

Guide to Building a Sustainable Coaching System District Capacity Assessment (DCA) #25, 26, 27

The coaching system is developed to ensure building level teams and school staff have equitable access to high quality coaching to successfully use any effective innovation, including VTSS. Division context will inform the Coaching System being built in your division. As a part of Division Initiative Mapping, coaching will be a critical component of your division's overall professional learning plan.

<input checked="" type="checkbox"/>	Track your progress!	Evidence & Links to Add'l Resources
	1. Definition and Vision of Coaching as part of ongoing Professional Learning = Building a Culture for Coaching	
	<ul style="list-style-type: none"> ● Vision that defines coaching, and its purpose on the continuum of professional learning. Why we need coaching; what will it achieve; what does the data tell us ● Coaching system goals that are aligned with the Division initiatives must be developed ● Communication of vision and goals is presented to all internal and external stakeholders ● Funding sources are identified to support a Coaching System 	<ul style="list-style-type: none"> ➤ Vision Statement ➤ Goals ➤ Communications ➤ Budget document ➤ Aguilar, 2016, Ch. 1 ➤ Managing Complex Change Graphic
	Next Steps:	
	2. Conditions that Warrant Coaching - Context - Coaching is a part of the overall Professional Learning Plan that supports Division initiatives	
	<ul style="list-style-type: none"> ● Coaching initiatives and practices are clearly defined, with fidelity measures that ensure professional learning from initial training, to skill acquisition, to skill application with fidelity, to skill fluency ● Coaching fits into a broader plan for professional learning with three structures aligned with division initiatives: <ul style="list-style-type: none"> ○ Whole staff professional learning or Training facilitated by instructional staff or consultants ○ Professional Learning Communities (Teams) to examine problems of practice ○ Individual coaching where a teacher focuses on refining 2-3 areas of practice ● Teaming / Meeting structures are clearly articulated to facilitate problem solving, growth and professional learning 	<ul style="list-style-type: none"> ➤ Division Initiative Map w/Coaching Inventory ➤ Division Coaching Organizational Structure ➤ Division Professional Learning Plan ➤ Division Teaming Structure ➤ Working Smarter Not Harder ➤ Aguilar, 2016 Ch 13
	Next Steps:	
	3. Prerequisite Knowledge for Coaches is defined and documented	
	<ul style="list-style-type: none"> ● Expert on adult learning; Skill sets surpass expertise in content area or subject matter ● Emotional intelligence - able to manage his or her emotional triggers, reflective, humble, and eager to improve their own practice ● Coaching model - how a coaching program will work; what it focuses on; coaching fosters change in individual behavior, and different models emphasize different ways to prompt change, such as: <ul style="list-style-type: none"> ○ Instructional coaching model—promotes change by focusing on behavioral practices ○ Cognitive coaching model—prompts change by focusing on thinking ○ Systems Coaching model –facilitates a holistic approach to leading change on an individual, team and institutional level-systems change through systems thinking; context, power, and identity; addresses and explores emotions; coaches for changes in behavior; and facilitates reflection on beliefs 	<ul style="list-style-type: none"> ➤ Coaching System Map defines type(s) of Coaching ➤ Job Descriptions ➤ Aguilar, 2016, Ch. 6, 9
	Next Steps:	

