Chapter 2: Creating a coaching program

	TOOL	PURPOSE
2.1	**Framework for successful coaching programs**	Use this tool as a checklist of the components of effective coaching programs.
2.2	**Instructional coaching model charge statement**	Guide the steering committee's work with this example of a charge statement.
2.3	**Sample timeline for designing a coaching program**	Base your timing for creating and rolling out a new coaching program on this example.
2.4	**Sample coaching committee agenda**	Review this example of a steering committee meeting agenda.
2.5	**Roles of the learning support coach**	Understand the specificity needed to delineate coaching roles.

TOOL 2.1

Framework for successful coaching programs

Write **Y** for yes or **N** for no in the first column to indicate whether an element is present in your coaching program.

Y/N	CORE ELEMENTS	TASK	EVIDENCE
	Purpose, rationale, and goals	Develop program goals and identify type of coaching.	• Goal and rationale statement • Charge statement
	Expectations	Clarify the coach's role and responsibilities.	• Job description • Coaches' length of service • Workday plan
	Agreement and policy review	Review agreements with teachers federation officials and review provisions of school district policies to ensure that the coaching program aligns with and is supported by the agreements and policies.	• Meetings with stakeholder groups to review the coaching program's purpose and goals, and the expectations of coaches
	Characteristics of effective coaches	Determine the attributes of effective coaches.	• Expected knowledge, skills, and dispositions
	Selection process	Develop a process for selecting or identifying coaches.	• Procedure description with timeline
	Placement of coaches	Post the position, screen applications, interview candidates, and select coaches.	• Feedback to candidates • Published list of coaches
	Coach champion	Identify a coach champion and clarify the champion's status and role.	• Champion • Role description for champion, including level of authority

TOOL 2.1 cont'd

Y/N	CORE ELEMENTS	TASK	EVIDENCE
	Coach data	Determine what data coaches and principals will collect.	• Data log • Procedure for using data • Confidentiality agreement • Data collection schedule • Protocols for data review • Planning guide
	Coach deployment	Determine how to place coaches in schools.	• Coaching assignments or rotation schedules
	Coach preparation	Engage coaches in professional development.	• Assessment of coaches' confidence, readiness, and competence
	Principal preparation	Engage principals in professional development about working with coaches.	• Principal-coach partnership agreements • Principal's introduction of coach wto staff • Principal's expectations of coach's interaction with staff
	Teacher preparation	Prepare teachers to work with staff.	• Teacher-coach partnership agreements • Teachers' expectations of coaching
	Ongoing professional development for coaches	Provide frequent and ongoing professional development, problem solving, and support within a community of practice for coaches.	• A schedule that accommodates professional development • Professional development plan • Continual feedback to coaches
	Evaluation of coaching program	Conduct evaluation of coaching program based on program goals.	• Evaluator or evaluation team • Evaluation plan • Data collection plan • Evaluation timelines
	Evaluation of coaches	Conduct ongoing formative and summative evaluations of coaches.	• Completed evaluation documents

Source: Naperville (Ill.) School District.

TOOL 2.2

Instructional coaching model charge statement

Purpose:	To provide a support structure for teacher success with upcoming expectations (for example, common core, teacher evaluation, and so on) by creating a powerful instructional coaching model that affects student achievement positively.

QUESTIONS TO BE ADDRESSED	
1.	What do we want the desired outcomes for instructional coaching to be in Year 1? In Year 3?
2.	What are the main roles we want instructional coaches to take? Do these roles change over time?
3.	What job description will instructional coaches have?
4.	What characteristics of instructional coaches make the greatest difference in student achievement?
5.	How will we ensure that coaches stay connected to classroom practice?
6.	What hiring process will we use for instructional coaches?
7.	How will we evaluate the instructional coaching program?
8.	How will we define confidentiality?
9.	How will instructional coaches communicate with others about their work?
10.	Who will supervise the instructional coaches and evaluate their work?
11.	Who will train the instructional coaches? How often?
12.	What process will we use to address conflicts between instructional coaches and teachers or administrators?
13.	How will instructional coaches get feedback from others on the effects of their work?
14.	What is the relationship between the instructional coach, new teacher mentors, instructional coordinators, and reading specialists?
15.	What about the model will be the same for all levels? What will be different for elementary schools? Middle schools? High schools?

