# Wisconsin Coaching
# IMPACT REPORT

## Coaching Across Wisconsin 2016 - 2025

Wisconsin Department of Public Instruction

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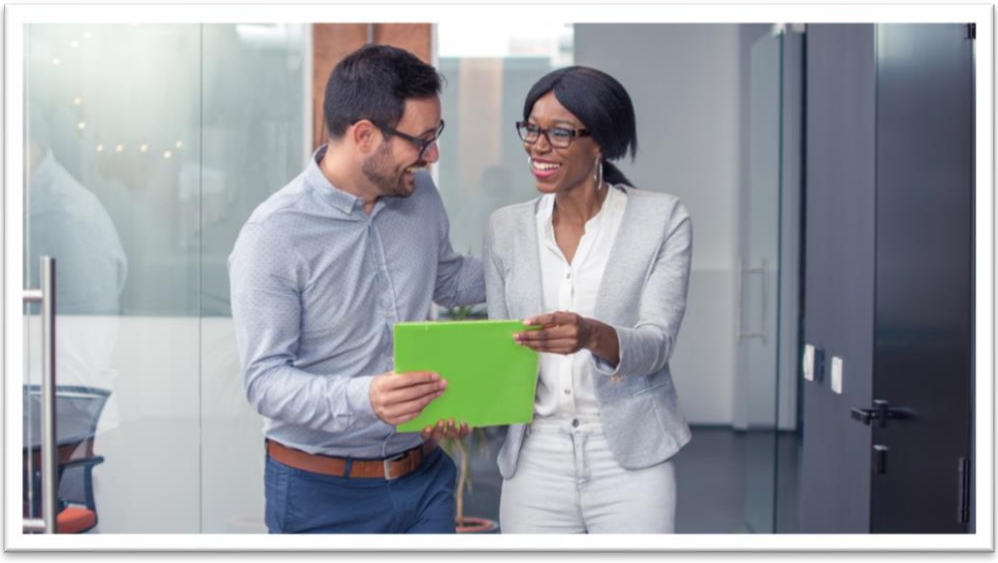


# Introduction: Coaching Defined

Nearly a decade ago, a group of consultants at The Wisconsin Department of Public Instruction (DPI) observed that educational coaching was quickly gaining traction across the state. Further exploration revealed that how coaching was defined and practiced varied greatly from region to region, district to district, and even building to building.

In one school, a newly appointed coach, fresh from the classroom and selected by a well-intentioned principal, shared that the lack of clear guidance left them feeling "thrown to the wolves." When asked to elaborate, the coach shared that they had been chosen because of their success as a classroom teacher and were told they would now be a coach. While excited by the prospect of trying something new and supporting their peers, they received no definition, guidance, or training on what the role actually entailed. Up to that point, they had mostly been helping plan lessons and provide resources, but they suspected that coaching was meant to involve much more.

Stories like these highlighted the disconnect between the research, which showed that coaching accelerates and promotes fidelity of the implementation of a practice.  The barrier appeared to be rooted in the general disregard of operationally defining coaching. This led the group of consultants to two questions:

## WHAT DEFINES QUALITY COACHING? AND WHO DEFINES QUALITY COACHING?

If coaching means different things to different people in different settings, we do not have fidelity to coaching. If we don't have fidelity to coaching, we cannot get to the promise of the research.

**Figure 1: Percentage of Teachers that Implemented Skills from Training**

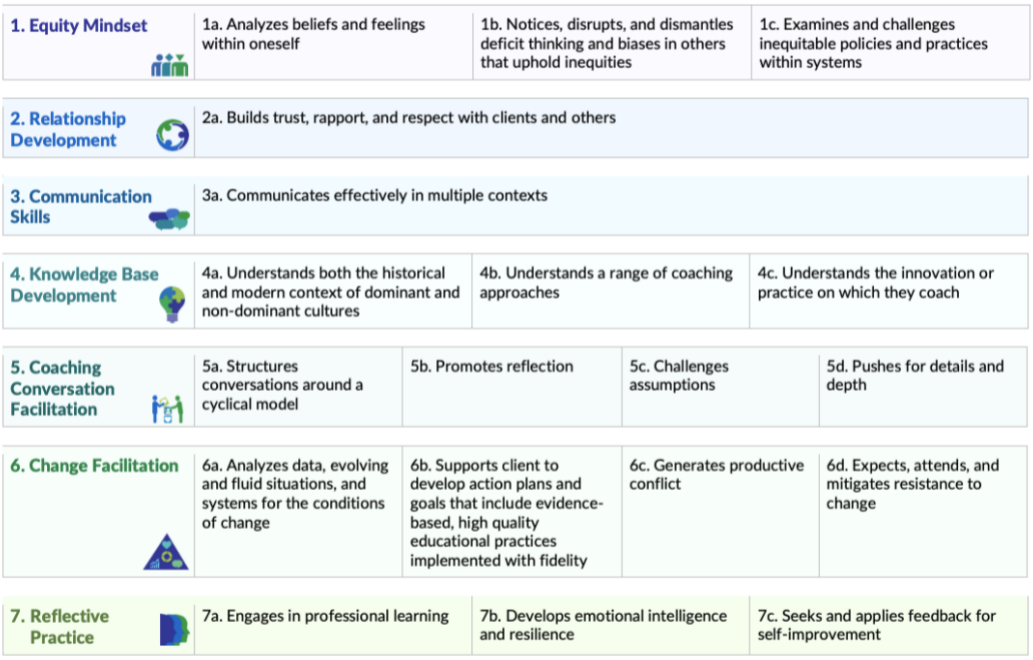
| | OUTCOMES<br>% of Participants who Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use new Skills in the Classroom | | |
|---|---|---|---|
| TRAINING COMPONENTS | Knowledge | Skill Demonstration | Use in the Classroom |
| Theory and Discussion | 10% | 5% | 0% |
| ..+Demonstration in Training | 30% | 20% | 0% |
| ...+ Practice & Feedback in Training | 60% | 60% | 5% |
| ...+ Coaching in Classroom | 95% | 95% | 95% |

*Joyce and Showers (2002)*

The table is taken from Joyce and Showers (2002), who examined the percentage of teachers that actually implemented a newly learned skill in their practice.

Recognizing this gap, a cross-disciplinary team of consultants and educators began an intensive effort to establish a shared, actionable definition of coaching for Wisconsin. With support from the National Implementation Research Network (NIRN), the group engaged in a seven-month process of study, collaboration, and development, ultimately producing the first draft of Wisconsin's **Coaching Competency Practice Profile** **(CCPP)**. This profile outlines the essential competencies of effective coaching in a way that is teachable, learnable, and doable within educational systems.

**Figure 2: Coaching Competencies at a Glance**




The launch of the CCPP marked the beginning of a statewide effort to bring greater coherence and alignment to coaching practices across Wisconsin.

