

Chapter 11: Evaluating coaches and coaching

	TOOL	PURPOSE
11.1	SMART goals template	Study the components of a SMART goal and use this form to plan one.
11.2	Tools for measuring the impact of coaching on teaching and learning	Read this outline of a variety of ways to measure the impact of the coaching program.
11.3	Principal interview questions about the effectiveness of the coaching program	Use questions such as these to collect feedback from principals about the effectiveness of the coaching program.
11.4	Goal-setting template	Use this template to set specific goals for a coach supporting a teacher's or team's efforts to increase student achievement.
11.5	Focus group questions	Use data from answers to focus group questions such as these for teachers, principals, and other coaches to revise your coaching program.
11.6	Levels of Use framework	Assess the level of implementation of a school initiative.
11.7	Coach reflection template	Keep a record of completed work and next steps for teams or individuals.

TOOL 11.1**SMART goals template**

SMART goals help educators improve student achievement. A SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine whether students have achieved that standard.

A SMART GOAL IS:		
S	Specific	<ul style="list-style-type: none"> • Linked to building CIP goals. • Focused on specific student learning. • Answers the questions: <i>Who?</i> and <i>What?</i>
M	Measurable	<ul style="list-style-type: none"> • Measures success in student achievement. • Answers the question: <i>How?</i>
A	Attainable	<ul style="list-style-type: none"> • Can be achieved in a specified amount of time, with increased teacher effectiveness. • Is a stretch from current achievement data. Teachers now are shifting from identifying percentage gains to improving trend data. (See example).
R	Results-based	<ul style="list-style-type: none"> • Aligns with the school's continuous improvement plan goal. • Focuses on increased student achievement in one defined area.
T	Time-bound	<ul style="list-style-type: none"> • Clearly defines timeframe for goals, including a target date. • Answers the question: <i>When?</i>

EXAMPLES:**Not a SMART goal:**

- Students will improve their writing skills in English 9.

Does not identify a measurement or time frame. The trend is not measurable.

SMART goal:

- The percentage of English 9 students scoring a 3 or better on the writing standards rubric will increase by the end of second term.

A data study has revealed a trend indicating at best 72% of students received a 3 or higher on the standard. An increasing trend is anything above 73%, with an ultimate goal of 100%.

TOOL 11.1 cont'd

SMART GOAL PLANNING FORM	
SPECIFIC	WHO?
MEASURABLE	WHAT?
ATTAINABLE	HOW?
RESULTS-BASED	EVIDENCE?
TIME-BOUND	BY WHEN?

TOOL 11.2**Tools for measuring the impact of coaching on teaching and learning**

The best practice partners that were members of the AWG felt that, given the difficulty of assessing the impact of coaching, the development of accurate and reliable coaching measurement tools would make a significant contribution to the body of instructional coaching knowledge. Two measurement tools were developed by the study subject matter experts, with input from the group to assist districts and schools in gauging the success of their instructional coaching programs.

MEASURING THE PERFORMANCE OF COACHING MODELS			
Outcomes (KPIs)	1.0 Student Achievement		
	1.1 Absolute		
	1.2 Point change from last period		
	2.0 STUDENT	3.0 TEACHER	4.0 OPERATIONAL
	2.1 Attendance rate	3.1 Internal attrition	4.1 Cost per charge
	2.2 Discipline	3.2 External attrition	4.2 Percentage of program goal achieved
In-Process	2.0 STUDENT	3.0 TEACHER	4.0 OPERATIONAL
		3.3 Coaching–teacher	4.3 Cost per coach
		3.4 Coaching–team	4.4 Coaches per school
		3.5 Teachers per coach	4.5 Professional development for coaches

TOOL 11.2 cont'd

Figure 2 is a detailed version of the tool that includes the definitions for the measures and the calculations for each of the measures.

Enter district name

ID	MEASURE	YOUR DATA	DEFINITION	CALCULATION
1.1	Student achievement—absolute		The average student score on the district’s standardized test	Arithmetic mean of student test scores; only students that are in classes where the ‘studied’ coaching model is implemented. The selected standardized test must be selected at the beginning of the evaluation process.
1.2	Student achievement—percent change		Percentage change in the average student score on the selected standardized test	[Average student test score at time (2)]—[the average student test score, as defined in Metric 1.1, at time (1)] / [the average student test score, as defined in Metric 1.1, at time (1)].
STUDENT				
2.1	Percentage change in average daily student attendance		Percent change in average daily attendance rate for time (2) versus time (1)	Time 2: Average [Days attended] / [Days of school taught]—Time 1: Average [Days attended]/[Days of school taught] / Time 1: Average [Days attended] / [Days of school taught].
2.2	Percentage change in student discipline		Percent change in student discipline for time (2) versus time (1)	

