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| Coach Competency Focus  Building Relationships  Communicating Effectively  Facilitating Learning and Change  Monitoring Progress and Assessing Outcomes | Coaching Conversation Focus  Initial conversation  Action planning/goal setting  Modeling  Co-teaching  Debrief/reflection  Data/Progress Monitoring  Feedback conversation | Briefly describe the coaching event. |

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| Building Relationships  Relationships are at the heart of effective coaching and require coaches to create a climate of trust and respect. Learning can only occur when the learner feels safe enough to take risks, reveal gaps in knowledge, and make mistakes. Skilled coaches recognize that learning is reciprocal – both the coach and the professional being coached (PBC) can learn from one another as they work together on improving practice. | | |
| (Select one) | | **Notes** |
| Present Not Present N/A | Has an initial conversation about the coaching partnership |  |
| Present Not Present N/A | Uses culturally responsive, inclusive, and supportive language |  |
| Present Not Present N/A | Maintains confidentiality |  |
| Present Not Present N/A | Adjusts to meet individual needs |  |
| Present Not Present N/A | Collaboratively creates and revisits a coaching agreement |  |
| Present Not Present N/A | Asks for input on the learning process |  |
| Present Not Present N/A | Provides opportunities for choice |  |

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| Communicating Effectively  Coaches build relationships with the professional being coached (PBC) by interacting and communicating in a way that builds the trust and respect needed for learning to occur. Regardless of the mode of communication used, skilled coaches prioritize listening and understanding the PBC’s perspective through reflective dialogue. | | |
|  | | **Notes** |
| Present Not Present N/A | Clearly explains or reviews coaching objectives |  |
| Present Not Present N/A | Clearly and directly provides feedback or recommendations |  |
| Present Not Present N/A | Uses questions to stimulate thinking, promote reflection, and invite dialogue (open-ended, clarifying, reflective) |  |
| Present Not Present N/A | Clarifies understanding by summarizing and restating what the PBC says |  |
| Present Not Present N/A | Uses reframing and reflective thinking to challenge PBC to take multiple perspectives |  |
| Present Not Present N/A | Encourages and explores the feelings, perspectives, beliefs, and ideas of the PBC |  |
| Present Not Present N/A | Uses language that upholds individual preferences and cultural values of the PBC |  |

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| Facilitating Learning and Change  The goal of coaching is to create meaningful, sustainable change in daily practices that results in improved outcomes for children. In order for this to happen, the coach works alongside the professional being coached (PBC) to develop a plan for learning. The coach facilitates growth by supporting and challenging the PBC, offering feedback, and fostering reflection. Coaches must be flexible and willing to modify the plan as the PBC’s needs and priorities change over time. | | |
|  | | **Notes** |
| Present Not Present N/A | Collaborates to set goals that align to child and program outcomes |  |
| Present Not Present N/A | Collaborates to ensure goals are attainable, measurable, specific and have target dates for  completion |  |
| Present Not Present N/A | Develops or maintains a coaching plan based on priorities, data, progress and needs |  |
| Present Not Present N/A | Acknowledges successes connected to goals |  |
| Present Not Present N/A | Identifies opportunities to demonstrate and practice new learning |  |
| Present Not Present N/A | Revisits or revises the coaching plan to align with changing priorities and needs |  |
| Present Not Present N/A | Helps the PBC identify and access resources needed to achieve goals |  |
| Present Not Present N/A | Integrates and interprets data, information and resources to establish a coaching plan with the PBC |  |

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| Monitoring Progress and Assessing Outcomes  To recognize learning has occurred, coaches and the professional being coached (PBC) must continuously monitor progress toward learning goals. Effective coaches reflect regularly on their coaching practice to ensure they are meeting the PBC’s needs. In addition, skilled coaches support PBCs in assessing progress toward learning goals and the impact on child outcomes, adjusting the coaching plan as needed. | | |
|  | | **Notes** |
| Present Not Present N/A | Gathers feedback from the PBC regarding their feelings about the coaching partnership experience and progress |  |
| Present Not Present N/A | Engages in conversation with the PBC about  their feelings about their coaching plan or priorities |  |
| Present Not Present N/A | Supports the PBC in examining key concerns and priorities |  |
| Present Not Present N/A | Supports the PBC in using relevant data to make decisions about the coaching plan and/or practices needed |  |
| Present Not Present N/A | Celebrates the PBC’s successes and capacity for future growth |  |
| Present Not Present N/A | Collaborates to use data to assess progress and child or program outcomes |  |
| Present Not Present N/A | Focuses on learning opportunities even when outcomes are disappointing |  |
| Present Not Present N/A | Supports the PBC in identifying measurable criteria for assessing attainment of goals |  |