



Family Child Care Balance[©] Report

Name: Participant B Example

Strongest "Wheel" = Educator

Fragile "Wheel" = There is equal balance/fragility in the Business & Personal Wheels

Strength Areas ("Spokes") = Environment, Teacher/Child Interactions, Curriculum, Parent Communication, Philosophy/Goal & Connection to the Field

Fragile areas ("Spokes") = Contract Enforcement, Quality Standards, Commitment to Field & Leadership Role

Highest Priority = Personal/Commitment to Field & Business/Contract Enforcement

One survey result to explore through questioning early in coaching is the response that this participant would not work with children if not in family child care. Why? Given the results covered in connections below, it's most likely it isn't a sign of not wanting to work with children but instead showing a deeper commitment to community (friends and neighbors) and providing loving care for this group. For this participant, it's not about becoming a high quality master teacher, it's about providing loving care for the children she knows. Pressure to enroll in a degree course at this time will likely receive resistance, and could possibly push the participant away from quality improvement practices.

Important Connections = There is a combination of answers to basic survey questions and Spectrum[®] based questions that illustrate this participant is motivated by caring for children in the neighborhood, rather than the motivation of running a business. Motivation is key for any coach to understand as it drives the choices of the participant. While this participant showed a strong Educator Wheel, the fragile spoke in meeting quality standards conflicts with this, a sign that the practices are not regularly practiced. Knowing the motivation is to be a caregiver, rather than a business, would help explain this.

This participant even gave herself the title of “Substitute Teacher”, again the focus on being a caregiver rather than a Master Teacher or Business Owner showing the motivation to meet state standards isn’t a priority. This is further illustrated in the survey question asking what the biggest challenge is right now, and the answer was “Keeping everyone safe while the coronavirus” is here, showing that care for children is a primary motivation.

Coaching should use the motivation to be there for the children and community to look at how business practices such as policies and contracts actually protect the ability to continue. Also encouragement to join a like-minded family child care support group that would respect where this participant is, and where they personal aspire to be, may broaden her perspective and inspire change.

Another connection is the fragile spoke for Positive Guidance, yet the remainder of the Educator is strong. Typically, an Educator with strong Teacher/Child Interactions and knowledge of child development and curriculum have the strategies to eliminate challenging behaviors, use Positive Guidance, and successfully support children. When these areas don’t align, such as in this case, it’s often a sign the participant is overestimated their knowledge of educator practices and strategies. Which would also explain the fragile result for quality standards. This result would mean a coach will need to find ways to help participant see what they are not seeing and be more realistic about their areas for growth. Once their perception is better aligned with reality, they will be ready for coaching on additional teaching strategies.

Based on the results of the Spectrum® Report and the combinations of fragile areas, the recommended questions for coaching are:

- *Why are you doing family child care? What are your goals for the future or your business?*
- *What would you be doing if you were not doing family child care?*
- *What is the real challenge in running your business for you?*
- *Being a quality educator is a strength for you, what aspect of your teaching could you use to help you overcome the business challenges you feel?*
- *What is it about meeting quality standards that is a challenge for you?*

- *What policies are the most challenging to enforce with parents?*
- *You have strong connections in the field, who could you reach out to for support on strengthening policies so they will be easier to enforce?*
- *In addition, we recommend the coach use data from the curriculum fidelity tool and assessment system to reflect actual practices versus perceived and discuss with participant.*

The recommendation for technical assistance and/or training are:

- Policies & Contracts
- Positive Guidance
- Fidelity of Curriculum