



nyaecyc

New York Association for the
Education of Young Children

The New York State Training and Technical Assistance Professional Credential

Coach

Application Process

Part 1: Join Aspire



Part 2: Intent to Apply Form



Part 3: Coaching Reflection Portfolio



Part 4: Video Interview

General Instructions

The New York State Training and Technical Assistance Professional (T-TAP) Credential - Coach Designation provides a standard by which to assure the quality of Early Learning Coaches. Additionally, it represents a level of professional achievement for coaches.

All coaches applying to become a T-TAP Coach must meet education and experience eligibility requirements, submit a T-TAP Credential Coach Designation Portfolio, and participate in a T-TAP Credential Coach Designation Interview. The T-TAP Credential Coach Designation Portfolio is an opportunity for you to present evidence of your competence as a provider of early childhood and/or school-age professional development. The portfolio should specifically describe your knowledge and skills as they relate to those outlined in the New York State Coaching Competencies (see page 9).

Once you have an active Aspire Professional Profile, complete the Intent to Apply Form on the NYAEYC website:

<https://nyaeyc.org/ttapcoach/>.

You will need to supply some basic contact information along with your Aspire ID. The Intent to Apply Form should take no more than 10 minutes to complete.

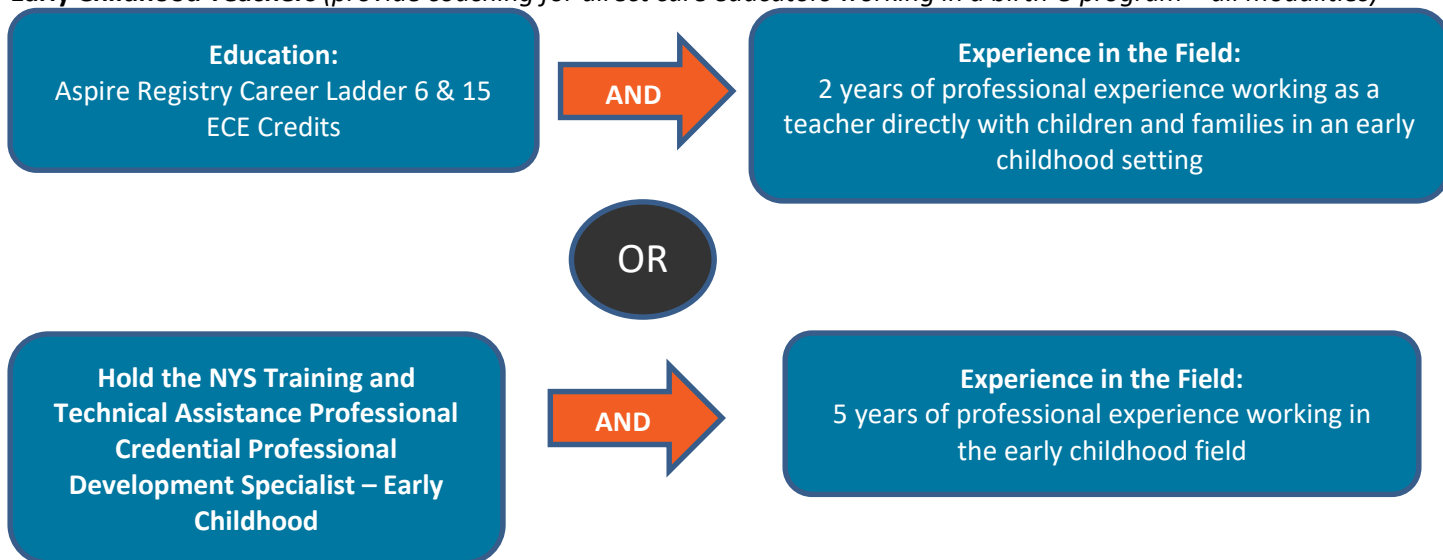
NYAEYC offers the T-TAP Credential Coach Designation for coaches of **leaders** and coaches of **teachers**.

Education and Experience

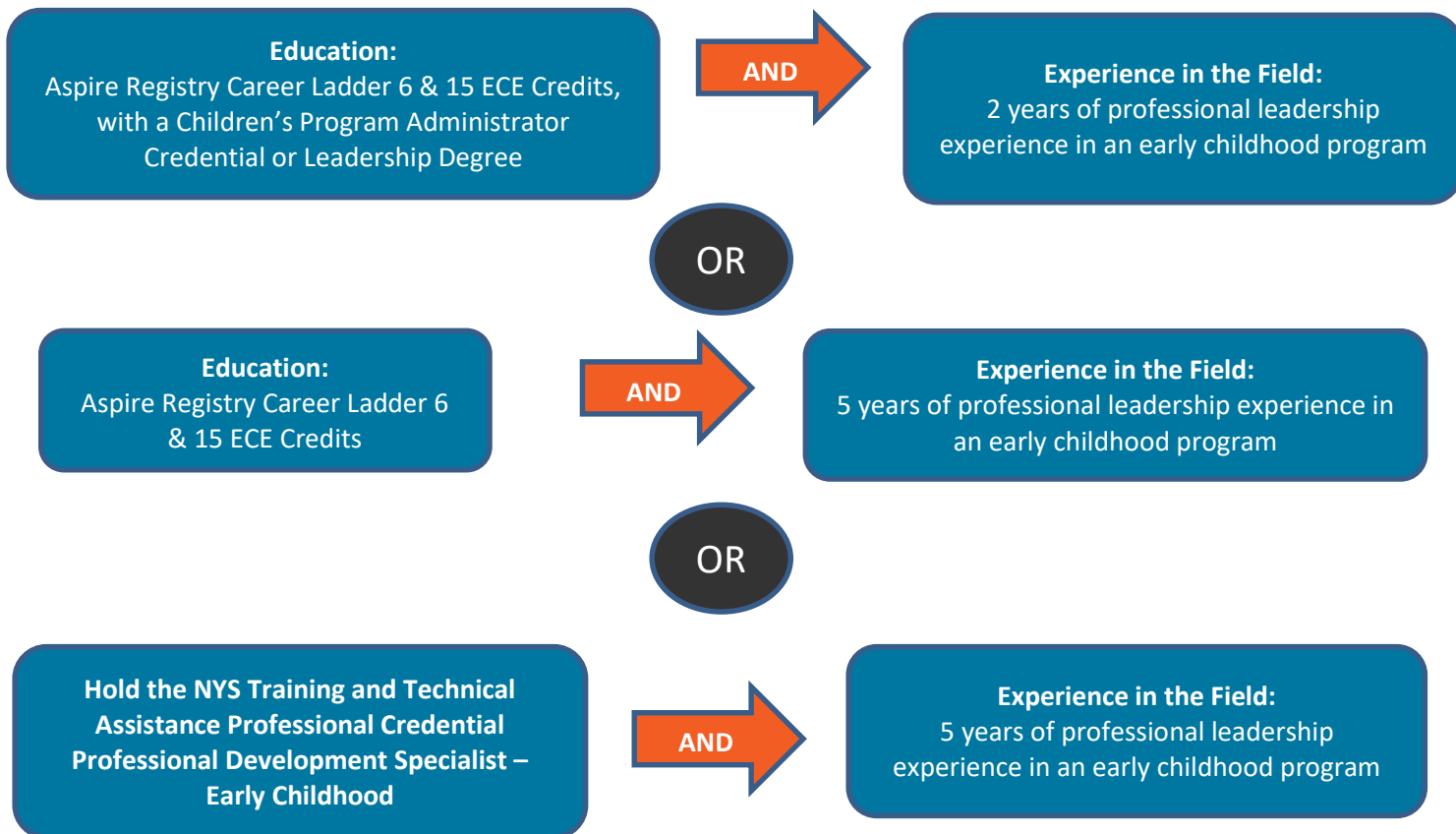
Your education and experience will be verified through [The Aspire Registry](#). Please complete an individual professional profile in Aspire before applying for the credential. NYAEYC offers the T-TAP Coach Designation for coaches of leaders and coaches of teachers in both early childhood and school-age setting. Please indicate which credential aligns with your education and work experience.

