

COACHING COMPETENCY PRACTICE PROFILE VERSION 2.1

GUIDING PRINCIPLES

This Coaching Competency Practice Profile (CCPP) is a tool describing 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. The CCPP serves as a launching point for administrators and implementation teams when developing a coaching system that integrates methods for selecting, training and coaching coaches. Individual coaches may also use it to inform their practice. This practice profile provides a fully operationalized practice model. This ensures coaching can be consistently implemented. The CCPP makes it easier for organizations to support their staff in becoming competent. When an innovation has been operationalized through a Practice Profile, agencies and organizations can develop supports and infrastructure that are aligned with the essential functions outlined. Additionally, the CCPP will ensure staff can implement the program effectively, and improve over time. Similarly, using Practice Profiles make it easier for organizations to ensure that they are building internal and external systems to support the innovation. A well operationalized innovation enables organizations to develop decision-support data systems, administrative practices, and systems partnerships aligned with the expectations for the new way of work. Practice Profiles also allow organizations to use improvement strategies. Organizations can only improve innovations that are well defined. Without knowing what “it” is, “it” cannot be tested and improved over time. This is why a well-developed practice profile is the first step in developing a comprehensive coaching system.

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.

Please Note: 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.

COACHING COMPETENCIES AT-A-GLANCE

Core Competency	Components			
1. Reflective Practice	1.a Develops coaching capacity through professional learning	1.b Develops emotional intelligence and resilience	1.c Seeks and applies feedback for self-improvement	
2. Change Facilitation	2.a Analyzes data, evolving and fluid situations, and systems for the conditions of change	2.b Supports client to develop action plans and goals that include evidence based, high quality educational practices implemented with fidelity	2.c Generates productive disequilibrium	2.d Expects, attends and mitigates resistance to change
3. Coaching Conversation Facilitation	3.a Structures conversations around a cyclical model	3.b Promotes reflection	3.c Challenges assumptions	3.d Pushes for details and depth
4. Communication Skills	4.a Communications effectively in multiple context outside the coaching conversation			
5. Relationship Development	5.a Builds trust, rapport and respect with clients and stakeholders			
6. Knowledge Base Development	6.a Understands systemic oppression and how it is interwoven and affects all pieces of a system	6.b Understands a range of coaching approaches	6.c Understands the innovation or practice on which they coach	

ANATOMY OF THE CCPP - HOW IT WORKS

Core Competency	Contributions to Systems Transformation		
<p>The specific capabilities in a coach</p>	<p>In this section, you will see a description of <i>why</i> each competency is important to achieving the outcome and how it contributes to systems transformation.</p> <p><i>This describes the “why”</i></p>		
<p>This section provides additional components of the competency. The components break down the competency and provide a more detailed definition.</p> <p><i>This details the “what”</i></p>	<p>Expected Use in Practice</p>	<p>Developmental Use in Practice</p>	<p>Unacceptable use in Practice</p>
	<p>This section provides observable descriptions of behavior one might see in a highly skilled coach. The behaviors are that of the coach and not of the client.</p> <p><i>This describes the “how”</i></p>	<p>This section provides observable descriptions of behavior one might see in a coach who is developing skills. The behaviors are that of the coach and not of the client.</p> <p><i>This describes the “developing how”</i></p>	<p>This section provides observable descriptions of some common behaviors one might see in an individual causing harm and are unacceptable behaviors of a coach.</p> <p><i>This describes the “how not”</i></p>

