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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[x] Action planning/goal setting[ ] Modeling[ ] Co-teaching[ ] Debrief/reflection[ ] Data/Progress Monitoring[ ] Feedback conversation | Briefly describe the coaching event. |

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| Building RelationshipsRelationships 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 EffectivelyCoaches 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 ChangeThe 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 forcompletion |  |
| [ ] 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 OutcomesTo 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 abouttheir 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 |  |