

## Chapter 9: Principal-coach relationships

	<b>TOOL</b>	<b>PURPOSE</b>
<b>9.1</b>	<b>Instructional coach contact log template</b>	Maintain records of how the coach's time is allocated using this template.
<b>9.2</b>	<b>Sample partnership agreement between instructional coach and principal</b>	Define the working relationship between the coach and principal and the expectations for the coach's work with this sample partnership agreement.
<b>9.3</b>	<b>Partnership agreement map for instructional coach and principal</b>	Use this template as a basis for establishing agreements between the instructional coach and the principal regarding the coach's work.
<b>9.4</b>	<b>Partnership agreement example</b>	Study this example of an actual partnership agreement between an instructional coach and principal.
<b>9.5</b>	<b>Agreement of confidentiality</b>	Read this tool that defines and describes the importance of agreements about confidentiality.
<b>9.6</b>	<b>Testimonials from school-based instructional coaching program clients</b>	Use these excerpted comments from focus group participants in the evaluation of a coaching program to provide persuasive evidence for a coaching program.
<b>9.7</b>	<b>Coach's time chart</b>	Fill in this chart to track how you use your time during the week.

## TOOL 9.1

# Instructional coach contact log template

**Directions:** Use this template to record time spent in various coaching practices. Aggregate data by individual coach, school, level of school, or district to gain information for coaches, their supervisors, and the coach champion to analyze and determine which coaching practices affect teacher practice and student learning.

Date	What	Co-planning	Classroom model/ co-teaching	Classroom observation/feedback	Problem solving	Resource development	Data analysis	Facilitation/participation in professional development small groups	Training	Own professional development	Meetings	Other	Who was involved? (star if an inductee)	Comments	Next steps
TOTALS															
Total mentor hours															

**TOOL 9.2****Sample partnership agreement between instructional coach and principal**

<b>Roles and responsibilities</b>	<p><b>We agree that:</b></p> <ul style="list-style-type: none"> <li>• Coaches work to be catalysts for positive change 100% of the time. This particular role surrounds and informs practice within and throughout all other roles.</li> <li>• 50% of a coach’s responsibility will involve working as a curricular and instructional specialist.</li> <li>• 25% of a coach’s responsibility will involve working as a data coach.</li> <li>• 25% of a coach’s responsibility will involve planning and facilitating professional development.</li> </ul>
<b>Impacted teacher groups</b>	<p><b>We understand that:</b></p> <ul style="list-style-type: none"> <li>• Coaches will work primarily with math and language arts department teacher groups.</li> </ul>
<b>Communication</b>	<p><b>We agree that:</b></p> <ul style="list-style-type: none"> <li>• Coaches will create a bimonthly email to communicate information and discussion topics to department members.</li> <li>• Possible topics for the bimonthly emails include: descriptions of positive coaching observations, outcomes of departmental meetings, teaching tips and strategies, and information about upcoming meetings.</li> <li>• Principals will be copied on these bimonthly emails.</li> <li>• A confidentiality agreement is in place between coaches and those teachers with whom they work. Principals will not receive communication regarding teacher observations unless student health and/or safety are at risk.</li> </ul>

**TOOL 9.2** cont'd

<b>Conflict</b>	<p><b>We agree that:</b></p> <ul style="list-style-type: none"> <li>• The coach will first meet with an unhappy teacher to discuss issues surrounding the problem.</li> <li>• The coach, principal, and teacher will meet in three-party mediation if the conflict cannot be resolved between the coach and teacher.</li> </ul>
<b>Leadership roles</b>	<p><b>We understand that:</b></p> <ul style="list-style-type: none"> <li>• Coaches will continue to plan and facilitate data conversations with teachers in their individual departments.</li> <li>• Coaches will be asked to sit on specialized task forces deemed important by the principals.</li> <li>• Coaches will work with principals to plan and facilitate specialized staff development opportunities.</li> </ul>

