

505-3-.85 COACHING ENDORSEMENT PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that Rule 505-3-.85, COACHING ENDORSEMENT PROGRAM, dated May 15, 2014, be AMENDED to add the in-field statement, which specifies the role(s) for which the program prepares individuals. Additional amendments are provided for clarification.

Current/Amended Sections(s):

(Additions are underlined in bold type; deletions are marked through.)

(1) Purpose. This rule states field-specific content standards for approving endorsement programs that prepare individuals to use performance assessment data to provide specific feedback to individuals that will assist them in meeting criteria for performance in various educational positions such as, but not limited to, a supervisor/coach of individuals completing student teaching requirements or a non-traditional teacher preparation program, a mentor/coach of interns/beginning teachers, an instructional/academic coach of classroom teachers, a classroom teacher providing professional learning for peers, or a coach of candidates seeking educational leadership positions. This rule supplements requirements in Rule 505-3-.01, [REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#).

(2) In-Field Statement. Completers of the P-12 Service (S) field Coaching Endorsement are qualified to use performance assessment data to provide specific feedback to other educators or prospective educators in a variety of roles or educational positions, such as but not limited to the examples provided in paragraph (1).

(23) Requirements.

- (a) **A GaPSC approved professional educator preparation provider may seek state approval to offer this field as a stand-alone endorsement program to candidates who hold Aa valid, level 4 or higher Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, Life certificate, or service certificate, with a recommendation from a school district is required for program admission. Educators with leadership, Life, or service certificates must have held a Professional teaching certificate. A recommendation from a school district is required for program admission.**; and
- (b) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards:
1. The program shall prepare the coach to have the knowledge, skills, and dispositions to identify performance criteria:
 - (i) The program shall prepare the coach to analyze the context in order to identify organizational criteria with the coachee's performance. The coach will know and be able to:
 - (l) Identify the organization's mission, vision, beliefs and goals;

- (II) Analyze the alignment of the mission, vision, beliefs and goals to the roles, responsibilities and performances required for the coachee's position; and
 - (III) Communicate this alignment.
 - (ii) The program shall prepare the coach to analyze the strengths and opportunities for growth of the coachee to meet the organization's performance criteria. The coach will know and be able to:
 - (I) Communicate the expected performance criteria;
 - (II) Assess the coachee's understanding of the performance criteria;
 - (III) Analyze the strengths of the coachee against performance criteria;
 - (IV) Help the coachee self-assess against performance criteria;
 - (V) Determine the coachee's "opportunities for growth" against the performance criteria;
 - (VI) Help the coachee self-assess his/her "opportunities for growth" against the performance criteria; and
 - (VII) Support the coachee in the development of confidence in her/his ability to achieve the performance criteria.
2. The program shall prepare the coach to have the knowledge, skills, and dispositions to demonstrate knowledge and understanding of performance assessments and analysis of results:
- (i) The program shall prepare the coach to identify and know how to use assessments for coachee based on roles, responsibilities, positions and performance criteria. The coaches know and are able to:
 - (I) Identify and use various assessments available;
 - (II) Identify and use appropriate assessments for role and context;
 - (III) Identify and use appropriate questioning techniques for diagnostic purposes; and
 - (IV) Identify and use appropriate questioning techniques for clarifying purposes.
 - (ii) The program shall prepare the coach to implement appropriate assessments based on roles, positions, responsibilities, and performance criteria. The coach will know and be able to:
 - (I) Use active and empathetic listening skills for diagnostic and/or clarifying purposes;
 - (II) Demonstrate the effective use of appropriate assessments; and
 - (III) Demonstrate the effective use of coaching processes.
 - (iii) The program shall prepare the coach to have the knowledge, skills, and dispositions to analyze results from assessments. The coach will know and be able to:

