

## Coaching The Whole Student Badge (4 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 the Whole Student 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><b>1. Humanizes Student Experience</b></p> <p>Definition: <i>Engages in collaborative, collegial learning partnerships that center student experiences through a respectful appreciation of culture and values to establish relational trust and understanding.</i></p> <ul style="list-style-type: none"> <li>Acknowledges the student as the expert of their own experience, with the intention of preserving honor and dignity in collaborative dialogue (MC 2020-2025 Strategic Plan: Goal 2).</li> <li>Operates through a lens of unconditional positive regard and active listening to promote respect, validation, and belonging in the coaching relationship (Inspired by <i>City Year</i>).</li> </ul>	<p>Shows exceptional awareness of how to cultivate collaborative, student-centered learning partnerships, prioritizes respectful appreciation for the student's expertise of their own cultural background and values, and implement collaborative dialogue, maintaining respect for the student's honor and dignity. Through consistent, appreciative inquiry and empathetic listening, the coach strengthens the relationship to promote an environment of respect, validation, and belonging.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of how to cultivate collaborative, student-centered learning partnerships, prioritizes respectful appreciation for the student's expertise of their own cultural background and values, and implement collaborative dialogue, maintaining respect for the student's honor and dignity. Through appreciative inquiry and empathetic listening, the coach strengthens the relationship to promote an environment of respect, validation, and belonging.</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of how to cultivate collaborative, student-centered learning partnerships, prioritizes respectful appreciation for the student's expertise of their own cultural background and values, and attempts to implement collaborative dialogue, maintaining respect for the student's honor and dignity. Through inconsistent appreciative inquiry and empathetic listening, the coach attempts to strengthens the relationship to promote an environment of respect, validation, and belonging.</p> <p>Scoring totals 0-6 across assessments.</p>	

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<p><b>2. Implements Culturally Responsive Lens</b></p> <p>Definition: <i>Ways in which coaches help students recognize, reflect, and honor their own cultural beliefs and practices while also considering factors that may contribute to, or negatively impact, a sense of belonging in one's academic major, classroom, and career endeavors. (Adapted from Dr. Gloria Ladson-Billings; AACC Diversity, Equity, and Inclusion: Framework for Action; MC 2020-2025 Strategic Plan: Goal 2).</i></p> <ul style="list-style-type: none"> <li>• Demonstrates intentional self-awareness of the coach's own culture, experiences, and biases; acknowledging their potential impact on students of diverse backgrounds, experiences, and geographies at Montgomery College.</li> <li>• Acknowledges the significant potential impact of institutional culture on student academic success, centering student experience and background during coaching interactions to ensure the student feels respected and validated.</li> </ul>	<p>Shows exceptional awareness of how coaches should actively support students in recognizing, reflecting on, and honoring their own cultural beliefs and practices. This includes consistently demonstrating intentional self-awareness of the coach's own cultural background and potential biases, while acknowledging the impact of Montgomery College's institutional culture on student experience. By consistently centering the student's background and experiences during coaching interactions, the coach ensures the student feels respected, validated, and empowered to navigate their academic journey.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of how coaches should actively support students in recognizing, reflecting on, and honoring their own cultural beliefs and practices. This includes demonstrating intentional self-awareness of the coach's own cultural background and potential biases, while acknowledging the impact of Montgomery College's institutional culture on student experience. By centering the student's background and experiences during coaching interactions, the coach ensures the student feels respected, validated, and empowered to navigate their academic journey.</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of how coaches should actively support students in recognizing, reflecting on, and honoring their own cultural beliefs and practices. This includes sometimes demonstrating intentional self-awareness of the coach's own cultural background and potential biases, while acknowledging the impact of Montgomery College's institutional culture on student experience. Sometimes centering the student's background and experiences during coaching interactions, the coach inconsistently ensures the student feels respected, validated, and empowered to navigate their academic journey.</p> <p>Scoring totals 0-6 across assessments.</p>	

