

TOOL 5.1**Coaching roles**

ROLE	PURPOSE	EXAMPLE
Resource provider	To expand teachers' use of a variety of resources to improve instruction	Gathers information and/or resources (articles, materials, etc.) for teachers
Data coach	To ensure that student achievement data is used to drive decisions at the classroom and school level	Works with individuals or groups to facilitate conversations around data-driven instructional decisions
Curriculum specialist	To ensure implementation of the adopted curriculum	Helps teachers unpack required curriculum
Instructional specialist	To align instruction with curriculum to meet the needs of all students	Coaches teachers on methodologies and best practices that can be used to deliver content
Mentor	To increase the novice teacher's instructional skills and to support schoolwide induction activities	Works with novice teachers and at the induction level
Classroom supporter	To increase the quality and effectiveness of classroom instruction	Visits teacher's classroom to model, co-teach, or observe; conducts pre-and post-visit conferences with teacher to facilitate reflection
Learning facilitator	To design collaborative, job-embedded, standards-based professional learning	Assists with coordinating and planning effective school-level professional development

TOOL 5.1 cont'd

ROLE	PURPOSE	EXAMPLE
School leader	To work collaboratively (with formal and informal leaders) to plan, implement, and assess school change initiatives to ensure alignment with and focus on intended results, and to monitor transfer or practice from professional development into action	Participates as a learning walk team member to monitor transfer of knowledge into practice
Change catalyst	To create disequilibrium with the current state as an impetus to explore alternatives to current practice	Challenges current practices and supports teachers as they make changes
Learner	To constantly seek to become better at what he/she does	Continually updates own professional repertoire

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.

TOOL 5.2

Framework for instructional coaching

This tool is an example of how a district defines its coaching program. It includes the rationale for the coaching program and the roles and expectations of those (principal, central office staff, superintendent, and teachers) who contribute to the success of the coaching program. It describes the roles of principal, central office personnel including the superintendent, and the role of teacher.

Executive Summary

Structure

- Student achievement goals will drive the coach's work.
- Principals will identify key goals to guide the instructional coach's work in improving instruction and achievement based on student achievement goals and implementation of the curriculum.
- The principal, leadership team, coach, community superintendent, and coaching coordinator will collaboratively discuss and agree on the coach's work.

Training

- Professional development will be differentiated according to the needs of the coach, school, and feeder area goals.
- Coaches will develop their expertise by creating teams that include team members from assessment, special education, English as a second language, and gifted and talented.

Supervision

- The principals and the coaching coordinators will share supervision and evaluation.
- The effectiveness of the coaching plan will be regularly monitored, evaluated, and refined.

TOOL 5.2 cont'd

Framework for Instructional Coaches

I. OUTCOMES

- To increase student achievement results, in areas including Colorado Student Achievement Program and other high-stakes assessment scores, through coaching focused on improving the quality of classroom instruction.
- To provide and support job-embedded professional development for teachers and administrators in building instructional leadership capacity in schools.
- To align the work of coaches to support specific data-based goals at each school and align progress monitoring to those specific goals.
- To increase instructional coaches' knowledge through a feeder area team concept.
- To support the effectiveness of school leadership in developing the school faculty's instructional capacity through increased articulation and collaboration with the Division of Instruction (Department of Learning and Educational Achievement, Employee Support System, Multicultural Student Services and Assessment).

II. RATIONALE

- Student achievement is more likely to increase when the quality and consistency of classroom instruction improves.
- The quality of classroom instruction improves when principals are able to provide the kind of school leadership that increases the faculty's instructional capacity.
- The quality of school leadership is reflected in the ability of the Division of Instruction to provide the kind of support that principals need to continuously improve their instructional leadership.

III. PROCESS

The work of the instructional coach is to respond to individual buildings' professional development needs based on data from a variety of sources and assessments. The framework is meant to support classroom teachers and principals by focusing the coach's work directly on improving instruction as the essential means of increasing student achievement. The effectiveness of the coaching framework will be reviewed annually using a variety of district and school data.