You must have an active Aspire Registry Profile with a completed trainer tab the meets one of the pathways below:

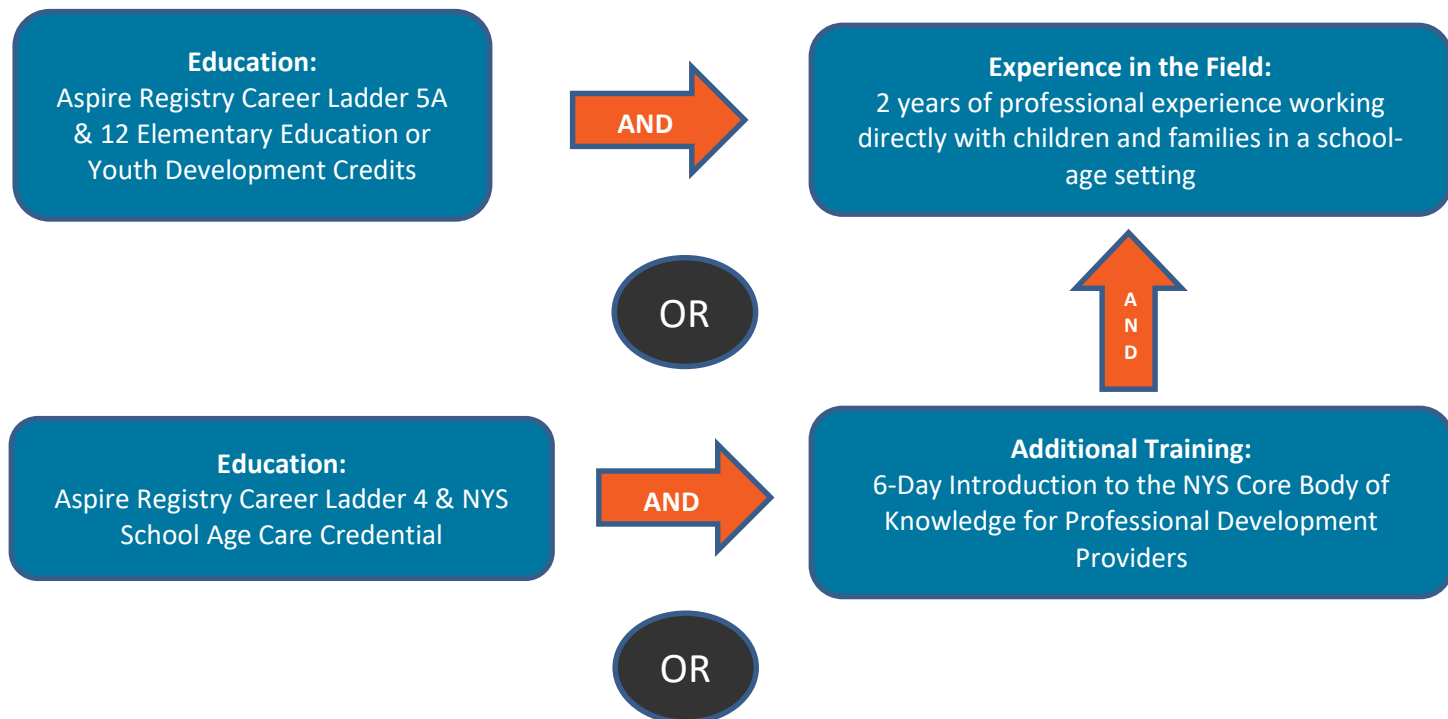
Early Childhood Teachers *(provide coaching for direct care educators working in a birth-8 program ~ all modalities)*

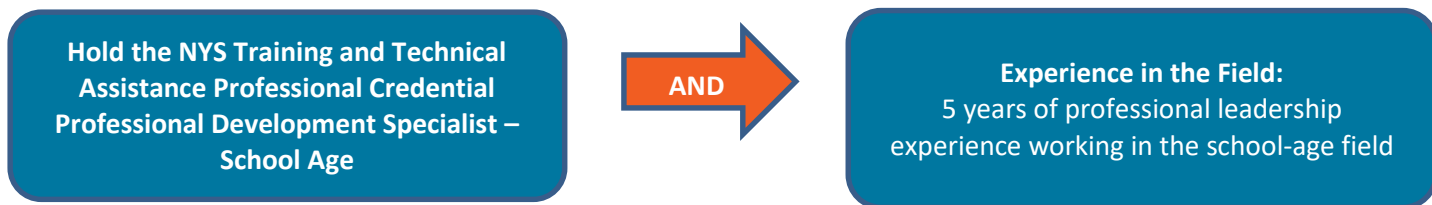


Early Childhood Leaders *(provide coaching for directors/administrators working in a birth-8 program ~ all modalities)*

