COACHING COMPETENCY PRACTICE PROFILE VERSION 1.3

GUIDING PRINCIPLES

This Coaching Competency Practice Profile (CCPP) describes the essential functions that allow coaching to be teachable, learnable, and doable in educational settings. It consists of measurable, observable, and behaviorally-based indicators for each essential function and promotes consistency across practitioners at the level of service delivery. A diverse group of Wisconsin stakeholders have coalesced around the most recent literature and research to develop this comprehensive tool. Members of this workgroup included staff from the State Personnel Development Grant, the RtI Center, consultants from Special Education, Literacy and Mathematics, Title I, and Implementation Science teams and the Wisconsin Center for Education Research. The CCPP serves as a launching point for individuals to inform coaching practices and consider when developing a coaching system that integrates methods for selecting, training and coaching coaches. This practice profile is not intended to be used in an evaluative manner for individual coaches, but rather to inform a comprehensive coaching system that supports individual coaches.

This tool may be used in potentially four ways:
1. **Informing practices of coaches:** As individuals who identify as a coach or serve in some sort of coaching capacity, this tool may serve as a self-reflection tool, a guide to set personal growth goals, and further develop the capacity and scope of individual coaching practices.
2. **Selection of coaches**: As teams consider selecting individuals to engage in the important work of coaching, this tool may serve as a guide in creating position vacancy descriptions and other job selection tools such as interview questions, exam questions, and candidacy qualification "look-fors" in the hiring process.
3. **Training of coaches**: As teams cultivate the capacity of identified coaches, this tool may be used as a coaching self-reflection instrument and can support self-development and goal setting activities. Individuals or teams may also find this tool helpful when identifying, selecting or developing training within a comprehensive coaching system. This tool may inform conversations with supervisors about ways to further develop the capacity and scope of the coach, however, conversations should in no way come from an evaluative position.
4. **Coaching of coaches**: As teams strive to increase the capacity of coaches, this tool may inform conversations with peers and coaches about ways to further develop the capacity and scope of the coach. This tool can provide insight into an overall comprehensive coaching system and how it is structured to support and develop coaches.

A well-developed practice profile is the first step in developing a comprehensive coaching system. The workgroup will continue to develop training resources to support the use of the CCPP as teams around the state leverage the ability of coaches within a well-developed coaching system to increase the fidelity of innovation implementation.

Core Competency	Contributions to Systems Transformation		
	Description of why this competency is important to achieving the outcome		
1. Reflective Practice	Engaging in continuous self-improvement through professional learning is a requisite for continued relevance in the advancement of ever-changing systems. Modeling the habits of lifelong learning and professional growth can lead to clients' ownership of and participation in the change process.		
Components of the competency	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable (Harmful) use in Practice**
	Description of practitioner behavior	*Description of practitioner behavior*	*Description of practitioner behavior*
1.a. Develops coaching capacity through professional learning	Coach engages in self-directed learning to build coaching capacity. Coach recognizes gaps in own learning and seeks out professional learning to address those gaps.	Coach engages in directed learning to build coaching capacity. Coach engages in and/or seeks professional learning for identified gaps.	Coach does not recognize need to build coaching capacity. Coach does not engage in opportunities for professional growth.
1.b. Develops emotional intelligence and resilience	Coach regulates and monitors their own emotional state and makes strategic choices about when and how to share own feelings and thoughts in order to maintain focus on the goals of the client and system. Coach regularly articulates the values, beliefs and biases they bring to the coaching conversation.	Coach sometimes regulates and monitors their own emotional state and makes strategic choices about when and how to share own feelings and thoughts in order to maintain focus on the goals of the client and system. Coach occasionally articulates the values, beliefs and biases they bring to the coaching conversation, or does so with prompting.	Coach regularly interjects thoughts and feelings throughout the coaching conversation which shifts the focus of the conversation from the client to the coach. Coach interacts in negative or defensive ways, and/or is easily offended, and/or fails to connect emotional responses to the beliefs and biases that underlie them.
1.c. Seeks and applies feedback for self-improvement	Coach intentionally seeks feedback, engages in learning to address the feedback, and incorporates appropriate change in practice.	Coach will accept feedback, may engage in learning to address the feedback, and may incorporate appropriate change in practice.	Coach becomes defensive when feedback is offered, does not engage in learning to address the feedback and/or will not incorporate appropriate change in practice.