1. In collaboration with the school leadership team, principals will identify their buildings' student achievement goals (key school goals) that will be the focus for instructional coaching.

TOOL 5.2 cont'd

2. The primary focus of the coaches' work will be aligned with the classrooms and content areas determined by the key school goals.
3. Coaches, principals, teachers, and coaching coordinators will collaborate quarterly to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals. This plan includes a specific academic outcome, agreed-upon assessment of the outcome, coaching strategy, and timeline.
4. Principals and community superintendents will agree on the key school goals that will define the coaches' work in the building.
5. Principals, community superintendents, and coaches will use the JCEA evaluation, "A Tool for Assessing School-based Professional Development," and progress on key school goals to assess the impact of and refine the coaching program.

IV. ROLES AND RESPONSIBILITIES

Role of PRINCIPAL

THE PRINCIPAL'S ROLE IS TO DEVELOP THE CAPACITY OF EVERY TEACHER TO MEET EVERY STUDENT'S ACADEMIC NEEDS.

1. Identify key school goals for the instructional coach's work improving student achievement.
2. With the coach, determine a system to monitor and measure increases in teacher development and student achievement through regular, ongoing classroom visits.
 - a. What data will be collected on teacher development and student achievement?
 - b. How will I evaluate that data?
 - c. What adjustment, if any, should we make to the plan for coaching?
3. Develop increasing instructional knowledge through observing and dialoguing with instructional coaches.
4. Increase collaboration through quarterly meetings with the coaching coordinator and coach to monitor the progress of the school's coaching program, discuss its effectiveness, and modify it as necessary.
5. Identify models of high-quality classroom instruction based on best practice research in an effort to replicate those practices throughout the school.
6. Develop a culture of purposeful collaboration and interdependence with a focus on improving student achievement.
7. Through collaborative conversations with the coaching coordinator, share insights and information that inform the evaluation of the coach's effectiveness.

TOOL 5.2 cont'd

Role of COACH

THE ROLE OF THE COACH IS TO SUPPORT THE PRINCIPAL'S WORK TO ALIGN STAFF DEVELOPMENT WITH SCHOOL GOALS AND IMPROVE INSTRUCTION IN EVERY CLASSROOM.

1. Develop positive and supportive relationships with classroom teachers, administrators, and staff.
2. Help classroom teachers address learning challenges in individual classrooms through modeling, co-teaching, providing feedback, and facilitating grade-level or department teams.
3. Increase collaboration through quarterly meetings with coaching coordinator and principal to monitor progress of coaching plan and modify it as necessary.
4. Monitor and evaluate assessment data to determine improvements in instructional practice and student achievement.
5. Support classroom teachers in long- and short-range planning (co-planning) for increased student achievement.
6. Develop each teacher's capacity to serve as a model of high-quality instruction.
7. Provide training to increase high-quality classroom instruction and appropriate use of support staff (e.g. training paraprofessionals, pre-AP support, RTI, etc.).
8. Fulfill identified responsibilities of teacher induction program, while building capacity of a team to support new teachers.

Role of CLASSROOM TEACHER

THE ROLE OF THE CLASSROOM TEACHER IS TO PROVIDE HIGH-QUALITY INSTRUCTION THAT RESULTS IN INCREASED STUDENT ACHIEVEMENT.

1. With the coach, determine a system to monitor and measure increases in both teacher's instructional development and student achievement through regular, ongoing classroom visits.
 - a. What student achievement and instructional data should we collect?
 - b. How will the teacher and coach evaluate that data?
 - c. What adjustments, if any, should we make to the coaching plan?
2. Develop increasing instructional knowledge through observation from and dialogue with instructional coach.
3. Develop a positive and supportive relationship with the instructional coach, classroom teachers, administrators, and staff.
4. Provide feedback about instructional coaching program.

