



**The Nebraska Early Childhood  
Coaching Guidebook:**  
*Competencies for Professional Practice*



Coach  
Development  
Network

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*This document outlines a common set of principles or standards for coaching in early care and education settings. It is based on an in-depth analysis of the skills and dispositions required for coaches to be effective in fostering growth and learning, while promoting quality outcomes for early childhood educators, children and/or families. Throughout this document, many words have an asterisk (\*). Definitions for these terms can be found in Appendix A: Glossary of Terms.*

*This document also serves as a reflective tool for coaches to assess their own competencies in the following areas: Setting the Foundation, Co-Creating the Relationship, Facilitating Learning Through Coaching Strategies, Assessing the Success of the Coaching Partnership, and Coaching for Equity.*

## Introduction: Why and How the Competencies Were Developed

In the spring of 2017, representatives from various early childhood education coaching initiatives in Nebraska began meeting regularly to identify ways to provide professional development to Nebraska coaches working in a variety of coaching settings and initiatives.

As the work progressed, they identified a need to gain a better understanding of the scope and nature of early childhood coaching projects around the state. In addition, the group wanted to explore how a common set of principles or standards for coaching, and more systematic professional development opportunities for coaches, might support our work and promote stronger outcomes for our coaching efforts. The group adopted the name “Nebraska Early Childhood Coach Development Network” (as part of the Nebraska Early Childhood Coach Collaboration Team). A statewide survey of coaching initiatives showed that a significant amount of coaching is being done, with common broad goals but great variability in practice.

The Nebraska Early Childhood Coach Development Network determined that a set of shared standards, in the form of coaching competencies, could be helpful in guiding coaching work around the state. In 2019, the team began crafting a set of coaching competencies for the early childhood field in Nebraska. Using coach competency documents developed by other states as a springboard, the team completed an in-depth analysis of the skills and dispositions required for effective coaching with early childhood educators seeking to provide high quality services to children and families in Nebraska. The competencies described are not meant to be used as requirements for hiring or by which coaches would be evaluated, but rather as a description of best practice. The team believes that the Early Childhood Coaching Guidebook: Competencies for Professional Practice can be a useful resource to support coaching work in the following ways:

- To inform ongoing conversation on the role of coaching in early childhood education professional development and how to support coaching efforts in Nebraska
- As a coach self-assessment tool to review and strengthen skills and dispositions
- As a guide for selection of professionals interested in becoming coaches
- As a tool for strengthening professional identity among early childhood educators who are doing coaching

### “Best Practices”

There is still a great deal to be learned about “best practice” in coaching.

*Under what circumstances is coaching likely to be most effective?*

*Are specific approaches more effective with coachees who have particular backgrounds, skills, or education?*

*How long does it take to create sustainable change and what other factors contribute to success?*

*What knowledge and skills do coaches need to ensure equitable practices are taking place in early childhood education settings?*

Given these and other unknowns, this is meant to be a “living” document. We expect that as we learn more about what works and why in this relatively new profession, the competencies described here may change and grow. As we share this document around the state, the team will be seeking avenues for all stakeholders to continue to share what is being learned from our collective experience.

## Underlying Themes

Some underlying themes are woven (or implied) throughout each section of the competencies that have emerged as core values and beliefs. While coaching is viewed as a relationship between “co-learners”, we believe that the coach’s primary role is to be responsive to the goals and needs of the person being coached, in the service of positive outcomes for children and families. To accomplish this, effective communication is critical in all aspects of a coaching relationship.

Additional themes include:

- Coaching requires authentic collaboration; to be effective it must be a partnership.
- Coaching requires respectful, professional regard for the coachee.
- Coaching is not static; being in a learning relationship is a dynamic process.
- Coaching goes beyond the surface of quality practice to explore the roots of what supports children’s growth and development.
- Coaching relies on being open to possibilities and welcoming the unexpected.
- Coaching promotes self-reflection and experimentation as primary learning strategies.
- Coaching is a parallel process. The coach practices and models behaviors and dispositions that support the coachee’s learning.
- Coaching requires the coach to practice their own self-awareness, self-reflection, and self-directed action to be able to apply coaching strategies in a culturally, linguistically responsive, and in an individualized manner.
- Coaching should assist coachees to develop self-awareness, self-reflection, and self-directed action to benefit all children and families whom the coachee serves, so that equitable practices in classrooms/ programs are created.
- Coaching requires the coach to create and/or support an inclusive and equitable learning environment for all children and families