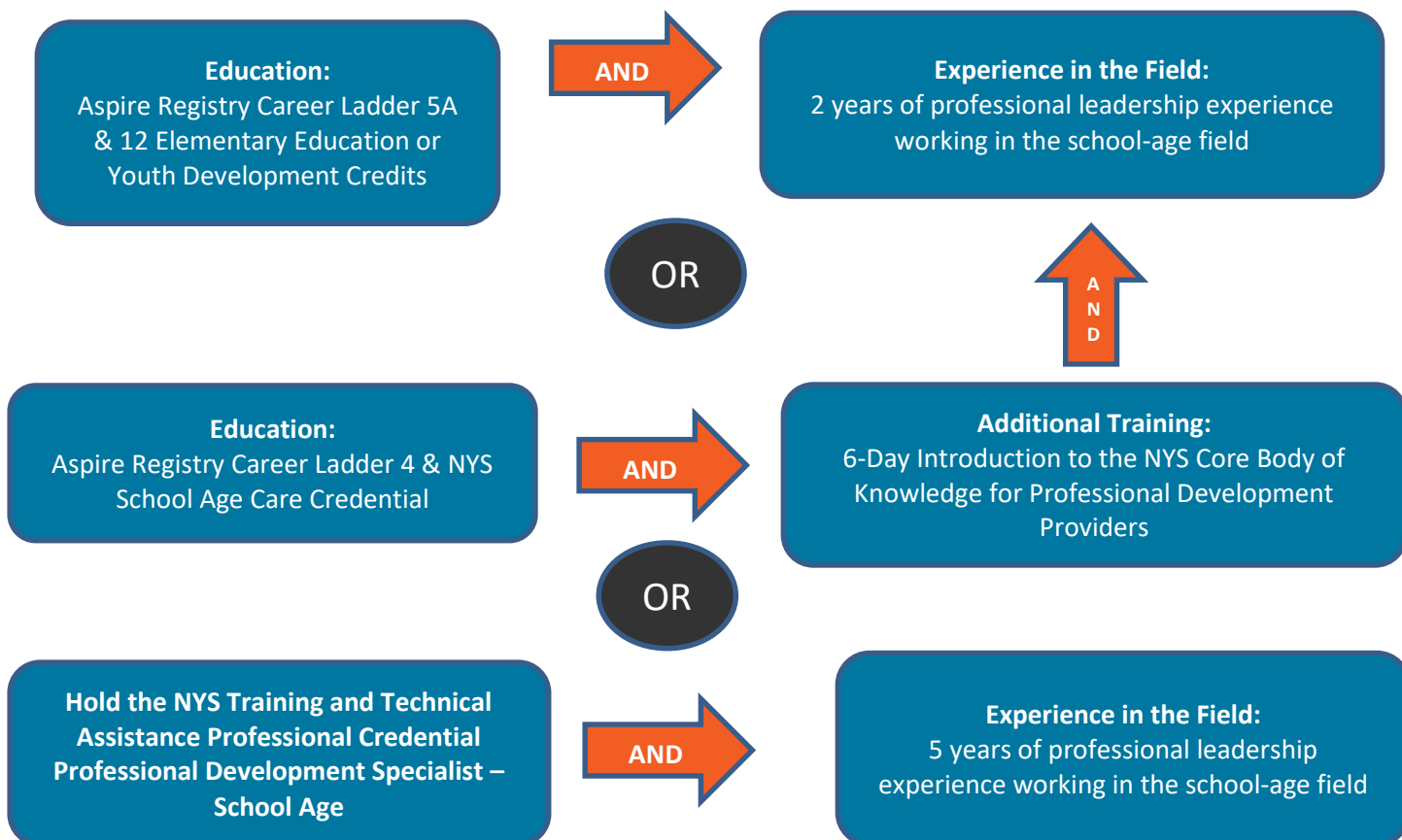


School-Age Teachers (provide coaching to educators working in a program serving children ages 5 and above, i.e. afterschool program, youth program)

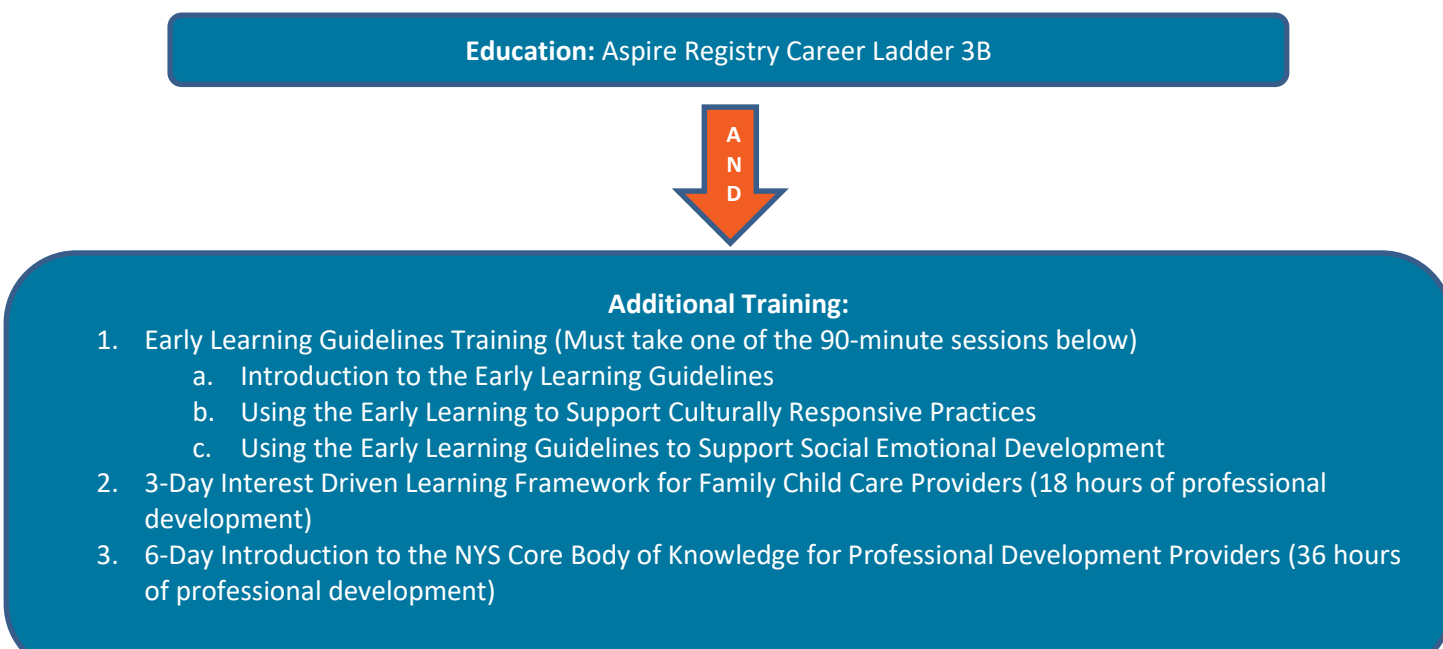




School-Age Leaders (provide coaching to administrators/directors working in a program serving children ages 5 and above, i.e. afterschool program, youth program)



Family Child Care (provide coaching to owners/operators/educators working in a family or group family child care program)





Experience in the Field:

- 5 years of professional experience working as the licensed owner and on-site provider in a family or group family child care program
- Letter of support from your licenser or Quality Improvement Specialist

OR

Hold of the NYS Training and Technical Assistance Professional Credential Professional Development Specialist – Family Child Care

*All applicants are encouraged to complete the 6-Day Introduction to the NYS Core Body of Knowledge for Professional Development Providers.

