Coaching Toward Academic Success Badge (3 of 4) of the ATPA Academic Coaching Microcredential

The Achieving the Promise Academy (ATPA) Academic Coaching Microcredential consists of four Badges. Earning badges is based on demonstrating the underlying competencies. For the Coaching Toward Academic Success badge, participants must score 12 points or more, and all skills must be rated as competent or higher.

Competency	Exceeds Expectations [5] (Meets expectations plus includes description below)	Meets Expectations [3]	Developing Expectations [1]	Your Rating and Comments
1. **Develops Student Self-Directed Learning Skills** Definition: *Self-directed learning skills in students (i.e., motivational, cognitive, metacognitive, behavioral, and emotional strategies/practices) support regulation of their learning processes to become independent learners.* • Gains knowledge of and implements strategies to create moments for student self-reflection and their development of self-regulation and metacognitive skills during a coaching session. • Utilizes discipline-specific learning strategies aimed at improving students' independent learning skills and increasing their overall academic success (*MC 2020-2025 Strategic Plan: Goal 3*).	Shows exceptional awareness of how coaches should cultivate self-directed learning by strategically utilizing discipline-specific approaches. In addition, coach consistently creates opportunities for self-reflective learning processes that support student motivation and independence during coaching sessions. Scoring totals 9-10 across assessments.	Shows competent awareness of how coaches should consistently cultivate self-directed learning by strategically utilizing discipline-specific approaches. In addition, the coach creates opportunities for self-reflective learning processes that support student motivation and independence during coaching sessions. Scoring totals 7-8 across assessments.	Shows some awareness of how coaches should cultivate self-directed learning by strategically utilizing discipline-specific approaches. In addition, the coach inconsistently creates opportunities for self-reflective learning processes that support student motivation and independence during coaching sessions. Scoring totals 0-6 across assessments.	

Competency	Exceeds Expectations [5] (Meets expectations plus includes description below)	Meets Expectations [3]	Developing Expectations [1]	Your Rating and Comments
2. Supportively Responds to Neurodiverse Learners Definition: *Neurodiversity is the idea that students experience and interact with the world around them in many different ways; there is no one "right" way of thinking, learning, and behaving, and those differences are viewed as assets.* • Acknowledges student strengths as a foundation for coaching sessions. • Differentiates coaching style, conversations, and supplemental resources according to individual student needs to support their academic success goals (*MC 2020-2025 Strategic Plan: Goal 2; MC 2020-2025 Strategic Plan: Goal 3*).	Shows exceptional awareness of how coaches should leverage unique ways of learning and interacting with the world, valuing differences as strengths, actively acknowledging these strengths when designing coaching sessions, and consistently differentiates their approach (e.g., conversations and/or the sharing of resources) to best support each student's individual needs and academic goals. Scoring totals 9-10 across assessments.	Shows competent awareness of how coaches should leverage unique ways of learning and interacting with the world, valuing differences as strengths, actively acknowledging these strengths when designing coaching sessions, and differentiates their approach (e.g., conversations and/or the sharing of resources) to best support each student's individual needs and academic goals. Scoring totals 7-8 across assessments.	Shows some awareness of how coaches should leverage unique ways of learning and interacting with the world, valuing differences as strengths, acknowledging these strengths when designing coaching sessions, and inconsistently differentiates their approach (e.g., conversations and/or the sharing of resources) to support each student's individual needs and academic goals. Scoring totals 0-6 across assessments.	

