

## Fundamentals of Academic Coaching Badge (1 of 4) of the ATPA Academic Coaching Microcredential

The ATPA Academic Coaching Microcredential is made up of four Badges. Earning badges is based on demonstrating the underlying competencies. For the Fundamentals of Academic Coaching badge, participants must score 12 points or more, and all skills must be rated as competent or higher. Ratings based on the observations during class, three required learning outcome reports, and project presentation and/or report.

Competency	Exceeds Expectations [5] (Meets expectations plus includes description below)	Meets Expectations [3]	Developing Expectations [1]	Your Rating and Comments
<p><b>1. Demonstrates Ethical Practice</b></p> <ul style="list-style-type: none"> <li>● Understands and consistently applies coaching ethics and standards of coaching</li> <li>● Understands and consistently applies coaching ethics and standards of coaching; informs confidentiality</li> <li>● Uses appropriate and respectful language to students and cultivates a culture of equity and inclusion, continuous learning, civility, and mutual respect.</li> </ul>	<p>Using the scenario (video, vignette, case study, multiple choice, avatar) correctly identifies 5 of the ethical or unethical practices at play that focuses on:</p> <ul style="list-style-type: none"> <li>● language that respects students</li> <li>● cultivating a culture of equity and inclusion, continuous learning, civility and mutual respect,</li> <li>● explicitly informs students about confidentiality and confidentiality agreement protocol</li> <li>● understand and adheres to FERPA regulation</li> </ul>	<p>Using the scenario (video, vignette, case study, multiple choice, avatar) correctly identifies 3-4 of the ethical or unethical practices at play that focuses on:</p> <ul style="list-style-type: none"> <li>● language that respects students</li> <li>● cultivating a culture of equity and inclusion, continuous learning, civility and mutual respect,</li> <li>● explicitly informs students about confidentiality and confidentiality agreement protocol.</li> <li>● understand and adheres to FERPA regulation</li> </ul>	<p>Using the scenario (video, vignette, case study, multiple choice, avatar) correctly identifies 2 or less of the ethical or unethical practices at play that focuses on:</p> <ul style="list-style-type: none"> <li>● language that respects students</li> <li>● cultivating a culture of equity and inclusion, continuous learning, civility and mutual respect,</li> <li>● explicitly informs students about confidentiality and confidentiality agreement protocol.</li> <li>● understand and adheres to FERPA regulation</li> </ul>	

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<p><b>2. Embodies a coaching mindset</b></p> <p>Definition: <i>Develops and maintains a mindset that is open, curious, flexible, and student-centered (ICF)</i></p> <ul style="list-style-type: none"> <li>• Develops an ongoing reflective practice, open to the influence of context and culture infused within the coaching relationship, to enhance one’s coaching (AAC Diversity, Equity, and Inclusion: Framework for Action; MC Equity Roadmap Goal 4: MC 2020-2025 Strategic Plan Goal 2).</li> <li>• Prepares to regulate one’s emotions and maintains awareness and reflection on their ability limitations and ongoing growth process (MC 2020-2025 Strategic Plan Goal 3)</li> </ul>	<p>Shows exceptional awareness of fundamental coaching mindsets, including how to center the student within the coaching relationship and dialogue</p> <p>-scoring 9-10 on activity</p>	<p>Shows competent awareness of fundamental coaching mindsets, including how to center the student within the coaching relationship and dialogue</p> <p>-scoring 7-8 on activity</p>	<p>Shows some awareness of fundamental coaching mindsets, including how to center the student within the coaching relationship and dialogue</p> <p>-scoring 0-6 on activity</p>	

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<p><b>3. Listens Actively</b></p> <ul style="list-style-type: none"> <li>Focuses on what the student is, and is not, saying to fully understand what is being communicated to support student self-expression (ICF).</li> <li>Considers the student's context, identity, environment, experiences, values, and beliefs to deepen connections and understanding of what is communicated in the coaching session. <i>(MC Equity Roadmap Goal 5).</i></li> <li>Integrates the student's words, tone of voice and body language to determine the full meaning of what is being communicated during and across coaching sessions.</li> </ul>	<p>Shows exceptional awareness of how coaches should actively listen to what is said, as well as non-verbally communicated, centering the student's experience in their analysis of an interaction.</p> <p>Assessment:  -Takes active listening self-assessment (pass/fail)  -Completes reflective response to a scenario that demonstrates analysis (pass/fail)  -Passes auto-graded Multiple Choice quiz at 9-10</p>	<p>Shows competent awareness of how coaches should actively listen to what is said, as well as non-verbally communicated, centering the student's experience in their analysis of an interaction.</p> <p>Assessment:  -Takes active listening self-assessment (pass/fail)  -Completes reflective response to a scenario that demonstrates analysis (pass/fail;)  -Passes auto-graded Multiple Choice quiz at 7-8</p>	<p>Shows some awareness of how coaches should actively listen to what is said, as well as non-verbally communicated, centering the student's experience in their analysis of an interaction.</p> <p>Assessment:  Completes only one pass/fail item (active listening self-assessment, pass/fail; reflective response to a scenario, pass/fail;)  and/or  -Scores auto-graded Multiple Choice quiz at 0-6</p>	

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<p><b>4. Evokes Awareness</b></p> <p>Definition: Facilitates student insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy (ICF).</p> <ul style="list-style-type: none"> <li>• <u>Asks genuine and supportive questions</u> about the student (e.g., their ways of thinking, values, needs, wants, and beliefs) to develop appropriate goals and advance progress and engagement in their personal and academic paths. (MC Equity Roadmap Goal 4; MC 2020-2025 Strategic Plan: Goal 3).</li> <li>• <u>Helps the student identify factors that influence current and future patterns of behavior, thinking, or emotion</u> to support personal growth, foster academic learning and success, and cultivate a sense of belonging at the college (MC 2020-2025 Strategic Plan: Goal 4).</li> </ul>	<p>Shows exceptional awareness of how coaches should facilitate student insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.</p> <p>Score 9-10 across assessments</p>	<p>Shows competent awareness of how coaches should facilitate student insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.</p> <p>Score 7-8 across assessments</p>	<p>Shows some awareness of how coaches should facilitate student insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.</p> <p>Score 0-6 across assessments</p>	

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