**TOOL 9.3**

## Partnership agreement map for instructional coach and principal

BASIC AGREEMENTS	DESIGN ISSUES
What roles do I take on?	What are the specific job responsibilities you want me to take on?
How and when will we communicate?	How will we implement classroom support?
How will I tell you about my work?	<p>Which teacher will I work with?</p> <p>What will we focus on?</p>
<p>How will we handle conflict?</p> <p>How will we deal with staff members who are unhappy with my work or the support I give them?</p>	What resources and materials are available to me?
What are the important dates I need to put on my calendar?	<p>Will I be a part of any school leadership/improvement team?</p> <p>If so, who will be included on this team?</p>

**Source:** Adapted from Adams 12 Five Star Schools (Thornton, CO). Used with permission.

**TOOL 9.4****Partnership agreement example**

**Partnership agreement between Mary Jo B., instructional coach, and Christine M., principal**

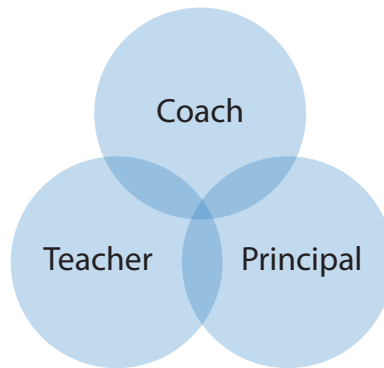
BASIC AGREEMENTS	DESIGN ISSUES
<p><b>What roles do I take on?</b></p>	<p><b>What are the specific job responsibilities you want me to take on</b></p>
<ul style="list-style-type: none"> <li>• My roles will include working with teachers in the areas of curriculum and instruction.</li> <li>• I will also support teams during PLC meetings.</li> <li>• I will offer professional development and be the co-administrator of our SST grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate PLC meetings with all grade levels each week.</li> <li>• Meet with teams to plan instruction.</li> <li>• Support Treasures implementation.</li> <li>• Co-teach and model lessons.</li> <li>• Support with materials and resources.</li> <li>• Support data collection and analysis.</li> </ul>
<p><b>How and when will we communicate?</b></p>	<p><b>How will we implement classroom support?</b></p>
<ul style="list-style-type: none"> <li>• At least once a week: Friday afternoons at 2:30 p.m.</li> <li>• Other times as needed. We will communicate regularly through email.</li> <li>• All PLC meeting agendas and work are posted on the server.</li> </ul>	<ul style="list-style-type: none"> <li>• Student data.</li> <li>• Teacher implementation of best practices.</li> <li>• We will do walk-throughs at least twice a month.</li> <li>• Teacher feedback form at end of year.</li> </ul>
<p><b>How will I tell you about my work?</b></p>	<p><b>Which teacher will I work with? What will we focus on?</b></p>
<ul style="list-style-type: none"> <li>• Ongoing emails and face-to-face meetings at least once a week.</li> </ul>	<ul style="list-style-type: none"> <li>• I will work with teachers of grades 1, 2, and 4.</li> <li>• Focus will be on instruction and differentiation.</li> </ul>

**TOOL 9.4** cont'd

<b>BASIC AGREEMENTS</b>	<b>DESIGN ISSUES</b>
<p><b>How will we handle conflict? How will we deal with staff members who are unhappy with my work or the support I give them?</b></p>	<p><b>What resources and materials are available to me?</b></p>
<ul style="list-style-type: none"> <li>• We will sit and talk with all involved parties.</li> </ul>	<ul style="list-style-type: none"> <li>• Grant money is available. I have a private office, and access to any materials that I need.</li> </ul>
<p><b>What is my role with each of the teaching teams in regard to data analysis and use?</b></p>	<p><b>Will I be a part of any school leadership/improvement team? If so, who will be included in this team?</b></p>
<ul style="list-style-type: none"> <li>• I will meet weekly with teams.</li> <li>• I will help enter data that are housed on our school server.</li> <li>• I will help with data discussions as they relate to instruction and differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>• I am part of the SIT and also a member of the SST team.</li> </ul>

**TOOL 9.5****Agreement of confidentiality**

**Purpose:** Districts, schools, and coaches can use this one-page description of confidentiality to create their own definition.