## Definition of Coaching

**Coaching is a learning process based on a collaborative relationship that is intentionally designed to promote sustainable growth in the necessary attitudes, skills, and knowledge of the coachee to effectively implement the best practices for the development of young children and their families.**

At present, early childhood coaching initiatives in Nebraska typically are designed to achieve specific outcomes for children, teacher/administrator professional development, and program quality, with the understanding that there are various ways to achieve these outcomes and that they may be expressed in different ways in different programs. Coaching activities may include technical assistance or consulting, collaborating, or cognitive coaching\*. Technical assistance includes providing information, expertise, or resources to a coachee. Collaborating refers to working side-by-side with a coachee as a teaching strategy (for example, to arrange interest centers in a classroom). In cognitive coaching, the coach is facilitating the coachee’s problem-solving processes by supporting self-reflection and clarifying and testing ideas. Any one interaction between a coach and a coachee may include any, or all, of these approaches.

As defined here, coaching is most effective when it is embedded in a broader professional development system that includes opportunities for practitioners to learn about the theoretical foundations of early childhood education, to see effective instructional and leadership strategies demonstrated, to try out new strategies, and to receive feedback. Coaching is particularly effective in supporting the reflection required to successfully translate new learning into practice.

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## The Nebraska Early Childhood Coaching Guidebook: Competencies for Professional Practice

### COMPETENCY DOMAIN #1: Setting the Foundation

**Rationale:** Setting the foundation for a successful coaching relationship includes meeting ethical guidelines and professional standards, creating equitable and inclusive learning opportunities\*, and establishing the coaching agreement\*. Understanding what is required in the specific coaching interaction and coming to an agreement about the coaching process and relationship will set the stage for the work to come. Coaches may have to make difficult decisions that have moral and ethical implications during their work coaching early childhood professionals. Using a code of ethics provides important guidance when ethical issues arise.

### Setting the Foundation

#### The coach:

- Effectively explains the goals and parameters of the coaching initiative in which the coach and coachee are partnering. These may include time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, roles of other parties, etc. (funders, project coordinators, evaluators).
- Sets mutually defined and individualized goals and coaching agendas that align with those of the coachee, the early childhood program in which the coachee works, and the coaching initiative.
- Reaches agreement with the coachee about each partner's roles and responsibilities, and the expectations for coaching interactions (i.e. norms/structure related to coaching sessions, giving and receiving feedback, follow through on tasks, etc).
- Supports collaboration with other coaching efforts if the coachee is participating in more than one coaching initiative.
- Demonstrates understanding of coaching ethics and standards as applicable to each coach's scope of practice. Examples could include:
  - a. International Coach Federation Code of Ethics
  - b. NAEYC Code of Ethical Conduct
  - c. American Mental Health Counselors Association Code of Ethics
  - d. National Association of Social Workers Code of Ethics
- Maintains professionalism by being organized, respectful, and prepared for each coaching session. Maintains boundaries and respects confidentiality.
- Maintains documentation\* of coaching visits and other initiative specific documentations.
- Reflects on culturally responsive practices, including using an anti-bias approach\* and trauma-informed\* strategies when working with coachees.

## COMPETENCY DOMAIN #2: Co-Creating the Relationship

**Rationale:** To establish a truly collaborative relationship, the coach must foster an equitable\*, safe, reflective, and supportive environment that produces ongoing mutual respect and trust. This requires being present and in relationship with the coachee in the moment, employing a style that is open, flexible, confident, and focused on building coachee strengths. Through this process, the coachee is invited to participate as a full partner with the coach.

Additionally, effective communication is critical in all aspects of a coaching relationship. A coach must be able to focus completely on what the coachee is communicating to understand the coachee's intent in the context of their values, goals, and to support coachees' self-expression. Active listening and inquiry are used to gather information and to stimulate thinking in support of the coachee's learning and goals. Ultimately, a coach seeks to use language that has the greatest positive impact on the coachee.

