



## 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 significant and sustained contributions to coaching education, supported by measurable indicators, documented outcomes, and influence beyond routine program delivery.	Submitted materials demonstrate meaningful contributions to coaching education with some measurable evidence of impact and documented results	Submitted materials indicate contributions to coaching education, though measurable impact is limited or insufficiently supported.	Materials suggest limited dedication with little or no evidence of meaningful or measurable impact.
<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</b>	Clearly describes a real ethical dilemma faced in coaching education. Demonstrates thoughtful handling aligned with the ICF Code of Ethics. Shows strong ethical reasoning, reflection, and learning.	Describes an ethical dilemma and explains how it was handled in alignment with the ICF Code of Ethics. Shows clear understanding with some reflection.	Describes a situation with limited clarity or depth. Alignment with the ICF Code of Ethics is mentioned but not fully explained.	Provides a vague or unclear situation. Does not clearly demonstrate alignment with the ICF Code of Ethics.
<b>Staying Relevant and continuous learning</b>	Provides a comprehensive and detailed outline of activities over the last 3-5 years. Demonstrates a wide range of continuous	Offers a well-organized outline of activities over the last 3-5 years. Demonstrates a good variety of updates and improvements to their	Provides a basic outline of activities over the last 3-5 years. Shows limited variety in improvements or updates to their	Offers a minimal or vague outline of activities, with few or no specific examples. Demonstrates little to no evidence of continuous



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	<p>improvement efforts, including curriculum updates, integration of new coaching methodologies, and professional development for instructors. Shows strong evidence of adaptability, staying current with industry trends, and applying innovations to enhance their educational offerings. Includes specific examples and evidence of how these efforts have contributed to the growth and effectiveness of their coaching programs.</p>	<p>coaching education programs. Shows evidence of staying current with coaching trends and incorporating new knowledge into their offerings. Provides some specific examples, though additional detail or evidence could enhance the response.</p>	<p>coaching education programs. Demonstrates some efforts to stay current, but the connection to enhancing the quality of education is weak or underdeveloped. Examples and evidence are minimal or lack detail.</p>	<p>improvement or professional development. Lacks clear connection between activities and the enhancement of their coaching education programs. 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.