

Co-creating the Academic Coaching Relationship Badge (2 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 Academic Coaching Relationship 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
<p>1. Establishes and Maintains Agreements</p> <p>Definition: <i>Partners with the student, host faculty, programs, and departments to create clear agreements about the coaching relationship, process, goals, and supporting strategies that lead to academic success. Establishes agreements for the coaching engagement and each session to enhance educational and organizational effectiveness (ICF, MC 2020-2025 Strategic Plan: Goal 3).</i></p> <ul style="list-style-type: none"> Reaches agreement about the specific parameters of the coaching relationship (e.g., logistics, program enrollment requirements, scheduling, duration, termination, confidentiality). Partners with the student during coaching sessions, program coordinators, course and host course faculty, and staff outside of coaching sessions to define or redefine what they believe is needed to address and achieve the student's goals and academic success. 	<p>Shows exceptional awareness of how coaches should establish and maintain agreements implementing supporting strategies that lead to student academic success.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of how coaches should establish and maintain agreements that implement supporting strategies that lead to student academic success</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of how coaches should establish and maintain agreements implementing supporting strategies that lead to student academic success.</p> <p>Scoring totals 0-6 across assessments.</p>	

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<p>2. Cultivates Trust and Safety</p> <p>Definition: <i>Partners with the student to create a safe, supportive environment that allows the student to share freely. Maintains a relationship of mutual respect and trust (ICF).</i></p> <ul style="list-style-type: none"> Seeks to understand and support the student within their context, including their identity, environment, experiences, values, and beliefs (AACC Diversity, Equity, and Inclusion: Framework for Action; MC 2020-2025 Strategic Plan: Goal 2). Demonstrates empathy and concern for the student’s identity, perceptions, and language; adapts their coaching to make the student feel safe in an environment free of negative biases that may impede their academic success. 	<p>Shows exceptional awareness of how coaches should cultivate trust by creating a bias-free environment built on mutual respect and empathy toward student identity and experience to develop a safe space for adapting coaching strategies that lead to student academic success.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of how coaches should cultivate trust by creating a bias-free environment built on mutual respect and empathy toward student identity and experience in order to develop a safe space for adapting coaching strategies that lead to student academic success.</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of how coaches should cultivate trust by creating a bias-free environment built on mutual respect and empathy toward student identity and experience to develop a safe space for adapting coaching strategies that lead to student academic success.</p> <p>Scoring totals 0-6 across assessments.</p>	

Competency	Exceeds Expectations [5] (Meets expectations plus includes description below)	Meets Expectations [3]	Developing Expectations [1]	Your Rating and Comments
<p>3. Maintains Presence</p> <p><i>Definition: Is fully conscious and present with the student, employing a style that is open, flexible, grounded, and confident to meet students where they are and as they are (ICF).</i></p> <ul style="list-style-type: none"> • Manages one's emotions to stay present with the student, even in moments of limited experience and background knowledge. • Demonstrates confidence in working with strong student emotions during the coaching process, generating space for silence and reflective pause. 	<p>Shows exceptional awareness of how coaches should be fully present and attuned to their students, employing a flexible and grounded approach that builds trust, confidently meeting students where they are, and managing emotions within the coaching relationship to create a safe space for open, reflective communication.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of how coaches should be fully present and attuned to their students, employing a flexible and grounded approach that builds trust, confidently meeting students where they are, and managing emotions within the coaching relationship to create a safe space for open, reflective communication.</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of how coaches should be fully present and attuned to their students, employing a flexible and grounded approach that builds trust, confidently meeting students where they are, and managing emotions within the coaching relationship to create a safe space for open, reflective communication.</p> <p>Scoring totals 0-6 across assessments.</p>	

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<p>4. Facilitates Student Growth</p> <p>Definition: <i>Partners with the student to transform learning and insight into action. Promotes student autonomy in the coaching process (IFC).</i></p> <ul style="list-style-type: none"> Partners with the student to design positive goals and actions, identify potential obstacles and implement concrete accountability measures to increase academic success by supporting increased productivity, morale, and learning. (MC Equity Roadmap Goal 3; AACC Diversity, Equity, and Inclusion: Framework for Action; MC 2020-2025 Strategic Plan: Goal 2). Understands that students are the experts of their own experience and supports the development of personal autonomy by thoughtfully identifying student progress from a place of kindness and asking them to consider the actions that led to their current position. 	<p>Shows exceptional awareness of how coaches should partner with students to design positive personal and academic goals, transform their learning and insights into action, and encourage the development of student autonomy through thoughtful progress identification and self-reflection aimed at increasing productivity, morale, and overall academic success and well-being.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of how coaches should partner with students to design positive personal and academic goals, transform their learning and insights into action, and encourage the development of student autonomy through thoughtful progress identification and self-reflection aimed at increasing productivity, morale, and overall academic success and well-being.</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of how coaches should partner with students to design positive personal and academic goals, transform their learning and insights into action, and encourage the development of student autonomy through thoughtful progress identification and self-reflection aimed at increasing productivity, morale, and overall academic success and well-being.</p> <p>Scoring totals 0-6 across assessments.</p>	

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