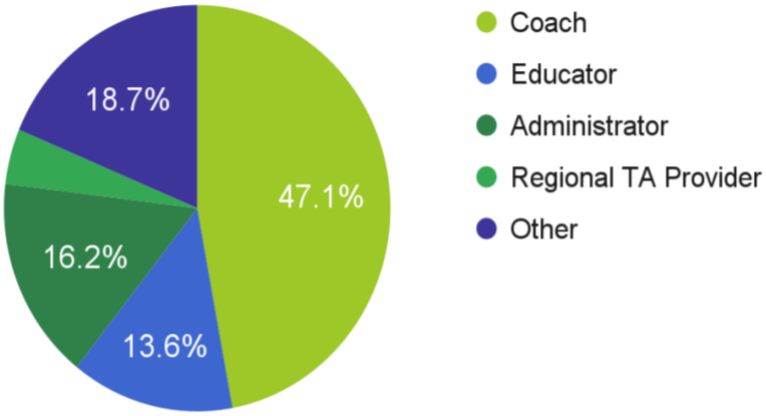
This report outlines the initiatives, projects, and campaigns that have since followed to further develop a cohesive, statewide system of coaching support. Each section includes descriptions of major efforts, key challenges encountered, and lessons learned along the way; supported by both qualitative insights and quantitative data. The report also traces how the work has evolved in response to shifting leadership, emerging research, and feedback from the field. Together, these reflections not only capture the story of growth and adaptation but also lay the groundwork for continued innovation. Finally, the report looks ahead, offering a vision for what comes next, and the strategic priorities guiding future efforts to deepen and sustain impactful coaching across the state.

# Coaching Chronicles

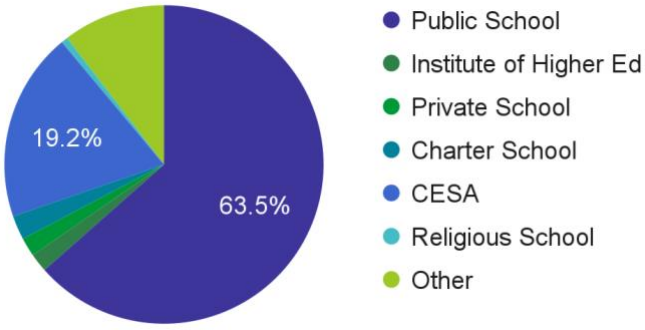
Following the development of the CCPP, DPI staff recognized the importance of marketing both its creation and intended use. In addition to leveraging existing channels, such as launching a dedicated coaching landing page and presenting at educational conferences, staff sought to connect more intentionally with coaches and those supporting coaching efforts. This objective led to the creation of the *Coaching Chronicles*, a quarterly e-newsletter, with the first issue delivered directly to subscribers' inboxes in September 2018.

**Figure 3: *Coaching Chronicles* Newsletter Subscriber Data**

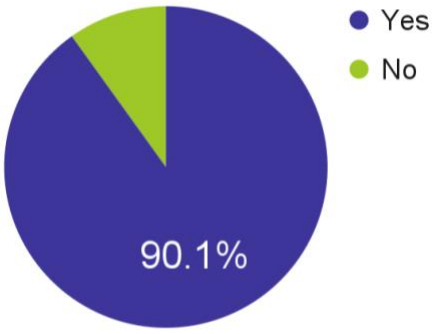
*Subscriber Role*




*Subscriber Organization*




*Wisconsin Resident?*




- As expected, the largest portion of our newsletter's audience is coaches. Forty-seven percent (47%) of subscribers indicated "coach" as their stated role in their job description.

- It is important to note that coaching does not occur in isolation. Readers in other roles who may benefit from, or support coaching are also represented.

- The vast majority of subscribers work in the public school system at 63.5%.

- Approximately ten percent (10%) of subscribers are non-Wisconsin residents and represent 20 various states across the US.

The purpose of *Coaching Chronicles* is to share timely and relevant information, resources, and supports related to coaching throughout Wisconsin. Beyond simply marketing the definition of coaching, the newsletter offers asynchronous learning opportunities, practical tools, and real-world stories from the field. Each issue is organized around the following recurring themes:

- **What's in the Toolbox** – Features coaching tools that enhance and support effective, consistent coaching practices.

- **Highlights Across the State** – Showcases schools or districts in Wisconsin where coaching is thriving.

- **DPI Connections** – Shares updates on DPI initiatives, grants, teams, or projects that intersect with coaching efforts.

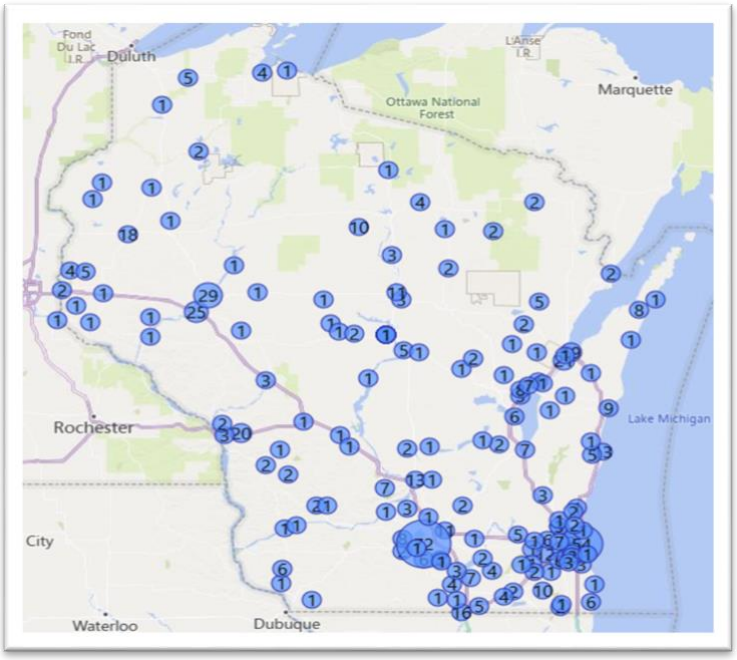
- **Coaching Capacity Builders** – Introduces additional resources designed to help coaches build their individual capacity.

- **Hear from a Wisconsin Coach** – Highlights interviews and exemplars from local coaches, amplifying practitioner voices.