Competency	Exceeds Expectations [5] (Meets expectations plus includes description below)	Meets Expectations [3]	Developing Expectations [1]	Your Rating and Comments
3. Promotes Experiential Learning Through Reflective Practices Definition: *Experiential learning is the process of "learning by doing". Tailoring coaching engagements based on student needs, coaches integrate the academic and nonacademic spaces. By engaging students in relevant experiences and reflection, they are better able to connect knowledge learned to real-world situations.* • Uses deliberate conversation to draw from the academic environment into the coaching dynamic to reflectively explore personal improvements and academic growth. • Implements planning resources to assist student's continued development and application of course information outside the classroom and provides ad hoc 'warm handoffs' to relevant supports (*MC 2020-2025 Strategic Plan: Goal 2; MC 2020-2025 Strategic Plan: Goal 3*).	Shows exceptional awareness of "learning by doing." Coach consistently tailors their approach to consistently meet the unique needs of each student, using their experiences and encouraging reflection to connect learning to real-world applications. They intentionally integrate academics into coaching conversations, fostering both personal and academic growth. By offering planning resources and facilitating "warm handoffs"—deliberate, intentional, and sometimes personal connections to resources—they purposefully empower students to develop and apply their knowledge beyond the classroom. Scoring totals 9-10 across assessments.	Shows competent awareness of "learning by doing." Coach tailors their approach to meet the unique needs of each student, using their experiences and encouraging reflection to connect learning to real-world applications. They integrate academics into coaching conversations, fostering both personal and academic growth. By offering planning resources and facilitating "warm handoffs"—deliberate, intentional, and sometimes personal connections to resources—they empower students to develop and apply their knowledge beyond the classroom. Scoring totals 7-8 across assessments.	Shows some awareness of "learning by doing." Coach sometimes tailors their approach to meet the unique needs of each student, inconsistently using their experiences and encouraging reflection to connect learning to real-world applications. They inconsistently integrate academics into coaching conversations, fostering both personal and academic growth. By offering planning resources and facilitating "warm handoffs"—deliberate, intentional, and sometimes personal connections to resources—they attempt to empower students to develop and apply their knowledge beyond the classroom. Scoring totals 0-6 across assessments.	

Competency	Exceeds Expectations [5] (Meets expectations plus includes description below)	Meets Expectations [3]	Developing Expectations [1]	Your Rating and Comments
4. Offers Holistic Support for Academic Success Definition: *A holistic approach to supporting academic success is a multi-faceted strategy that centers on psychological safety and creates the conditions that:* • Directs students toward necessary resources, • Fosters academic belonging to increase student connection with peers and academic community, • Elevates social and emotional well-being, where students develop healthy social and emotional skills, • Considers past and present experiences, inside and outside the classroom, valuing their influence, • Empowers students to develop essential and transferable skills that support the whole student to overcome obstacles, achieve their goals, and thrive both academically and personally	Shows exceptional awareness of the value found in implementing multiple methods of student empowerment to develop transferable skills as they navigate higher education and nonacademic settings. Intentionally relies on the student's intersectional experiences as the foundation to provide nuance in guiding coaching sessions toward academic and personal growth. Purposefully develops a personalized support plan that fosters self-efficacy and critical consciousness beyond the course room, emphasizing the influence of a student's holistic needs, challenges, well-being, and sense of belonging to support their academic success goals. Scoring totals 9-10 across assessments.	Shows competent awareness of the value found in implementing multiple methods of student empowerment to develop transferable skills as they navigate higher education and nonacademic settings. Relies on the student's intersectional experiences as the foundation to provide nuance in guiding coaching sessions toward academic and personal growth. Develops a personalized support plan that fosters self-efficacy and critical consciousness beyond the course room, emphasizing the influence of a student's holistic needs, challenges, well-being, and sense of belonging to support their academic success goals. Scoring totals 7-8 across assessments.	Shows some awareness of the value found in implementing multiple methods of student empowerment to develop transferable skills as they navigate higher education and nonacademic settings. Inconsistently relies on the student's intersectional experiences as the foundation to provide nuance in guiding coaching sessions toward academic and personal growth. Attempts to develop a personalized support plan that fosters self-efficacy and critical consciousness beyond the course room, emphasizing the influence of a student's holistic needs, challenges, well-being, and sense of belonging to support their academic success goals. Scoring totals 0-6 across assessments.	