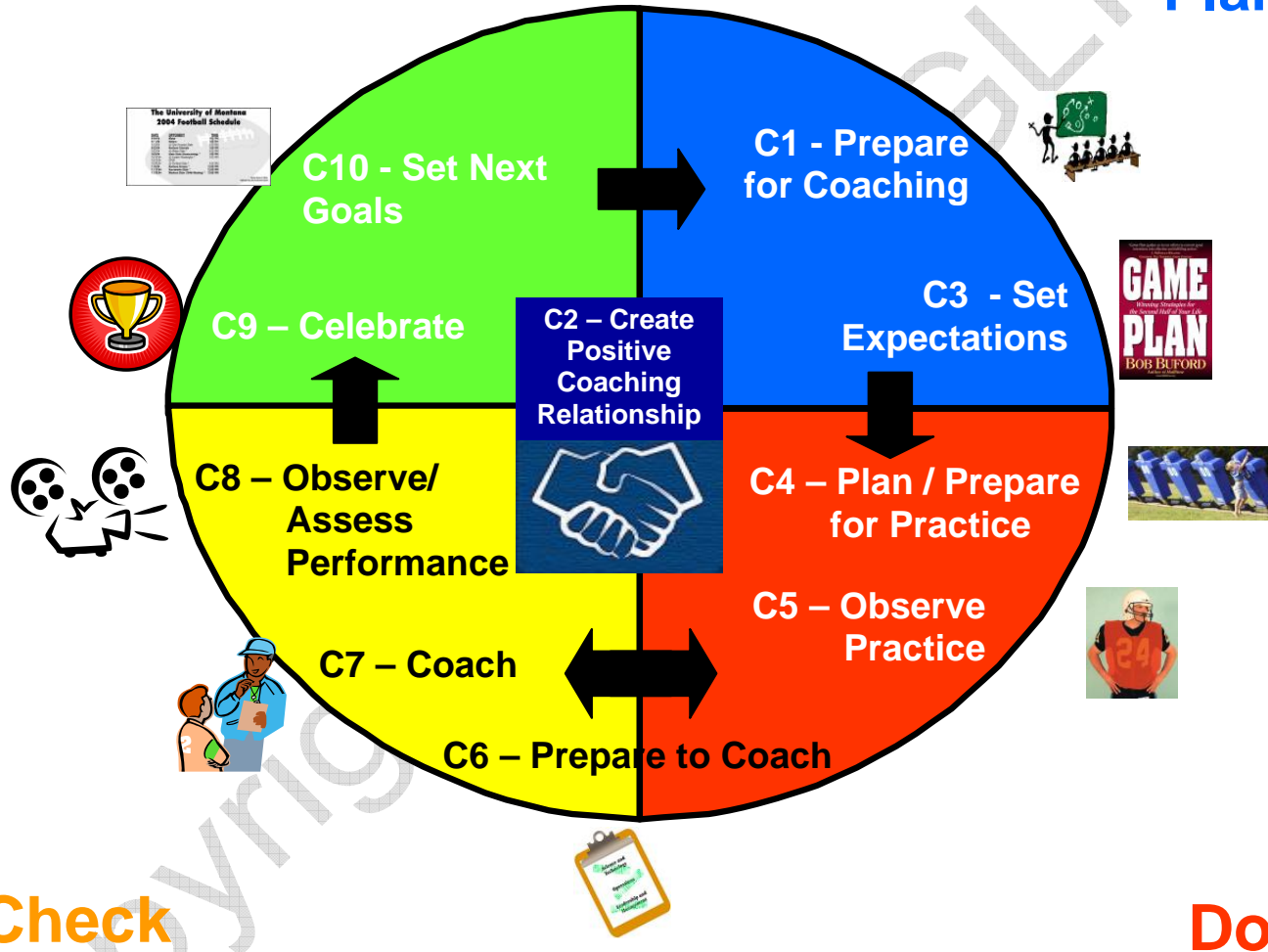


Georgia's Leadership Institute for School Improvement's Coaching Best Practices  
Created by Performance Coaching Design Team 2004-2005.

Act

Plan



Check

Do

# Georgia's Leadership Institute for School Improvement's Coaching Best Practices



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Premise:

Best Practices are similar to Performance Standards: They are what we want coaches to know and be able to do.




Each phase has an overall Standard or Practice.

Under each Standard/Practice, we can list the specifics which are like the elements of the Standard.

Icon / Short Name	Standard / Elements
<p data-bbox="92 561 495 597"><b>C1 – Prepare for Coaching</b></p> 	<p data-bbox="680 561 2018 670"><b>The coach prepares for the coaching experience by establishing purpose and outcomes that are consistent with the challenges of the performer's job in the context of the performer's organization.</b></p> <ul data-bbox="825 695 1944 1044" style="list-style-type: none"> <li>• Holds a group meeting with performer, supervisor, and coach</li> <li>• Collaborates with the performer's supervisor without violating the trust of the performer</li> <li>• Identifies the job related challenges on the job</li> <li>• Identifies the performer's particular challenges</li> <li>• Conducts an assessment of the performer's strengths and weaknesses</li> <li>• Establishes purpose and outcomes with the performer</li> <li>• Schedules the coaching work with the performer</li> </ul>
<p data-bbox="92 1060 583 1133"><b>C2 – Create a Positive Coaching Relationship</b></p> 	<p data-bbox="680 1060 1871 1133"><b>The coach establishes and maintains a positive coaching relationship with the performer.</b></p> <ul data-bbox="825 1157 1955 1360" style="list-style-type: none"> <li>• Conducts conversations with performer that create a positive climate for the relationship</li> <li>• Exhibits active listening skills and a conscious presence with the performer</li> <li>• Conducts "permission checks" to make sure coaching exchanges are held at times and places that are mutually agreeable.</li> </ul>