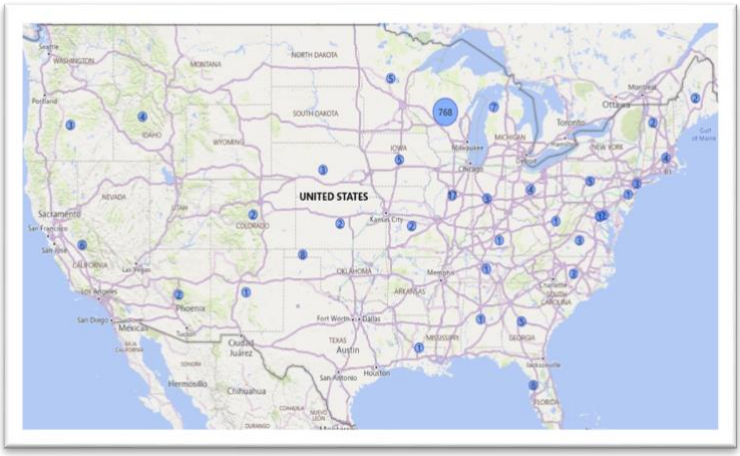
The audience for the newsletter continues to grow with overall interactions increasing significantly over time. Readers from across the globe and throughout the continental United States have accessed its stories. However, the data clearly shows that the content most strongly resonates with Wisconsin coaches.

**Figure 4: *Coaching Chronicles* Newsletter Global Interactions and Hometown Connections**

*Wisconsin*

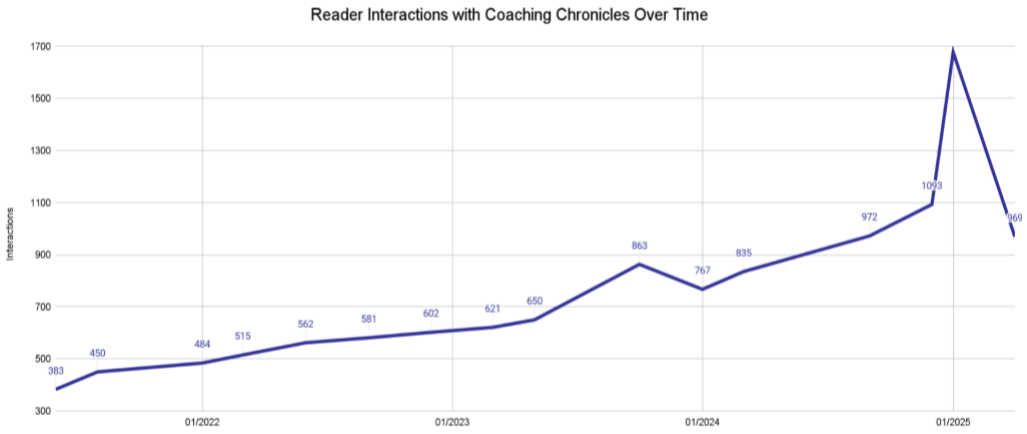



*National*

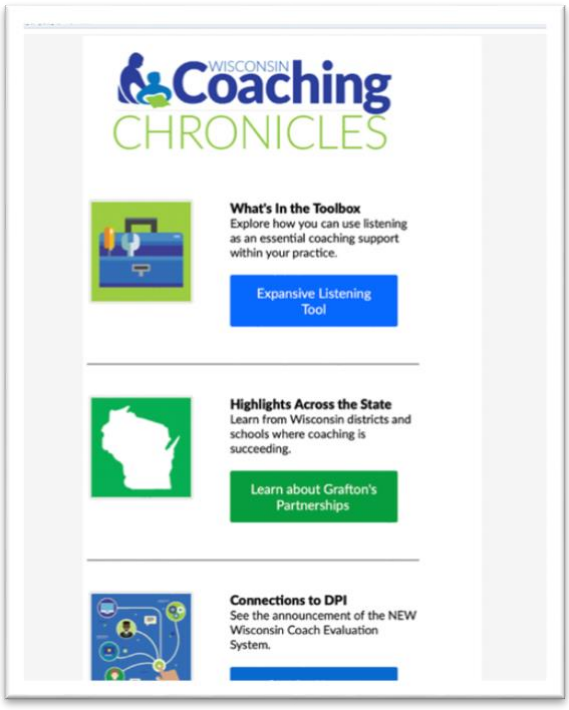



*Global*

**Figure 5: *Coaching Chronicles* Newsletter Reader Interactions**




In addition to receiving the newsletter via email, readers can access archived editions on the coaching webpage. Articles are searchable by both practice profile competencies and popular coaching topics. For example, someone interested in improving their ability to facilitate coaching conversations could search for "Coaching Conversation Facilitation" and find all relevant articles. Similarly, keyword searches using terms such as "Confidentiality" or "Resistance to Change" will yield a curated list of related stories tagged with those concepts.



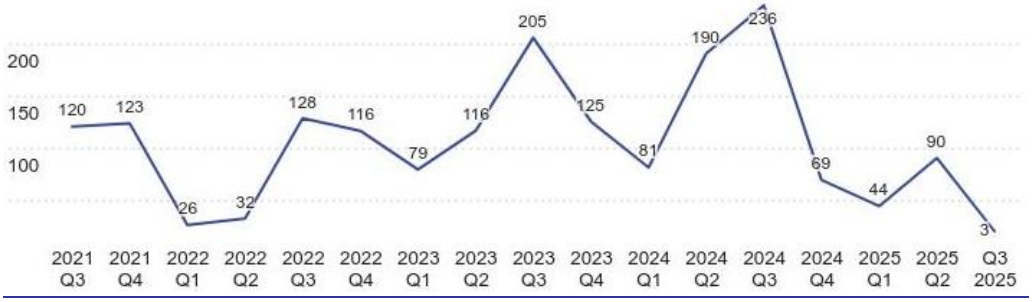

*Sample Coaching Chronicles Newsletter*

# Coaching Competency Practice Profile Self-Assessment

Efforts continued to evolve and respond to the needs of the field by developing resources and tools to support coaches' use of the newly developed definition in practice. One such tool is the Coaching Competency Self-Assessment; a personal reflection of coaching skills and needs related to the Coaching Competency Practice Profile (CCPP).

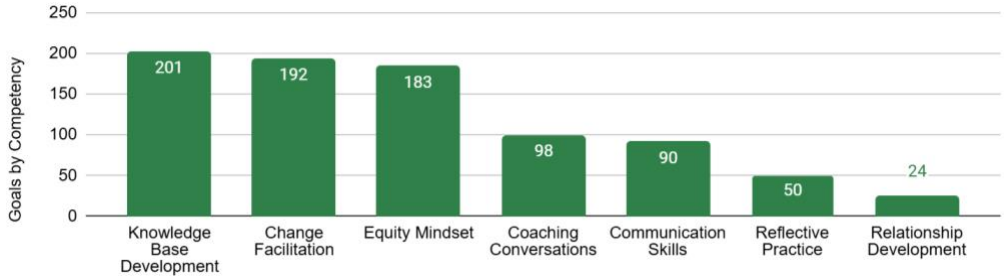
Coaches utilize the self-assessment during established Plan-Do-Study-Act (PDSA) cycles. As noted in the trendline, quarter 3 (Q3) shows peak activity with the tool. This suggests that coaches are engaging in self-assessment, capacity, reflection, and goal development between July 1 and September 30, which corresponds to the start of the academic year.