TOOL 5.2 cont'd

Role of COACHING COORDINATOR

THE COACHING COORDINATOR'S ROLE IS TO CONTINUOUSLY IMPROVE THE QUALITY OF SUPPORT THAT COACHES ACROSS THE DISTRICT PROVIDE.

1. Develop a positive and supportive relationship with the instructional coach, classroom teachers, administrators, and staff.
2. Support and monitor the effectiveness of the school's coach plan through quarterly meetings with the principal and coach.
3. Actively support both the principal and coach in aligning the coach's work with the professional development occurring at the school.
4. Work collaboratively with community superintendents and principals to assign coaches and evaluate their effectiveness to plan for differentiated professional development.
5. Identify, plan, and facilitate coaches' professional development in a collaborative effort with the chief academic officer and the executive directors of Department of Learning and Educational Achievement, Employee Support System, Multicultural Student Services, and Assessment.
6. Through collaborative conversations with the principal, share insights and information that inform the evaluation of coach's effectiveness.

Role of EXECUTIVE DIRECTOR in instructional division Department of Learning and Educational Achievement, Employee Support System, Grants and Federal Programs, and Assessment

THE EXECUTIVE DIRECTOR'S ROLE IS TO SUPPORT THE COMMUNITY SUPERINTENDENT'S AND THE EXECUTIVE DIRECTOR'S WORK IN INCREASING STUDENT ACHIEVEMENT AT SCHOOL SITES.

1. Provide differentiated professional development for coaches based on key school goals.
2. Coordinate the supervision of coaching teams.
3. Coordinate professional development across the Division of Instruction.
4. Provide a direct communication link with the assigned community superintendent and executive director of school management team.

TOOL 5.2 cont'd

Role of CHIEF ACADEMIC OFFICER

THE CHIEF ACADEMIC OFFICER'S ROLE IS TO ENSURE A HIGH-QUALITY COACHING PROGRAM THAT RESULTS IN INCREASED STUDENT ACHIEVEMENT.

1. Lead the coaching coordinators in providing consistent support to principals, instructional coaches, and community superintendents.
2. Provide a strong communication link with the community superintendents and the superintendent.
3. Provide a report on coaching effectiveness to the superintendent and the Board of Education.

