



## COACHING VS. TRAINING

Listed below are the strategies of training and coaching. This table is designed to allow easy comparison between and among these specific strategies.

Note: Although one strategy is generally predominant in a given situation, these overlap. However, in this chart the methods are defined as discrete processes

	<b>COACHING</b>	<b>TRAINING</b>
<b>DEFINITION</b>	<p>Coaching is a relationship based process led by an expert with specialized and adult learning knowledge and skills, who often serves in a different professional role than the recipient(s).</p> <p>Coaching is designed to build capacity for specific professional dispositions, skills, and behaviors and is focused on goal-setting and achievement for an individual or group.</p>	<p>Training is a learning experience, or series of experiences, specific to an area of inquiry and related set of skills or dispositions, delivered by a professional(s) with subject matter and adult learning knowledge and skills.</p> <p>A planned sequence of training sessions comprises a training program.</p>
<b>FOCUS</b>	<p>Supports the development of specific skills and practices; it is focused on a performance-based outcome(s).</p> <p>Should be embedded in the recipient's broader professional development plan that provides the theoretical foundations related to the specific skills being addressed.</p>	<p>Part of professional development that builds or enhances the knowledge and competencies of early childhood education professionals.</p> <p>Training sessions and programs can focus on information dissemination; comprehension of content; application of knowledge or skills, and related attitudes and dispositions; analysis or synthesis of content; or a combination of these.</p>

<p style="text-align: center;"><b>RELATIONSHIPS</b></p>	<p>Requires interactions that build trust and respect.</p> <p>A person may select a coach, be assigned to a coach, or the coach may be assigned to an individual or group.</p> <p>Should be distinguished from supervisory processes; however, its findings and conclusions may contribute to job performance evaluation.</p> <p>In these instances, the recipient of the coaching should be made aware of this possibility.</p>	<p>All training is strengthened by trusting and respectful interactions. Participants value each other as resources for learning, in addition to the trainer serving in the official leadership role.</p> <p>Because training programs include multiple sessions, they benefit from intentional building of positive relationships between and among trainer(s) and participants.</p> <p>Delivered by an individual or a team, to an individual or a group.</p>
<p style="text-align: center;"><b>PROCESS</b></p>	<p>Begins with a collaborative agreement between the coach and the individual to set the guidelines and goals.</p> <p>Includes various combinations of questioning, listening, observation, reflection, feedback, prompting, modeling, and practice.</p> <p>Likely to occur through planned onsite contacts.</p> <p>Concludes when the specified goal has been achieved</p>	<p>Planned and conducted based on the standards of the profession and an assessment of individual, group, and/or system needs. Standards, needs assessment, and other evidence are also used to define learning outcomes for training session(s).</p> <p>Follows adult learning principles including interactive learning activities, exercises, and instructional aides (handouts, audiovisuals, and other components of instruction) to teach the content that supports the defined outcomes.</p> <p>Includes an evaluative component that gauges the effectiveness of the training session/program including the resulting increase in participants' knowledge or capabilities.</p> <p>Completion of training programs can lead to participants' assessment for award of the Child Development Associate (CDA) Credential or another type of credential, continuing education units (CEUs), clock hours, or certification. In some instances participants who successfully complete a training program are awarded credit hours or may qualify for college credits. Trainers and/or their training content may need to meet specific approval requirements in order for participants to be awarded CEUs, clock hours, or other state-required documentation.</p> <p>Should be embedded in the recipient's broader professional development plan.</p>

<b>DURATION</b>	Can occur one time or in a series of sessions, dependent upon the successful achievement of the goal.	Can occur one time or in a series of sessions (training program).
<b>DELIVERY</b>	May be provided face-to-face (onsite or offsite) or through distance, technology-based, or hybrid methods.	May be delivered through face-to-face, distance, technology-based, or hybrid methods.