Coaching Competency

PRACTICE PROFILE

Wisconsin Department of Public Instruction

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Guiding Principles

This Coaching Competency Practice Profile (CCPP) tool defines coaching so it is teachable, learnable, and doable in educational settings. It is designed to promote consistency across practitioners. The CCPP serves as the foundational document for administrators and implementation teams when developing a comprehensive coaching system. The CCPP provides clear guidance for organizations to support their staff in developing an equity mindset as they become competent coaches. Additionally, the CCPP will ensure staff can effectively implement and improve coaching over time. Organizations can only improve coaching that is well defined. Without knowing what coaching is, coaching cannot be implemented 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:** For individuals who identify as a coach or are working to build their coaching capacity, this tool may guide self-reflection, support the development of professional practice goals (PPGs), develop learning plans, and track professional growth.
2. **Selecting coaches**: As teams consider selecting individuals to engage in the important work of coaching, this tool may serve as a guide in creating position descriptions and other job selection tools such as interview questions, coaching scenarios, and candidacy qualification "look-fors" in the hiring process.
3. **Training coaches**: As teams build the capacity of identified coaches, this tool may be referenced in identifying, selecting or developing training content and materials within a comprehensive coaching system. This tool may inform conversations with supervisors about ways to further develop the capacity of the coach; however, conversations should in no way come from an evaluative position.
4. **Coaching coaches**: As teams strive to increase the capacity of coaches, this tool may inform coaching networks and reflective conversations with peers and coaches about coaching practice. Furthermore, this document may serve as a reference for coaches seeking objective feedback on their craft.

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.*

Glossary

Asset Based: Assumes everyone has potential, and seeks to understand their strengths (Achievement, 2021).

Client: Also known as coachee. Can be individuals or groups of individuals within systems.

Compassion: Noticing another's need, empathizing, and acting; leading to a desired change, enhanced health, and well-being (Boyatzis, 2013).

Critical Consciousness: The ability to recognize and analyze systems of inequality and the commitment to take action against these systems.

Deficit Mindset: Focus on problems rather than potential (Achievement, 2021).

Educational Equity: Every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income (Adapted from The Aspen Education & Society Program and the Council of Chief State School Officers. 2017. Leading for Equity: Opportunities for State Education Chiefs. Washington, D.C).

Humility: Acknowledging that one's own understanding is incomplete and that you have a willingness to learn (DPI Humility Mindset Card, 2021).

Identity Markers: The characteristics, aspects, histories, background, and knowledge that make us each unique and which shape us both personally and professionally (DPI PEFA ecourse, 2021).

Macroaggressions: Large scale or overt aggression based solely upon their marginalized group membership (Wing Sue, 2010). Permits microaggressions to persist (Dixson, 2016).

Microaggressions: Microaggressions have been defined as brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative insults (DPI PEFA ecourse, 2021).

Oppression: Malicious or unjust treatment or exercise of power, often under the guise of governmental authority or cultural conduct; may be overt or covert, depending on how it is practiced.

Person-First: Puts the person before the disability and emphasizes abilities not limitations (Office of Disability Rights, 2006).

Systemic: Affecting the whole system instead of just the parts.

Unconscious bias: A negative association that people hold that is expressed automatically, without conscious awareness. It is also known as implicit or hidden bias (WDPI PEFA ecourse, 2021).

Whiteness: A dominant cultural space with enormous political significance, with the purpose to keep others on the margin (Alberta, 2021). Whiteness itself refers to the specific dimensions of racism that serve to elevate white people over people of color. This definition counters the dominant representation of racism in mainstream education as isolated in discrete behaviors that some individuals may or may not demonstrate, and goes beyond naming specific privileges (McIntosh, 1989).

White Supremacy: An ideology, as a collection of ideas that encourage us to value whiteness (white norms, white culture and white people) more highly and above other cultures. (Unitarian Universalist College of Social Justice, 2021).

Coaching Competencies at a Glance

1. Equity Mindset	1a. Analyzes oppressive beliefs and feelings within oneself	1b. Notices, disrupts, and dismantles deficit mindsets and biases in others that uphold oppression	1c. Examines and challenges oppressive policies and practices within systems

2. Relationship Development	2a. Builds trust, rapport, and respect with clients and stakeholders

3. Communication Skills	3a. Communicates effectively in multiple contexts

4. Knowledge Base Development	4a. Understands both the historical and modern context of dominant and oppressed cultures	4b. Understands a range of coaching approaches	4c. Understands the innovation or practice on which they coach

5. Coaching Conversation Facilitation	5a. Structures conversations around a cyclical model	5b. Promotes reflection	5c. Challenges assumptions	5d. Pushes for details and depth