Role of COMMUNITY SUPERINTENDENTS

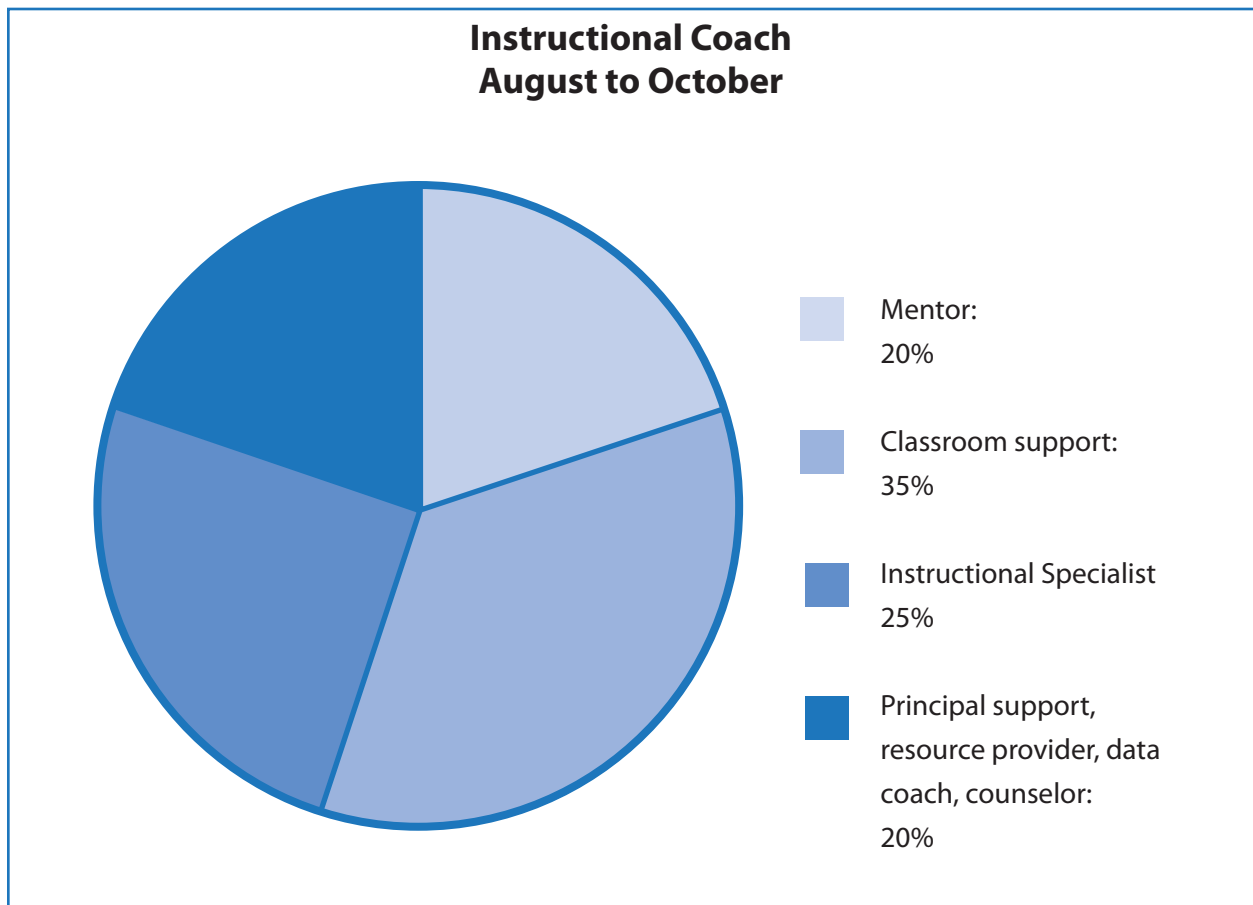
THE COMMUNITY SUPERINTENDENT'S ROLE IS TO SUPPORT THE PRINCIPAL IN INCREASING STUDENT ACHIEVEMENT.