Intent to Apply Form

Once you have an active Aspire Professional Profile, complete the Intent to Apply Form on the NYAEYC website: <https://nyaeyc.org/ttapcoach/>.

You will supply basic contact information including your Aspire ID. The application should take no more than 10 minutes to complete.

Using information from your Aspire Professional Development Record, NYAEYC will determine your eligibility for the Credential. Candidates will be notified of their eligibility status within 10 business days.

Candidates will need to review sign the Coach Agreement as part of their Intent to Apply:

As a participant of the New York State Training and Technical Assistance Professional Credential, as a Coach I agree to the following:

- Support the work of New York Works for Children and help others understand the role of New York Works for Children in improving the quality of professional development opportunities which will, in turn, improve the quality of early childhood education in New York.
- Coach on content that is congruent with the National Association for the Education of Young Children's Code of Ethical Conduct for Early Childhood Adult Educators. The Code of Ethical Conduct will also guide my own behavior. <https://www.naeyc.org>.
- Present current and factual information that reflects best practices for adult learning situations, including maintaining the confidentiality of all participants.
- Adhere to copyright laws.
- Provide professional development activities that are within the boundaries of my competence and expertise.

- Treat all coachees' with fairness and respect and not discriminate against anyone for any reason.
- Remain current in my profession by actively pursuing opportunities to continue my own professional development.
- Not sell products or services during coaching sessions unless the products or services are directly related to the content.
- Cooperate with other professionals to the best of my ability in order to better serve early childhood education and school-age professionals, children, and families of New York.
- Maintain good standing with the NYAEYC partner agencies including, but not limited to, the Office of Children and Family Services, the State University of New York Professional Development Program, and New York Works for Children.

Written Reflection Portfolio

You will have 30 days to submit your online reflection portfolio questions from the date NYAEYC notifies you that Part 2 approval is complete.

This is the definition of coaching for this credential designation: Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.

For additional characteristic of this definition please [CLICK HERE](#) and scroll to page 11 for the NAEYC and Child Care Aware definition that New York State has adopted.

Below you will find the components/instructions of the portfolio process you will be competing in your online application.

1. Core Body of Knowledge Self-Assessment

This process helps to further determine your areas of expertise.

A. Assessment and Professional Development Planning Tool

If you do not have a paper copy of the CBK, you can access the online version [here](#). Begin this process assessing your competence in the 7 knowledge base areas of the CBK. Carefully read through each related behavior and skill for each core competency area. It is expected that although you are an experienced professional, there will be areas of opportunity for every applicant. *If you have recently completed the assessment and professional development planning tool as part of the CBK Institute, you may use that document. If not, [please click here to view a short instructional video](#).*

Use the assessment tool to note whether that competency is an area of strength, an area of steady progress, or an area of opportunity. Use the summary page to keep track of your results as you complete each section. When you have completed the online sections of the entire portfolio, please upload the professional development planning tool and the CBK Summary Form below. Please upload all documents at the time of submission.

B. Comfort Level Assessment

Please click [here](#) to download the comfort level assessment. This tool is intended to provide you with a profile of yourself as a coach in each of the 7 Core Body of Knowledge Competency Areas. Assess your experience, knowledge, and competency level to determine whether you can meet the needs of specific coachee request(s). Reassess yourself periodically as you gain more knowledge and skills through your own professional development. Please use the data collected on the CBK Assessment and Professional Development Tool Summary Page to inform your comfort level

assessment. Please upload the comfort level assessment at the time of submission. [Please click here to view a short instructional video.](#)

2. Description of Practice

The purpose of this section is understand your coaching practice and how it aligns with the NYS Coaching Competencies.

A. Statement of coaching philosophy (150 words)

B. Description of your work with one coachee.

- i. How did the coaches access your service? (150 words)
- ii. What were the components of your first meeting? (150 words)
- iii. How did you identify the learning and communication styles and preferences of your coachee? (150 words)
- iv. Describe your goal-setting process. (150 words)
- v. Share the goals and objectives for the coaching cycle. (150 words)
- vi. Describe 3 action steps and their implementation (e.g., modeling, observation and reflection, providing resources). (450 words)
- vii. How did you know if the coaching partnership was succeeding and what adjustments did you make in the process? (150 words)
- viii. How did you conclude the coaching relationship and lay the groundwork for continued growth? (150 words)

C. How do you use reflective practice to reexamine coaching relationships, solve ethical dilemmas and reflect on your own work? (150 words)

Video Interview

The T-TAP Credential Coach Designation Interview consists of responses to case studies. Like the written component it is designed to assess your knowledge and skills as they relate to those described in the NYS Coaching Competencies (see page 9). They will be emailed to you shortly before the interview for the sole purpose of giving you an opportunity to read prior to the interview. You are not expected to research and prepare responses as these are intended to be potential coaching situations you would encounter on a coaching visit.

Scenarios will have situations that can be addressed through foundational knowledge of the following documents:

1. [New York State Core Body of Knowledge](#)
2. [New York State Office of Child and Family Services Regulations](#)
3. [New York City Department of Health and Mental Hygiene Article 47](#)
4. NAEYC [Code of Ethical Conduct](#) and [Supplement for Adult Learners](#)
5. [NAEYC Position Statement On Responding to Linguistic and Cultural Diversity](#)

This is a video interview format that utilizes both a webcam with a built in microphone or a web cam with a phone line. Access to video and sound required.

Interviews will be scheduled within 30 days of submitting your completed coach portfolio.

Review and Scoring

Your written reflection and interview will be scored by two independent trained reviewers using the T-TAP Coach Scoring Rubric. The scoring rubric will be used to measure the depth, breath, and quality of your responses. The tool is fully aligned to the T-TAP Coach Competencies. Please refer to the scoring rubric details on page 16 for additional details.

Candidates will receive official notification of the T-TAP Coach status within 10 business days following the interview. The following statuses are possible:

1. Award – congratulations, you will be provided with the information on how to maintain your credential.
2. Deferral – candidate will be provided with specific instructions or steps to complete prior to reapplying. The time line is self-paced based on when the candidate completes the instructions/steps.
3. Denial – candidate is not eligible to reapply.