**Figure 6: Engagement of Self-Assessment Tool**



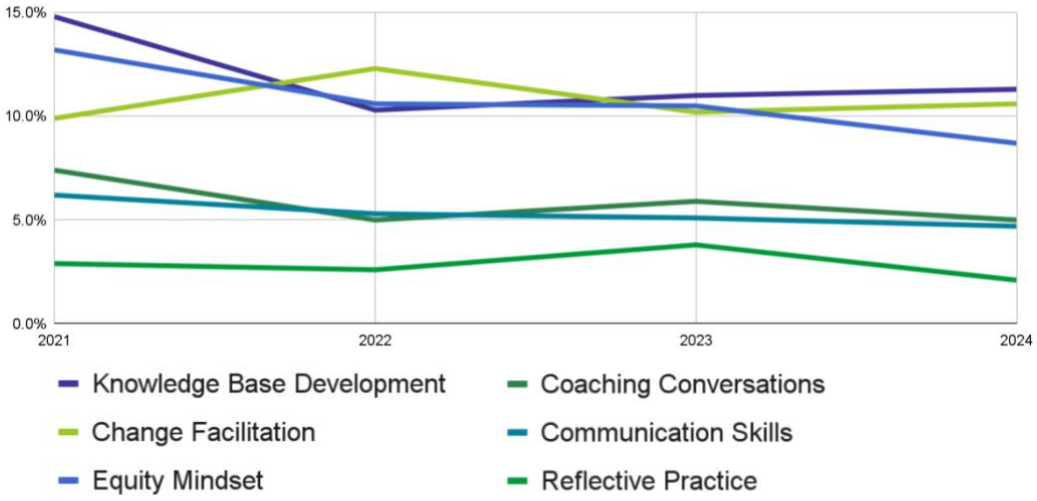

This self-assessment invites coaches to reflect on their current practice in relation to the "Expected Use in Practice" column of the CCPP. Individual results help guide coaches in developing Professional Practice Goals (PPGs) and facilitate conversations to inform professional development and coaching needs. As demonstrated in the data below, most often, coaches are leaning into the competencies of Knowledge Base Development, Change Facilitation and Equity Mindset to develop professional practice goals.

**Figure 7: Recommended Goals by Competency**




When digging deeper into the data over time, it is notable that there has been very little fluctuation from year to year on what competencies coaches are developing goals around.

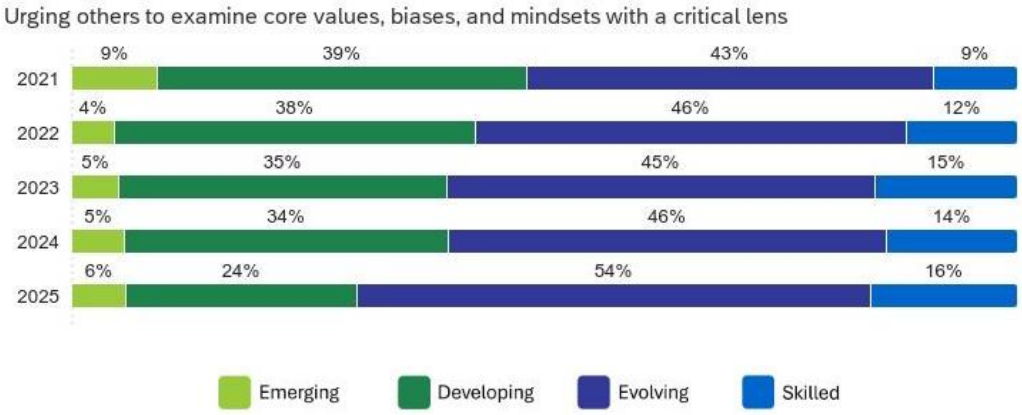
**Figure 8: Percent Each Competency was Recommended as a Goal**




This summary of results guides leaders at DPI in developing, adjusting, and improving the training, coaching, resources, and tools available to support the statewide coaching system across Wisconsin related to the real time needs of Wisconsin coaches. Over the past four years, the survey has collected nearly 2,000 assessments. The following visuals highlight key trends and patterns in the data, providing insight into how coaches across the state are growing, where additional support is needed, and how the system is adapting in response.

Data collected from the Self-Assessment offers insights into the coaches' perceived strengths and areas for growth, as well as how their capacity has evolved over time. The bar graph illustrates growth in CCPP 1b - Equity Mindset – defined as urging others to examine core values, biases, and mindsets with a critical lens from 52% evolving (3) or skilled (4) in 2021 to 70% in 2025.

**Figure 9: CCPP 1b**




From 2021 to 2025, individuals' perceptions about urging others to examine core values, biases, and mindsets with a critical lens—specifically noticing, disrupting, and dismantling deficit mindsets and biases that uphold oppression—show a consistent strength in noticing, but ongoing challenges in disrupting and dismantling. Across the narrative, several key trends emerge:

- Noticing is a consistent strength: A large majority of individuals frequently report being able to notice deficit mindsets and biases in themselves and others. Some explicitly state this is a strength they pick up through listening and observing.

- Disrupting and dismantling remain significant challenges: Despite proficiency in noticing, a recurring and dominant theme is the struggle or lack of confidence in actively disrupting and dismantling these mindsets and biases in others. Dismantling is often described as the most difficult piece or a "tall order". Some reported barriers to disruption/dismantling include:

  - Fear and discomfort with confrontation: Many individuals express being uncomfortable, shy, nervous, or even disciplined for addressing biases, leading to avoidance or hesitation. They worry about offending, coming off too strong, or public shaming.

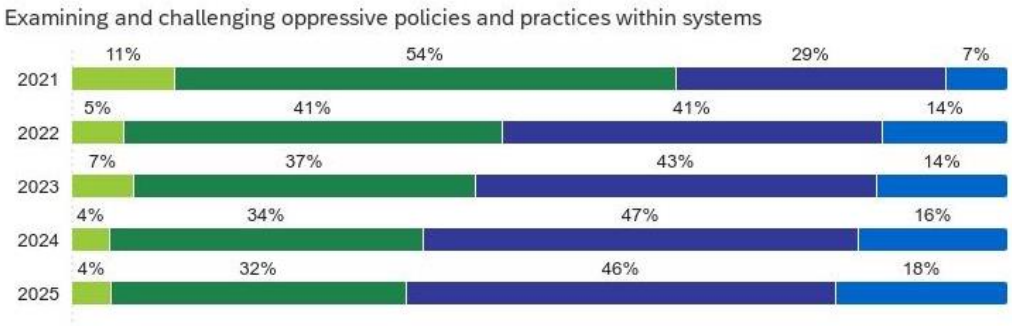
  - Lack of tools, strategies, or knowledge: A frequent request is for more coaching stems, tools, or guidance on how to effectively disrupt and dismantle without alienating others.