### Co-Creating the Relationship

#### The coach:

- Uses positive interpersonal skills to develop a respectful and responsive relationship with the coachee
- Is fully attentive, shifting perspectives and coaching approaches as needed in the moment
- Demonstrates respect for, and interest in the individual abilities and uniqueness of the coachee, including social identity markers and how these can impact the coaching relationship. Examples of social identity markers include: race, ethnicity, gender, class, ability, sexual orientation, age, language, and socioeconomic status.\*
- Demonstrates respect for and interest in the context of the individual setting (e.g. early childhood center, family child care home, Head Start, preschool, home-based).
- Partners with the coachee to identify unique learning and communication styles and preferences.
- Identifies and acknowledges the strengths of the coachee and remains focused on the coachee's needs
- Provides ongoing support for new knowledge, skills, and dispositions\*, focusing on incremental changes over time while celebrating coachee's successes and capabilities for future growth
- Demonstrates a commitment to the concept of shared learning\* by using strategies that encourage shared decision making, joint planning, and mutual goal setting
- Provides support to make community (e.g. town, school, childcare setting, etc.) connections that build and expand collaborative relationships and utilizes community resources
- Models openness to new learning, new strategies, risk-taking, and problem-solving
- Demonstrates empathy through recognition of challenges identified by the coachee

## COMPETENCY DOMAIN #3: Facilitating Learning Through Coaching Strategies

**Rationale:** A coach models and facilitates continuous improvement. As a learning facilitator, the coach helps coordinate and guide learning experiences for the coachee using a variety of coaching strategies including joint planning, action, observation, reflection\*, and feedback. These coaching strategies are informed by data/documentation and utilize an intentional and continuous quality improvement process.

Coaches also understand that facilitating learning of the coachee is not a linear process rather, consider this learning circular and based on the needs of the coachee. In short, the coaching strategies are applied in a culturally, linguistically responsive\* and an individualized manner. Even though the strategies used are indicative of coaching, no two coaching interactions must look the same. Each coachee has their own set of strengths and needs while each coach uses the coaching strategies in a unique way.

### Facilitating Learning Through Coaching Strategies:

#### The coach:

#### Data to Guide Decisions

- Uses, appreciates, and recognizes different types of data to inform coaching including anecdotal notes, documented observations, standardized measures, and other data tools.
- Utilizes data to learn about coachees and their settings, to identify goals, to track progress, to target key skills and to celebrate success.
- Considers equity in the selection of tools/measures, the collection of measures/tools and the interpretation of measures/tools used to demonstrate progress towards mutually defined goals.
  - Considers how assessment tools are based upon Eurocentric expectations.
  - Reflects on how methods for gathering data need to be individualized to meet participant (including coachee, child, family) needs and values.
  - Examines data objectively and is aware of implicit biases when making interpretations. (e.g., was the data disaggregated to analyze the root causes of disparities?)
  - Guides coachee in recognizing own implicit bias in their ability to interpret data

#### Joint Planning

- Supports the coachee in identifying goal(s) related to data (observation or other information) and/or initiative specific needs.
- Plans for meetings with coachee by thought partnering/reflecting\* and reviewing data, joint action plan, prior notes and gathering resources/new information
- Collaborates with coachee to create a plan for achieving the goals including:
  - steps towards achieving goals and identifying roles
  - identifying possible challenges and potential solutions
  - identifying how new knowledge or skills will be gained
  - promoting flexible thinking/openness to new ideas
- Determines, with coachee, how they will know if the goal is achieved



## Action and Implementation

- Supports coachee's actions with children/families related to identified goals through the use of:
  - Inviting opportunities to use learning strategies together
  - Providing in-the-moment guidance based upon reflection
  - Scaffolding\* practices that are developmentally and culturally appropriate while also considering
  - the cultural and linguistic priorities of the family and community (e.g. modeling, role-play)

## Focused Observation\*

- Mutually determines with the coachee the need for focused observation
- Plans to collectively and purposefully observe based on the joint action plan
- Objectively observes coachee to collect relevant data and/or new information while remaining aware of implicit biases\*. Coach provides specific context about where multiple types of data came from.

## Reflection

- Uses open-ended questions and active listening to facilitate learning
- Understands the importance of collaboratively reflecting on data/information with coachee about the progress towards goals/action steps through the lens of the co-relationship. Reflects on coaching approach and needs of coachee.
- Reflects continuously with coachee to:
  - identify coachee strengths
  - notice areas of growth/progress towards goals
  - support the coachee to identify next possible areas for learning and growth
- Co-determines gaps in knowledge and identifies resources as appropriate

## Feedback\*

- Establishes understanding of the coachee's preferred style of learning in order to provide feedback
- Celebrates coachee strengths and provides positive feedback on actions related to identified goal(s)
- Provides objective, appropriate, and useful feedback in the coachee's preferred style of learning
- Introduces new topics based upon the coachee's interests, needs, and goals
- Facilitates connections between previous knowledge and new learning/information

## **CORE COMPETENCY DOMAIN #4: Assessing Success of the Coaching Partnership**

**Rationale:** A productive coaching partnership depends on assessing the effectiveness of the coaching relationship. This includes reflecting on the success of the coach, coachee, and partnership through information/data gathered during the coaching collaboration. Competent coaches identify criteria for success based on mutual goals while including the coachee in the evaluation process.