TOOL 11.2 cont'd

ID	MEASURE	YOUR DATA	DEFINITION	CALCULATION
TEACHERS				
3.1	External attrition (leavers)		Attrition rate of teachers leaving the teaching discipline.	Total number of teachers that left the teaching discipline during time 1 to time 2 divided by the total number of teachers at time 1. Do not include teachers that were added during time 1 to time 2.
3.2	External attrition (cross-district)		Attrition rate of teachers leaving the school district for another district	Total number of teachers that left the school district (still in the teaching discipline) during time 1 to time 2 divided by the total number of teachers at time 1. Do not include teachers that were added during time 1 to time 2.
3.3	Annual coaching hours—teacher		Average percentage of a coaches total available hours spent working with teachers	[Annual coaching hours spent with teachers] / [total coaching hours available].
3.4	Annual coaching hours—team		Average percentage of a coach's total available hours spent working with teacher teams	[Annual coaching hours spent with teacher teams] / [total coaching hours available].
3.5	Teachers per coach		Average number of teachers per coach.	[Total number of teachers] / [total number of coaches]; use only the grade levels where coaching programs are available.

TOOL 11.2 cont'd

ID	MEASURE	YOUR DATA	DEFINITION	CALCULATION
OPERATIONAL				
4.1	Coaching program cost per point change		Total cost of the coaching program divided by the change in student achievement, defined in Metric 1.2, from time 1 to time 2.	[Total cost of coaching program] / [percent change in student achievement change]; Total cost must include: training (includes consultants), materials, compensation and benefits for coaches and program administration staff.
4.2	Percentage of program goals achieved		Percentage of the coaching program's goals established at time 1 achieved at time 2.	[Program goals met] / [total number of program goals].
4.3	Cost per coach		Total cost of the coaching program divided by the total number of coaches	[Total cost of the coaching program] / [total number of coaches].
4.4	Coaches per school		Total number of coaches divided by the total number of schools where coaches are available	[Total number of coaches] / [total number of schools where coaches are available].
4.5	Annual professional development hours per coach		Average number of formal professional development hours a coach receives per year	Number of formal (class or workshop based) professional development hours an average teacher receives annually.

TOOL 11.3

Principal interview questions about the effectiveness of the coaching program

QUESTIONS	
1.	What changes should we consider for the program?
2.	What are the program’s greatest successes?
3.	How effective is the school-level team of providers? How do you know?
4.	Have the presenter describe related factors he or she is considering while team members listen carefully.
5.	What training has your student achievement coach received?
	a. Times?
	b. Amount?
	c. Topics?
	d. Necessary knowledge and skills?
6.	Did your coach receive adequate support from central office?
7.	What changes did you see in teacher practice this year? How was this connected to the coach’s work?
8.	Do you think your school will show growth as measured by the state standardized exam? On other measures? Why or why not?
9.	What is your level of support for continuing the student achievement coach program? Rate your support on a scale of 1 to 5, with 5 representing the highest rating.
	Low Support High Support
	1 2 3 4 5

TOOL 11.4**Goal-setting template**

Develop an authentic goal that addresses the following statement:

Coaches will support teachers in implementing Curriculum Alignment Project 2.0, using a data decision-making model, implementing responsive teaching in all classrooms, and effectively using professional learning communities.

Note: Coaches may focus on one particular area or may connect to all four areas depending on an individual school's urgent challenge and teacher needs.

COACH GOAL		
Coach:		
School(s):		
Principal(s):		
Articulation Area:		
Coaching Coordinator:		
Involved stakeholders:		
<p>Consider all of the groups you work with (individual teachers, grade-level teams, department teams, building leadership teams, instructional leaders, vertical teams, and full faculty groups) in completing the following fields.</p>		
1.	<p>How will you assess teachers' needs? Start with what you know based on the achievement data you have reviewed and conversations with your principal about the principal's vision and goals for the school. (List in bullet format.)</p>	<ul style="list-style-type: none"> • • • • •
2.	<p>Based on the evidence you collect, and given the fact that your work is that of a change agent, which area of focus will have the greatest impact on teachers' learning? (Identify as many items as appropriate based on your school community and culture.)</p>	<p>___ Curriculum Alignment Project 2.0</p> <p>___ Data decision-making model</p> <p>___ Responsive teaching</p> <p>___ Professional learning communities</p>

TOOL 11.4 cont'd

3.	Discuss why you are choosing this area(s) of focus and what you believe you will be able to accomplish with your teachers. (Identify the goal and rationale.)	
4.	Use the information in Step 3 to articulate a SMART goal that is specific, measurable, attainable, related to <i>teacher</i> learning, time-bound.	S M A R T
What specific artifacts or evidence will you collect as indicators of success in reaching this goal?		
5.	Create an action plan that will allow you to monitor progress toward your goal. What artifacts will you collect as indicators of success in reaching this goal? These artifacts will enable you to create a body of evidence.	• • •
6.	List benchmark dates.	• •
What do you need to understand, know, and be able to do to achieve your goal and successfully support your principal and teachers?		
7.	What supports and professional learning do you need in order to achieve this goal?	• •

Source: Department of Learning and Educational Achievement, Jeffco (Jefferson County, CO) Public Schools.

