



## IMPACT OF COACHING EDUCATION - **COACHING EDUCATION PROVIDER**

	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)
<b>CONTRIBUTIONS TO THE PROFESSION</b>	Submitted materials clearly demonstrate a transformative impact on coaching education, showcasing innovative practices or significant advancements that influence the field.	Submitted materials show strong dedication to advancing coaching education, with evidence of meaningful contributions like new methodologies or active professional involvement.	Submitted materials indicate noticeable contributions to coaching education, such as sharing best practices or participating in development activities, though impact may be limited.	Materials suggest limited dedication with sporadic contributions and little evidence of significant influence.
<b>ADVANCEMENT AND GLOBAL MINDSET</b>	The organization clearly demonstrates advancement of coaching education as a field on a local, regional, and global scale.	The organization demonstrates advancement of coaching education as a field on a local or regional scale.	The organization demonstrates marginal advancement of coaching education as a field on a local, regional, global, or international scale.	The organization does not demonstrate strong advancement of coaching education as a field on a local, regional, or global scale.
<b>IMPACT ON OTHER COACH EDUCATORS AND STUDENTS</b>	The organization clearly demonstrates a commitment to the education of students and other coach educators/coaches.	The organization demonstrates a commitment to the education of students and other coach educators/coaches.	The organization demonstrates some commitment to the education of students and other coach educators/coaches.	The organization does not demonstrate a significant commitment to the education of students and other coach educators/coaches.
<b>INNOVATION</b>	The organization demonstrates a clear and significant contribution to innovation in coaching education and training.	The organization demonstrates a commitment to innovation in coaching education and training.	The organization demonstrates some commitment to innovation in coaching education and training.	The organization does not demonstrate a commitment to innovation in coaching education and training.
<b>ETHICAL CONDUCT BEHAVIOR</b>	Thorough description of at least one Standard of Ethical Conduct from the ICF Code of Ethics. Clearly explains its importance and provides detailed, relevant examples of its applicability to ethical behavior in coaching. Demonstrates deep understanding and	Adequately describes at least one Standard of Ethical Conduct from the ICF Code of Ethics. Explains its importance and provides some relevant examples of its applicability. Shows good understanding with	Describes at least one Standard of Ethical Conduct, but the explanation is basic or lacks depth. Provides limited or somewhat vague examples of its applicability. Demonstrates a basic understanding but lacks detailed reflection.	Provides a minimal or unclear description of a Standard of Ethical Conduct. Explanation of its importance is insufficient or missing. Examples of applicability are either irrelevant or not provided. Shows limited understanding of ethical behavior in coaching.



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	thoughtful reflection on ethical practices.	minor areas needing further elaboration.		
<b>STAYING RELEVANT AND CONTINUOUS LEARNING</b>	<p>Provides a comprehensive and detailed outline of activities over the last 3-5 years.</p> <p>Demonstrates a wide range of continuous improvement efforts, including curriculum updates, integration of new coaching methodologies, and professional development for instructors.</p> <p>Shows strong evidence of adaptability, staying current with industry trends, and applying innovations to enhance their educational offerings.</p> <p>Includes specific examples and evidence of how these efforts have contributed to the growth and effectiveness of their coaching programs.</p>	<p>Offers a well-organized outline of activities over the last 3-5 years.</p> <p>Demonstrates a good variety of updates and improvements to their coaching education programs.</p> <p>Shows evidence of staying current with coaching trends and incorporating new knowledge into their offerings.</p> <p>Provides some specific examples, though additional detail or evidence could enhance the response.</p>	<p>Provides a basic outline of activities over the last 3-5 years.</p> <p>Shows limited variety in improvements or updates to their coaching education programs.</p> <p>Demonstrates some efforts to stay current, but the connection to enhancing the quality of education is weak or underdeveloped.</p> <p>Examples and evidence are minimal or lack detail.</p>	<p>Offers a minimal or vague outline of activities, with few or no specific examples.</p> <p>Demonstrates little to no evidence of continuous improvement or professional development.</p> <p>Lacks clear connection between activities and the enhancement of their coaching education programs.</p> <p>Response is insufficient to demonstrate how the provider stays relevant, flexible, and knowledgeable.</p>
<b>EMBODIMENT OF CORE VALUES</b>	The organization demonstrates a clear and significant commitment to the ICF Core Values as demonstrated through the examples provided	The organization demonstrates a commitment to the ICF Core Values as demonstrated through the examples provided	The organization demonstrates some commitment to the ICF Core Values as demonstrated through the examples provided	The organization does not demonstrate a commitment to the ICF Core Values as demonstrated through the examples provided
<b>COMMITMENT TO DEIB</b>	The organization demonstrates a clear and significant commitment to the integration of DEIB in their coaching education practices, appropriate to their region.	The organization demonstrates a commitment to the integration of DEIB in their coaching education practices, appropriate to their region.	The organization demonstrates some commitment to the integration of DEIB in their coaching education practices, appropriate to their region.	The organization demonstrates little commitment to the integration of DEIB in their coaching education practices, appropriate to their region.