The likelihood of the **coach** being able to establish trust and confidence with teachers begins with everyone's explicit understanding that the coach's work does not influence the principal's evaluation of teachers in any way or lessen the principal's regard for teachers. If teachers perceive that the coach gives the principal information about their practices, they will be less inclined to want to work with the coach or to view the coach as a support.

To honor the **teachers' trust**, an astute coach deliberately and systematically includes the topic of confidentiality in conversations with all administrators, as well as with all teachers when establishing partnership agreements. *The coach reaches specific agreements that no information will be shared with administrators that could influence the administrators' evaluation of teachers' performance.* The only time a coach would share such information with an administrator would be if the teacher's behavior in some way jeopardized students' safety.

As the school's primary instructional leader, the **principal** is responsible for being visible in teachers' classrooms and being aware of each teacher's strengths and areas that need support. A principal who understands the importance of allocating time to visit teachers' classrooms for regular formal observations and informal drop-in observations does not need to rely on the coach to assess teachers' strengths and needs.

<b>FOUR T'S — AREAS OF AGREEMENT FOR THE COACH TO SHARE WITH THE PRINCIPAL</b>	
<b>1.</b>	Teachers with whom the coach is working
<b>2.</b>	Tasks on which the group is working
<b>3.</b>	Time allocated to the work
<b>4.</b>	Topics of discussion



**TOOL 9.6****Testimonials from school-based instructional coaching program clients****ELEMENTARY SCHOOL PRINCIPALS' COMMENTS:**

1. “The coach serves as a second set of eyes for me. She sometimes sees things in the building that I don’t see. She is a sounding board for me when I am thinking about my own work as the instructional leader.”
2. “The work of the coach is the driving factor for changes in our school. Her work with curriculum and instruction — especially with new teachers — provides a consistency that we have been lacking in previous years. I can’t work with teachers at the level the coach works.”
3. “The trust among teachers of the coach in our building is changing the culture of our school. The deep coaching that she does feels like real support to teachers. The pervasive attitude is that, ‘We are all in this together,’ and that ‘We all learn from each other.’ ”
4. “The professional development that is planned and coordinated by our coach provides opportunities for rich conversation about teaching and learning for our teachers. The coach knows the human level of what is needed.”
5. “The coach’s knowledge and skill in the area of using data to inform practices is invaluable in helping teachers to reconsider their practices.”
6. “I absolutely attribute our student growth scores to the work of the coach. I am the pusher (with teachers) and she is the supporter.”
7. “We have made systemic changes in our school that would not have been possible without the coach. I’m sure this has helped to ensure consistency across the district, too.”
8. “Our coach works with parents on strategies for supporting their children at home. This builds bridges between home and school and also improves students’ skill development.”

**MIDDLE SCHOOL PRINCIPALS' COMMENTS:**

1. “The coach’s dedication to instructional improvement makes a huge difference. She has time to support teachers in ways that I am not able to.”
2. “The coach’s ability to provide just-in-time professional development in our school has been viewed by teachers as a great asset.”
3. “The coach keeps us focused on our vision.”
4. “The coach saved a teacher who would have been terminated.”
5. “Our veteran teachers are less resistive because the coach relates to them in a professionally supportive way.”
6. “An impact of the coaching program in our school is less teacher stress and burnout.”
7. “The coach is respected because she can relate to the things that teachers are going through. She relates to their needs.”

## TOOL 9.6 cont'd

### HIGH SCHOOL PRINCIPALS' COMMENTS:

1. "The coach's modeling of lessons for teachers has moved some teachers' practices forward."
2. "I value the coach's input when I am planning various school improvement initiatives."
3. "All of the initiatives that are directed by the district are implemented more consistently throughout the school because of the coach's work."
4. "The professional development in our building is tailored to the needs of teachers. It is embedded in the school day so teachers are not as resentful as they used to be. Instead of being the 'flavor-of-the-day,' it is cohesive."
5. "Not only does the coach have credibility with our teachers, she also has credibility with other teacher leaders in the building."
6. "Some of our teachers are able to have courageous conversations with each other in an environment that is nonthreatening. This has increased self-reflection and resulted in some teachers changing some of their practices."
7. "We see less blaming of teachers who have worked with the students in previous years and more collaboration. The hostility that we used to see is gone completely."
8. "The rigor in our classrooms has increased because of the coach's work. She keeps the teachers pumped up like they can do it."
9. "The perspective regarding the professionalism of teaching has changed teachers' attitudes and practices. Teachers can't discount data any longer."

