

Sample partnership agreement between instructional coach and teacher

Coaches can define the bounds of their professional relationships by establishing partnership agreements. Use this tool to create an agreement between a coach and a teacher that defines their working relationship and expectations for the coach's work.

BASIC AGREEMENTS	DESIGN ISSUES
<p>What are your worst fears and best hopes for our work together?</p> <p><i>Teacher:</i></p> <ul style="list-style-type: none"> I am afraid that you will judge my teaching to be less than satisfactory. I am afraid that having you in my classroom will distract the students. I hope that our work together will make a difference for my students. I am hoping that I will learn many new things. <p><i>Coach:</i></p> <ul style="list-style-type: none"> I am afraid I won't be able to help you enough to see a difference in student achievement. I hope you will see me as a peer. 	<p>How will we know about student achievement in your classroom? What data will we collect?</p> <ul style="list-style-type: none"> We will plan an entire unit together, examine student work along the way, and evaluate the results of the final assessment. We need to know what skills students are starting with in relation to the unit being taught.
<p>How do you want me to interact with you?</p> <ul style="list-style-type: none"> We will communicate by email. We will each have a copy of all of our joint work. We will be totally confidential as far as any evaluative comments we may make about each other's work. 	<p>How and when will we co-plan and teach?</p> <ul style="list-style-type: none"> We will meet Wednesday to plan the lesson. We will each need to bring our materials with us. We will start teaching this unit the next Monday.
<p>What resources and materials will we need?</p> <ul style="list-style-type: none"> Teacher will bring curriculum guide and pacing chart. Coach will bring additional books that we could use for reading aloud during the unit. 	<p>How can we implement demonstration lessons/co-teaching/visits with feedback in your classroom?</p> <ul style="list-style-type: none"> We will start this unit with the coach modeling the first read-aloud lesson. Then we will co-teach during the first week. By the end of week 2, the teacher will teach a lesson incorporating a read aloud with a focus on the English language learner students.
	<p>Where do we want to start in your classroom? What are our priorities?</p> <ul style="list-style-type: none"> Our priorities are to master using reading aloud as part of our reading mini-lessons. We also want to integrate reading into all the content areas.

Source: *Taking the lead: New roles for teachers and school-based coaches*, by Joellen Killion and Cindy Harrison. Oxford, OH: National Staff Development Council, 2006.