TOOL 2.2 cont'd

COMMITTEE MEMBERSHIP	
Instructional coaches	Sarah M., Stephanie B., Melissa H.
Teachers	Yvonne C., Christopher H., Scott M.
Principal/HS AP	Suzanne S., Brian V., Jackie T.
Central office	Victoria H., John David S., Timothy W., Jennifer H., Kate F.

PARAMETERS	
Committee will make final recommendations to the assistant superintendents for teaching and learning.	
Superintendent's cabinet will make final decisions on the model.	
Officials will work within the current budget for FTEs.	

TIMELINE	
December to February 1	Create the model
February	Roll out the model
March	Begin the hiring process
April 15	Hire the coaches
May 15	Complete coach placements
June 11-15	Train all coaches

Source: Naperville (Ill.) School District.

TOOL 2.3

Sample timeline for designing a coaching program

TASK	PROCESS	TIMELINE
Meet with content experts and attend conferences.	**Gather information about successful coaching programs.** • What has been successful about your program? What evidence do you have? • What have you struggled with? What advice would you give us? • Who have you involved in the process? • What was your timeline? • What adjustments did you make for high school, middle school, and elementary school coaches?	*August to November*
Set up a steering committee and start the work.	**Select steering committee members.** • Include the president of the teachers association and representatives from each group. • Include representatives from the district's elementary, middle, and high schools. Make sure to have representation from all levels. • Identify a skillful facilitator. **Convene the steering committee.** • Educate the committee on the characteristics of effective programs and all possible roles for coaches.	*Dec. 15 to Dec. 16*
Provide feedback on the role, outcomes, job description, and hiring process of coaches.	**Gather input from staff affected by the program.** • Have conversations with principals about the new position and role. • Have conversations with current instructional coaches and any affected personnel to discuss their future.	*Jan. 23 to Feb. 3* *Jan. 24 to Jan. 26*
Plan the roll out.	**Hold a coaching-program design meeting.** • Review input from staff, principals, and central office staff.	*Feb. 15 to Feb. 16*

TOOL 2.3 cont'd

TASK	PROCESS	TIMELINE
Create a process for hiring.	**Develop a procedure for hiring coaches.** 1. Assistant superintendent and human resources department meet to discuss the new job description, posting, and hiring process. 2. School officials meet with teachers association representative to review and discuss the job description. 3. Officials announce the position. • Have conversations with elementary school coaches and middle school literacy coordinator. • Ask principals at all levels to inform staff of the position. • Make the learning support coach job description and a copy of the book, *Taking the Lead: New Roles for Teachers and School-Based Coaches,* available to staff interested in the position.	*Jan. 26* *Feb. 17* *Feb. 16* *Feb. 20 to March 11*
Post the openings.	**Post the positions available.**	*April 1*
Screen and hire.	**Follow a screening process.** 1. Principal and central office personnel identify the pool of candidates (on paper). 2. Administrators select principals to serve on the panel that conducts first-round interviews. 3. Principals, individually or with staff, conduct second-round interviews and make hiring decisions.	*April 16 to April 20*
Meet and greet.	**Have a meeting for new coaches with their supervisor(s).**	*May*
Provide professional learning.	**Conduct a summer institute.**	*June 11 to June 14*

Source: Adapted from the Naperville (Ill.) School District.

TOOL 2.4

Sample coaching committee agenda

Date: Nov. 19
Time: 8 a.m. to 3 p.m.

	MEETING PURPOSES/OUTCOMES
1.	To identify outcomes for the coaching model.
2.	To make recommendations on the coach's role.
3.	To explore the attitudes, behaviors, and skills of successful coaches.
4.	To make recommendations on the coach's job description.
5.	To discuss an evaluation of the proposed coaching model.
	WORKING AGREEMENT
1.	Focus on the future, including the effect of coaching on student achievement.
2.	Think outside of the box.
3.	Operate from the position of what is in the best interest of all, rather than of individuals or special-interest groups.
4.	Listen to all perspectives.
5.	Publicly support all group decisions.
6.	Be honest and willing to share thoughts and feelings during the meeting.
7.	Use multiple data points to make decisions.
8.	Be fully present at all meetings.
9.	Allow all group members to share airtime equally.
10.	Ask for evidence for stated opinions, and push against cultural norms when appropriate.
11.	Keep meeting discussions confidential until the group decides what to share. Don't share individual comments outside the group.

