

The Coaching Quick Reference Guide

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The five key characteristics of early childhood coaching are: **joint planning**, **observation**, **action/practice**, **reflection**, and **feedback**. Use this guide to quickly find definitions at your fingertips as well as the role of the coach and coachee for each of these characteristics.



Joint Planning

Definition

Agreement by the coach and coachee on the actions they will take or the opportunities they will have to practice between coaching visits

What the coach does

The coach begins every coaching conversation by reviewing the previous joint plan and asking what the coachee did between conversations to implement the plan. The coach ends every coaching conversation with a plan of who is going to do what by when, based on the actions and ideas discussed.

What the coachee does

The coachee shares what he or she has tried or accomplished between coaching conversations. The coachee identifies what he or she wants to try or accomplish between coaching conversations and suggests when the next conversation should be scheduled.



Observation

Definition

Examination of another person's actions or practices that a coachee can use to develop new skills, strategies, or ideas

What the coach does

The coach observes the coachee within the context of his or her everyday activities.

What the coachee does

The coachee observes the coach model a behavior or activity in the context of an everyday activity with an explicit understanding of what and why he or she is watching.

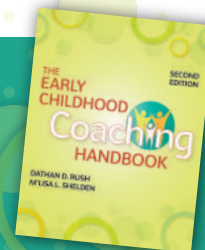


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Action/Practice

Definition

Spontaneous or planned events that occur within the context of a real-life situation and that provide the coachee with opportunities to practice, refine, or analyze new or existing skills

What the coach does

The coach supports the coachee in practicing, refining, and/or analyzing new or existing skills during real-life situations that occur during coaching interactions and between coaching visits.

What the coachee does

The coachee tries new ideas or actions that either were previously discussed and planned with the coach or resulted from a previous coaching conversation.



Reflection

Definition

Analysis of existing strategies that a coachee can use to determine whether the strategies are consistent with evidence-based practices and whether these strategies may need to be implemented without change or modified to obtain the intended outcome(s)

What the coach does

The coach uses reflective questions to assist the coachee in analyzing the current situation, then encourages the coachee to generate alternatives and actions for continually improving his or her knowledge and skills, thereby achieving the desired outcomes.

What the coachee does

The coachee determines what worked or did not work and why it did or did not during the observation and/or action, as well as generates ideas for next steps.



Feedback

Definition

Information provided by the coach that is based on his or her direct observations of the coachee, actions reported by the coachee, or information shared by the coachee and that is designed to expand the coachee's current level of understanding about a specific evidence-based practice or to affirm the coachee's thoughts or actions related to the intended outcomes

What the coach does

The coach uses noncommittal acknowledgment when it is appropriate to affirm what the parent or care provider says or does. He or she provides positive feedback when it is necessary. He or she shares information to build on the coachee's knowledge and skills.

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