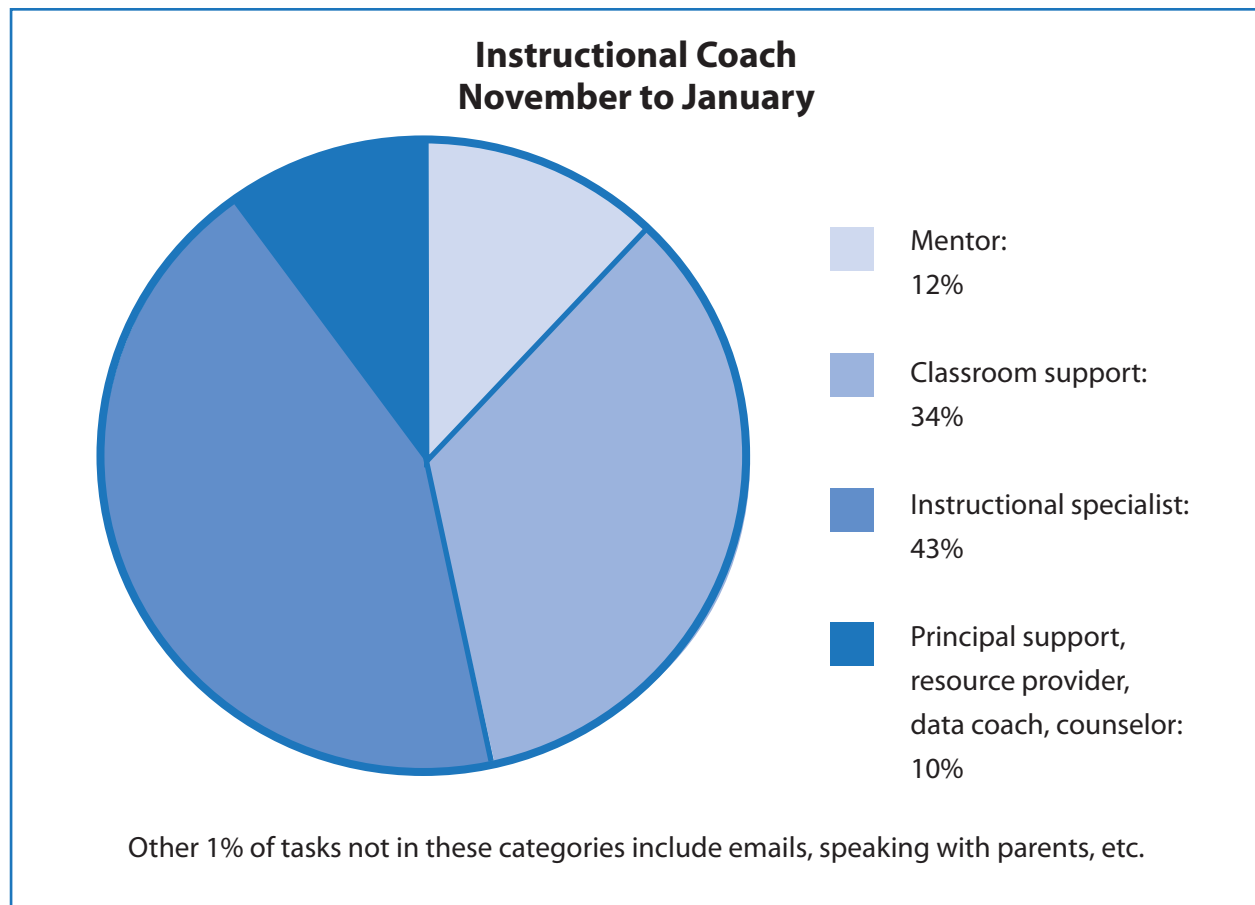
1. In collaboration with the principal, agree upon the area of needed improvement in the school's key goals for the coach's work.
2. Meet quarterly with the Division of Instruction leadership to evaluate the coaches' effectiveness based on student and teacher progress in each articulation area.
3. Define the district instructional themes for coaches' professional development with the chief academic officer and the superintendent.

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

TOOL 5.3**Coach time allocation**

Purpose: To assess time that should be or is being spent in each of the coach's roles. Alone or with a supervisor, the coach creates a pie chart showing the percentage of time that should be or has been spent in each role and has a follow-up discussion about time spent on activities that directly affect student achievement.

EXAMPLE

TOOL 5.3 cont'd**Overall categories synopsis and observations**

- Classroom support and instructional specialist has gone up, from 60% (August to October) to 77% (November to January).
- Mentor support has gone down, from 20% to 12%. I believe this is due to the staff's ability to work more professionally/self-assuredly on their curriculum (grading, math, science/social studies, writing), and the time of year (beginning of year versus midyear). Less one-to-one time with staff stopping in; less stress.
- Mentor, classroom support, and instructional specialist: Up from 80% from August to October to 89% November to January.
- Principal support: Decreased from 20% to 10%.

Source: Littleton (CO) Public Schools.

TOOL 5.4**Webber coaches**

Pat L.: Math coach

Jane N.: Literacy coach

Coaching at Webber is focused on student achievement and strengthening the quality of instruction in all classrooms. It is based on a sufficiency rather than deficit model.

- Excellence deserves support to sustain itself and grow.
- Everyone can advance and develop no matter where he or she is within a profession.
- Teachers have a voice and choice in how they work with their coach.
- Well-placed resources can aid teachers in helping students achieve above and beyond.

