**Coaching System Development Worksheet**

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| **Exploration Stage** | **In Place** | **Initiated or Partially In Place** | **Not Yet in Place** | **Resources/Evidence of Implementation** |
| Coaching Model Selected |  |  |  | Consider researching various [models of coaching](https://docs.google.com/document/d/1cXwzPevLnbgnSjYxKfrqovV-YWmtXq06OtmzPH3GwQ4/edit?usp=sharing).[Coaching Infographic](https://drive.google.com/open?id=1MDS9IBR498A3uOKVWydar-6VSmhpINpd) from State Implementation and Scaling up of Evidence Based Practices (SISEP)[How to develop implementation team](https://nirn.fpg.unc.edu/module-3/topic-4) |
| Potential barriers to coaching system identified and “lifted up”  |  |  |  | The [NIRN Hexagon Tool](https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool%20v2.2.pdf)Staff readiness/buy-in ([Joyce & Showers](https://drive.google.com/open?id=1766iVsXBU_825oT4E7tHYT-Wf-BlY3En) and [Meta Analysis](https://www.educationnext.org/taking-teacher-coaching-to-scale-can-personalized-training-become-standard-practice/) as research)Professional Learning* [DPI Coaching: A Cornerstone for Change](https://dpi.wi.gov/coaching/coaching-cornerstone-change)
* [AWSA Impactful Coaching Academy](https://awsa.memberclicks.net/ica)
* [AWSA Impactful Coaching Academy - Advancing Your Skills](https://awsa.memberclicks.net/impactful-coaching-academy--advancing-your-skills)
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| Vision of coaching |  |  |  | [DPI coaching webpage](http://dpi.wi.gov/coaching)[District Vision](https://docs.google.com/document/d/1xsenxHxHZd9j545wuFrb0R5wwm-2t1kco5MeITeolx0/edit?usp=sharing)  |
| Coach job description(including roles and responsibilities, defined level of authority)  |  |  |  |  [Coaching Competency Practice Profile](https://dpi.wi.gov/sites/default/files/imce/coaching/pdf/Coaching_Competency_Practice_Profile_Version_3.1_August_2022_EIS.pdf) (responsibility)* [defining roles](https://docs.google.com/document/d/1NZ5KusyEjvvikbqygEd2U1sVRxrIX9XJSjJzTznQR0s/edit?usp=sharing) (roles)
* [coaching practices](https://drive.google.com/open?id=1Z1KGTunHDKzEhcad62GLC8BaHyz7Jf0qWsQzAJ9bOdg) (defined level of authority)
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| Necessary funding support has been identified (short and long term) |  |  |  | Consider local funding sources in addition to: [IDEA](https://drive.google.com/open?id=1QP4laGJM7sP_1HSnoGBIPCmQixurP20LT41Y5eYgFiw)  [Title II A](https://dpi.wi.gov/title-ii/part-a) [Title I A](https://dpi.wi.gov/title-i) [Title III A](https://dpi.wi.gov/english-learners/title-iii) [ESSER II](https://dpi.wi.gov/crrsaa/esser-ii) [Title IV A](https://dpi.wi.gov/titleiva) [ESSER III](https://dpi.wi.gov/arp/esser-iii) |
| Feedback report structures determined (Enabling policies) |  |  |  | Consider bi-directional communication between teams, interested parties and critical perspectives[Communication Protocol Worksheet](https://implementation.fpg.unc.edu/resource/communication-protocols-worksheet/) (NIRN)[Communication Plan Template](https://docs.google.com/document/d/1jy-_WwFH540b9JTjPyTdMkBifrufH7MH/copy) (NIRN)[Critical Perspectives](https://implementation.fpg.unc.edu/resource/guidance-for-engaging-critical-perspectives/) (NIRN) |
| Accountability structure of the coaching system |  |  |  | Communication and data collection tools (all forced copy links)* [Coach Observation Form](https://docs.google.com/document/d/1gF7oeleZ7wxUueY_QC7dTBK8clIgmoLQZHX5XVUIF5U/copy) (coach to coach)
* [Client Feedback Form](https://docs.google.com/forms/d/1CjRo80pY50Rx9oNBQcBK48uAtSzxyioUpb90E6H-poc/copy) (client to coach)
* [Coach Reflection Form](https://docs.google.com/forms/d/1nWUKG7YbgGP1ov5tzsQE3SIjP0Xsdyh5iOsG3IKgH7Q/copy) ( coach to self and system)
* [Coach Time Log](https://docs.google.com/document/d/1ohRCjtax0Sh6bn-xSClzxUqEv1tZu8rDdXjc_J3vqFk/copy) (coach to self and system)
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