

Appendix A

Coaching Practices Rating Scale

Name: _____ Date: _____

Rater: _____ Period covered: _____

Coaching is an adult learning strategy in which the coach promotes the learner's ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations. The scale is used to determine the extent to which the practitioner uses the practices with families or colleagues in ways that promote self-assessment, self-reflection, and self-generation of new and existing knowledge and skills.

Think about the coaching conversation(s) for the period covered. For each practice indicator, indicate how often the practice was used:	Single observation	Multiple observations over time					
	Present (+) Absent (-)	No opportunity to measure	None of the time	Some of the time	About ½ the time	Most of the time	All of the time
1. Acknowledged the learner's existing knowledge and abilities as the foundation for improvement	+ -	0	1	2	3	4	5
2. Interacted with the learner in a nonjudgmental and constructive manner during coaching conversations	+ -	0	1	2	3	4	5
3. Identified with the learner the targeted skills that he or she wanted to learn and a timeline for the coaching process	+ -	0	1	2	3	4	5
4. Developed with the learner a plan for action/practice necessary to achieve targeted skill(s) following each coaching conversation	+ -	0	1	2	3	4	5
5. Observed the learner demonstrate <i>knowledge and understanding</i> of the targeted skill(s) or practice(s)	+ -	0	1	2	3	4	5
6. Observed the learner's use of the targeted skill(s) or practice(s)	+ -	0	1	2	3	4	5
7. Created opportunities for the learner to observe the coach and/or others model the target skill(s) or practice(s)	+ -	0	1	2	3	4	5
8. Promoted use of multiple opportunities for the learner to practice implementation of the targeted skill(s) or practice(s) (e.g., role plays, in context)	+ -	0	1	2	3	4	5
9. Used both planned and spontaneous opportunities to strengthen the learner's knowledge and skills	+ -	0	1	2	3	4	5
10. Asked probing questions to examine the learner's knowledge and abilities	+ -	0	1	2	3	4	5
11. Prompted learner to reflect on his or her knowledge and use of the targeted skill(s) and practice(s) compared with research-based practice standards	+ -	0	1	2	3	4	5

(continued)

(continued)

Think about the coaching conversation(s) for the period covered. For each practice indicator, indicate how often the practice was used:	Single observation	Multiple observations over time					
	Present (+) Absent (-)	No opportunity to measure	None of the time	Some of the time	About ½ the time	Most of the time	All of the time
12. Provided feedback about the learner's knowledge and skills following the learner's reflection on his or her performance	+ -	0	1	2	3	4	5
13. Provided and/or promoted access to new information and resources after the learner reflects on his or her performance	+ -	0	1	2	3	4	5
14. Engaged the learner in reflection on the usefulness, effectiveness, and need for continuation of coaching	+ -	0	1	2	3	4	5

Think about the coaching conversations for the time period covered. For each practice indicator, note how the practice was used.

Coaching practice indicators	Description of practice
1. Acknowledged the learner's existing knowledge and abilities as the foundation for improving knowledge and skills.	
2. Interacted with the learner in a nonjudgmental and constructive manner during coaching conversations.	
3. Identified with the learner the targeted skills and a timeline for the coaching process.	
4. Developed with the learner a plan for action/ practice necessary to achieve targeted skill(s) following each coaching conversation.	
5. Observed the learner demonstrate knowledge and understanding of the targeted skill(s) or practice(s).	
6. Observed the learner's use of the targeted skill(s) or practice(s).	
7. Created opportunities for the learner to observe the coach and/or others model the target skill(s) or practice(s).	
8. Promoted use of multiple opportunities for the learner to practice implementation of the targeted skill(s) and practice(s) (e.g., role plays, in context).	
9. Used both planned and spontaneous opportunities to strengthen the learner's knowledge and skills.	
10. Asked probing questions to examine the learner's knowledge and abilities.	

(continued)

Coaching practice indicators	Description of practice
11. Prompted learner reflection on his/her knowledge and use of the targeted skill(s) and practice(s) compared against research-based practice standards.	
12. Provided feedback about the learner's knowledge and skills following the learner's reflection on his/her performance.	
13. Provided and/or promoting access to new information and resources after the learner reflects on his/her performance.	
14. Engaged the learner in reflection on the usefulness, effectiveness, and need for continuation of the coaching process.	

The Early Childhood Coaching Handbook by Dathan D. Rush, Ed.D., CCC-SLP, and M'Lisa L. Shelden, PT, Ph.D.
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Appendix B

COACHING LOG



Coach: _____ Learner: _____
 Date of interaction: _____ Beginning time: _____ Ending time: _____
 Location of interaction: _____
 Who was present? _____
 Topic(s): _____

Was the coaching session planned? Yes No

	Characteristics					Coach's reflections/review (analysis of coaching process and promotion of parent's understanding and ability to promote child participation)
	P ✓	O ✓	A ✓	R *	F •	
Transcript of coaching conversation/observations						

P = Joint Planning, O = Observation, A = Action, R = Reflection, F = Feedback
 *Codes for Reflective Questions: 1 - Awareness, 2 - Analysis, 3 - Alternatives, 4 - Action; •Codes for Feedback: A - Affirmative,
 D - Directive, E - Evaluative, I - Informative