Fees and Payments

Fees are required to issue the Coach designation through the New York State Training and Technical Assistance Professional Credential certificate. These fees are collected with the submission of the Intent to Apply and Written Reflection Portfolio submission.

Credit Card Payment (Stripe)

NYAEYC accepts and strongly encourages payment via MasterCard or Visa using the secure interface imbedded in the Intent to Apply Form and Written Reflection Portfolio.

Payment by Check

If you wish to pay by check, mail a check for the amount due payable to NYAEYC to 230 Washington Ave., Ext., Albany, NY 12203. *Note: An additional \$25 will be charged if a check is returned for any reason.*

Credential Fees *Fees are subject to change

\$425 (NYAEYC members) and \$450 (non-members)

- \$100 due at the submission of the Intent to Apply Form
- \$325 (members) or \$350 (non-members) due with the Portfolio

Maintaining Your Credential

To maintain your Training and Technical Assistance Professional (T-TAP) Credential as a Coach, you must renew your credential every three years. The renewal process ensures that the trainer has participated in personal professional development, provided a sufficient professional development to the field to be considered an active trainer, and ensures that trainers keep their Aspire Profile current. For additional information, see page 19.

Coach Search

You must indicate in your Aspire Professional Profile that you would like to be included in public coach/consultant search so that professionals can easily seek your services. The Coach Search can be found at www.nyworksforchildren.org.

Need Help?

For help with Aspire

Phone: 718-254-7716

Email: info@nyworksforchildren.org

For help with the T-TAP Credential Application or Portfolio Process

Phone: 518-867-3517

Email: credentials@nyaeyc.org



nyaeyc

New York Association for the
Education of Young Children

NEW YORK STATE TRAINING AND TECHNICAL ASSISTANCE PROFESSIONAL CREDENTIAL

COACH COMPETENCIES

**Approved by the New York State Early Childhood Advisory Council Workforce Development Workgroup - November 2015*

CORE BELIEFS

From Core Body of Knowledge

1. Children are born ready to learn.
2. Every human being is a unique individual, with diverse modes of learning and expression as well as interests and strengths.
3. Children are worthy of the same respect as adults.
4. Children's needs for shelter and for physical, intellectual, emotional, and social nourishment must be met for them to grow, develop, and learn to their fullest potential.
5. Children have the right to secure, trusting relationships with adults and to safe, nurturing environments.
6. Children learn through play.
7. Children construct their own knowledge based on their curiosity and driven by their interactions. This active construction is facilitated by interaction with adults and other children.
8. Children's learning is active and follows a recurring path: awareness, exploration, inquiry and application.
9. Children learn best when exposed to and engaged in high-quality environments, interactions, and relationships.
10. Children learn best when adults in their lives work in partnership with one another.
11. All children and their families, regardless of their ethnic origins, value systems, faiths, customs, languages, and compositions, must be equally respected.
12. Families and children have the right to support systems that foster their growth and development.
13. Teaching and learning are dynamic, integrated, and reciprocal processes.

COACHING CORE VALUES

1. Coaching requires authentic collaboration; to be effective it must be a partnership.
2. Coaching requires respectful, professional regard for the coachee.
3. Coaching is not static; being in a learning relationship is a dynamic process.
4. Coaching goes beyond the surface of quality practice to explore the roots of what supports children's growth and development and seeks application of best practices.
5. Coaching relies on being open to possibilities and welcoming the unexpected.
6. Coaching promotes self-reflection and experimentation as primary learning strategies.
7. Coaching is a parallel process. The coach practices and models behaviors and dispositions that support the coachee's learning.
8. Coaching should assist coachees to develop self-awareness, self-reflection, and self-directed action to benefit the children and families whom the coachee serves.

COACHING DEFINITION

Adopted for NAEYC

Coaching is a relationship-based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s). Coaching is designed to build capacity for specific professional dispositions, skills and behaviors and is focused on goal-setting and achievement for an individual or group.

CONTENT AREA 1: RELATIONSHIP BUILDING AND COMMUNICATION

Establishing Trust with the Coachee: *Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.*

1. Uses positive interpersonal skills to develop a respectful and responsive relationship with coachee.
2. Demonstrates respect for and interest in the individual abilities of coachee.
3. Partners with coachee to identify learning and communicating styles and preferences.
4. Demonstrates feelings of care and empathy that are strength-based and focused on positive change when working with coachee.
5. Provides support as needed by coachee while maintaining a professional relationship.
6. Demonstrates a commitment to the concept of shared learning by using strategies that encourage shared decision making, joint problem-solving, and partnership development.
7. Demonstrates cultural competence and understands its relevance to the relationship (i.e. employs practices that are gender-neutral, racially and ethnically inclusive, etc.).
8. Provides support to make community connections that build and expand collaborative relationships.
9. Demonstrates appreciation for the coachee's perspective, even when it is different from one's own.
10. Recognizes the importance of coachee "self-discovery".
11. Models openness to learning and taking risks.
12. Remains focused on the coachee's needs when disagreements or conflicts surface.

Active Listening: *Ability to focus completely on what the coachee is communicating to understand the coachee's intent in the context of their values and goals, and to support coachee self-expression.*

1. Encourages, explores, and accepts without judgment the coachee's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.
2. Uses therapeutic listening to distinguish the coachee's words, tone of voice, and body language to understand what is actually being said.
3. Summarizes, paraphrases, and restates to reflect back what the coachee has said for clarity and understanding.
4. Makes the coachee's communication a focal point of the interaction by integrating and building on his/her perspective.

Powerful Questioning: *Ability to ask questions that provide information and stimulate thinking in support of the coachee's learning and goals.*

1. Asks questions that elicit the coachee's perspective.
2. Asks questions that facilitate vision and create challenge.
3. Asks questions that create greater clarity.

Direct Communication: *Ability to communicate effectively during coaching sessions and to use language that has the greatest positive impact on the coachee's quest for excellence.*

1. Is clear, articulate, and direct in communicating coaching objectives, providing feedback, and making recommendations.
2. Uses reframing to give the coachee another perspective on their wants or concerns.
3. Develops communication pathways that specify how information will be shared with administrators, teachers, families, and funders.

