



Coaching Services

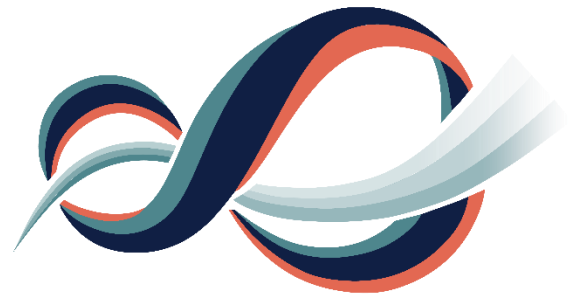
Overview of Coaching Philosophy

School's Out Washington provides comprehensive professional development for Expanded Learning (EL) programs in order to support positive youth outcomes. Our professional learning model includes coaching and training aligned to the Washington State Core Competencies and Program Quality Standards for Afterschool and Youth Development Programs. SOWA's coaching approach is **youth centered, relationship-based, and holistic to foster equity, inclusion, and cultural responsiveness**. We customize our coaching services to cultivate a meaningful and relevant experience to support EL providers. Coaching supports have been found to sustain learning¹, improve job performance² and increase the quality of youth programming³.

SOWA coaches have deep knowledge in the field of youth development, equity, and high-quality practices. Coaches utilize a variety of methodologies to inform their practice, including the University of Washington's Practice-Based Coaching framework and the David P. Weikart Center's Youth Program Quality Intervention. Through in-person and virtual sessions, coaches and providers **collaboratively reflect on strengths and opportunities for growth and co-create actionable goals**. SOWA coaches meet people where they are, form authentic partnerships, and engage in thought-provoking conversations that facilitate learning.

SOWA's Coaching Philosophy centers three core guiding principles that are woven into our coaching practice:

1. **Racial Equity** and Cultural Responsiveness
2. **Relationship-Based**⁴
3. Facilitating **Learning** and Improvement



Coaching for Professional Learning:

- 1. **Reimagining Potential** — We are committed to inspiring individuals, teams, leaders and organizations to embrace new possibilities through creative thinking and innovation.
- 2. **Navigating the Change Process** — We are committed to promoting social & emotional wellness for all as we embrace opportunities for transformation.
- 3. **Empowering Leadership** — We are committed to building the capacity and skills of EL providers in order to advance growth and sustainability of the field.

Coaching for professional learning ultimately seeks to **accelerate professional development and promote positive youth outcomes**⁵.

¹ Dunst, C. J. (2015). Improving the Design and Implementation of In-Service Professional Development in Early Childhood Intervention. *Infants & Young Children*, 28(3), 210–219.

² Boyatzis, R., & McKee, A. (2006). Intentional Change. *Journal of Organizational Excellence*.

³ Joseph, G. E., Branson Thayer, M., Semu, B., Hassairi, N., Zeng, S., Porter, A. (2017). Expanded Learning Opportunity Quality Initiative Pilot Evaluation Study Report. Seattle, Cultivate Learning at the University of Washington.

⁴ Abrams, A., Chu, M., & Mendybaeva, V. (2019). Relationship-Based Professional Development Standards. Retrieved from <https://www.dcyf.wa.gov/sites/default/files/pdf/RBPDStandards.pdf>.

⁵ Knight, J., Killion, J., Toll, C. A., Ellison, J., Hayes, C., Reinke, W. M., ... Cornett, J. (2012). Coaching approaches and perspectives. Thousand Oaks, CA: Corwin Press.