### **Assessing Success of the Coaching Partnership:**

#### **The coach assesses:**

##### **Coach Success**

- Utilizes Coaching Competencies to engage in self-reflection\* on coaching practices
- Documents and uses informal and formal feedback\* from coachee(s) regarding the coachee's experience of, and satisfaction with, the coaching process
- Reflects on coaching practice in relation to coachee growth
- Reflects on and discovers what is developmentally and culturally appropriate based on the coachee, family, and community culture.

##### **Coachee success (how well is the coachee doing the following):**

- Expansion of the coachee's ability to self-reflect, self-analyze, and self-modify
- Increase in the coachee's skills and knowledge of creating/using learning practices that are equitable, impartial, and inclusive in each environment.
- Evidence of improvement in the coachee's application of new and/or improved skills, abilities, and knowledge, in relation to their joint action plan that is aligned with individual purpose, the goals of the coaching initiative/sponsoring agency/partnerships, and a vision related to the larger context of being responsive to and meeting the individual needs of children and families
- Evidence of coachee's ability to respond to children's behaviors in a developmentally and culturally appropriate way that is equitable for each child and family.

##### **Partnership success**

- Tracks coaching progress and success through review of: data, joint action plan, and prior notes/documentation
- Coach and coachee are given an opportunity to identify the success of the coaching partnership
- Jointly reflect upon the success of coaching partnership in a culturally and linguistically responsive and individualized manner, utilizing one of many available options listed in Appendix C: Resources and Tools.

## CORE COMPETENCY DOMAIN #5: Coaching for Equity

**Rationale:** Coaches strive to recognize and understand structural inequities and disparities and to use responsive, trauma-informed strategies/practices that build resilience\*. Coaches are working together with their/each coachees in a way that recognizes each person's individual culture and lived experiences. Coaches provide the appropriate resources and opportunities needed to reach an individualized, equitable outcome for all/each coachees.

### Coaching for Equity:

#### Coaches aspire to:

- Build awareness and understanding of your culture, personal beliefs, values, and biases.
- Acknowledge and seek to understand structural and systemic inequities and their impact over time within yourself and those you serve.
- Understand, explore, and uncover how systemic inequities and other disparities continue to impact Black, Indigenous, and People of Color (BIPOC) and other marginalized\* communities.
- Demonstrate knowledge that historical and systemic inequities exist and how these inequities continue to impact children, families, educators, and communities.
- Demonstrate foundational knowledge about the settings and communities in which they work, developmental experiences of ages of the children in classrooms/homes, adult learning principles, and skills necessary for an anti-bias approach.
- Demonstrate knowledge and interest in the individual abilities and uniqueness of the coachee, including social identity markers\* and how these can impact the coaching dynamics.
- Demonstrate an understanding and knowledge of the power and benefits of diversity, inclusivity,\* equity, and perspectives without stereotyping or generalizing.

#### Coaches build the skills to:

- Learn about the diverse cultures and languages of coachees and the children and families they support.
- Be open and authentically curious to ideas and actions in diverse cultures and settings.
- Acknowledge and recognize systemic inequities and how these may lead to their own implicit bias.
- Take responsibility for biased actions, even if unintended, and actively work to repair harm.
- Support an inclusive and equitable environment for all children, educators, and families by providing tools to uncover beliefs and ways of being. Discussions may include reflection on cultural competence, using an anti-bias approach, racial trauma, educational equity, etc.
- Communicate in a style that is culturally sensitive and appropriate (e.g. preferred pronouns and non-verbal cues, etc.).
- Acknowledge, accept, explore and embrace emotions that arise as equity is addressed.

