

Coaching System Development Worksheet

Background

Professional development, support, and feedback are keys to quality service delivery and to improving service delivery over time and across staff. Coaching has been demonstrated as a key element to ensure implementation, fidelity, and quality of services. A Coaching Service Delivery Plan details the mutual responsibilities of the Coach and the Education Advocate. Both must participate fully in order for the coaching relationship to be beneficial to children and their families. The Coaching Service Delivery Plan is a proactive approach to purposeful and supportive coaching. It specifies the Coaching Elements that will promote quality service delivery, support for the Advocate, and serve as the basis for further professional development. It details the responsibilities of both the Coach and the Educational Advocate. Sound coaching relies on multiple sources of data including qualitative reports of activities, observations, and issues from the Advocate as well as data related to service delivery timeliness, perceived quality and helpfulness of the service by stakeholders, and outcomes of service provision. By developing a Coaching Service Delivery Plan and then adjusting it over time – always with the goal of improved service to children and families – the Coach and Advocate can partner in this quality improvement effort. The template provided below provides the basis for developing a Coaching System.

Evidence-based Program: _____

| Usable Intervention | In Place | Initiated or Partially In Place | Not Yet in Place | Notes |
|---|-----------------|--|-----------------------------|--------------|
| Critical components of program have been identified | | | | |
| Expected implementation is defined for each component | | | | |
| Acceptable developmental variations defined for each component | | | | |
| Unacceptable, ineffective variations defined for each component | | | | |

| Facilitative Administration | In Place | Initiated or Partially In Place | Not Yet in Place | Notes |
|--|-----------------|--|-----------------------------|--------------|
| “Coach” Job Description has been approved | | | | |
| <ul style="list-style-type: none"> • Roles and responsibilities adequately defined • Selection criteria detailed | | | | |
| Necessary funding support has been identified | | | | |
| Accountability structure has been established | | | | |
| Coach’s level of authority has been clearly defined | | | | |
| Enabling policies have been developed | | | | |

| Next Steps | In Place | Initiated or Partially In Place | Not Yet in Place | Notes |
|--|-----------------|--|-----------------------------|--------------|
| Exploration process identified | | | | |
| First generation coaches selected | | | | |
| Process/schedule determined for future coach selection | | | | |
| Coaching procedures developed | | | | |
| Feedback report structures determined | | | | |
| Staff to coach feedback loop defined | | | | |
| Coaching Service Delivery Plan developed | | | | |
| Accountability structure detailed | | | | |
| Access to intervention data established | | | | |
| Access to implementation data established | | | | |