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<p><b>3. Considers Student Social-Emotional Well-being</b></p> <p>Definition: <i>Social-emotional well-being is our ability to effectively communicate with others, develop and maintain positive relationships, and create a community of support around ourselves to effectively cope with life's stressors and to identify and manage emotions in a way that supports and improves our mental well-being. (Inspired by Arizona State University, EOSS Resource Hub).</i></p> <ul style="list-style-type: none"> <li>Promotes a stable and supportive coaching relationship aiming to address the student's overall well-being across personal and academic situations.</li> <li>Cultivates emotional intelligence by recognizing and managing their own emotions as a coach, as well as those in students, responding empathetically across diverse situations.</li> <li>Helps students identify and navigate feelings, to manage emotions across social and academic situations to support learning, growth, and success based on student goals <i>AACC Diversity, Equity, and Inclusion: Framework for Action; MC 2020-2025 Strategic Plan: Goal 2.</i></li> </ul>	<p>Shows exceptional awareness of how coaches should cultivate social-emotional well-being by promoting a stable and supportive coaching relationship. Demonstrates awareness of how a coach may utilize resources directed at maintaining and regulating emotions. Consistently equips students to navigate emotions and fosters emotional intelligence. Recognizing emotions, the coach consistently builds a supportive community that centers on communication, relationships, and stress management, which empowers and leads to student success.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of how coaches should cultivate social-emotional well-being by promoting a stable and supportive coaching relationship. Demonstrates awareness of how a coach may utilize resources directed at maintaining and regulating emotions. Equips students to navigate emotions and fosters emotional intelligence. Recognizing emotions, the coach builds a supportive community that centers on communication, relationships, and stress management, which empowers and leads to student success.</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of how coaches should cultivate social-emotional well-being by promoting a stable and supportive coaching relationship. Demonstrates awareness of how a coach may utilize resources directed at maintaining and regulating emotions. Inconsistently equips students to navigate emotions and fosters emotional intelligence. Recognizing emotions, the coach attempts to build a supportive community that centers on communication, relationships, and stress management, which empowers and leads to student success.</p> <p>Scoring totals 0-6 across assessments.</p>	

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<p><b>4. Fosters Student Connections to Resources</b></p> <p>Definition: <i>Academic success hinges on circumstances outside the classroom and is impacted by challenges that include access to critical needs. Conditions for academic success are created when we center student’s critical needs (e.g., employment, housing/food stability, professional attire, self-care, childcare, social support and/or affinity groups, etc.), address the whole student by fostering connections to appropriate resources to reduce obstacles and impairments, and increase student access and connection to resources that meet both academic and non-academic needs.</i></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of institutional (e.g., Student Wellness Center) and broader community resources that support academic and holistic needs of the student as they evolve.</li> <li>• Provides thought partnership for students in developing plans to navigate critical needs such as: employment opportunities, housing concerns, food stability, professional attire, mental health, childcare, and social support groups.</li> <li>• Supports the development of connections to resources that support overall and academic well-being for the student’s unique needs.</li> </ul>	<p>Shows exceptional awareness of coaching students through personal and academic transitions, providing guidance for resilience and adaptability. Is knowledgeable of critical needs resource opportunities for students and actively fosters this connection with the student.</p> <p>Consistently applies effective strategies to help students anticipate challenges, develop self-directed learning skills, balance their responsibilities, and achieve their goals by continuously adapting support to meet evolving needs.</p> <p>Scoring totals 9-10 across assessments.</p>	<p>Shows competent awareness of coaching students through personal and academic transitions, providing guidance for resilience and adaptability. Is familiar with critical needs resource opportunities for students and assists in fostering this connection.</p> <p>Applies effective strategies to help students anticipate challenges, develop self-directed learning skills, balance their responsibilities, and achieve their goals by adapting support to meet evolving needs.</p> <p>Scoring totals 7-8 across assessments.</p>	<p>Shows some awareness of coaching students through personal and academic transitions, providing guidance for resilience and adaptability. Is aware of critical needs resource opportunities for students.</p> <p>Attempts to apply strategies to help students anticipate challenges, develop self-directed learning skills, balance their responsibilities, and achieve their goals by inconsistently adapting support to meet evolving needs.</p> <p>Scoring totals 0-6 across assessments.</p>	

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