## **APPENDIX A: Glossary of Terms**

### **anti-bias approach**

A methodology for teaching and learning designed to increase understanding of differences and their value to a respectful and civil society and to actively challenge bias, stereotyping and all forms of discrimination in schools and communities. It incorporates an inclusive curriculum that reflects diverse experiences and perspectives, instructional methods that advance all students' learning, and strategies to create and sustain safe, inclusive and respectful learning communities (Anti-Defamation League, 2022).

### **coaching agreement**

An agreement between the coach and the coachee that outlines common goals for progress, sets guidelines for the working relationship, such as frequency and method of coaching meetings, and interpersonal promises (Aguilar, 2020).

### **cognitive coaching**

The coach is facilitating the coachee's problem-solving processes by supporting self-reflection and clarifying and testing ideas (Nebraska Early Childhood Coaching Guidebook, 2019).

### **culture**

(1) A social construct that shapes social norms, ideas about lifestyles, sets of norms, religious beliefs, views on parenting and educating children, and language as a tool. Culture shapes development, traditions, and values. We are engaged with our culture constantly. Culture is the way we do life (Rogoff, 2003).

(2) The collective behavior patterns, communication styles, beliefs, concepts, values, institutions, standards, and other factors unique to a community that are socially transmitted to individuals and to which individuals are expected to conform (Language of Inclusion, 2019).

### **disaggregated data**

Numerical or non-numerical information that has been, collected from multiple sources and/or on multiple measures, variables, or individuals; compiled into summaries of data, and then also broken down in component parts or smaller units of data (Great Schools Partnership, 2015).

### **discrimination**

Making decisions in a prejudicial manner that may exclude or deny opportunity; making distinctions based upon racial, ethnic, or distinguishing features such as religious identification or disability. (Wright, 2019)

Combination of prejudice (superiority/inferiority belief system) and institutional power, the power to impose that system on others. (McDowell, 2021)

### **disparities**

A situation in which two or more things are unequal, especially when this is thought to be unfair (Cambridge University, 2022).

## **dispositions**

Voluntary and frequent habits of thinking, and doing, without coercion, often oriented to a broader goal (Katz, 1933). In education, how a child approaches a learning moment. Examples include: independence, curiosity, or perseverance (National Council for Curriculum and Assessment 2022).

## **diversity**

Similarities and differences of people found in our workforce and in the community in which we serve. Diversity includes many characteristics that may be visible such as race, gender, and age, and it also includes less obvious characteristics like personality style, ethnicity, ability, education, religion, job function, life experience, life style, sexual orientation, gender identity, geography, regional differences, work experience, and family situation that make us similar to and different from one another. (Wright, 2019)

Differences (McDowell, as cited in Pyramid State Leadership Team, 2021)

## **documentation**

The practice of taking notes before, during, and after a meeting or session with the purpose of working towards a goal, monitoring progress, and/or for record keeping purposes. May be written or electronic (Coaching for Equity, 2022).

## **equity**

(1) The state that would be achieved if individuals progress the same way in society regardless of race, gender, class, language, disability, or any other social or cultural characteristic. In practice, equity means all children, families, and educators receive necessary support in a timely fashion so they can develop their full intellectual, social, and physical potential (NAEYC, 2021).

(2) Every child and adult has access to equitable learning opportunities- regardless of where they come from, what they look like, who their parents are, what their temperament is, or what they show up knowing or not knowing. Every child and adult gets what he/she/they need every day in order to have the skills and tools to live a fulfilling life. Equity is about outcomes and experiences – for each child and adult, every day (Aguilar, 2020).

## **equitable learning opportunities**

Moments of learning where each child receives whatever she/he/they need to develop to her/his/their full academic and social potential; to thrive each day. Adjustments made and imbalances corrected recognize that the child's outcome is unique to their experiences and needs, and may or may not differ from or be similar to their peers (Aguilar, 2020, Bainter, 2022)

## **equitable**

Fair and impartial; balanced for each person (Cornell Law, 2022). In education: regarding equitable moments, supports, and opportunities to achieve success.

## **eurocentric**

The tendency for individuals to place their own group (ethnic, racial, or cultural) at the center of their observations of others and the world. The perception that one's own culture is better or more natural than the culture of others (Northhouse, 2019) Here, European culture and history is at the center.

## **feedback**

Statements, comments or examples that provide information or interpretation in response to and within the context of the stated topic, observation, or intention (Rush & Shelden, 2020).

## **focused observation**

Gathering and recording information about implementation of desired practices, which is guided by previously determined goals and action steps (NCECDTL, 2022).