- (I) Demonstrate effective analysis skills for performance assessments for coachee's strengths and areas of growth;
 - (II) Analyze and identify barriers to performance;
 - (III) Compare areas for improvement identified by coach, coachee, and the district;
 - (IV) Communicate results of assessments effectively; and
 - (V) Demonstrate data interpretation/analysis.
3. The program shall prepare the coach to have the knowledge, skills, and dispositions to develop, maintain, and implement an effective coaching plan:
- (i) The program shall prepare the coach to develop goals and a plan to achieve them in collaboration with coachee. The coach will know and be able to:
 - (I) Create a plan with results that are specific, measurable, attainable, and realistic and have target dates (SMART goals);
 - (II) Encourage the coachee to take on new and challenging tasks;
 - (III) Define actions that will enable the coachee to demonstrate practice and deepen new learning; and
 - (IV) Adjust plan as warranted.
 - (ii) The program shall prepare the coach to demonstrate ability to manage progress and accountability. The coach will know and be able to:
 - (I) Monitor the plan to keep coaching on track; and
 - (II) Develop a system to help the coach self-monitor.
 - (iii) The program shall prepare the coach to have the knowledge, skills, and dispositions to provide opportunities to practice. The coach will be know and be able to:
 - (I) Identify willing participants for practice;
 - (II) Identify resources used to practice; and
 - (III) Schedule agreed upon time to practice.
4. The program shall prepare the coach to have the knowledge, skills, and dispositions to provide feedback to an individual or group of individuals in an effort to build capacity and improve performance:
- (i) The program shall prepare the coach to provide feedback based on performance criteria. The coach will know and be able to:
 - (I) Provide feedback that reflects best practice based on current research;
 - (II) Utilize a process to provide feedback;
 - (III) Develop specific and purposeful feedback; and

- (IV) Formulate and use effective questioning techniques.
- (ii) The program shall prepare the coach to demonstrate ability to use feedback to collaborate with the coachee to plan strategies. The coach will know and be able to:
 - (I) Provide resources that align with the identified needs;
 - (II) Prioritize and develop a timeline;
 - (III) Develop and utilize strategies to build a support network;
 - (IV) Develop coachee's recognition of incremental improvement and growth; and
 - (V) Recognize the fluid nature of coachee's plan for continuous improvement.
- 5. The program shall prepare the coach to have the knowledge, skills, and dispositions to communicate effectively with the coachee:
 - (i) The program shall prepare the coach to utilize effective verbal skills. The coach will know and be able to:
 - (I) Utilize effective questioning skills;
 - (II) Utilize effective clarifying skills; and
 - (III) Utilize positive phrasing.
 - (ii) The program shall prepare the coach to use effective written skills. The coach will know and be able to:
 - (I) Write for varied audiences and situations;
 - (II) Write clear statements for improved performance;
 - (III) Understand the legal implications of the written word; and
 - (IV) Demonstrate proper grammar, usage, and mechanics.
 - (iii) The program shall prepare the coach to use effective non-verbal skills to communicate independently of spoken or written words. The coach will know and be able to:
 - (I) Use active listening skills;
 - (II) Recognize and analyze body language; and
 - (III) Recognize the non-verbal implications of the coaching environment.
- 6. The program shall prepare the coach to have the knowledge, skills, and dispositions to effectively establish the relationship of trust with all stakeholders in the coaching process:
 - (i) The program shall prepare the coach to establish and maintain a highly confidential relationship:
 - (I) Understand the importance of confidentiality and trust;

- (II) Protect and maintain confidentiality and trust; and
 - (III) Communicate to others the importance of confidentiality in the coach/coachee relationship.
- (ii) The program shall prepare the coach to recognize and address the significance of relationship building skills:
- (I) Foster a positive relationship for high performance;
 - (II) Demonstrate respect for coachee's perception, learning style, and individuality;
 - (III) Recognize and address cross-generational/cultural/other differences; and
 - (IV) Demonstrate effective listening and reflection.
- (iii) The program shall prepare the coach to maintain a professional ethical environment:
- (I) Demonstrate professional conduct at all times;
 - (II) Recognize and address personal issues that may impair, conflict, or interfere with coaching performance or professional relationships; and
 - (III) Show genuine concern for the coachee's welfare and future.
- (iv) The program shall prepare the coach to demonstrate collaboration skills:
- (I) Participate effectively in partnerships and networks of support to include all stakeholders;
 - (II) Serve as a member of coachee's professional team; and
 - (III) Provide on-going support and advocacy.