

General Coaching Skills Rating Scale

| How would you rate your ability to make the following observations? | Never | Sometimes | Always | | |
|---|-------|-----------|--------|---|---|
| • Learner's nonverbal communications | 1 | 2 | 3 | 4 | 5 |
| • Learner's ability to demonstrate a particular skill | 1 | 2 | 3 | 4 | 5 |
| • Learner's comfort in asking questions | 1 | 2 | 3 | 4 | 5 |
| • Learner's interactions with others in the environment | 1 | 2 | 3 | 4 | 5 |
| • Reactions of others in the environment to what you are saying or doing | 1 | 2 | 3 | 4 | 5 |
| • Physical arrangement of the environment | 1 | 2 | 3 | 4 | 5 |
| • Factors in the environment that may affect the learner's intended outcomes | 1 | 2 | 3 | 4 | 5 |
| • Availability, access, and use of family and community resources | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| How would you rate your ability to listen to the learner? | | | | | |
| • Use direct eye contact | 1 | 2 | 3 | 4 | 5 |
| • Maintain positive facial expressions | 1 | 2 | 3 | 4 | 5 |
| • Demonstrate an open body posture | 1 | 2 | 3 | 4 | 5 |
| • Maintain close proximity to the learner | 1 | 2 | 3 | 4 | 5 |
| • Focus on the present moment | 1 | 2 | 3 | 4 | 5 |
| • Listen to words, meanings, and feelings of what the learner is trying to convey | 1 | 2 | 3 | 4 | 5 |
| • Listen without passing judgment | 1 | 2 | 3 | 4 | 5 |
| • Avoid listening through filters of personal values and beliefs, prejudices, and past experiences | 1 | 2 | 3 | 4 | 5 |
| • Comfortable with periods of silence | 1 | 2 | 3 | 4 | 5 |
| • Respond verbally and nonverbally without agreeing or disagreeing | 1 | 2 | 3 | 4 | 5 |
| • Encourage the listener to share additional information through the use of noncommittal acknowledgment | 1 | 2 | 3 | 4 | 5 |
| • Associate the learner's perspective to the program's philosophy, guiding principles, and evidence-based practices | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| How would you rate your ability to respond to the learner? | | | | | |
| • Respond in a way that will promote learning by asking questions | 1 | 2 | 3 | 4 | 5 |
| • Ask learner for clarification of vague information or information that appears inconsistent with program guiding principles or evidence-based practices | 1 | 2 | 3 | 4 | 5 |
| • Use what, where, when, who, and how questions | 1 | 2 | 3 | 4 | 5 |
| • Assist the learner to compare new information and experiences with previous ones | 1 | 2 | 3 | 4 | 5 |
| • Assist the learner to apply or create new information | 1 | 2 | 3 | 4 | 5 |
| • Reflect back on the content and feelings expressed by the learner | 1 | 2 | 3 | 4 | 5 |
| • Periodically summarize information shared by the learner | 1 | 2 | 3 | 4 | 5 |
| • Share feedback, information, and resources after the learner has shared his or her thoughts and ideas | 1 | 2 | 3 | 4 | 5 |
| • Provide feedback in a concise, specific, immediate, constructive, and supportive way | 1 | 2 | 3 | 4 | 5 |
| • Avoid using directive words such as "should," "must," and "need to" | 1 | 2 | 3 | 4 | 5 |
| • Use a problem-solving strategy with the learner when necessary | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| How would you rate your planning abilities? | | | | | |
| • Clarify the purpose and outcomes for the coaching relationship | 1 | 2 | 3 | 4 | 5 |
| • Determine who needs to do what between coaching conversations | 1 | 2 | 3 | 4 | 5 |
| • Identify strategies and opportunities for practice between coaching conversations | 1 | 2 | 3 | 4 | 5 |