### ELEMENTARY SCHOOL TEACHERS' COMMENTS:

1. "The coach is a good listener. Her skill set is huge. She is especially helpful with new teachers."
2. "I am motivated to work with the coach because she gives me direct help in the classroom. Sometimes she models lessons for me; other times she team-teaches with me. I learn a lot working with her."
3. "The coach is a good liaison between teachers and the principal. Sometimes we feel that we can approach the coach with an idea and she will serve as a sounding board or help us think through the idea before we take it to the principal."
4. "The impact of my work with the coach on my instructional practices has been huge. She gets me to reflect on my practices and to think about how effective or ineffective they are. She does that without ever making me feel stupid."
5. "The teachers in our building are more or less on the same page when it comes to how we implement programs that the district has brought in. This is because of the coach's work with all of us. The impact on our systemic practices is noticeable."

**TOOL 9.6** cont'd**SECONDARY SCHOOL TEACHERS' COMMENTS:**

1. "The coach has made a difference for me. I'm a veteran teacher and I have changed some of my instructional strategies based on things I have learned from the data. My coach has guided me in doing that."
2. "One of the strengths of the program is that the coach does not evaluate teachers. She is not an administrator. I feel free to have conversations with her, because she has a more neutral attitude."
3. "The coach is an extra set of eyes for me. She helps me see things that I didn't see before. She pushes me in a nonthreatening way."
4. "The coach humbled me. She opened my eyes by focusing on my students' results rather than on me."
5. "I am motivated to work with the coach because we talk about teaching in a way that I could never talk with my principal. She is completely nonjudgmental and doesn't really give me advice. She just gets me to think."
6. "I completely changed my assessment practices because of my work with the coach. It transformed me as a teacher. I now use formative assessment much more effectively, and it not only affects my teaching, it affects my students' attitudes."
7. "Working with the coach is a safe place to try something new."

**ELEMENTARY SCHOOL COACHES' COMMENTS:**

1. "The staff seems to appreciate having somebody in the school who doesn't have a classroom — who, when the teacher is having a crisis moment, doesn't know what to do with 'Kiddo,' or is in tears for any reason — they can go to. They don't have to go to their boss. Instead, they can admit their frustrations to a colleague, show vulnerability, and know that they'll get strategies."
2. "Our success as coaches is due to the fact that we've developed a joint partnership with administration and our work is tied to student achievement."
3. "Teachers seem to truly understand what the coach's role is. They recognize what we do to provide support and they also recognize what we stay out of, such as evaluating teachers."
4. "The notion of the principal as the instructional leader is huge. When the principal is strong in this area, it has a clear impact on the kind of work we do and how teachers react."
5. "The teachers in my school are definitely using data more to make decisions about instruction, [and] about kids and groupings of kids."
6. "I see that we have a lot more team conversations and a lot fewer Lone Ranger teachers. I've seen teachers come around [who used] to have their doors locked who are now more open."
7. "I appreciate the time we have together as coaches on Fridays. It's a good place to deposit things that have worked. We learn from this network of coaches."

**TOOL 9.6** cont'd

8. "Teachers are much more aware of their instruction, what is best practice, and how they can improve. We've brought to teachers an awareness of best practices. Building teacher knowledge really makes a difference, as opposed to just giving them another program to implement."
9. "Teachers who are not effective collaborators are at least individually working with me to improve instruction."
10. "Students' perceptions are changing. They view their teachers as learners, as well. It comes full circle. Students see the teacher working with the principal and the instructional coach. Learning is happening and lessons are changing. It's not about what the teacher does, but what their students are demonstrating."
11. "One effect of the program is the way we are building systemic practices throughout the school with programs, professional behavior, PLCs, and data teams. We work together and are much more collaborative."
12. "We are empowering teachers in leadership roles."