TOOL 11.5**Focus group questions**

- Purpose:** To gather information on the coaching program from focus groups made up of:
- Elementary and middle school coaches
 - Elementary and middle school principals
 - Teachers
- Materials:** Chart, markers, name tags, notepads, pencils, chairs in a circle
- Time:** Approximately 2 hours per group

STEPS		TIME
1.	Ahead of the meeting, prepare separate pieces of chart paper each with one question from the list in step 4 written at the top.	
2.	<p>Begin each session with an overview. Review meeting norms, such as:</p> <p>a. Provide all members equal airtime.</p> <p>b. Focus on the questions asked.</p> <p>c. Keep all individual comments confidential.</p> <p>d. Honesty is important.</p> <p>e. We do not have to agree on any answers; we anticipate a variety of answers from group members for each question.</p> <p>f. The recorder will paraphrase and record all statements.</p>	5 minutes
3.	Ask members to introduce themselves, stating their position and how many years they have worked with the coaching program.	5 minutes

TOOL 11.5 cont'd

4.	Reveal each of the following questions one at a time and record group members' answers to that question.	
	a. What do you think the program's strengths are? (Round robin responses of 1 minute each, then general discussion)	20 minutes
	b. What do you think the program's challenges are? (Round robin responses of 1 minute each, then general discussion)	20 minutes
	c. What suggestions do you have for revisions to the program? (Open discussion)	10 minutes
	d. Look at the list of characteristics for effective building-level coaching programs described in Chapter 3 of this book. <ul style="list-style-type: none"> • How closely does your experience with coaching match these characteristics? • If your experience does not align with these characteristics, where are the discrepancies? (Open discussion)	20 minutes
	e. In the coaches' group, ask: <ul style="list-style-type: none"> • What structures have helped you do your work and receive feedback on your practices? • Ideally, what kinds and types of support should coaches be given? • What resources are needed to provide the support you have described? (Open discussion)	15 minutes
	f. In the elementary and middle school principals' group, ask: <ul style="list-style-type: none"> • What support is given to coaches? • If coaching coordinators are not mentioned, ask about their support. Follow up questions: <ul style="list-style-type: none"> • Ideally, what kinds and types of support need to be given to coaches? • What resources are needed to provide the support you have described? (Round robin)	15 minutes
	g. In the teachers' group, ask: <ul style="list-style-type: none"> • What are some motivators for you to work with a coach? • What barriers do you see to working with a coach? (Round robin)	10 minutes

TOOL 11.5 cont'd

	h. How do you feel about the current placement process for coaches? (Open discussion)	15 minutes
	i. What impact have the coaches had on teachers' instructional practices? On student achievement? (Open discussion)	10 minutes
	j. In the coaches' group, ask: In what areas do you think you have been most successful? (Round robin)	10 minutes
	In the teachers' group, ask: If you have experienced working in a building with a half-time coach and a full-time coach, what differences have you noticed? (Round robin)	10 minutes
5.	In closing, thank participants. Explain that the information will be used to inform and assist consultants as they review the instructional coach program and make recommendations to decision makers who then will use the information to make decisions regarding the coach program and its structures.	5 minutes

TOOL 11.6**Levels of Use framework**

LEVEL	DESCRIPTION	TYPICAL BEHAVIOR
VI	Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V	Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IV-B	Refinement	The user is making changes to increase outcomes.
IV-A	Routine	The user is making few or no changes and has an established pattern of use.
III	Mechanical use	The user is using the innovation in a poorly coordinated manner and is making user-oriented changes.
II	Preparation	The person is preparing to use the innovation for the first time.
I	Orientation	The person is seeking out information about the innovation.
0	Nonuse	No action is being taken with respect to the innovation.

Source: "Levels of Use of the innovation: A framework for analyzing innovation adoption," by Gene E. Hall, Susan F. Loucks, William L. Rutherford, and Beulah N. Newlove, *The Journal of Education*, Spring 1975.

TOOL 11.7

Coach reflection template

Reflection for _____ (coach name), _____ (date)
 at _____ (school name)

FOCUS OF WORK (one-to-one coaching, professional learning community, data, facilitation, planning)	RESULTS/ what was accomplished?	NEXT STEPS/ outcomes/ reflection	COACHING GOALS (Response to instruction, literacy, math, Curriculum Alignment Project)			
			Rtl	Literacy	Math	Curriculum Alignment Project
Example: K-3, 5-6 teams meet in professional learning communities	Looked at student work samples	Look at acuity data and work samples to set goals	X	X		
Coach-led staff development with group of teachers						X

Source: Jeffco (Jefferson County, CO) Public Schools.