**(1)** A good coach is an expert on adult learning. A coach guides adults who work in schools to examine their practice, reflect, and make changes—to learn. The complex skill set required to do all this surpasses expertise on any content area or subject matter. Many coaching programs fall short of their potential because coaches often aren't hired with the right criteria in mind. They aren't given training in coaching or don't have the 10,000 hours of practice needed to become a master at it. I've observed many coaches who knew their stuff—how to teach English language learners or how to incorporate technology—but had no idea how to help other adults understand that stuff.

**(2)** If a good coach is at the center of an effective coaching program, who is that coach? What will they do? What must they know? These questions have implications for hiring, evaluation, and development. A coaching program's directors must name the skills and knowledge their coaches will need and determine which skills can be developed in someone and which must be evident at the time of hiring. It's critical to delineate and name this criteria.

**(3)** I'd argue (endlessly) that social-emotional intelligence is the foundational skill set for coaches. Coaches need to recognize and manage their own emotions, recognize and manage the emotions of others, and be able to build relationships across lines of difference. You can teach a coach to ask good questions or analyze data; it's really hard to teach a coach to manage his or her emotional triggers and not fly off the handle when a teacher says something provocative. It's hard to teach a coach to listen well if they are consumed by judgmental thoughts. When I hire coaches, I look for many criteria, but to start with, I look for indicators that they know themselves; have strategies to respond to strong emotions when they arise; and are reflective, humble, and eager to improve their own practice.