CONTENT AREA 2: ADULT LEARNING THEORY

Track Record of Adult Learning Expertise: *Knowledge, skills, and dispositions to design effective learning experiences for coachee.*

1. Integrates information that is comprehensive, meaningful, and relevant to participant needs; making connections between theory and practice.
2. Demonstrates ability to apply motivational strategies in relationship-based (RB) settings.
3. Designs goals, SMART objectives and improvement plans in partnership with the coachee.
4. Chooses instructional methods and materials that are appropriate for the proposed learning objectives.
5. Acknowledges and builds on the experience and knowledge coachee bring to the relationship-based setting.
6. Provides opportunities for coachee to practice and integrate new learning into their current setting, experience and knowledge base.
7. Lays the groundwork for transfer of learning by using a variety of instructional techniques that promote ongoing learning and the development of communities of practice.
8. Provides interactions for coachee that are tailored to individual learning styles and preferences.
9. Facilitates a comfortable learning environment that acknowledges contributions by all involved.
10. Demonstrates a commitment to shared learning by using a feedback process that is strength-based.
11. Incorporates a process of goal setting and ongoing review of goals.

CONTENT AREA 3: PROFESSIONALISM

Meeting Ethical Guidelines & Demonstrating High Professional Standards: *Ability to make difficult decisions that have moral and ethical implications during the work, while understanding and aligning requirements of the specific coaching initiative with the needs and expectations of the coachee.*

1. Develops and maintains skills in various forms of technology needed for successful completion of job responsibilities.
2. Demonstrates knowledge of and adheres to the [NAEYC Code of Ethical Conduct supplement for Adult Educators](#) for making professional decisions.
3. Understands and demonstrates the ability to maintain confidentiality in all areas.
4. Demonstrates ethical and professional behavior, including trustworthiness and integrity.
5. Addresses needs of coachee without personal bias of values, beliefs, prejudices and past experiences.
6. Uses reflective practice to re-examine actions and feelings expressed by coachee, to solve ethical dilemmas, and to reflect on his/her own work.

Commitment to Quality: Demonstrating leadership in the early childhood field with a proven track record of driving quality practices to classrooms and children.

1. Demonstrates understanding of New York's Early Childhood Professional Development Systems and early childhood and/or school age content knowledge as defined by relevant policies, regulations, and standards.
2. Demonstrates content competence in child development, curriculum, child assessment, standards, family engagement, health and safety standards and business practices or provides coachee with a content specific expert.
3. Develops and maintains an awareness of current research.
4. Demonstrates the ability to incorporate best practices into work with coachee.
5. Advocates, supports, and works towards standards of quality.
6. Develops and maintains resources to support the coachee.
7. Provides accurate information of training's relationship to New York State Core Body of Knowledge, Early Learning Guidelines, Prekindergarten Foundation for the Common Core, K-12 Common Core Learning Standards, Credentials, Teacher Certification, Afterschool Accreditation as well as national CDA and program accreditation criteria.
8. Demonstrates leadership in the field through ongoing professional development and networking at the local, state and national level.

Prioritizing Cultural Competence: Demonstrating a thoughtful, methodical approach to integrating strategies to promote cultural competence in all aspects of coaching and support.

1. Uses evidence-based practices that are culturally and linguistically competent.
2. Collects and analyzes data using variables that have meaning to and an impact on culturally diverse groups.
3. Advocates for or with populations that are underserved or unserved.
4. Demonstrates understanding of developmentally and Culturally Appropriate Practices (reference NAEYC's DAP/DCAP position paper).

CONTENT AREA 4: FACILITATING LEARNING AND RESULTS

Creating Awareness: Ability to integrate and accurately evaluate multiple sources of information and to make interpretations that help the coachee to gain awareness in support of their goals.

1. Helps the coachee to evaluate alignment of values, goals, and actions using the appropriate tool when necessary.
2. Identifies the thinking behind the coachee's underlying concerns (knowledge, skill, disposition).
3. Assists the coachee to identify major strengths and areas for learning and growth.
4. Communicates insights and broader perspectives to help the coachee see different, interrelated factors that affect them and their program.
5. Helps the coachee to discover for themselves alternative viewpoints and find new possibilities for action.

Planning and Goal Setting: Ability to develop and maintain a strength based, effective coaching plan with the coachee.

1. Consolidates collected information to establish a coaching plan with the coachee that addresses concerns and areas for learning and program improvement.
2. Supports the coachee in prioritizing goals and actions and creates an implementation plan with goals that are attainable, measurable, specific and have target dates.
3. Targets early successes that are important to the coachee.
4. Supports ongoing reflection with the coachee to determine progress on goals and whether adjustments to the plan are necessary.
5. Helps the coachee identify and access different resources needed to achieve their goals.

Designing Actions for Implementation: Ability to create, with the coachee, opportunities for ongoing learning and actions that will most effectively accomplish agreed upon goals.

1. Promotes active experimentation and self-discovery, assisting the coachee to identify and act on opportunities that will enable them to demonstrate, practice and deepen new learning and practices.
2. Chooses the coaching mode most appropriate for the specific objectives and learning needs of the coachee, i.e. uses consulting, technical assistance, collaborating, or cognitive coaching methods depending on the coachee's level of information and skill in addressing a goal.
3. Demonstrates and models processes and actions that can help the coachee achieve their goals.
4. Brings together seemingly conflicting perspectives to evoke creative solutions aligned with coachee's goals.
5. Supports the coachee in acting strategically to take advantage of activities, partnerships, and/or environmental conditions that will contribute to achieving their goals.

Managing Progress and Accountability: Ability to maintain focus on the coachee's stated priorities while recognizing the coachee's responsibility for action and progress.

1. As needed, identifies possible actions that will lead to agreed upon goals.
2. Follows through on own commitments.

3. Supports the coachee in self-reflection on progress: what has been learned and/or accomplished since previous coaching session(s).
4. Checks in, as needed, with the coachee (e.g. coaching plan and outcomes, agreed upon course of action).
5. When barriers to progress are identified, engages the coachee to explore alternative ideas and solutions, evaluate options, and make decisions.
6. Continuously works to align the coachee's goals with current activities and direction.
7. Encourages coachee's self-development in making decisions, addressing key concerns, determining priorities, and in other competencies needed for continuous program improvement.
8. Analyzes the collected data and provides reliable information to the coachee.

CONTENT AREA 5: ASSESSING SUCCESS OF THE COACHING PARTNERSHIP

Assessing Coach Practice: Engages in continual self-reflection of their professional practices and how their practices influence the coachee's performance and outcomes.

