

Coaching Competencies for Colorado Early Childhood Education: A Self-Evaluation Checklist

Please complete this checklist by determining how frequently you demonstrate each competency in your work and indicate for which ones you might seek additional professional development. The last column is for any comments you might wish to add.

Setting the Foundation					
<i>Establishing the Coaching Agreement: Ability to understand and explicitly align requirements of the specific coaching initiative with the needs and expectations of the coachee.</i>					
Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
Effectively explains the goals and parameters of the coaching initiative in which the coach and coachee are partnering. These may include time commitment, logistics, expected outcomes and measures of success, reporting requirements, resources available, confidentiality, roles of other parties, etc. (e.g. funders, project coordinators, evaluators).					
Sets mutually defined goals and coaching agendas that align those of the coachee, the early childhood program in which the coachee works, the coaching initiative, and the coach.					
Reaches agreement about roles and responsibilities of the coach and the coachee, and expectations for coaching interactions (e.g. norms related to missed appointments, giving and receiving feedback, follow-through on tasks, etc.)					
If the coachee is participating in more than one coaching initiative, assists in coordinating coaching efforts.					
Determines whether there is an effective match between his/her coaching method/skills and the needs of the prospective coachee.					
<i>Meeting Ethical Guidelines and Professional Standards: Understanding of coaching ethics and standards and ability to apply them appropriately in all coaching situations</i>					

Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
Be familiar with the and use the NAEYC Code of Ethical Conduct and Statement of Commitment, and the Supplement for Early Childhood Adult Educators to guide decision-making when one important value is in conflict with another.					
Be familiar with and use the relevant ICF Standards of Ethical Conduct to guide professional conduct in coaching interactions.					
<p align="center">Co-Creating the Relationship</p> <p><i>Establishing Trust with the Coachee:</i> Ability to create a safe, supportive environment that produces ongoing mutual respect and trust.</p> <p><i>Coaching Presence:</i> Ability to be present and in relationship with the coachee in the moment, employing a style that is open, flexible and confident</p>					
Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
<p>Demonstrates respect for and interest in the coachee’s individual strengths, learning style, goals, and cultural context. For example:</p> <ul style="list-style-type: none"> uses language that is non-sexist, non-racist, non-technical, non-jargon uses teaching tools that match the coachee’s learning style (e.g. metaphor, concrete examples, charts and other visuals, etc.) 					
Demonstrates appreciation for the coachee’s perspective, even when it is different from one’s own					
Recognizes the importance of coachee “self-discovery”.					
Establishes and maintains clear agreements					
Maintains professional boundaries					
Maintains professionalism by being on time, organized, and prepared for each coaching session					
Models openness to learning and taking risks.					

Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
Provides ongoing support for new behaviors and actions, focusing on learning opportunities even when outcomes are disappointing					
Celebrates coachee successes and capabilities for future growth					
Is fully attentive, shifting perspectives and coaching approaches as needed in the moment					
Uses humor and play effectively to create lightness and energy					
Remains focused on the coachee's needs when disagreements or conflicts surface.					
Communicating Effectively					
Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
<i>Active Listening:</i> 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:					
Encourages, explores, and accepts without judgment the coachee's expression of feelings, perceptions, concerns, beliefs, suggestions, etc.					
The agenda and goals are mutually defined to align those of the coachee, the funder, and the coach					
Distinguishes between the coachee's words, tone of voice, and body language to hear with the "3 rd ear" what is actually being said					
Summarizes, paraphrases, and restates to reflect back what the coachee has said for clarity and understanding					
Makes the coachee's communication a focal point of the interaction by integrating and building on their perspective.					
<i>Powerful Questioning:</i> Ability to ask questions that provide information and stimulate thinking in support of the coachee's learning and goals:					

Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
Asks questions that elicit the coachee's perspective					
Asks questions that facilitate vision and create challenge					
Asks questions that create greater clarity					
<i>Direct Communication:</i> Ability to communicate effectively during coaching sessions, and to use language that has the greatest positive impact on the coachee:					
Is clear, articulate, and direct in communicating coaching objectives, providing feedback, and making recommendations.					
Uses reframing to give the coachee another perspective on their wants or concerns Develops communication pathways that specify how information will be shared with administrators, teachers, families, and funders					
Facilitating Learning and Results					
Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
<i>Creating Awareness:</i> 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:					
Helps the coachee to evaluate alignment of values, goals, and actions					
Identifies the thinking behind the coachee's underlying concerns					
Assists the coachee to identify major strengths and major areas for learning and growth					
Communicates insights and broader perspectives to help the coachee see different, interrelated factors that affect them and their program					
Helps the coachee to discover for themselves alternative viewpoints and find new possibilities for action					
<i>Planning and Goal Setting:</i> Ability to develop and maintain a strength-based, effective coaching plan with the coachee:					

Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
Consolidates collected information to establish a coaching plan with the coachee that addresses concerns and major areas for learning and program improvement					
Supports coachee in prioritizing goals and actions and creates an implementation plan with goals that are attainable, measurable, specific and have target dates					
Supports ongoing reflection with the coachee to determine progress on goals and whether adjustments to the plan are necessary					
Helps the coachee identify and access different resources needed to achieve their goals					
<i>Designing Actions for Implementation: Ability to create with the coachee opportunities for ongoing learning and actions that will most effectively accomplish agreed-upon goals:</i>					
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					
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					
Demonstrates and models processes and actions that can help the coachee achieve their goals					
Harmonizes seemingly conflicting perspectives to evoke creative solutions aligned with coachee's goals					
Supports the coachee in acting strategically to take advantage of activities, partnerships, and/or environmental conditions that will contribute to achieving their goals.					
<i>Managing Progress and Accountability: Ability to maintain focus on the coachee's stated priorities while recognizing the coachee's responsibility for action and progress:</i>					

Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
As needed, identifies possible actions that will lead to agreed-upon goals					
Follows through on own commitments					
Supports the coachee in self-reflection on progress: what has been learned and/or accomplished since previous coaching session(s)					
Checks in, as needed, with the coachee to see how things are going (e.g. coaching plan and outcomes, agreed-upon course of action)					
When barriers to progress are identified, engages the coachee to explore alternative ideas and solutions, evaluate options, and make decisions					
Continuously works to align the coachee's goals with current activities and direction					
Encourages coachee self-development in making decisions, addressing key concerns, determining priorities, and in other competencies needed for continuous program improvement					
<p style="text-align: center;">Assessing Success of Coaching Partnership</p> <p>Success of the coaching partnership can be assessed on two levels: the best practices of the coach and the improved practices of the coachee.</p>					
Competency Indicators	Consistently	Occasionally	Seldom	Target for Training Yes/NO	Observations and Experience
<i>Assessing Coach Practice:</i> 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 Coaching Competencies for Colorado Early Childhood Education: A Self-Evaluation					

<p>Checklist.</p> <p>b. A method of getting feedback from coachee regarding the coachee's experience of and satisfaction with the coaching partnership.</p>					
<p><i>Assessing Coachee Outcomes:</i> Fosters a conversation that facilitates the coachee's determination of measureable criteria for success, and the coachee's ability to clarify and determine 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:</p>					
<p>Expansion of the coachee's ability to self reflect, self analyze and self modify</p>					
<p>Shift in the coachee's dispositions (beliefs, attitudes and/or thinking) in relation to their individual practices and/or program framework</p>					
<p>Increase in the coachee's skills and knowledge.</p>					
<p>The coachee's improved practices/application of dispositions, skills, and knowledge, in relation to their individual and program goals</p>					