitate group dialogue and discussion and model technical assistance, mentoring, coaching with the team/cadre of coaches. Participants will broadcast successes and address questions, needs, or concerns an individual or the team is experiencing. (This forum often becomes the foundation for an ongoing structure for strengthening a community of practice or professional learning community of coaches.)</p>
<p>Professional Learning Community (PLC) Facilitation to Promote Peer Reflection and Coaching</p>	<p><i>Transformational Coaching Program</i> Instructor will offer group coaching sessions for small groups of participants for self and collective reflection, to debrief and discuss their progress, success and challenges of implementing learned information, coaching skills, strategies and their individual action plans. In addition, these small groups are intended to facilitate and support the development of peer coaching skills. These groups can be focused on specific topics, specific needs and/or team development.</p>
<p>Self Assessment & Evaluation</p>	<p>Participants will learn and practice a variety of self-assessment strategies to both measure their own progress and to implement with their coachee/teachers to help coachees assess their progress and success. Pre-Post assessments can be implemented to evaluate change over time and inform individual goals and action plans. This can be monitored by internal management or <i>Coaching for Conscious Change Program</i> instructor.</p>
<p>Systems Development</p>	
<p>Consulting and Facilitation services</p>	<p><i>Horizons In Learning</i> can offer consulting and facilitation services to support programs to develop and maintain systems that support effective coaching initiatives. These services support the implementation of coaching systems that meet both compliance issues and meaningful sustainable change and continuous quality improvement outcomes.</p> <p>These services can include any or all of the following strategies: strategic planning, leadership development, data collection and documentation of</p>



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	<p>coaching effectiveness, mentor coaching programs, supervisory support to ensure the implementation and modeling of the parallel process at all levels of professionals.</p>
Products/Materials	
<p><u>Transformational Coaching Program Training Manual & Training Workbook</u></p>	<p><u>Required:</u> <u>Transformational Coaching Program Training Manual & Training Workbook</u> Horizons in Learning will provide <u>Training Manual & Training Workbook</u>. The client is responsible for providing training materials provided by the Horizons In Learning for each participant.</p> <p>The client can either print and assemble the <u>Training Manual or Workbook</u> in-house or for an additional fee, purchase premade <u>Training Manuals or Workbooks</u>.</p> <p>After June 2019: <u>The book Transformational Coaching for Early Childhood Educators by Constant Hine, Redleaf Press will replace the Training Manual.</u> HIL will order books from publisher for each program participant.</p> <p>Participants will also have access to a website where they can download all reproducible forms and have access to e-Doc Word versions of these forms that can be completed on a computer.</p>
<p><u>Coaching For Success Pocket Guide</u> by Constant Hine</p>	<p><u>Optional:</u> this is a small pocket size guide that can be useful in the field that summarizes critical information from the <u>Coaching for Success Workbook</u>.</p>
<p><u>Coaching For Success Webinar Learning Series</u> by Constant Hine</p>	<p><u>Optional:</u> Excellent resource to use to reinforce and expand content delivered in the onsite <u>Coaching for Conscious Change Program</u>. This webinar series can also be used as a stand-alone professional development component, if onsite training is not possible. This Webinar Series can be used to support a Professional Learning Communities of coaches or onboarding new hires joining the team. This product includes a recorded webinar and handout on 10 topics (12 hours of content) that is accessible from a cloud-based website. This product is priced to include up to 20 users for a year. For a minimal fee it can be renewed annually. For detailed description: http://constanthine.com/wp-</p>



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<u><i>Coaching For Success Webinar Learning Series Facilitator's Guide</i></u> by Constant Hine	<u>Optional:</u> The Facilitator's Guide is provided to support the facilitation of the <i>Coaching for Success Webinar Series</i> . It offers optional activities to do for each session and instructions for either when to stop the recording for an activity or what to do at the end or between each session.
<u><i>Intentional Coaching Busting Barriers Online Course</i></u> by Constant Hine	<u>Optional:</u> This on-demand online course is designed to help experienced coaches and agents of change to deepen their skills to deal with the often difficult and "sticky situations" encountered when implementing action plans to achieve goals doesn't go so smoothly. These common " AAMESS " barriers are usually a lack or limitation related to A wareness, A ttitudes, M otivation, E motions, S tress and S kills. This product includes a recorded webinar and handout on 4 topics (4 hours of content) that is accessible from a cloud based website. This product is priced for an individual user. For details: http://constanthine.com/wp-content/uploads/2017/07/Busting-Barriers-Webinar-Series-Online-Course-Description.pdf
<u><i>Creating Ease In A Day's Work Sign Book</i></u> from Horizons In Learning, Inc.	<u>Optional:</u> This sign book is a valuable tool that provides strategies for helping to shift attitudes, manage stress and dealing with overwhelm that participants will find helpful in supporting their own change and when facilitating others in the change process. For description: http://constanthine.com/wp-content/uploads/2017/06/Sign-book-flyer.pdf