PURPOSE/ COACH'S ROLE	WITH WHOM?	HOW?
<p>Collaboration</p> <ul style="list-style-type: none"> – Learning facilitator – Catalyst for change 	<ul style="list-style-type: none"> • Individual teachers (Jane – language arts; Pat – math) • Departments (Jane – language arts; Pat – math) • Special education educators; counselors • Administration • All staff members requesting support (Jane and Pat together or individually) 	<ul style="list-style-type: none"> • Meet and discuss specific instructional or curricular topics • Meet and discuss specific student(s) and management issues • Meet and discuss resources helpful to classroom practice
<p>Coaching</p> <ul style="list-style-type: none"> – Curriculum and instruction specialist – Catalyst for change 	<ul style="list-style-type: none"> • Individual teachers (Jane – language arts; Pat – math) • All interested staff 	<ul style="list-style-type: none"> • Pre-conference: Collaborate to plan for classroom observations, resources, and outcomes • Spend time in classrooms observing, teaching, modeling, teaming, and building skills • Post-conference: Debrief and plan for the future

TOOL 5.4 cont'd

<p>Monitor student groups (<i>document, analyze, and report data</i>)</p> <ul style="list-style-type: none"> – Data coach – Catalyst for change 	<ul style="list-style-type: none"> • Classroom teachers • District- and building-level administration 	<ul style="list-style-type: none"> • Using student growth data, plan instructional changes with teachers: <ul style="list-style-type: none"> • Differentiated instruction processes and strategies • Elements of effective instruction • Effective classroom management techniques
<p>Plan and facilitate professional development opportunities</p> <ul style="list-style-type: none"> – Catalyst for change – Learning facilitator 	<ul style="list-style-type: none"> • All interested staff 	<ul style="list-style-type: none"> • Plan and facilitate differentiated instruction class to provide resources and professional opportunities for increased instructional excellence

Coaching is a confidential process. When teachers interact with coaches, they can be assured that the information and work gathered in that setting stays with the teacher and the coach. Any issues that are not detrimental to the health and safety of the students in a teacher's care remain confidential between coach and teacher. If a coach wishes to share positive teacher interactions and growth with the administration, the coach will ask the teacher for permission.

Source: Poudre (CO) School District.

TOOL 5.5**Roles of coaches**

Directions: Complete the table below indicating the current and desired allocation of time coaches devote to each role. After filling out the chart, use the results to compare the current and desired allocation and to plan time allocations for the next year.

ROLE	FUNCTION	TIME ALLOCATIONS								Questions and concerns about alignment with school goals
		None		Little		Moderate		Considerable		
		CURRENT	DESIRED	CURRENT	DESIRED	CURRENT	DESIRED	CURRENT	DESIRED	
Resource provider	Helps teachers locate information, materials, examples of research-based practices, and assessments									
Data coach	Facilitates conversations with colleagues to analyze many types of data, to identify schoolwide and grade-level or department trends, and to discuss the implications for instruction									

TOOL 5.5 cont'd

ROLE	FUNCTION	TIME ALLOCATIONS								QUESTIONS AND CONCERNS
		None		Little		Moderate		Considerable		
Curriculum specialist	Deepens teachers' content knowledge and ensures alignment of the written, taught, and tested curriculum									
Instructional specialist	Helps teachers implement effective instructional strategies that respond to diverse learners' needs									
Classroom supporter	Models effective instructional strategies, co-plans or co-teaches lessons, and observes and gives feedback to teachers									

TOOL 5.5 cont'd

ROLE	FUNCTION	TIME ALLOCATIONS								QUESTIONS AND CONCERNS
		None		Little		Moderate		Considerable		
Learning facilitator	Assists with coordinating, designing, and delivering professional learning opportunities for all staff, ensuring that a variety of models are used									
Mentor	Mentor teachers who are new to the profession and assist teachers who are new to the school									
School leader	Serves on school leadership teams to help coordinate school improvement efforts									

TOOL 5.5 cont'd

ROLE	FUNCTION	TIME ALLOCATIONS								QUESTIONS AND CONCERNS
		None		Little		Moderate		Considerable		
Catalyst for change	Encourages teachers to analyze what is working and what is not working, challenges the status quo, and introduces new ideas									
Learner	Models continuous learning as adult learners									

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.