  - Relationship dynamics: The presence or absence of strong relationships heavily influences willingness and ability to intervene. It's often easier with those they know and trust.

– Perceived resistance from others: Some respondents noted challenges working with individuals, often older populations who may be “set in their ways” or less open to new perspectives, making dismantling difficult when there is reluctance to change

Another area of significance is seen in CCPP 1c - Equity Mindset - examining and challenging oppressive policies and practices within systems.

**Figure 10: CCPP 1c**




Overall, the perception tends to evolve from initial apprehension and a recognized need for learning in 2021, towards a growing awareness, some skill development, and increased confidence in examining policies, but with a persistent acknowledgment that challenging those policies, particularly at a systemic level, remains a significant hurdle throughout the period.

Here's a breakdown of how perceptions change, and in some cases, remain consistent, over this time frame:

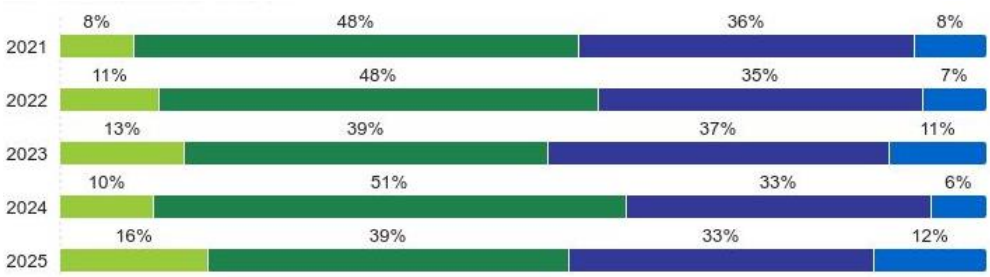
- **2021: Initial Apprehension and Recognition of Learning Needs**: In 2021, 65% of individuals rated their skill level as "Low" or "Medium Low".
- **2022: Growing Awareness and Differentiating "Examining" from "Challenging**": In 2022, while "Medium High" ratings became more frequent (increased from 29% to 41%), the distinction between examining and challenging became more explicit in rationales.
- **2023: Deeper Systemic Understanding and Continued Challenge with Action**: In 2023, there shows a trend of stronger examination skills but continued struggle with direct challenging persists and is articulated with more nuance.
- **2024: Focus on Strategic Action and Resources Perceptions** continue to reflect the ongoing challenge of translating examination into effective action, with a stronger emphasis on needing practical tools and strategies.

- **2025: Continued Development and Specific Avenues for Growth:** The most recent data continues to highlight the need for practical application of knowledge, with an ongoing recognition of systemic barriers and the demand for further skill development.

In summary, over the period from 2021 to 2025, there is a clear progression in individuals' awareness and skill in examining oppressive policies and practices. Many are actively learning and applying a systemic lens. However, the comfort level and perceived skill in challenging these policies and practices remain a consistent area of difficulty and desired growth. This persistent challenge is attributed to factors like fear of repercussions, perceived lack of power or influence, political sensitivities, and the need for more concrete strategies and tools for effective systemic change. The sources indicate that individuals are increasingly seeking and benefiting from training, resources, and opportunities for collaborative action to bridge this gap. Recognizing this critical need, DPI is committed to strengthening professional learning and support structures to empower coaches and leaders within their local contexts.

Data also suggests the importance of a continued focus on developing coaches' capacity to generate productive conflict as described in CCPP 6c - Change Facilitation.

**Figure 11: CCPP 6c**




Individuals' comfort levels and self-assessed skill in generating productive conflict are influenced by a variety of factors. These factors can be broadly categorized into personal disposition and perception of conflict, interpersonal dynamics and relationships, and practical aspects related to experience and strategic approaches.

Based on narrative data provided in the rationale section of the survey, individuals' perceptions of productive conflict show a notable evolution from 2021 to 2025, moving from a general aversion and lack of understanding to an increased recognition of its value, a focus on skill development, and a growing emphasis on relational factors.

- Early Perception (2021-2022): General Aversion and Lack of Clarity - In the earlier years, many individuals expressed a strong dislike or avoidance of conflict.

- Transition and Growing Awareness (2022-2023): Recognizing Value and Developing Skill - As time progressed, there's an emerging recognition of the necessity and potential for growth that productive conflict offers.

- Maturing Perception (2024-2025): Emphasis on Relationships, Strategy, and Intentionality - By 2024 and into 2025, the perceptions become more nuanced, with a strong focus on the conditions under which productive conflict can occur, the strategic approaches required, and the role of relationships.

These shifts in perceived skills and rationale demonstrate a successful training campaign which will be further highlighted in the Coaching Cornerstone section below.

# Coaching Cornerstone

Historically, the primary statewide educational coaching training was offered through consultants at Wisconsin's Response to Intervention (RtI) Center. During the COVID-19 pandemic, this flagship coaching professional learning series—Leadership and Coaching for Transformational Change—was temporarily paused. However, its absence was quickly felt by coaches and leaders across the state, many of whom identified the lack of high-quality, role-specific professional learning as a barrier to effective coaching implementation. Although the series resumed in the years following, it returned with limited updates to its content and structure.

Recognizing the need for a more relevant and practice-aligned offering, DPI and regional partners launched a revitalized version of the series in 2023–24 under a new name: Coaching: A Cornerstone for Change. This updated professional learning series was intentionally redesigned to align closely with Wisconsin's research-based Coaching Competency Practice Profile (CCPP), ensuring that the training is both grounded in evidence and directly applicable to the daily work of coaches.

Each session of the five-part series now maps explicitly to the CCPP competencies:

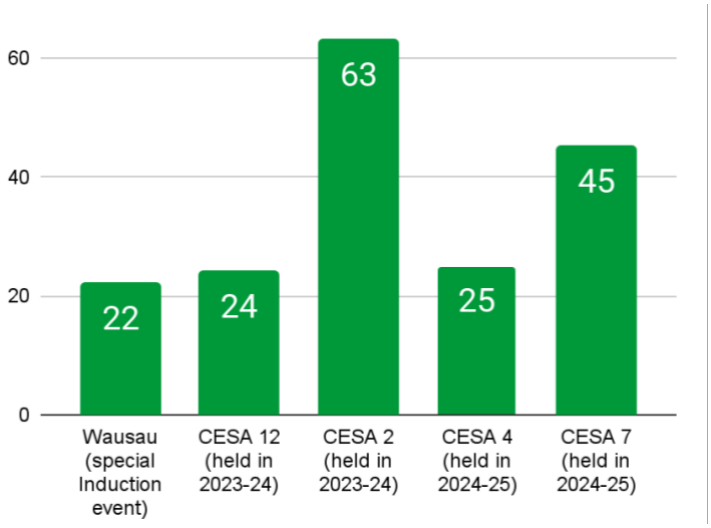
- **Session 1:** Relationship Development and the Coach-Leader Partnership
- **Session 2:** Communication and Coaching Conversation Facilitation
- **Session 3:** Change Facilitation
- **Session 4:** Knowledge-Based Development and Reflective Practice
- **Session 5:** Teams and Systems

From the outset, the collaborative planning team quickly agreed that the professional learning series should address each of the competencies outlined in the Coaching Competency Practice Profile (CCPP). Given the high number of new-to-profession coaches and leaders attending, there was a shared commitment to grounding the series in foundational skills. At the same time, the team wanted to make strategic use of available data to determine where deeper content and additional practice opportunities were most needed.