Core Competency	Contributions to Systems Transformation		
2. Change Facilitation	*Description of why this competency is important to achieving the outcome*		
	Intentionally disrupting policies, practices, and structures that are marginalizing contributes to the sustainability of equitable practices and high outcomes for all. Facilitating change in response to both systems and student data improves access to quality learning opportunities, redresses systemic inequities, and ensures achievement for all.		
Components of the competency	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable (Harmful) use in Practice**
	Description of practitioner behavior	*Description of practitioner behavior*	*Description of practitioner behavior*
2.a. Analyzes data, evolving and fluid situations, and systems for the conditions of change	Coach strategically looks at data with the client and considers possibilities by collecting information from multiple sources and diverse perspectives to inform continuous systemic improvements. Coach supports the client with identifying strengths, barriers and opportunities to leverage change.	Coach looks at data with the client and/or considers possibilities by collecting information from limited sources and perspectives that may or may not inform continuous systemic improvements. Coach sometimes supports the client with identifying strengths, barriers and/or opportunities to leverage change.	Coach does not consult data and/or makes decisions with the irrelevant data from insufficient sources/perspectives. Coach uses deficit based approach when interacting with the client thus consistently missing opportunities to leverage change.
2.b. Generates productive disequilibrium	Coach consciously selects strategies that encourage clients to seek out different or innovative approaches to leveraging opportunities and addressing barriers.	Coach unintentionally selects strategies that maintain the status quo and limit clients seeking different or innovative approaches.	Coach consciously selects strategies and/or maintains the status quo by not encouraging clients to seek out different or innovative approaches.
2.c. Expects, attends and mitigates resistance to change	Coach anticipates, recognizes and accepts resistance to change and proactively addresses it.	Coach sometimes anticipates, recognizes and/or accepts resistance to change but tends to addresses it reactively. Rarely addresses it proactively	Coach responds in ways that enhance the client's resistance to change, i.e. power struggles, terse tone, defensive posture, etc

Core Competency	Contributions to Systems Transformation		
3. Coaching Conversation Facilitation	*Description of why this competency is important to achieving the outcome*		
	Facilitating the coaching conversation effectively supports clients to move a system forward in implementing the innovation or practice with fidelity.		
Components of the competency	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable (Harmful) use in Practice**
	Description of practitioner behavior	*Description of practitioner behavior*	*Description of practitioner behavior*
3.a. Structures conversations around a cyclical model	Coach begins conversations with a review of last action and ends with a new action.	Coach is aware of the cyclical model for structuring conversations but occasionally needs support to move client to action.	Coach either provides no structure to conversations, or mis-structures conversations so that forward progress is not facilitated.
3.b. Promotes reflection	Coach restates what is being observed or articulated and provides process feedback.	Coach is inconsistent and unpredictable in responding and/or providing feedback.	Coach overlooks the need for consistent and ongoing feedback
3.c. Stays focused on goal	Coach structures the conversation to generate a commitment to action, ensuring alignment with client goals.	Coach structures the conversation to generate a commitment to action but may not always ensure alignment to the client goals.	Coach fails to structure the conversation to generate a commitment to action and allows the client to focus on barriers.
3.d. Challenges assumptions	Coach uses questioning to clarify, extend and deepen thinking, explore options, invite diverse perspectives, and draw upon the expertise of the client.	Coach inconsistently uses questioning to clarify, extend and deepen thinking, explore options, invite diverse perspectives, and/or seldom draws upon the expertise of the client.	Coach positions self as the expert and/or directs decisions without considering needs of the client.
3.e. Pushes for details and depth	Coach identifies focus, gets background information and identifies possibilities and obstacles.	Coach inconsistently identifies focus, gets background information and/or identifies possibilities and obstacles.	Coach neglects or misidentifies focus, leading to uninformed client decisions without considering the consequences.
3.f. Maintains rapport and trust	Coach listens for the benefit of the speaker, from a place of compassion and curiosity assuming positive intentions and without judgement or influence.	Coach listens for the benefit of the speaker, from a place of compassion and curiosity but inconsistently assumes positive intentions and/or occasionally expresses judgement or influence.	Coach listens with intent to interject opinions or judgement