## **identity**

A social concept that reflects how individuals identify themselves. Examples include race, ethnicity, gender or gender identity, sexual orientation, class, language, ability or any other social or cultural characteristic (NAEYC, 2021)

## **inclusive learning opportunities**

Moments of learning for all young children, regardless of ability, have the right to participate in a broad range of activities, environments and contexts as full members of families, communities, and society. Access to learning includes an individualized continuum of supports and services which allow for each child to reach his/her/their full potential, yielding similar outcomes (DEC & NAEYC, 2009).

## **intersectionality**

(1) The overlapping and interdependent systems of oppression across, for example, race, gender, ability, and social status. Intersectionality encourages us to embrace and celebrate individuals' multiple social identities (NAEYC, 2021)

(2) The interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group. (National Conference for Community and Justice, 2022)

## **implicit bias**

(1) A set of automatic and uncontrolled cognitive processes that affect our attitudes towards others. These biases are thought to be involuntary and not under the conscious control of the individual and can lead to either favorable or unfavorable characterizations of others (Iruka, Curenton, Durden, & Escayg, 2020).

(2) An unconsciously held set of associations about a social group. Can result in the attribution of particular qualities to all individuals from that group, also known as stereotyping. Implicit biases are the product of learned associations and social conditioning (Aguilar, 2020)

## **inclusivity**

In early childhood: the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society (NAEYC, 2022).

## **marginalized**

(1) The process by which specific social groups are pushed to the edges or margins of society. Marginalized groups are treated as less important or inferior through policies or practices that reduce their members' economic, social, or political power (NAEYC, 2021)

(2) A person, a group of people, or an abstract thing (like an opinion or belief) that is treated as insignificant in broader society, or a specific context (Anti-Racism Daily, April 2022)

## **prejudice**

Implies a preconceived idea, judgment, or opinion, usually an unfavorable one marked by hatred, and is directed toward a racial religious, cultural, or ethnic group (Wright, 2019).

## **racism**

A belief that some races are superior or inferior to others. Racism operates at a systemic level through deeply embedded structural and institutional policies that have favored Whiteness at the expense of other groups. On an individual level, racism can be both explicit and implicit prejudice and discrimination. Both individual and institutional acts of bias work to maintain power and privilege for some over others (NAEYC, 2021).

## **reflection**

Opportunities, usually in the form of questions and supportive statements, which facilitate sharing of perceptions, input, and thoughts to increase self-awareness about practice and create the context for change. (Rush & Shelden, 2020)

## **scaffolding**

A learning support and style that gradually decreases the level of support given to the learner, and gradually increases the learner's responsibility for performance of the task (Bodrova & Leong, 2007).

## **self-reflection**

The ability to evaluate one's own behaviors, actions and motives (Coaching for Equity, 2022).

## **shared learning**

The process of working collectively and supporting the efforts of others to reach a common goal or understanding. Also referred to as step two of the scaffolding process. (Institute of Teacher Aide Courses, 2022).

## **stereotypes**

(1) Beliefs about a person/group of people based on prejudice (McDowell, as cited in Pyramid State Leadership Team, 2021)

(2) The false idea that all members of a group are the same and think and behave in the same way (Aguilar, 2020)

## **structural inequities**

The systemic disadvantage of one or more social groups compared to systemic advantage for other groups with whom they coexist. The term includes policy, law, governance, and culture and refers to race, ethnicity, gender or gender identity, class, sexual orientation, or other domains (NAEYC, 2021).

## **systemic inequities**

Systemic racialization is the well-institutionalized pattern of discrimination that cuts across major political, economic and social organizations in a society (Annie E Casey Foundation, 2022)

## **trauma-informed**

Recognizes the prevalence of adverse and traumatic childhood experiences and equips coaches with knowledge to recognize trauma and strategies to support educators who experience trauma (Colorado Department of Education, 2022).

## **trauma-sensitive**

Educational approach where all children and adults feel safe, welcomed, and supported and recognizes the importance of addressing trauma's impact on learning (Trauma and Learning Policy Initiative, 2022)

## APPENDIX B: Supporting Literature

### COMPETENCY DOMAIN #1: Setting the Foundation

Colorado Department of Human Services & Department of Education; *Colorado Competencies for Early Childhood Coaches*, retrieved from: <http://www.cocoaches.org/coachingcompetencies/>

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