Uses both self-reflection and feedback tools, such as

- a. The New York State Coaching Competencies Assessment Tool. (NEEDS TO BE DEVELOPED)
- b. A method of gathering feedback from coachee regarding the coachee's experience of and satisfaction with the coaching partnership. (NEEDS TO BE DEVELOPED)

Assessing Coachee Outcomes: Fosters a conversation that promotes and clarifies the coachee's measurable criteria for success, including the coachee's ability to set goals for future gains in their thinking, skills, knowledge and practices. In the initial meetings, it is important to foster discussion about the specific criteria for success of stated individual and programmatic goals and outcomes. Develops measurable criteria for success, in partnership with coachee, in the following areas:

1. Expansion of the coachee's ability to self-reflect, self-analyze and self-modify.
2. Shift in the coachee's dispositions (beliefs, attitudes and/or thinking) in relation to their individual practices and/or program framework.
3. Increase in the coachee's skills and knowledge.
4. The coachee's improved practices/application of dispositions, skills, and knowledge, in relation to their individual and program goals.

New York State Training and Technical Assistance Professional Credential

Coach

SCORING RUBRIC GUIDE

Your written reflection and interview will be scored by two independent trained reviewers using the T-TAP Coach Scoring Rubric. The scoring rubric will be used to measure the depth, breath and quality of your responses. The tool is fully aligned to the T-TAP Coach Competencies.

Interview Component

Scoring Key:

- **(3) Consistently** - This practice is clearly evident in all three scenarios.
- **(2) Occasionally** - This practice is clearly evident in response to two scenarios.
- **(1) Seldom** - This practice is evident in response to one scenario
- **(0) Not Observed** - This practice is not evident.

CONTENT AREA 1: RELATIONSHIP BUILDING AND COMMUNICATION

| COMPETENCY INDICATORS |
|--|
| Uses positive interpersonal skills to develop a respectful and responsive relationship with the coachee |
| Demonstrates feelings of care and empathy that are strengths-based and focused on positive change when working with the coachee. |
| Demonstrates cultural competence and understands its relevance to the relationship (ie. Employs practices that are gender-neutral, racially and ethnically inclusive.) |
| Remains focused on the coachees' needs when disagreements or conflicts arise |
| Encourages, explores and accepts without judgement the coachee's expression of feelings, perceptions, concerns, beliefs, suggestions, etc |
| Makes the coachee's communication a focal point of the interaction by integrating and building on his/her perspective. |
| Develops communication pathways that specify how information will be shared with administrators, teachers, families and funders. |

CONTENT AREA 2: ADULT LEARNING

| COMPETENCY INDICATORS |
|---|
| Integrates information that is comprehensive, meaningful and relevant to participants needs, making connections between theory and practice |
| Demonstrates ability to apply motivational strategies in a relationship-based setting. |
| Demonstrates a commitment to shared learning by using a feedback process that is strength-based. |

CONTENT AREA 3: PROFESSIONALISM

| COMPETENCY INDICATORS |
|--|
| Understands and demonstrates the ability to maintain confidentiality in all areas. |
| Provides accurate information of coaching's relationship to New York State Core body of Knowledge, Pre-kindergarten Foundations for the Common Core, Credentials, Teacher Certification, Afterschool Accreditation as well as national CDA and program accreditation criteria. |
| Provides coachee with content specialty expert when necessary. |
| Uses reflective practice to re-examine actions and feelings expressed by coachee, to solve ethical dilemmas and to reflect on his/her own work. |

CONTENT AREA 4: FACILITATING LEARNING AND RESULTS

| COMPETENCY INDICATORS |
|--|
| Demonstrates understanding of culturally and developmentally appropriate practices. |
| When barriers to progress are identified, helps the coachee discover for themselves alternative viewpoints and find new possibilities for action, evaluate options and make decisions. |
| Demonstrates and models processes and actions that can help the coachee to achieve their goals. |

Written Component

Scoring Key:

- **(1) Present** - This practice is described in the written statement.
- **(0) Missing** - This practice is not evident.

CONTENT AREA 1: RELATIONSHIP BUILDING AND COMMUNICATION

| COMPETENCY INDICATORS |
|---|
| Demonstrates respect for and interest in the individual abilities of the coachee. |
| Partners with coachee to identify learning and communication styles and preferences. |
| Demonstrates commitment to the concept of shared learning by using strategies that encourage shared decision making, joint problem-solving and partnership development. |
| Recognizes the importance of coachee "self-discovery." |

CONTENT AREA 2: ADULT LEARNING

| COMPETENCY INDICATORS |
|---|
| Designs goals, SMART objectives and improvement plans in partnership with the coachee. |
| Chooses instructional methods and materials that are appropriate for the proposed learning objectives. |
| Acknowledges and builds on the experience the coachee brings to the relationship-based setting. |
| Provides opportunities for the coachee to practice and integrate new learning into their current setting, experience or knowledge base. |
| Lays the groundwork for the transfer of learning by using a variety of instructional techniques that promote ongoing learning and development of communities of practice. |

CONTENT AREA 3: PROFESSIONALISM

| COMPETENCY INDICATORS |
|---|
| Develops and maintains skills in various forms of technology needed for successful completion of job responsibilities. |
| Demonstrates knowledge and adheres to the NAEYC Code of Ethical conduct supplement for Adult Educators for making professional decisions. |
| Demonstrates understanding of New York's Early Childhood Professional Development systems and/or school age content knowledge as defined by relevant policies, regulations and standards. |

| |
|--|
| Demonstrates content competence in child growth and development, family and community relationships, observation and assessment, environment and curriculum, health, safety and nutrition, professionalism and leadership, and administration and management. |
| Provides accurate information of coaching's relationship to New York State Core body of Knowledge, Pre-kindergarten Foundations for the Common Core, Credentials, Teacher Certification, Afterschool Accreditation as well as national CDA and program accreditation criteria. |
| Demonstrates leadership in the field through ongoing professional development and networking at the local, state and national level. |
| Develops and maintains resources to support the coachee. |

CONTENT AREA 4: FACILITATING LEARNING AND RESULTS

| COMPETENCY INDICATORS |
|---|
| Helps the coachee to evaluate alignment of values, goals, and actions using the appropriate tool when necessary. |
| Consolidates collected information to establish a coaching plan with the coachee that builds on strengths, addresses concerns and areas for learning and program improvement. |
| Supports ongoing reflection with the coachee to determine progress on goals and whether adjustments to the plan are necessary |
| Follows through on commitments. |

CONTENT AREA 5: ASSESSING THE SUCCESS OF THE COACHING PARTNERSHIP

| COMPETENCY INDICATORS |
|--|
| Assessing Coach practice: Engages in continual self-reflection of their professional practices and how their practices influence the coachee's performance and outcomes. |
| Assessing coachee outcomes: develops criteria for success in partnership with coachee. |

New York State Training and Technical Assistance Professional Credential

Coach

RENEWAL

To maintain a current Coach designation through the New York State Training and Technical Assistance Professional (T-TAP) Credential, a professional development provider must renew their credential every three (3) years.

