WHAT A DISTRICT LEADER NEEDS TO KNOW ABOUT ...

School-based coaching logic model

Carefully considering the desired outcomes of a coaching initiative will assist in planning, implementation, and evaluation of the program. This sample logic model outlines key aspects of a coaching program along with the activities and outcomes believed to contribute to the ultimate goals — improved student achievement and a collaborative professional culture.

Input	Activities	Initial outcomes	Intermediate Outcomes	Intended outcomes
Program design	Design coaching initiative.	The school or district defines the role of coaches. The school or district creates a selection process.	The school or district has a clear and common understanding about the role of coaches in improving teaching and learning.	Increased student achievement ● Improved school culture
Personnel	Create selection process. Select and deploy coaches.	Coaches are placed in schools.	Coaches provide support to teachers.	
Professional development	Provide professional development for coaches and principals: • Prepare coaches; • Provide ongoing support to coaches; • Prepare principals; and • Provide ongoing support to principals.	Coaches acquire the knowledge, attitudes, skills, aspiration, and behaviors for their role. Principals acquire the knowledge, attitudes, skills, aspiration, and behaviors to support coaches.	Coaches demonstrate expertise in their interactions with teachers and principals. Principals demonstrate expertise in their support of coach and in integrating coaching services into the school.	
Coaching support	Coaches, together with their principal, form agreements about the coaches' work within the school and create a plan for providing services to teachers to improve instruction.	Coaches develop trusting, productive relationship with the teachers.	Teachers seek support from coaches. Teachers feel supported in their instructional decisions. Teachers demonstrate greater efficacy.	
Coaching	Coaches provide one-on one and team-based support to teachers in the areas of curriculum, instruction, and assessment.	Teaching quality (teachers' content knowledge, assessment, and instruction) improves.	Students participate in lessons designed to address their learning needs.	
Print and electronic resources	Coaches have access to print and electronic resources including school data.	With the coaches' support, teachers understand student needs within the school and their classrooms and plan instruction to target those needs.	Student performance on benchmark assessments increases.	
Evaluation of program and coaches	Formative and summative evaluation of coaching program and coaches occurs.	The quality of teaching and student learning increase. Teacher collaboration increases.	Student achievement increases. The culture of the school improves.	

Source: *Taking the Lead: New Roles for Teachers and School-Based Coaches,* by Joellen Killion and Cindy Harrison. Oxford, OH: NSDC, 2006.