

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				