



COLORADO COACHING CONSORTIUM EARLY CHILDHOOD COACHING COMPETENCIES: SELF-REFLECTIVE TOOL

We encourage you to revisit these competencies and how you are demonstrating them at least annually to deepen your understanding and practice of coaching.

A. Setting the Foundation

1. Demonstrates Ethical Practice. Understands and consistently applies the [NAEYC Code of Ethical Conduct \(Updated 2011\)](#), [NAEYC's Advancing Equity in Early Childhood Education \(2019\)](#), the [International Coaching Federation Code of Ethics](#) and the Colorado Coaching Competencies (*Revised 2020*) based on the [International Coaching Federation Core Competency Model \(Revised 2019\)](#).

Competency Indicators	Consistently	Occasionally	Seldom	Reflections
1. Demonstrates personal integrity and honesty in interactions				
2. Is sensitive to others' identity, environment, experiences, values and beliefs				
3. Uses appropriate and respectful language				
4. Abides by the Codes of Ethics/Ethical Conduct noted above and upholds the Colorado Coaching Consortium's Core Values				
5. Maintains confidentiality				
6. Maintains the distinctions between coaching, consulting, mentoring, technical assistance, psychotherapy and other support professions				
7. Makes referrals to other support professionals, as appropriate				
8. Determines whether there is an effective match between coaching method/skills and the needs of the adult				

2. Embodies a Coaching Mindset. Develops and maintains a mindset that is open, curious, flexible and learning-centered.

1. Acknowledges and accepts that adults are responsible for their own choices				
2. Engages in ongoing learning and development as a coach				
3. Develops an ongoing reflective practice to enhance one's coaching				
4. Remains aware of and open to the influence of context and culture on self and others				
5. Uses awareness of self and one's perception to benefit adults				
6. Develops and maintains the ability to regulate one's emotions				
7. Mentally and emotionally prepares for coaching interactions				
8. Seeks support from outside sources when necessary				

B. Co-Creating the Relationship

3. Establishes and Maintains Agreements. Co-creates clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching interaction.

Competency Indicators	Consistently	Occasionally	Seldom	Reflections
1. Explains what coaching is and describes the process				
2. Reaches agreement about what is appropriate in the relationship, what is offered, and the responsibilities of each stakeholder				
3. Reaches agreement about the guidelines and specific parameters of the coaching relationship such as logistics, fees, scheduling, duration, termination, confidentiality and inclusion of others				
4. Co-establishes an overall coaching plan and goals				
5. Co-determines adult-coach compatibility				
6. Co-identifies, reconfirms and/or co-defines what is needed to be addressed or resolved to achieve desired outcome				
7. Co-identifies, defines or reconfirms measures of success for desired outcome				
8. Co-manages the time and focus of the session				
9. Continues coaching in the direction of the desired outcome unless indicated otherwise				
10. Co-ends the coaching relationship in a way that honors the experience				

4. Cultivates Trust and Safety. Partners to create a safe, supportive environment that allows each participant to share freely. Maintains a relationship of mutual respect and trust.

1. Seeks to understand each other within their context which may include their identity, environment, experiences, values and beliefs				
2. Demonstrates respect for each other's identity, perceptions, style and language and adapts as appropriate				
3. Acknowledges and respects each other's unique talents, insights and work in the coaching process				
4. Shows support, empathy and concern				
5. Acknowledges and supports expression of feelings, perceptions, concerns, beliefs and suggestions				
6. Demonstrates openness and transparency as a way to display vulnerability and build trust				

5. Maintains Presence. Is fully conscious and present, employing a style that is open, flexible, grounded and confident.

Competency Indicators	Consistently	Occasionally	Seldom	Reflections
1. Remains focused, observant, empathetic and responsive				
2. Demonstrates learning-focused curiosity during the coaching process				
3. Maintains awareness of one's own emotions to stay objective and present				
4. Demonstrates confidence in working with strong emotions during the coaching interaction				
5. Is comfortable working in a space of regularly not knowing				
6. Creates or allows space for silence, pause and/or reflection				

C. Communicating Effectively

6. Listens Actively. Focuses on attuning to fully understand what is being communicated and to support self-expression.

Competency Indicators	Consistently	Occasionally	Seldom	Reflections
1. Considers the context, identity, environment, experiences, values and beliefs to enhance understanding of what is being communicated				
2. Reflects or summarizes what is communicated to ensure clarity and understanding				
3. Recognizes and inquires when it is sensed there is more to be communicated				
4. Notices, acknowledges and explores emotions, energy shifts, non-verbal cues or other behaviors				
5. Integrates words, tone of voice and body language to determine the full meaning of what is being communicated				
6. Notices trends in behaviors and emotions across interactions to discern themes and patterns				

7. Evokes Awareness. Facilitates insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.

1. Considers experience when deciding what might be most useful				
2. Challenges to evoke awareness or insight				
3. Asks questions that support exploration beyond current thinking				
4. Asks questions, such as their way of thinking, values, needs, wants and beliefs				

Competency Indicators	Consistently	Occasionally	Seldom	Reflections
5. Invites sharing more about experiences in the moment				
6. Notices what is working to enhance progress				
7. Adjusts the coaching approach in response to needs				
8. Supports identifying factors that influence current and future patterns of behavior, thinking or emotion				
9. Invites generation of ideas about how they can move forward and what they are willing or able to do				
10. Supports reframing perspectives				
11. Shares observations, insights and feelings, without attachment, that have the potential to create new learning				

D. Cultivating Learning and Growth

8. Facilitates Growth: Partners to transform learning and insight into action. Promotes autonomy throughout the coaching process.

Competency Indicators	Consistently	Occasionally	Seldom	Reflections
1. Works to integrate new awareness, insight or learning into worldview and behaviors				
2. Co-designs goals, actions and accountability measures that integrate and expand new learning				
3. Acknowledges and supports autonomy in the design of goals, actions and methods of accountability				
4. Co-identifies potential results or learning from identified action steps				
5. Invites consideration of how to move forward, including resources, support and potential barriers				
6. Co-summarizes learning and insight within or between interactions				
7. Celebrates progress and successes				