6. Change Facilitation	6a. Analyzes data, evolving and fluid situations, and systems for the conditions of change	6b. Supports client to develop action plans and goals that include evidence-based, high quality educational practices implemented with fidelity	6c. Generates productive conflict	6d. Expects, attends, and mitigates resistance to change

7. Reflective Practice	7a. Engages in professional learning	7b. Develops emotional intelligence and resilience	7c. Seeks and applies feedback for self-improvement

Anatomy of the CCLPP – How it Works

Contributions to Systems Change

This section includes a description of *why* each competency is important and how it contributes to systems change.
This describes the "why"

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
This section provides additional critical components of the competency. The components break down the competency and provide a more detailed definition. *This details the "what"*	This section describes observable behaviors of a highly skilled coach. *This describes the "how"*	This section describes observable behaviors of a coach who is developing skills. *This describes the "developing how"*	This section describes behaviors of a coach that are unacceptable and indicates a need for professional development. *This describes the "how not"*

1. Equity Mindset

Contributions to Systems Change

Developing one's knowledge of self and understanding of the historical context of who has benefited and who has not is essential for effective, transformative system change. A coach must work towards the goal of seeking to redress inequities for each and every student. The coach and client work to dismantle biases and deficit mindsets and reform educational structures which have been constructed under systems of oppression.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
1a. Analyzes oppressive beliefs and feelings within oneself	The coach cultivates critical consciousness: the willingness and ability to see and speak to how their power and privilege are at work to systematically advantage some while simultaneously disadvantage others. The coach models self-awareness through transparency, vulnerability, and compassion when examining their social and personal identities. The coach intentionally disrupts the ways in which their social and personal identities uphold inequities.	The coach is developing critical consciousness in their ability to see how their power and privilege are at work to systemically advantage some while simultaneously disadvantage others, but are not able to speak to it. The coach usually models self-awareness through transparency, vulnerability, and compassion when examining their social and personal identities. The coach recognizes the ways in which their social and personal identities uphold inequities but is unsure of how to disrupt them.	The coach is unwilling and/or unable to see and speak to how their power and privilege are at work to systemically advantage some while simultaneously disadvantage others. The coach rarely models self-awareness through transparency, vulnerability, and compassion when examining their social and personal identities. The coach does not recognize the ways in which their social and personal identities uphold inequities.
1b. Notices, disrupts, and dismantles deficit mindsets and biases in others that uphold oppression	The coach surfaces the core values, emotions, biases, and beliefs of the client and guides their understanding of how their thoughts and actions may negatively impact marginalized	The coach surfaces the core values, emotions, biases and beliefs of the client, but does not guide their understanding of how their thoughts and actions may negatively impact	The coach does not recognize how core values, emotions, biases and beliefs of the client impact those around them.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
	students, staff, families, and communities. The coach facilitates conversations to recognize, identify, and elevate the strengths of marginalized students, staff, families, and communities.	marginalized students, staff, families, and communities. The coach facilitates conversations to recognize and identify the strengths of marginalized students, staff, families and communities however they are unable to move the client to elevate identified strengths.	The coach does not facilitate conversations regarding the strengths of marginalized students, staff, families and communities.
1c. Examines and challenges oppressive policies and practices within systems	The coach surfaces the impact of white supremacy and the history of whiteness on systems, works to disrupt and dismantle its effects, and facilitates action planning to build a more equitable system of education in its place. The coach consistently facilitates the co-creation of spaces and practices which include shared decision making and authentic participation for marginalized students, staff, families, and communities. The coach uses reflective resources, tools, feedback, and discussion protocols to anticipate and address how systemic oppression impacts transformational change.	The coach recognizes the impact of white supremacy and the history of whiteness on systems and inconsistently works to disrupt and dismantle its effects. The coach sometimes facilitates the co-creation of spaces and practices which include shared decision making and authentic participation for marginalized students, staff, families, and communities. The coach uses resources, tools, feedback and discussion protocols to address oppressive systems.	The coach does not recognize how the history of whiteness has impacted systems. The coach does not facilitate spaces and practices for shared decision making with marginalized students, staff, families, and communities. The coach does not consider how some protocols and resources may misrepresent marginalized students, staff, families, and communities.