Core Competency	Contributions to Systems Transformation		
1. Reflective Practice	<i>Description of why this competency is important to achieving the outcome</i>		
	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.		
<i>Components of the competency</i>	Expected Use in Practice <i>Description of practitioner behavior</i>	Developmental Use in Practice <i>Description of practitioner behavior</i>	Unacceptable use in Practice <i>Description of practitioner behavior</i>
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	<i>Description of why this competency is important to achieving the outcome</i>		
	Intentionally disrupting marginalizing policies, practices, and structures promotes the sustainability of equitable practices. Facilitating change based on both student and systems-level data improves access to quality learning opportunities, redresses systemic inequities, increases the likelihood of adaptive change and builds capacity with the organization.		
<i>Components of the competency</i>	Expected Use in Practice	Developmental Use in Practice	Unacceptable use in Practice
	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>
2.a. Analyzes data, evolving and fluid situations, and systems for the conditions of change	<p>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.</p> <p>Coach supports the client with identifying strengths, barriers and opportunities to leverage change.</p>	<p>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.</p> <p>Coach sometimes supports the client with identifying strengths, barriers and/or opportunities to leverage change.</p>	<p>Coach does not consult data and/or makes decisions with the irrelevant data from insufficient sources/ perspectives.</p> <p>Coach uses deficit-based approach when interacting with the client thus consistently missing opportunities to leverage change.</p>
2.b. Supports client to develop action plans and goals that include evidence based, high quality educational practices implemented with fidelity	<p>Coach works in alignment with the school or district strategic /action plan.</p> <p>Coach uses gradual release strategies in response to the clients' needs and skill levels.</p>	<p>Coach works in alignment with the school or district strategic /action plan with support.</p> <p>Coach is aware of the use of gradual release strategies in response to the clients' needs and skill levels.</p>	<p>Coach does not consider the school or district strategic/action plan.</p> <p>Coach is not aware of gradual release strategies in response to the clients' needs and skill levels.</p>
2.c. 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.d. 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	<i>Description of why this competency is important to achieving the outcome</i>		
	Facilitating the coaching conversation effectively supports clients to positively impact student outcomes.		
<i>Components of the competency</i>	Expected Use in Practice	Developmental Use in Practice	Unacceptable use in Practice
	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>
3.a. Structures conversations around a cyclical model	Coach uses a cyclical model for structuring conversations and moves client to generate a commitment to action that is aligned to goals.	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. 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.d. 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.

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

Core Competency	Contributions to Systems Transformation		
5. Relationship Development	<i>Description of why this competency is important to achieving the outcome</i>		
	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.		
<i>Components of the competency</i>	Expected Use in Practice	Developmental Use in Practice	Unacceptable use in Practice
	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>
5.a. Builds trust, rapport and respect with clients and stakeholders	<p>Coach consistently and independently demonstrates the following behaviors:</p> <ul style="list-style-type: none"> • 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 perspectives 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 <p>Coach listens for the benefit of the speaker, from a place of compassion and curiosity assuming positive intentions and without judgement or influence.</p>	<p>Coach usually demonstrates the following behaviors independently but may occasionally need support:</p> <ul style="list-style-type: none"> • 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 perspectives 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 <p>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.</p>	<p>Coach breaks confidentiality.</p> <p>Coach disregards commitments.</p> <p>Coach fails to address and/or fosters unsafe or hostile environments.</p> <p>Coach creates or perpetuates hierarchical relationships and/or dominates interactions.</p> <p>Coach listens with intent to interject opinions or judgement.</p>

Core Competency	Contributions to Systems Transformation		
6. Knowledge Base Development	<i>Description of why this competency is important to achieving the outcome</i>		
	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.		
<i>Components of the competency</i>	Expected Use in Practice	Developmental Use in Practice	Unacceptable use in Practice
	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>	<i>Description of practitioner behavior</i>
6.a. Understands systemic oppression and how it is interwoven and affects all pieces of a system	<p>Coach assists the client to identify and act upon their sphere of influence and sphere of control within their system.</p> <p>Coach applies their knowledge of culturally sustaining pedagogy by actively naming and standing up to oppression and engaging in conversations with others about it.</p> <p>Coach supports clients in a broad range of contexts to examine how their interactions and decisions perpetuate the status quo.</p>	<p>Coach inconsistently assists the client to identify and act upon their sphere of influence and sphere of control within their system.</p> <p>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.</p> <p>Coach supports clients in a limited but developing range of contexts to examine how their interactions and decisions perpetuate the status quo.</p>	<p>Coach has no understanding of systemic oppression or excludes any discussion or consideration of it, resulting in the perpetuation of inequalities in the system.</p>
6.b. Understands a range of coaching approaches	<p>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.</p>	<p>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.</p>	<p>Coach uses a limited number of coaching approaches, regardless of the client and/or context.</p>
6.c. Understands the innovation or practice on which they coach	<p>Coach identifies and explains the importance of key components of the innovation or practice.</p>	<p>Coach can identify and explain the importance of some key components of the innovation or practice and is actively developing their knowledge.</p>	<p>Coach has no knowledge of the innovation or practice, and does not actively seek knowledge.</p>

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