**SECONDARY SCHOOL COACHES' COMMENTS**

1. "The coach is someone in the building who can focus on staff development issues. The administrator is always torn with discipline and other distracters."
2. "The coach acts as a liaison between the administration and teachers. It is a safe place for teachers to come, especially when they know they have an issue and want help and are not comfortable to go next door or it is equally uncomfortable to go to an administrator."
3. "An advantage of the program is that the coach has more time to look at data than teachers do. The coach has time to research, time to find resources to address various problems."
4. "Part of my job is to keep the administrator down-to-earth when it comes to what we are going to ask teachers to do. Principals lose sight of what's feasible."
5. "I see myself as the keeper of the culture of professional learning. I am able to push that. Staff development used to be placed on the shoulders of administrators and was often an afterthought. Now it is better. We bring sense-making to the building."
6. "Whenever I see achievement, I want to substitute engagement. I see lots of student engagement."
7. "The principal I'm working with now would be in the classroom every day if she could, but she can't. She values my input as an instructional leader and uses my input. It is a partnership. I am working as a change agent, keeping that focus on instruction all the time. If there were no coach to be organizing schedules, keeping data at the forefront, implementing new ideas, being in classrooms, seeing if the work is being done, so many components couldn't be done with as much credibility. It is too much for the principal in addition to their other work."
8. "The biggest impact for me has been building relationships with reluctant teachers."

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

**TOOL 9.7****Coach's time chart**

**H**ow do you spend your time each week? Keeping track of your time during a week will be helpful as you talk with the building principal or other supervisor about your work.

- Make five copies of this chart and keep track of how you use your time every day for one work week.
- Record the work you do in 20-minute increments.

**MY WORK OF THE DAY**

Day \_\_\_\_\_

TIME	ACTIVITY	WHO ELSE WAS INVOLVED?
7 a.m.-7:20 a.m.		
7:20 a.m.-7:40 a.m.		
7:40 a.m.-8 a.m.		
8 a.m.-8:20 a.m.		
8:20 a.m.-8:40 a.m.		
8:40 a.m.-9 a.m.		
9 a.m.-9:20 a.m.		
9:20 a.m.-9:40 a.m.		
9:40 a.m.-10 a.m.		
10 a.m.-10:20 a.m.		
10:20 a.m.-10:40 a.m.		
10:40 a.m.-11 a.m.		
11 a.m.-11:20 a.m.		
11:20 a.m.-11:40 a.m.		
11:40 a.m.-noon		
Noon-12:20 p.m.		
12:20 p.m.-12:40 p.m.		
12:40 p.m.-1 p.m.		
1 p.m.-1:20 p.m.		
1:20 p.m.-1:40 p.m.		
1:40 p.m.-2 p.m.		
2 p.m.-2:20 p.m.		
2:20 p.m.-2:40 p.m.		
2:40 p.m.-3 p.m.		
3 p.m.-3:20 p.m.		
3:20 p.m.-3:40 p.m.		
3:40 p.m.-4 p.m.		

**TOOL 9.7** cont'd**MY WORK OF THE WEEK****Create categories of work, such as:**

- Identifying resources for teachers
- Meeting one-on-one with a teacher
- Observing a classroom lesson
- Modeling a lesson
- Meeting with a grade-level group
- Doing paperwork

**KEEPING TRACK OF TIME BY CATEGORY:**

- Indicate with check marks how many 20-minute increments were used for each activity.
- Multiply your marks by 20 to arrive at the number of minutes that were used for each activity.
- When you have done this for each category, calculate the percentage of time devoted to each task during the week.

(To make this process go more quickly, you may want to use a **colored marker** or **highlighter** to identify each category of work before you transfer information from the chart on the previous page to the chart below.)

CATEGORIES OF WORK	CHECKS	MINUTES
Identifying resources for teachers	✓✓✓✓✓✓ (6 x 20=)	120
Meeting one-on-one with a teacher		
Observing a classroom		
Modeling a lesson		
Planning with a grade-level group		
Introducing a new strategy to a grade-level group		
Analyzing data with one teacher or a group of teachers		
Advance planning with a teacher		
Debriefing lesson with a teacher		
Doing paperwork		
Other		

**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.