2. Relationship Development

Contributions to Systems Change

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 Variation
2a. Builds trust, rapport, and respect with clients and stakeholder	The coach consistently and independently demonstrates the following behaviors: • maintains the confidentiality of others • keeps commitments • encourages clients to speak about their emotional responses • urges client to examine their core values, biases, and mindsets with a critical lens • demonstrates compassion while keeping students and their families at the center of conversations • supports client to create and maintain norms that foster a safe and supportive environment • seeks and models an equal partnership between coach and client	The coach usually demonstrates the following behaviors independently but may occasionally need support: • maintaining the confidentiality of others • keeping commitments • encouraging clients to speak about their emotional responses • urging client to examine their core values, biases, and mindsets • demonstrating compassion while keeping the students and their families at the center of the conversations • supporting client to create and maintain norms that foster a safe and supportive environment • seeking and modeling an equal partnership between coach and client	The coach fails to: • keep confidentiality. • keep commitments • encourage clients to speak about their emotional responses • urge client to examine their core values, biases, and mindsets • demonstrate compassion while keeping the students and their families at the center of the conversations • address unsafe or hostile environments. • recognize and repair breaches in trust The coach perpetuates hierarchical relationships and/or dominates interactions.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
	• recognizes and repairs breaches in trust The coach consistently and independently demonstrates the ability to interrupt deficit mindsets and leverage individual perspectives as an asset to accomplish goals. From a place of humility, compassion, and curiosity, the coach listens for the benefit of the speaker.	• recognizing and repairing breaches in trust The coach usually demonstrates the ability to interrupt deficit mindsets and leverage individual perspectives as an asset to accomplish goals. From a place of compassion and curiosity, the coach listens for the benefit of the speaker.	The coach listens with intent to interject opinions or judgement.

3. Communication Skills

Contributions to Systems Change

Communicating effectively provides a consistent level of shared understanding for all and reduces barriers in order to positively impact student outcomes.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
3a. Communicates effectively in multiple contexts	The coach uses asset-based and person-first language. The coach intentionally uses language that is accessible and acceptable to the client (cultural, linguistic, and nonverbal). The coach leverages others' strong emotions to maximize productive outcomes. The coach facilitates a process with the client to support communication loops. Coach consistently acknowledges that well intended actions may affect others negatively and challenges the client to reflect on and take ownership of the impact.	The coach uses person-first language. The coach uses some culturally and linguistically responsive communication methods. The coach sometimes leverages others' strong emotions to maximize productive outcomes. The coach sometimes facilitates a process with the client to support communication loops. Coach assumes positive intentions without consideration of impact and/or occasionally expresses judgement or influence.	The coach uses deficit based language and focuses on labels instead of people. The coach uses communication styles that disengage the client. The coach engages in or shuts down strong emotions that preclude productive outcomes. The coach neglects to communicate, or otherwise diminishes or blocks communication loops. Coach is unaware that actions can be interpreted differently by others, and/or relies on judgement or influence.

4. Knowledge Base Development

Contributions to Systems Change

The knowledge of and ability to use a wide range of coaching approaches enables the coach to be responsive to the situational needs of all clients, supporting 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 Variation
4a. Understands both the historical and modern context of dominant and oppressed cultures	The coach intentionally engages in their own learning about the history of systemic oppression.	The coach is open to learning about the history of systemic oppression and engages in learning when presented by others.	The coach has no understanding of systemic oppression or excludes any discussion or consideration of it, resulting in the perpetuation of inequalities in the system.
4b. Understands a range of coaching approaches	The 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.	The 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.	The coach uses a limited number of coaching approaches, regardless of the client or context.
4c. Understands the innovation or practice on which they coach	The coach identifies and explains the importance of key components of the innovation or practice.	The coach can identify and explain the importance of some key components of the innovation or practice and is actively developing their knowledge.	The coach has no knowledge of the innovation or practice, and does not actively seek knowledge.

5. Coaching Conversation Facilitation

Contributions to Systems Change

Facilitating the coaching conversation effectively supports clients in order to positively impact equitable outcomes for each and every learner.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
5a. Structures conversations around a cyclical model	The coach uses a cyclical model for structuring conversations and moves the client to generate a commitment to action that is aligned to goals.	The coach is aware of the cyclical model for structuring conversations but occasionally needs support to move the client to action.	The coach either provides no structure to conversations, or mis-structures conversations so that forward progress is not facilitated.
5b. Promotes reflection	The coach restates what is being observed or articulated and provides feedback.	The coach is inconsistent and unpredictable in responding or providing feedback.	The coach overlooks the need for consistent and ongoing feedback.
5c. Challenges assumptions	The coach uses questioning to clarify, extend, and deepen thinking, explore options, invite diverse perspectives, and draw upon the expertise of the client.	The 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.	The coach positions themself as the expert and/or directs decisions without considering the needs of the client.
5d. Pushes for details and depth	The coach identifies focus, gets background information, and identifies possibilities and obstacles.	The coach inconsistently identifies focus, gets background information, and/or identifies possibilities and obstacles.	The coach neglects or misidentifies focus, leading to uninformed client decisions without considering the consequences.