Core Competency	Contributions to Systems Transformation		
4. Communication Skills	*Description of why this competency is important to achieving the outcome*		
	Communicating effectively provides a consistent level of shared understanding for all and reduces barriers to implementation of the innovation or practice.		
Components of the competency	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable (Harmful) use in Practice**
	Description of practitioner behavior	*Description of practitioner behavior*	*Description of practitioner behavior*
4.a. Communicates effectively in multiple contexts outside the coaching conversation (e.g., delivering PD, written and verbal communication, etc.)	Coach uses asset-based and person-first language. Coach intentionally uses a variety of culturally and linguistically responsive communication methods including nonverbal messaging. Coach leverages others' strong emotions to maximize productive outcomes. Coach facilitates a process with the client to support communication loops.	Coach sometimes uses asset-based and person-first language. Coach uses some culturally and linguistically responsive communication methods. Coach sometimes leverages others' strong emotions to maximize productive outcomes. Coach sometimes facilitates a process with the client to support communication loops.	Coach uses deficit based language and focuses on labels instead of people. Coach uses communication styles that disengage the client. Coach engages in or shuts down strong emotions that preclude productive outcomes. Coach neglects to communicate, or otherwise diminishes or blocks communication loops.

Core Competency	Contributions to Systems Transformation		
5. High Leverage Strategic Action	*Description of why this competency is important to achieving the outcome*		
	High leverage, strategic actions maximize the likelihood that instruction will center on accessing and addressing the strengths of all students. Systemic, systematic continuous improvement plans and processes increase the likelihood of growth/adaptive change and building capacity within the organization.		
Components of the competency	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable (Harmful) use in Practice**
	Description of practitioner behavior	*Description of practitioner behavior*	*Description of practitioner behavior*
5.a. Supports client to develop action plans and goals that include evidence based, high quality educational practices implemented with fidelity.	Coach uses data with the client to create continuous improvement goals and action plans to improve student learning. Coach works in alignment with the school or district strategic /improvement plan. Coach demonstrates skills in the use of: • Fidelity practices • Goal setting • Stages of development (i.e. skill, team etc.) • Gradual release strategies in response to the clients' needs and skill levels Coach is reflective in their use of all of the above behaviors as evidenced by responding to the needs of the client.	Coach sometimes uses data with the client to create continuous improvement goals and action plans to improve student learning. Coach works in alignment with the school or district strategic /improvement plan with support. Coach is aware of the use of the following strategies and can use them with support: • Fidelity practices • Goal setting • Stages of development (i.e. skill, team etc.) • Gradual release strategies in response to the clients' needs and skill levels Coach is descriptive and will reflect when prompted in their use of all of the above behaviors.	Coach fails to use data, or uses irrelevant data or fails to connect data to client goals and action plans and/or does not consider the school or district strategic/improvement plan. Coach is not aware of the following strategies and is unable to use: • Fidelity practices • Goal setting • Stages of development (i.e. skill, team etc.) • Gradual release strategies in response to the clients' needs and skill levels Coach is not reflective during the use of the above behaviors.