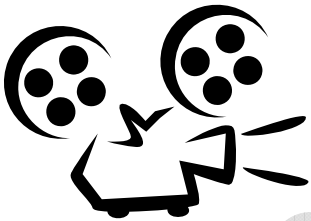
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Icon / Short Name	Standard / Elements
<p><b>C 3 - Set Expectations</b></p> 	<p><b>The coach sets clear coaching expectations, roles, and responsibilities with the performer.</b></p> <ul style="list-style-type: none"> <li>• Clearly defines the end product of the coaching process</li> <li>• Identifies how the performer will be assessed</li> <li>• Reviews content and process of performance based modules</li> <li>• Clearly defines roles and responsibilities of coach and performer</li> <li>• Identifies potential problems in the process and in the relationship and how they will be addressed</li> </ul>
<p><b>C4 - Plan / Prepare for Practice</b></p> 	<p><b>The coach works with the performer and supervisor to prepare for, schedule, and provide resources for practice.</b></p> <ul style="list-style-type: none"> <li>• Organizes for coaching</li> <li>• Orients the performer to the performance process</li> <li>• Analyzes performance factors</li> <li>• Addresses practice barriers</li> <li>• Develops action plan</li> <li>• Gains agreement</li> <li>• Provide resources</li> </ul>
<p><b>C5 - Observe Practice</b></p> 	<p><b>The coach observes and assesses the performer's skills and abilities during real world practice opportunities before and after coaching sessions.</b></p> <ul style="list-style-type: none"> <li>• Frames the issues, behaviors, and/or skills that are being observed and assessed</li> <li>• Ensures that there are ample opportunities to practice in real world settings</li> <li>• Observes the performer's work closely enough to have relevant and substantive feedback</li> <li>• Clarifies when assessment is the focus of the coaching process</li> <li>• Provides specific, relevant, and substantive feedback against criteria/standards</li> <li>• Provides suggestions for improvement</li> <li>• Provides precise delivery of feedback, information, or message</li> </ul>



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Icon / Short Name	Standard / Elements
<p data-bbox="92 269 436 302"><b>C6 – Prepare to Coach</b></p> 	<p data-bbox="680 264 1843 329"><b>The coach develops a coaching intervention strategy based on the results of observation and assessment.</b></p> <ul data-bbox="825 342 1923 448" style="list-style-type: none"> <li>• Identifies beliefs, assumptions, and judgments formed after observations</li> <li>• Develops a coaching intervention strategy based on the assessment of the performer</li> </ul>
<p data-bbox="92 587 268 620"><b>C7 – Coach</b></p> 	<p data-bbox="680 583 1717 615"><b>The coach conducts effective coaching sessions with the performer.</b></p> <ul data-bbox="825 628 1976 1037" style="list-style-type: none"> <li>• Assesses readiness of the performer to accept feedback</li> <li>• Provides timely, specific and candid feedback based on observations</li> <li>• Balances feedback between what is working and not working for the performer</li> <li>• Asks effective questions</li> <li>• Models the task if appropriate</li> <li>• Listens deeply and reflects responses for the performer</li> <li>• Sees the situation from the perspective of the performer</li> <li>• Assists the performer is self-assessment</li> <li>• Elicits possible alternatives to current practice from the performer</li> <li>• Avoids solving the problem for the performer</li> <li>• Demonstrates patience and belief that the performer can meet the standard</li> </ul>
<p data-bbox="92 1053 642 1086"><b>C8 – Observe / Assess Performance</b></p> 	<p data-bbox="680 1049 1776 1081"><b>The coach organizes and observes practice; conducts final assessment.</b></p> <ul data-bbox="825 1094 1688 1503" style="list-style-type: none"> <li>• Organizes for practice</li> <li>• Prepares with performer for practice</li> <li>• Orients participants to the practice</li> <li>• Provides opportunity for self-assessment</li> <li>• Observes and assesses practice</li> <li>• Provides feedback</li> <li>• Determines readiness for final assessment with performer</li> <li>• Orients performer to final assessment</li> <li>• Orients participants to final assessment</li> <li>• Conducts final assessment</li> <li>• Observes, assesses, and provides feedback</li> </ul>

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Icon / Short Name	Standard / Elements
<p data-bbox="92 272 317 302"><b>C9 – Celebrate</b></p> 	<p data-bbox="680 266 1885 295"><b>The coach documents, recognizes and communicates the performer's success.</b></p> <ul data-bbox="827 305 1661 375" style="list-style-type: none"> <li>• Documents and acknowledges performer success</li> <li>• Recognizes and communicates successful performance</li> </ul>
<p data-bbox="92 602 415 631"><b>C10 – Set Next Goals</b></p> 	<p data-bbox="680 596 1982 657"><b>The coach guides the portfolio entry, provides portfolio feedback, sets next goals and communicates the performer's success to the supervisor and other key stakeholders.</b></p> <ul data-bbox="827 667 1262 850" style="list-style-type: none"> <li>• Guides portfolio entry</li> <li>• Reviews portfolio entry</li> <li>• Provides portfolio feedback</li> <li>• Sets goals and next steps</li> <li>• Communicates status</li> </ul>

Georgia's Leadership Institute  
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 Edits October 27, 2005