

NIRN Practice Profile 1.8 1-pager

The foundations of all coaching relationships are the ***use of data*** and ***creating an enabling collaborative context***.

Use of data – an iterative use of relevant, reliable and valid data to analyze, evaluate, and inform next steps and action planning, including goal setting, identifying progress monitoring or outcome data needed, and the development of an action plan that is adjusted based on incoming data

Creating an Enabling and Collaborative Context – structures and practices developed to create supportive ways of work that facilitate recipients of coaching to use practices/programs with fidelity through the use of effective communication, collaboration, problem-solving, and shared ownership by demonstrating flexibility, supportiveness, approachability, and trustworthiness in a non-judgmental, hospitable environment

Through ***prompting, performance feedback, scaffolding,*** and ***application of content knowledge***, the coach supports the coaching recipient to develop and use skills/practices accurately, with fluency, and with appropriate adaptations, leading to desired outcomes.

Prompting – verbal and/or nonverbal cues or aids, delivered before the skills should be demonstrated (pre-correction), that serve as indicators or reminders about accurate use of the targeted skill and increases the likelihood the skill will be demonstrated when needed in the future

Performance feedback – verbal or written feedback that highlights behaviors that were used accurately, fluently, or whose modifications to meet needs of the audience, timeliness, or dosage of the setting maintained fidelity to the practice - feedback should be specific (describes observable behavior) and linked to a coaching goal

Scaffolding – the amount of direct support provided to guide the recipient's targeted skills to move skills from acquisition, to fluency, generalization, to adaptation and might include modeling, coleading, or providing independent practice, while delivering performance feedback

Application of content knowledge – the coach applies his or her own experience and knowledge about delivering the targeted skill, practice or program through stories, suggestions and resources

Continuum of Supports – coaching uses fidelity/observation data to identify the recipient's needs to master skills and align them with a continuum of coaching supports (i.e., high, moderate, low or ongoing) - supports provided may increase or decrease based on the targeted skill, level of acquisition and needs of coaching recipient