



Transformational Coaching 38.5 Hour Virtual Course Description

Program Overview

The *Transformational Coaching Course* offers coaches, professional development specialists, 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 course is based on Constant Hine's book *Transformational Coaching for Early Childhood Educators* (2019 RedLeaf Press).

This course format is designed to be delivered in 11 virtual live sessions. Each session is 3.5 hours. The sessions will be delivered over several weeks over a 2-3 month span of time. The course will be delivered via Zoom and Google. Participants will need to have access to devices/computers that have a camera.

During this course we use a variety of instructional strategies (including lecture, dialogue, video clips, modeling, 'role play', self-reflection, individual coaching, practice coaching, and assessments, etc.).

Participants will learn the GROOMER *Framework for Change*™ model, a mental model for coaches and 'agents of change' to use to facilitate the change process. This systematic and transformational coaching 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, practice-based, design thinking, and inquiry-based approach.





Training Delivery Content/Topics

The following outlines the scope of content for the 38.5 hour virtual training curriculum.

Component	Description
Course Curriculum Content	
<p>Length: 11 virtual session (38.5 hrs content delivery/3.5 hrs per session)</p> <p>Instructional Strategies will include:</p> <ul style="list-style-type: none"> Lecture & Dialogue Reading Interactive Large Group Discussion Small Group Discussion in Breakout Rooms Group Facilitation Video Demonstration & Modeling Modeling & Demonstration Peer Role Playing Peer Coaching Practice Self-Reflection Activities Action Planning Polling and surveys Chat/Comments 	<p><u>SESSION ONE – Change Agent</u> Introductions/Overview Coach as Change Agent</p> <ul style="list-style-type: none"> • Transformational Coaching Approach • Cultivating Reflective Habits • Purpose of Coaching <p><u>SESSION TWO – Know Thyself</u> Know Thyself (Role of the Coach)</p> <ul style="list-style-type: none"> • QRIS vs CQI • Transformative Learning Theory & Sticky Change • Exploring Frames of Reference • Power of Perception • Reframing Limiting/Negative Attitudes • Current Relevance: COVID 19 <p><u>SESSION THREE – Culture, Bias & Equity</u> Culture/Bias</p> <ul style="list-style-type: none"> • Elements of Cultural Identity • Strength and Culture as Bias • Implicit Bias • Strategies to Mitigate Cultural & Implicit Bias's <p>Professional Identity</p> <p>Equity</p> <ul style="list-style-type: none"> • 4 I's of Oppression • Social Identity/Privilege • Issues of Power, Authority, Control <p><u>SESSION FOUR – Continuum</u> Expanding Your Intentional PD Facilitation Toolbox</p> <ul style="list-style-type: none"> • Differentiating the Continuum of Facilitation Strategies (supervising, tutor/teaching, consulting, mentoring, coaching) • Individualizing: Sliding the Continuum



	<p>Peer Coaching - Practice Coaching</p> <p><u>SESSION FIVE - Universal Facilitation Tools Part 1</u></p> <ul style="list-style-type: none"> • Pausing & Listening (3 Types of Listening) • Paraphrasing & Validating • Reframing & Organizing <p>Video Coaching Demonstration & Activity</p> <p><u>SESSION SIX- More Universal Facilitation Tools Part 2</u></p> <ul style="list-style-type: none"> • Empowering & Open-Ended Questioning • Analyze & Summarize <p>Questioning Video Coaching Demonstration & Activity</p> <p>Universal Tools Video Coaching Demonstration & Activity</p> <p><u>SESSION SEVEN - GROOMER</u></p> <ul style="list-style-type: none"> • The GROOMER Framework for Change™ Model <ul style="list-style-type: none"> ○ The 7 'GROOMER' Components as a Mental Model (Goal-Reality-Options-Obstacles-Mobilize-Experiment-Refine) ○ Model Coaching ○ Implementation Practice <p><u>SESSION EIGHT - Data/Documentation & Targeted Tools</u></p> <ul style="list-style-type: none"> • Data Driven Investigating & Extending (Sample Forms & Making Transformation Visible Reflection) • Demanding & Non-Demanding Language • Talking Informatively • GROOMER Feedback Protocol • Giving Feedback with Talking Informatively Practice • Universal & Targeted Tool Integration Activity <p>Video Coaching Demonstration & Activity</p> <p><u>SESSION NINE - Practice Coaching</u></p> <p>Peer Coaching - Practice Coaching</p> <ul style="list-style-type: none"> • Group Debrief • Action Planning <p>Review Main Coaching Points</p> <p>Integrating & Fitting the Pieces Together</p>
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	<p><u>SESSION TEN –Busting Barriers Overview, Adult Learning & Ethics</u></p> <p>Busting AAMESS Barriers</p> <ul style="list-style-type: none"> • Awareness • Attitude • Motivation • Emotions • Stress • Skills <p>Adult Learning</p> <ul style="list-style-type: none"> • Adult Learning Principles • Piaget & Gardner on “Intelligence” • Multiple Intelligences Overview & Survey <p>Ethics</p> <ul style="list-style-type: none"> • NAECY Ethics Position Statement • Coaching Video Demonstration • Activity: “Is It an Ethical Dilemma or Ethical Responsibility?” <p><u>SESSION ELEVEN – Busting Stress Barriers, Coaching Competencies, & Integration!</u></p> <p>Busting Barriers: Stress</p> <ul style="list-style-type: none"> • Define Stress • 4 Principles to Transform Stress <ul style="list-style-type: none"> ○ Become Self-Responsible ○ Start Where You Have Choice ○ Reframe Perspectives to Empower ○ Focus on What You Want <p>Coaching Competencies</p> <ul style="list-style-type: none"> • Review Coaching Competencies • Complete <i>CO Coaching Competencies Self-Assessment</i> • Embedding Competency Skill Practice into Professional Routines <p>Integrate, Implementation & Action Planning</p> <ul style="list-style-type: none"> • Coaching Guidelines • Reflection Activities & Discussion • Summary Action Plan <p>Summary/Evaluations</p>
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Products/Materials	
<u>Transformational Coaching for Early Childhood Educators</u> by Constant Hine, Redleaf Press. 2019	Required: <i><u>Transformational Coaching for Early Childhood Educators</u> by Constant Hine, Redleaf Press – participants will need to pay and order for themselves from Redleaf Press or Amazon. (Discount code available to use for Redleaf Press.)</i>
<u>Transformational Coaching Course Training Manual & Training Workbook</u>	<i><u>Transformational Coaching Course Training Manual</u>- is included in the cost of the course; Horizons In Learning will provide for participants to be picked up at a local FedEx location of their choice</i> The Training Workbook includes all the worksheets to be completed in the training.