TOOL 2.4 cont'd

TOPIC/TASK	GUIDING QUESTION	NOTES
Welcome/agenda overview/norms to start	• What is our agenda for today?	
Grounding	• Can you share with the group a personal success story about working with another adult?	
Working agreements	• After reviewing our working agreements, which one will you need to focus on?	
Charge/purpose	• What are your thoughts about the recently revised charge statement?	
Updates	• What has happened since our last meeting?	
Program outcomes	• What are the coaching program's desired outcomes? • Which of the desired outcomes can be considered long-term and which short-term? • What are some ways to evaluate the program?	
BREAK		
Data collection patterns	• What are some patterns from the data collected that you think warrant attention? • What other data need to be collected? • Who needs to hear about the data and how should data be shared?	

TOOL 2.4 cont'd

TOPIC/TASK	GUIDING QUESTION	NOTES
Roles for coaches	• Which three coaching roles are most imp ortant in order to accomplish our goals? • What specific coaching tasks should be given the highest priority in order to accomplish our goals?	
LUNCH		
Quality candidates	• What does the research say about effective coaches and their skills? • What are the most important characteristics of effective coaches?	
Job description	• What needs to be included in the coach's job description? • What length of time will coaches serve in the job? • Who will supervise the coaches? How will the coaches be evaluated? • What timeline should we follow for putting out a job description?	
Closure	• What are our next steps? What should we include in an action plan? • What has been helpful about today's work? • What do you want to thank one another for?	

Source: Naperville (Ill.) School District.

TOOL 2.5

Roles of the learning support coach

THE ROLES	
CLASSROOM SUPPORTER (PARTNER)	
The learning support coach provides direct support to teachers in their classrooms through co-planning, co-teaching, and modeling effective instructional strategies.	• Co-teaches and models strategies and techniques that ensure rigorous core instruction for all learners. • Co-plans instructional units with teachers using backward design and effective instructional practices. • Observes teachers and provides feedback with a focus on students' academic achievement. • Conducts teacher-driven conversations to promote reflection and to identify next steps. • Provides timely and specific feedback that helps adult learners grow and improve their instructional practices.
INSTRUCTIONAL SPECIALIST	
The learning support coach's depth of instructional knowledge provides all teachers with the skills they need in order to deliver quality core instruction that ensures students achieve at high levels.	• Understands effective instructional practices, instructs teachers in these practices, and models the practices. • Supports teachers' individual and group efforts to meet all students' needs and to implement core instruction. • Supports teachers in using differentiated instruction. • Helps teachers select and implement appropriate instructional practices.

TOOL 2.5 cont'd

THE ROLES	
DATA COACH	
The learning support coach is the catalyst that moves teachers beyond what the data mean to actions that close the gap between current and desired student performance.	• Supports teachers' use of data to determine appropriate instruction. • Helps teachers understand state standards for proficiency at all grade levels and in all content areas. • Helps teachers use multiple sources of data. • Helps teachers use student work to identify information about their learning (formative assessment). • Facilitates individual and group reflections about student growth.
LEARNING FACILITATOR	
The learning support coach works collaboratively with teachers and administrators to design professional learning opportunities that meet the needs of the adults at the site.	• Develops relationships with adults that lead to increased rigor, change in practice, reflection, and schoolwide collective efficacy that promote student achievement. • Plans for high-quality professional learning that is integrated and embedded into day-to-day teaching and learning, and that aligns with the school and district visions and missions. • Facilitates teacher collaboration through structured learning opportunities and coaching conversations. • Uses national (Learning Forward) standards and research to design and deliver professional learning. • Actively learns and engages in professional reading and research to keep current and regularly shares new ideas with teachers and administrators.

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