6. Change Facilitation

Contributions to Systems Change

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.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
6a. Analyzes data, evolving and ambiguous situations, and systems for the conditions of change	The coach strategically looks at data with the client and considers possibilities by collecting information from multiple sources and diverse perspectives to support equitable continuous systemic improvements. The coach supports the client to leverage change by identifying strengths, barriers, and opportunities within systems that benefit some and not others.	The 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. The coach sometimes supports the client with identifying strengths, barriers, and/or opportunities to leverage change.	The coach does not consult data and/or makes decisions with irrelevant data from insufficient sources and perspectives. The coach uses a deficit-based approach when interacting with the client, thus consistently missing opportunities to leverage change.
6b. Supports client to develop action plans and goals that include evidence-based, high quality equitable educational practices implemented with fidelity	The coach works in alignment with the school or district strategic/action plan. The coach uses gradual release strategies in response to the clients' needs and skill levels.	The coach works in alignment with the school or district strategic/action plan with support. The coach is aware of the use of gradual release strategies in response to the clients' needs and skill levels.	The coach does not consider the school or district strategic/action plan. The coach is not aware of gradual release strategies in response to the clients' needs and skill levels.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
6c. Generates productive conflict	The coach consciously selects strategies that encourage clients to seek out different or innovative perspectives and approaches that create opportunities and break down barriers.	The coach unintentionally selects strategies that maintain the status quo and limit clients from seeking different or innovative approaches.	The coach consciously selects strategies and/or maintains the status quo by not encouraging clients to seek out different or innovative approaches.
6d. Expects, attends and mitigates resistance to change	The coach anticipates, recognizes, and accepts resistance to change and proactively addresses it. The coach assists the client to identify and act upon their sphere of influence and sphere of control within their system.	The coach sometimes anticipates, recognizes and/or accepts resistance to change but tends to address it reactively. The coach rarely addresses it proactively. The coach inconsistently assists the client to identify and act upon their sphere of influence and sphere of control within their system.	The coach responds in ways that enhance the client's resistance to change (i.e., power struggles, terse tone, defensive posture). The coach is unaware of how power and privilege play into others' influence and control within systems.

7. Reflective Practice

Contributions to Systems Change

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.

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
7a. Engages in professional learning	The coach engages in self-directed learning to build coaching capacity. The coach recognizes gaps in their own learning and seeks out professional learning to address those gaps.	The coach engages in directed learning to build coaching capacity. The coach engages in and/or seeks professional learning for identified gaps.	The coach does not recognize the need to build coaching capacity. The coach does not engage in opportunities for professional growth.
7b. Develops emotional intelligence and resilience	The coach regulates and monitors their own emotional state and makes strategic choices about when and how to share their own feelings and thoughts in order to maintain focus on the goals of the client and system. The coach speaks to and models the importance of self-care. The coach regularly articulates the values, beliefs, biases, and actions they bring to the coaching conversation and reflects on the impact of them.	The coach sometimes regulates and monitors their own emotional state and makes strategic choices about when and how to share their own feelings and thoughts in order to maintain focus on the goals of the client and system. The coach speaks to the importance of self-care. The coach occasionally articulates values, beliefs, biases and actions they bring to the coaching conversation, or does so with prompting.	The coach regularly interjects their thoughts and feelings throughout the coaching conversation, which shifts the focus of the conversation from the client to the coach. The coach doesn't speak to or fails to recognize the importance of self-care. The 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. The coach avoids and/or discourages outward displays of emotion, or

Components of the Competency	Expected Use in Practice	Developmental Use in Practice	Unacceptable Variation
7b. continued	The coach is aware of and makes space for the client's emotions without detracting from the goal of improving equitable outcomes for each and every student.	The coach is aware of and sometimes makes space for the client's emotions. At times the goal of improving equitable outcomes for each and every student may be deprioritized.	allows client emotions to dominate the coaching conversation to the detriment of improving equitable student outcomes.
7c. Seeks and applies feedback for self-improvement	The coach intentionally seeks feedback, engages in learning to address the feedback, and incorporates appropriate change in practice.	The coach will accept feedback, may engage in learning to address the feedback, and may incorporate appropriate change in practice.	The 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.
7a. Engages in professional learning	The coach engages in self-directed learning to build coaching capacity. The coach recognizes gaps in their own learning and seeks out professional learning to address those gaps.	The coach engages in directed learning to build coaching capacity. The coach engages in and/or seeks professional learning for identified gaps.	The coach does not recognize the need to build coaching capacity. The coach does not engage in opportunities for professional growth.

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