Horizons In Learning Consultants/Instructors/Coaches Qualifications

Optional Supplemental Services and Components

The *Transformational Coaching Course* can also include a variety of optional supplemental services and components which can be selected and tailored to meet your program needs. Each program can select the services best suited to meet their needs, budget and timeframe. The optional supplemental services and components can include:

- additional training resources, including on-demand courses. The additional training resources and on-demand courses can provide an excellent way to onboard new hires and deepen the understanding and learning of the coaching practices and strategies and refine skills of members of the team.
- individual and group coaching,
- leadership support,
- products and books
- membership programs, which can include individual or group book study programs
- 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.

These components ensure participants can transfer principles and strategies learned to practical and successful implementation in the field, implementing habits of self-reflection and assessment strategies, and, if selected, to learn from the personal experience of being individually coached. 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 have the opportunity to individually and collectively reflect, debrief and discuss the success and challenges of implementing the information and facilitation practices.

Constant Hine, M.A.T - President

- Constant received her Master of Arts in Early Childhood Teaching from Nova University, Ft Lauderdale, FL
- 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 educational and business settings to optimize performance of management, employees, trainers, coaches to increase effectiveness, communication and leadership skills .



- Constant developed the *Transformational Coaching Program* (2017) based on her new book *Transformational Coaching for Early Childhood Educators* (2019) published by Redleaf Press. This course is approved by Colorado State to meet the training requirements needed to receive and renew a Colorado Early Childhood Coaching Credential.
- Constant developed the *Coaching For Success Program*, (2004) which offers novice to master level instruction, team 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 and is offered in a Webinar Format for self paced learning.
- Constant is the author of: *Transformational Coaching for Early Childhood Educators*, *Coaching For Success*, *Coaching for Success Pocket Guide*, *Engaging Adult Learners using Multiple Intelligences Toolkit*, *Transforming Stress: Creating Ease in A Day's Work Sign Book*, *Engaging Young Learners*.

Coaching Clients include:

- Ohio State Dept of Job and Family Services (2020)
- Child Care Aware of Washington (2020)
- Child Care Aware of North Dakota (2020)
- Early Learning Ventures, Denver, CO (2020)
- 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)



Optional Service and Product Component Description

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

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 Course</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 Course</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 promote sustainable change in the organization/district/program.
Small Group Facilitation, Modeling and Reflection	<i>Transformational Coaching Course</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.)
Professional Learning Community (PLC) Facilitation	<i>Transformational Coaching Course</i> Instructor will offer group coaching sessions for small groups of participants for self and



to Promote Peer Reflection and Coaching	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.
Self Assessment & Evaluation	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>Transformational Coaching Course</i> instructor.
Systems Development	
Consulting and Facilitation services	<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 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	
<u><i>Intentional Coaching Busting Barriers Online Course</i></u> by Constant Hine	<p>Optional: 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 Awareness, Attitudes, Motivation, Emotions, Stress and Skills.</p> <p>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</p>



<p><u><i>Creating Ease In A Day's Work Sign Book</i></u> from Horizons In Learning, Inc.</p>	<p>Optional: 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</p>
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