Multiple data sources, including self-assessments, coach reflections, and client feedback—highlighted a consistent need for more professional learning related to coaching around change, emotions, and conflict. In response, the team allocated

more time, resources, and intentional practice opportunities to these themes throughout the series.

**Figure 12: Cornerstone Participation Count**

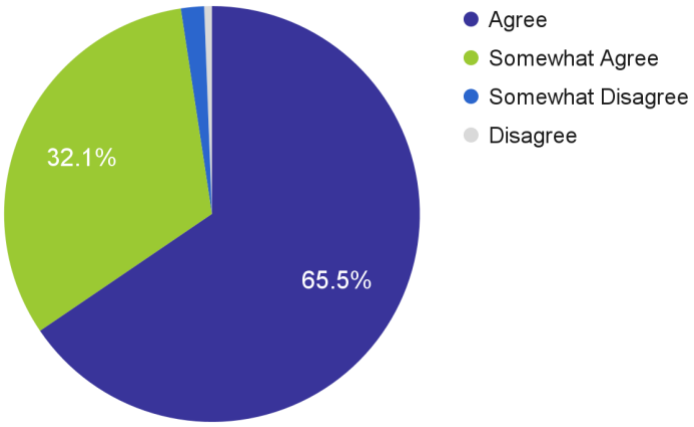



The goal is to offer *Coaching: A Cornerstone for Change* in a variety of locations across Wisconsin to increase access to coaches across the state. DPI is well on the way to meeting that goal. Thus far, the training has been hosted in 4 out of the 12 regions across Wisconsin. In addition to a distinct training for the Special Education Leadership Induction Program, in the last 2 years, CESAs 2, 4, 7 and 12 have hosted and in the upcoming 2025-26 year, the training will be held in CESAs 1 and 10. Due to the nature of the training series, registration numbers are intentionally limited to foster an intimate learning environment and to give coaches individual attention. Data will help inform the decision to add sessions in subsequent years.

After each session, participants were asked to rate whether each of the seven adult learning standards was adequately addressed. This feedback was used in two ways: 1) to make quick, real-time adjustments between sessions, and to inform more in-depth revisions and 2) facilitator growth at the end of the series. For example, when reviewing aggregated data across all five sessions, the lowest-rated standard was:

**Figure 13: Participant Feedback from Cornerstone Training**

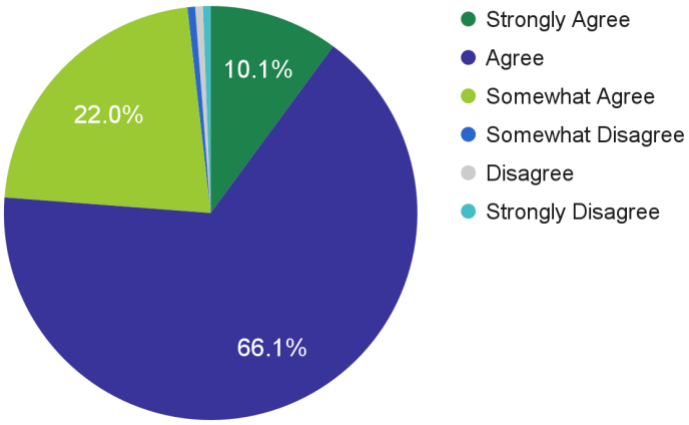
*"I left with a plan of how I will commit the new practice to action."*




In response, facilitators are exploring how to create more intentional space for participants to plan, practice, and hold themselves accountable for applying strategies within their local contexts.

A similar data-informed approach was used for reviewing content objectives. Each session included participant feedback on whether specific learning objectives had been met. One of the lowest-rated content objectives was:

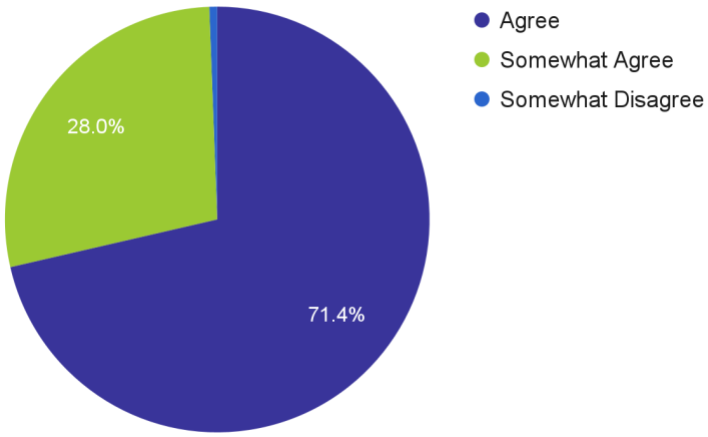
*"I feel prepared to offer research on why coaching is effective."*




This feedback prompted facilitators to consider how to strengthen this area by incorporating more relevant or accessible research, providing clearer talking points, and creating space for participants to explore how and where to share research in their local systems.

Conversely, 99% of participants indicated that they agreed or somewhat agreed with the objective: “I have enough knowledge to identify barriers in my local context.” Trainers identified that this data affirms the reflective opportunities provided through the interactive journal, discussion, and role play were well-received and will be replicated in future training.

*I have enough knowledge to identify barriers in my local context*




Participant feedback from *Coaching: A Cornerstone for Change* reflects the series' strong alignment to both adult learning principles and practical application. Coaches highlighted the balance between learning and doing, noting that the sessions “flowed well between listening, discussion, and hands-on practice.” Many appreciated the use of role play and real-time coaching strategies, with one coach sharing, *“I learned so much that I can actually use in my practice today.”* Another participant expressed a desire to continue the connections beyond the series, saying, *“This was an awesome session! I would love an opportunity to stay connected to everyone after the sessions are over!”* These reflections underscore the value of the series in building both skill and community among Wisconsin coaches.

