

Reflective Supervision/Consultation Guidelines

*For the purpose of maintaining the Colorado Coaching Credential
As we have learned, reflected, and grown in our understanding of practices and systems that support effective early childhood coaching, our language has also evolved, and you may hear these practices described as:*

Reflective Practice Facilitation

Facilitating Reflective Supervision and Consultation (RS/C) is an important component of the system of coaching. These guidelines describe the facilitation of reflective supervision and consultation as required for the purposes of maintaining the Colorado Coaching Credential. These guidelines reflect information provided during Reflective Supervision/Consultation training provided in the state and on best practices.

WHAT: Reflective Supervision/Consultation “is a collaborative relationship for professional growth that improves program quality and practice by cherishing strengths and partnering around vulnerabilities to generate growth” (Shahmoon-Shanok, 1991).

WHO: Providers of RSC/RPF: Facilitators must receive *2 full days* (12+ hours) of training specific to facilitating reflective supervision or consultation. Currently, both CDE and [COAIMH](#) have an approved 2 day training.

HOW: Practice of RSC/RPF: Must be regular, collaborative, and reflective (Parlakian, 2001). We suggest the following guidelines.

For group RS/C:

- consistent group
- 4-6 participants at a maximum
- regularity of 1-2x per month
- length of session between 60 and 90 minutes
- protected meeting time and space, including a commitment to confidentiality.

For individual RS/C:

- regularity of 1-2x per month
- length of session between 30 and 60 minutes
- protected meeting time and space, including a commitment to confidentiality.

All reflective practice facilitation builds the skills needed to be an effective and efficient early childhood coach by providing regular time focused on the internal skills of the coach. While a

direct supervisor may be able to provide RSC/RPF to coaches, it is important that coaches are able to choose their reflective supervisor.

WHY: Learning is relationship-based. Children in early care and education thrive when their teachers are supported to engage in practices that respond to children's interests and development. In order for teachers to be able to engage in the kinds of planning and interactions that support child development and meet family needs, they too need support for their learning. In a study on effective investments in early care and education, Molly Trauten and Roberta Weber found teachers in early care and education benefit the most from professional development that is job-embedded and takes place with a trusted person (2008). Early childhood coaches provide this support to individual teachers, in homes or classrooms, and in programs that provide care and education for children. In order for coaches to be effective and efficient in the limited time they have with each teacher, it is essential that they are supported to be their best selves in each coaching relationship. Reflective Supervision and Consultation is a system intervention that improves individual practice for coaches and teachers and increases program quality for children and families (Scott Heller & Gilkerson, 2009). A current study of supports for early childhood coaches in Colorado indicates that quality reflective supervision was one of the highest valued supports and changed coaching practice (Soli, Bultinck, & Daily, 2017). Reflective supervision/consultation provides the support that is needed to sustain an effective early childhood coaching workforce who can in turn support early care educators to ensure children thrive.

REFERENCES:

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