4. Responsibilities of all coaches within the division are clearly defined		
	<ul style="list-style-type: none"> ● <i>Division develops a plan for Coaches' ongoing professional learning - in what and by whom:</i> <ul style="list-style-type: none"> ○ <i>Training in coaching skills, including listening, facilitating conversations, managing their own judgments and emotions, planning for coaching conversations, and responding to the emotions of teachers</i> ● <i>Systems Coaches: deliver effective professional learning and facilitate team meetings</i> ● <i>Effective coaching programs have a scope and sequence for the coaches' professional learning, aligned to the program's goals, and responds to coaches' needs</i> 	<ul style="list-style-type: none"> ➤ <i>Job Description(s) defining knowledge, skills & responsibilities</i> ➤ <i>Scope & Sequence for Coaches' ongoing Professional Learning</i> ➤ <i>NIRN Practice Profile</i>
Next Steps:		
5. Guidelines are available for selecting, assigning all coaches within the Division		
	<ul style="list-style-type: none"> ● <i>Division documents hiring criteria for coaches: Job descriptions - what should coaches know and be able to do?</i> <ul style="list-style-type: none"> ○ <i>Expert on adult learning</i> ○ <i>Social-emotional intelligence is the foundational skill set</i> ○ <i>Systems Coaches: deliver effective professional learning to build coaching capacity and facilitate/coach team meetings</i> ● <i>Clearly defined coaching evaluation system</i> 	<ul style="list-style-type: none"> ➤ <i>Job Description(s) defining knowledge, skills & responsibilities</i> ➤ <i>Evaluation Tool(s)</i> ➤ <i>Aquilar, 2016 Ch 8.</i>
Next Steps:		
6. Policy exists to protect the allocation of time for coaching teams and staff		
	<ul style="list-style-type: none"> ● <i>Coaches' time is protected for coaching (Coaches should not become extras for admin. needs, sub needs, taking over for ineffective teachers, etc.)</i> ● <i>Coaches build psychologically safe environments characterized by deep trust, which takes time</i> ● <i>Confidentiality is maintained</i> ● <i>Coaching is separate from evaluation</i> 	<ul style="list-style-type: none"> ➤ <i>Division Guidelines for Coaching to include allowable use of Coaches' time</i> ➤ <i>Timelines/coaching logs</i>
Next Steps:		
7. There is clarity around the decision-making authority		
	<ul style="list-style-type: none"> ● <i>Written guidance procedures for the coaching cycle, i.e. process for coaching is established; e.g. coach and teacher or teams meet, get to know each other, determine core values and experiences, determine a focus and establish goals</i> ● <i>Observations and conversations are integrated into coaching practices</i> ● <i>Confidentiality is maintained</i> ● <i>Entry and Exit Criteria are established</i> 	<ul style="list-style-type: none"> ➤ <i>Division Guidelines for Coaching</i>
Next Steps:		

8. Coaching Service Delivery Plans are utilized at all levels of the coaching system		
	<ul style="list-style-type: none"> ● Coaching Service Delivery Plans are used when coaching teams and/or individuals ● Coaching Service Delivery Plans include: the focus of coaching, how often, mechanism for coaching and feedback, etc. ● Develop Norms of Practice: How will coaching be facilitated (coaching plans, protocols, etc.) ● Written procedures for the coaching cycle, i.e. processes for coaching are established; establish goals ● Entry and Exit Criteria are established 	<ul style="list-style-type: none"> ➤ Division Guidelines for Coaching ➤ Coaching Service Delivery Plans
Next Steps:		
9. Communication Protocols are used to provide a consistent feedback loop		
	<ul style="list-style-type: none"> ● Communication protocols are used between coaches and other groups/teams ● Observations and conversations are integrated into coaching practices ● Confidentiality is maintained in coaching relationships 	<ul style="list-style-type: none"> ➤ Division Guidelines for Coaching ➤ Communication protocols ➤ Aguilar, 2016, Ch. 7
Next Steps:		
10. Supervision and accountability structures measure effectiveness, fidelity and outcomes		
	<ul style="list-style-type: none"> ● The health of the coaching system is monitored at least annually ● Coaching Effectiveness Measures are established (goals & outcome data) ● Evaluation/effectiveness criteria for coaches, make programmatic adjustments to enable coaches to meet goals ● 3 rubrics for evaluation: <ul style="list-style-type: none"> ○ Coaching Programs - assesses the context in which a coach works ○ Coaching as a Practice - the counterpart to a rubric for teaching ○ Coaching Conversations - focuses on a key slice of a coach's skill set. ● Coaching evaluated on the basis of various outcomes, i.e. teacher's professional growth, well-being, students' performance ● Measure improvement in teacher performance, job satisfaction, retention, and attendance 	<ul style="list-style-type: none"> ➤ Division Guidelines for Coaching ➤ Evaluation Rubrics ➤ Goals & Outcome data ➤ Coaching Protocols
Next Steps:		

References:

Aguilar, E. (2016). *The Art of Coaching Teams: Building Resilient Communities that Transform Schools* (1st ed.). John Wiley & Sons.

Aguilar, E. (2019). *You Can't Have a Coaching Culture Without a Structure*. *Educational Leadership*, 77(3), 22–28. <http://www.ascd.org/publications/educational-leadership/nov19/vol77/num03/You-Can't-Have-a-Coaching-Culture-Without-a-Structure.aspx>

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VTSS Implementation Matrix @ <https://vtss-ric.vcu.edu/> (IH). Dec. 2020

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