Core Competency	Contributions to Systems Transformation		
6. Relationship Development	*Description of why this competency is important to achieving the outcome*		
	A mutually trusting and respectful relationship between coach and client is characterized by the reciprocal sharing of knowledge and perspectives, and honoring the expertise and experiences of all. This provides supportive conditions for shifting behaviors, mindsets, values, and beliefs		
Components of the competency	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable (Harmful) use in Practice**
	Description of practitioner behavior	*Description of practitioner behavior*	*Description of practitioner behavior*
6.a. Builds trust, rapport and respect with clients and stakeholders	Coach <u>consistently and independently</u> demonstrates the following behaviors: maintains the confidentiality of others; keeps commitments; encourages clients to speak about their emotions to examine how their feelings and emotional responses affect their interactions and work; demonstrates empathy and the assumption of positive intentions; demonstrates the ability to leverage individual ways of knowing as an asset to accomplishing goals; supports client to create and maintain norms that foster a safe and supportive environment; seeks and models an equal partnership between coach and client; recognizes and repairs breaches in trust	Coach usually demonstrates the following behaviors independently but may occasionally need support: maintains the confidentiality of others; keeps commitments; encourages clients to speak about their emotions to examine how their feelings and emotional responses affect their interactions and work; demonstrates empathy and the assumption of positive intentions; demonstrates the ability to leverage individual ways of knowing as an asset to accomplishing goals; supports client to create and maintain norms that foster a safe and supportive environment; seeks and models an equal partnership between coach and client; recognizes and repairs breaches in trust	Coach breaks confidentiality. Coach disregards commitments. Coach fails to address and/or fosters unsafe or hostile environments. Coach creates or perpetuates hierarchical relationships and/or dominates interactions.

Core Competency	Contributions to Systems Transformation		
7. Knowledge Base Development	*Description of why this competency is important to achieving the outcome*		
	Developing one's knowledge and understanding of the systemic nature of schools and the core components of schooling, as well as an appreciation of the historical context of who has benefitted and who has not is essential for effective, systemic change. In addition, the knowledge of and ability to utilize a wide range of coaching approaches enables one to be responsive to the situational needs of all clients, supporting their attention to and examination of, practices that can effectively disrupt systemic oppressions.		
Components of the competency	**Expected Use in Practice**	**Developmental Use in Practice**	**Unacceptable (Harmful) use in Practice**
	Description of practitioner behavior	*Description of practitioner behavior*	*Description of practitioner behavior*
7.a. Understands systemic oppression and how it is interwoven and affects all pieces of a system	Coach assists the client to identify and act upon their sphere of influence and sphere of control within their system. Coach applies their knowledge of culturally sustaining pedagogy by actively naming and standing up to oppression and engaging in conversations with others about it. Coach supports clients in a broad range of contexts to examine how their interactions and decisions perpetuate the status quo.	Coach inconsistently assists the client to identify and act upon their sphere of influence and sphere of control within their system. Coach applies their developing knowledge of culturally sustaining pedagogy but requires support to actively name and stand up to oppression and engage in conversations with others about it. Coach supports clients in a limited but developing range of contexts to examine how their interactions and decisions perpetuate the status quo.	Coach has no understanding of systemic oppression or excludes any discussion or consideration of it, resulting in the perpetuation of inequalities in the system.
7.b. Understands a range of coaching approaches	Coach is fluent in a variety of coaching strategies and approaches and is able to adjust their approach based on the needs of the client.	Coach is developing a variety of coaching strategies and approaches and is sometimes able to adjust their approach based on the needs of the client.	Coach uses a limited number of coaching approaches, regardless of the client and/or context.
7.c. Understands the innovation or practice on which they coach	Coach identifies and explains the importance of key components of the innovation or practice.	Coach can identify and explain the importance of some key components of the innovation or practice and is actively developing their knowledge.	Coach has no knowledge of the innovation or practice, and does not actively seek knowledge.

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