Requirements for Renewal

Step 1: Maintain an Active Aspire Profile

- Your profile on the Aspire Registry requires annual renewal. For additional information maintaining your account please visit <https://nyworksforchildren.org>.
 - **REMINDER:** To maintain your T-TAP Coach Designation your Aspire Profile must remain current and Active at all times.
 - Please ensure all tabs are complete and your contact information is current as this is what is found on the public search.
 - **Note:** Any additions you make to your profile must be accompanied by the supporting documentation for verification purposes. For instance, if you are now a CPR and First Aid Trainer, you must submit copies of your instructor certificates OR if you have received additional education or a higher degree you must submit copies of your official transcripts.

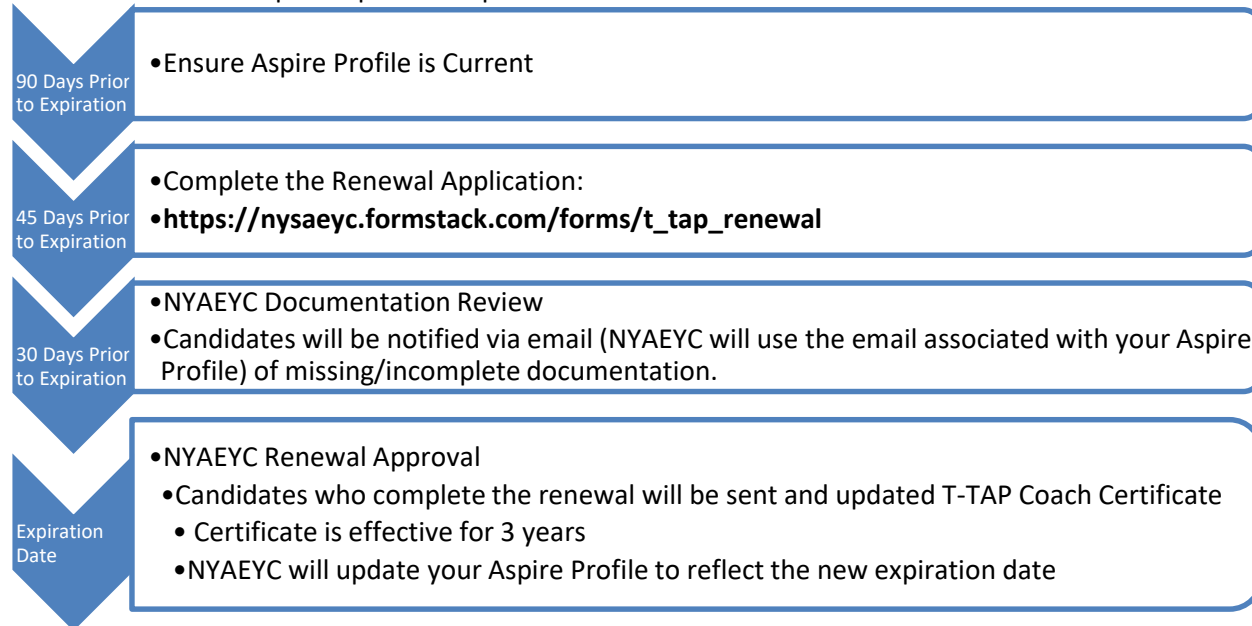
Step 2: Complete the [Renewal Application](#) a minimum of 30 days prior to expiration.

- Report number of personal professional development hours you have received since your credential award/renewal date.
 - All hours must be verified in your Aspire profile.
 - **Please note:** if you have not participated in any professional development during this renewal period, you are not eligible to renew your credential. Hours must include synchronous learning.
 - The professional recommendation is that the credential holder obtain a minimum of 10 hours per year of professional development.
- Report number of coaching hours you have provided to the field since your award/renewal date.
 - Hours of provided professional development must be documented in the Aspire Registry.
 - Facilitated coaching cycles that were approved in The Aspire Registry can be used for the renewal. Attendance rosters must be entered and uploaded in the coaching cycle.
 - A minimum of 1 coaching cycle must be completed per year to maintain your credential.
- Be prepared to answer these Reflective Questions:
 - Describe your personal professional development focus over the renewal period and actions you took to enhance your knowledge on your focus area(s).

- Describe how the professional development you received in this renewal period impacted your role as a professional development provider.
- Explain how you use reflective practice to reexamine coaching relationships, solve ethical, and/or cultural dilemmas and reflect on your own work.
- Describe any supports, training, coaching that would assist you in your role as a professional development provider.
- Develop your personal professional development plan.
 - As a holder of the T-TAP you have committed to engage in continuous learning and self-reflection. Identify three core competency areas and/or credential competencies in which you intend to seek further study in the next three years and strategies you will use to implement your plan.
 - Helpful Links:
 - [Core Body of Knowledge](#)
 - [T-TAP PDS Competencies](#)
 - [T-TAP Coach Competencies](#)
- Sign the Coach Agreement.
- Pay the renewal fee of \$100.

T-TAP Coach Renewal Timeline

It is the responsibility of the T-TAP Coach to know their expiration date and follow the below recommended timeline to ensure renewal is completed prior to expiration.



T-TAP Renewal Questions

Phone: 518-867-3517

Email: credentials@nysaeyc.org

New York State Training and Technical Assistance Professional Credential

Coach

Deferral Policy

Portfolios submitted and Interviews completed for the New York State Training and Technical Assistance Professional Credential for the designation of Coach that score 46 points or below will be deferred. The candidate will be emailed a deferral letter. The deferral letter will address all scoring areas the candidate scored a zero or one point.

1.1 Resubmission

Candidates can submit their intent to reapply once criteria addressed in the deferral letter is met (i.e., before reapplying your Aspire account must show proof of professional development taken in the deficient competencies. Examples are Core Body of Knowledge Series, Anti-Bias, or Adult Theory, etc.). Candidates can submit a new written reflection or make adjustments to their existing written reflection based on the feedback given to them in the deferral letter. The review process will remain the same with the written reflection and interview, however two different reviewers will be used unless otherwise requested. Candidate must score 47 points or above to be awarded the credential. A score below 47 points will result in another deferral of the credential and the process will start over.

Deferrals act as a second chance, the fees are as follows:

\$100 for the new application/intent to reapply

\$325 for the Portfolio/Video Interview (NYAEYC Member)

\$350 for the Portfolio/Video Interview (Non-member)

1.2 Response and Outcomes

A. Credential Awarded

Candidates who are awarded the credential will be notified of the award via email. A formal letter and certificate will be mailed to the NYS T-TAP Credential Coach. Coach status will remain active for a period of three years from the award date.

B. 2nd Deferral

Candidates who are deferred more than once will be notified via email and be provided with specific steps that must be taken before they can reapply again.