Recognizing the critical need for continued support within an ever-evolving educational system, DPI is committed to strengthening professional learning and support structures to empower coaches and leaders to effectively translate their understanding into impactful action within their local contexts. The following proposed strategic actions address this:

- **Deepen Training Content on Challenges within Systems:** DPI will strategically enhance and deepen content within the "Coaching: A Cornerstone for Change" series. Building on the series' existing focus on "Change Facilitation" and its data-informed approach to addressing areas like coaching around change and conflict, additional time and resources can be allocated to develop and deliver highly practical strategies, tools, and

intentional practice opportunities specifically for challenging oppressive policies and practices.

- **Strengthen and Grow Follow-Up Coaching Support**: To bridge the identified gap where the initial training did not include coaching as a follow-up support, DPI has implemented structured follow-up coaching or facilitated communities of practice for participants beyond the initial professional learning series. This sustained support structure will provide a crucial ongoing space for coaches to practice newly acquired skills, troubleshoot real-world challenges, share successful strategies, and foster continued connections.

- **Maintain Data-Driven Iterations**: The commitment to continuous improvement will ensure that the resources and supports remain highly relevant and responsive. Input and feedback from the field will be leveraged to make real-time adjustments and inform more in-depth revisions, ensuring that professional learning effectively addresses the evolving needs of coaches and leaders in fostering equitable systems.

# Community of Coaching

While the Coaching: A Cornerstone for Change series was designed to provide a strong foundation in the Coaching Competency Practice Profile (CCPP), the collaborative planning team quickly identified a critical gap: the training itself did not include coaching as a follow-up support. In response, DPI and partners introduced the Community of Coaching, a facilitated peer coaching experience intentionally aligned to the Cornerstone training. Following the Cornerstone training, these 90-minute monthly sessions create a structured space for coaches to reflect on and refine their practice through real-time coaching with peers.

### *Coaches need Coaching Too!*

The Community of Coaching reflects Wisconsin's commitment to coaching with integrity, ensuring that coaches are not only trained, but also supported through authentic coaching experiences that mirror the very work they are being asked to do. Following the 2024-2025 Coaching Community, an unsolicited participant reached out with the following testimonial:

> "As a school librarian consultant with limited experience in coaching educators, I wasn't sure what to expect from the virtual Community of Coaching series. To my surprise, it quickly became a highlight of my month – quite a feat for someone who doesn't typically enjoy virtual seminars! One of the things I appreciated most was the valuable learning that occurred, without the typical awkwardness of breakout sessions with strangers. Despite being new to educational coaching, I always felt like a valued member of the group, with everyone's voice being heard equally. The insights I gained from the sessions have already empowered me to better support my staff, which will ultimately benefit their students. I wholeheartedly recommend this coaching series to any colleagues, and to anyone who works to support other educators. I am incredibly thankful for this experience and will definitely be recommending future seminars!"

# Virtual Learning Modules

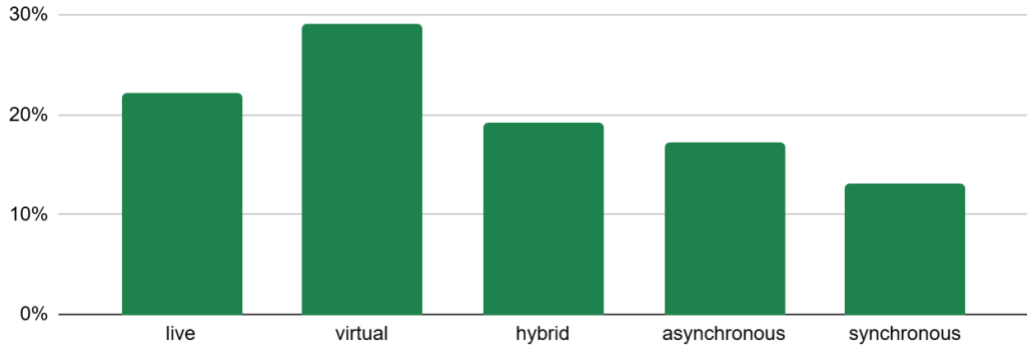
In the fall of 2022, through a continuous improvement lens, DPI gathered feedback from the field on preferred resources and supports for coaching, as well as gaps in professional development offerings.

- 75% of respondents said they have engaged in virtual webinars as part of their professional development, with an overwhelming 83% highlighting tapping into self-directed learning.
- 46% of respondents reported gaps in access to webinars across Wisconsin's statewide system of professional learning landscape.

Additionally, when asked about format, more respondents preferred virtual and asynchronous learning opportunities to live ones.

**Figure 14: Training Preference**

*What would positively influence your decision to register and attend coaching professional learning?*




In response to the trends identified through self-assessment data, and field feedback on professional learning opportunities, DPI convened coaching experts from across the state to co-design professional learning that addressed these gaps. This collaboration led to the launch of the CCPP Virtual Learning Modules in fall 2023.These interactive modules break down a specific competency through relatable stories, examples, and scenarios drawn from real-life coaching experiences authored by Wisconsin coaches, critical partners, and colleagues. The modules offer a flexible, self-paced learning experience that supports coaches in deepening their understanding of effective practice and applying the CCPP in authentic ways.

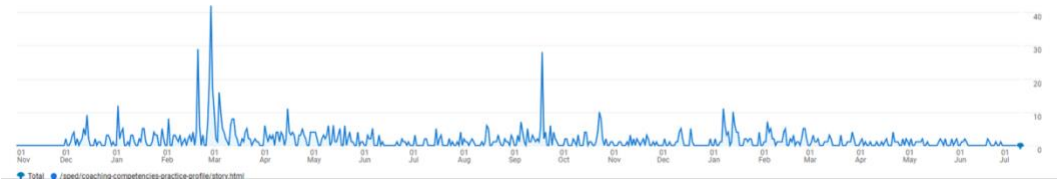
Each module is facilitated by a virtual coach who guides participants through the learning experience. The virtual coach orients users to the scenes they are about to view, prompts them to look for evidence of specific competencies in action,

and highlights best practices as they emerge from real coaching stories. Throughout the module, participants are encouraged to reflect, ask questions, and journal—deepening their understanding as they move through the content.

The modules are fully self-directed, asynchronous, and self-paced, offering flexible access for coaches to engage with the material in ways that best suit their schedules and learning preferences.

Over the last 18 months, there have been 985 visits to the modules with 377 active users. As shown in the graph below, there is a consistent flow of users within the modules at most given times.

**Figure 15: Webpage Interactions by Month**




Survey data indicated that 90% of module users strongly agree or agree that:

- The content of the modules provided information to better understand responsibilities as a coach and
- The information from the modules will be used to inform changes in current practice.

# Statewide Coaching Landscape

Currently, four individuals are directly employed by DPI with the primary role and responsibility of systems or instructional coaching. In addition, DPI employs an Educational Consultant for Coaching Supports, a position historically located in the Division for Learning Support, Special Education Team, and most recently shifted to the Bureau of Educator Talent. This consultant provides leadership, coordination, consultation, and project management for cross-agency coaching initiatives. They manage programs such as Inclusive Learning Communities Program and oversee coaching supports aimed at advancing transformative and sustainable educational experiences that develop learners, schools, libraries, and communities in Wisconsin.

