

Training & Curriculum Specialist: Coaching Competency Reflection

NAME _____

DATE(S) _____

Each of the statements below refers to behaviors or attributes coaches should demonstrate when supporting the professional development of staff members in their programs. Some of the competencies are directly observable during your regular interactions with staff members. Other competencies might be assessed through self-reflection, conversations with trusted colleagues, or documentation. Use this competency reflection to assess your coaching interactions and effectiveness. It is a tool to help prioritize your goals for professional learning as a coach. It can be useful to return to this competency reflection regularly to assess your growth and set new goals; doing so also provides a strong model of reflective practice for the direct care staff with which you work.

When setting your own professional learning goals, note that each competency may touch on multiple aspects of professional skill. For example, if you set a goal to build coaching partnerships with staff by “establishing a regular and protected time for meetings with staff members,” this would likely involve collaborating with management around scheduling, refining personal time management strategies, developing communication systems with staff, and identifying back-up or problem-solving strategies for unexpected scheduling issues. As you use this competency checklist, spend time “unpacking” the competencies in this way and define the steps you will take to grow your practice and the support you need to be an effective coach.

1

Emerging

I am building my understanding and use of the practice

2

Developing

I understand the practice and am working to consistently or fully implement it

3

Mastered

I consistently display or implement practice in an appropriate manner

COMPETENCY		REFLECTION			NOTES
I Strengths-Based Perspective		1	2	3	
A	I give positive feedback when staff members show growth in competencies, collaborate in teams, and demonstrate professionalism.				
B	I use VLS materials (competency checklists, Explore exercises, End of Course Assessments) to assess staff members' strengths and highlight these in my documentation and conversations.				
C	I provide opportunities for staff members to reflect and share their self-assessed strengths.				
D	I make a point to identify strengths in all staff members to build their confidence and self-efficacy.				
E	I recognize that some staff have had more opportunities to learn than others, and that may account for uneven growth and competence.				

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COMPETENCY		REFLECTION			NOTES
II Awareness to Understanding		1	2	3	
A	I work with the program's administrator and make recommendations so professional development opportunities align with staff needs.				
B	I collaborate with staff to set short- and long-term professional goals.				
C	I collaborate with staff to establish goals that are measurable and achievable in a set time frame.				
D	I take objective (no judgments or opinions) notes about what I observe.				
E	I observe and record information on staff members' practices and how these affect learning environments and child/youth responses.				
F	I ask open-ended questions to understand staff members' perspectives and analyses of their practice.				
G	I encourage staff to develop an understanding of policies and practices so they know why they are asked to do certain things.				
H	I help staff understand how their practices impact child and family outcomes.				
I	I provide opportunities for staff to observe their own practice—either through reviewing video or through self-reflection with competency checklists or other observation tools.				
J	I share specific observations relevant to staff members' goals and avoid nitpicking about practices that staff have not identified as priorities and are not crucial to child safety or are program policies.				
K	I use reflective, open-ended questions to find out what staff members know before jumping to make recommendations.				

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III Individualized Support		1	2	3	
A	I establish a regular and protected time for meetings with staff members I coach.				
B	I use VLS materials to help staff members identify their own professional learning priorities.				
C	I feel comfortable facilitating respectful conversations about difficult topics and mediating conflict.				
D	I respect staff members' needs for privacy (e.g., sensitive conversations take place in private spaces, recognize that not all staff members are comfortable with public praise, etc.) and do not unnecessarily discuss performance with coworkers.				
E	I feel comfortable coaching staff members across their careers, and I know how to support novice and seasoned staff appropriately.				
F	I prepare for meetings ahead of time to show staff that I respect their time and take their learning seriously.				
G	I give directive feedback (e.g. "This should be a goal.") only when necessary, using this strategy when a staff member's practice risks child safety or violates a procedure.				
IV Mutual Learning Partnerships					
A	I provide opportunities for staff to make decisions about their own learning (e.g., what goals to set, what order to complete requirements).				
B	I admit when I don't have an answer or have made a mistake. I apologize when needed and offer to help find information I don't know.				
C	I learn about the cultures, values, and beliefs of staff members and how staff members' backgrounds influence their work with children/youth and colleagues.				
D	I review my notes and staff members' goals from previous conversations so I observe the competencies and goals we discussed.				
E	I plan observations with the staff members and agree on the time, date, and focus of observations.				

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IV Mutual Learning Partnerships		1	2	3	
F	I collaborate with staff to identify action steps using shared decision-making, ensuring that steps are not only decided by me.				
G	I help staff members learn from each other and foster a community of learners (e.g., helping them observe in one another's classrooms, provide opportunities for them to share their practices and activities).				
H	I seek feedback from staff members to ensure I am supporting their learning needs and I modify my support based on constructive feedback.				
I	I appropriately balance the priorities of staff with my own ideas for what they need to improve, choosing relationship over control.				
V Modeling Matters					
A	I offer to model specific practices as a way to support staff and gain greater understanding of their roles and any challenges they face.				
B	I reflect on my own culture, values, and beliefs about child rearing, professionalism, and communication.				
C	I model healthy self-care strategies and practice mindfulness.				
D	I follow through with commitments I make to staff.				
E	I reflect on my effectiveness as a coach and am aware of skills I need to improve.				
F	I create action steps to help me achieve my own goals.				

Concluding Reflections on next page

VI **Concluding Reflections**

My coaching strengths:

My coaching goals:

My plans to achieve my goals: