

# 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