Another key role is the Statewide Systems Coaching Coordinator, a contracted position designed to provide leadership, coordination, training, and coaching to enhance statewide coherence in coaching, specifically supporting improved outcomes for learners with IEPs and other marginalized student groups across Wisconsin. This role focuses on building external capacity to align and establish consistency for a statewide system of coaching that supports evidence-based practices.

Beyond these, DPI also supports multiple regional and program coaches across the state through contracts. Their primary purpose is to build and sustain a consistent and aligned statewide system of coaching supports that advances DPI's mission and vision and improves outcomes for learners with IEPs. All coaches are expected to demonstrate the competencies outlined in the Coaching Competency Practice Profile.

Additionally, DPI has recognized the importance of partnering with Wisconsin CESA's as regional experts who are best positioned to translate coaching research and guidance based on the local context. One way this support has historically been achieved is through the provision of facilitated coaching networks where regional coaches have the opportunity to connect directly with other coaches from a similar geographic region. Through co-planning and co-facilitation, the Statewide Systems Coaching Coordinator has supported 10 of 12 CESAs in offering coaching networks. More recently, with an increase in regional consultants offering direct coaching support to districts, CESAs have partnered for direct coaching professional learning for their staff. Currently two CESAs are offering ongoing training through a partnership with DPI with hopes to scale this model in the future.

Within this landscape, DPI has developed several data collection tools to support and enhance data-informed decision making within the coaching system.

The **Coach Reflection Log** is designed to provide timely and relevant data related to the coaching of a wide range of clients. Statewide reflection data is represented in the Coaching Data Dashboard and is used to inform individual coaching practice as well as to inform the coaching system as a whole using trends and patterns in the data. In the last two academic years (2023-24 & 2024-2025), there have been over 1,700 reflections submitted using this tool. Snapshots of data can inform how coaches are spending their time and who they are coaching. As demonstrated in the following charts, data shows coaches need as much time preparing for and reflecting on a coaching session as they do engaging in the practice of coaching itself. Additionally, data evidence shows that coaches coached teams more often in 2024-25 than they did in the previous year. This suggests a shift in practice and one that will be addressed and supported in the 2025-26 Cornerstone Training series.

**Figure 16: Coaching Time Breakdown**

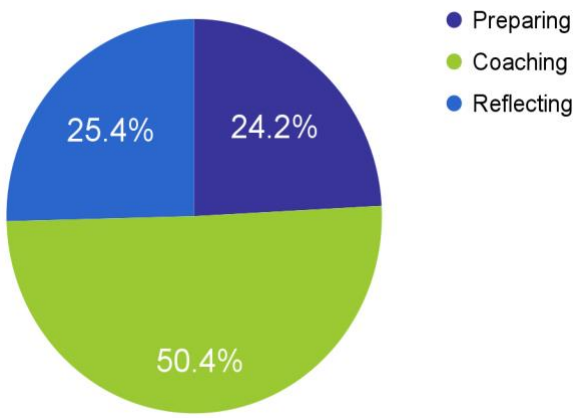
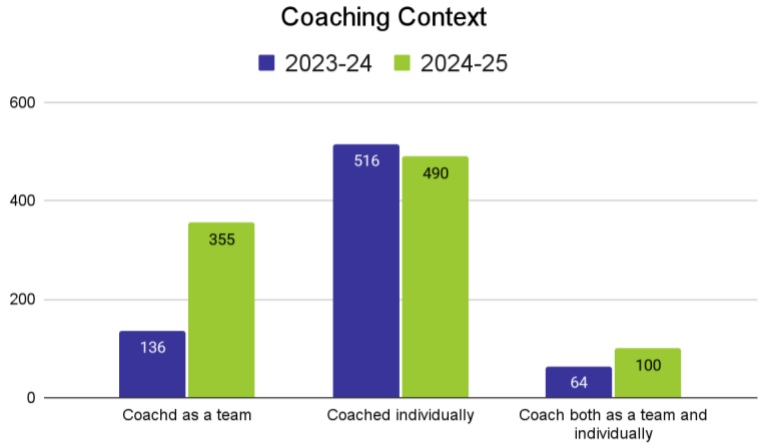



**Figure 17: Coaching Teams vs. Individuals**



Information gathered from the coaches' reflections also provides insights into where coaches are experiencing success and where they are feeling challenged in their coaching practice. The data below shows how coaches respond to a prompt related to how successful or challenged they felt during coaching sessions from January 2004 to June 2025. Using this data, DPI can make informed decisions related to the competencies coaches need the most support around and which are general areas of strength in the system. Training, coaching, resources and supports are then tailored to meet the needs of the coaching system.

**Figure 18: Success and Challenges by Competency**

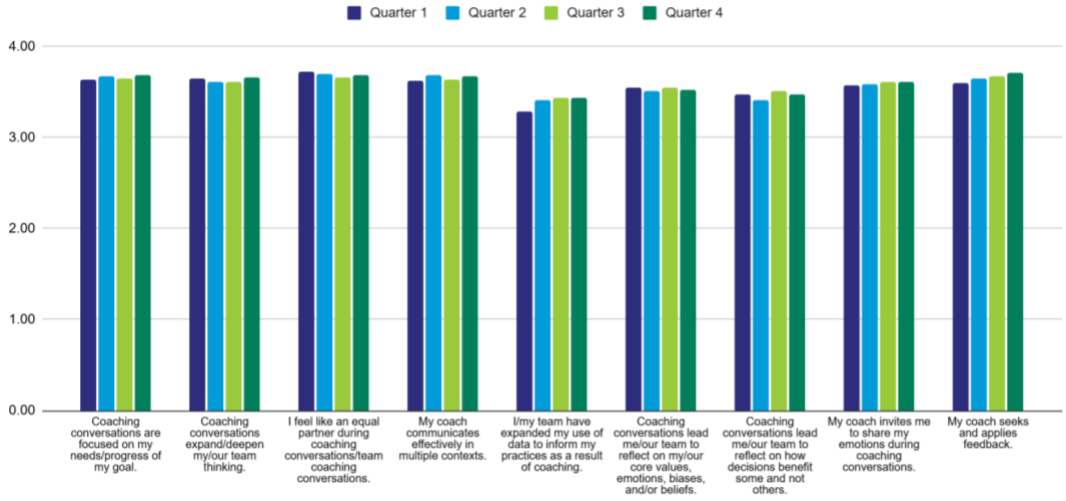

The **Client Feedback Form** provides information from the client to the coach. Clients complete this feedback form after each unique coaching session. The questions in this survey align to the competencies of a coach and the impact of coaching partnerships. Coaches use this data to inform their professional practice and personal growth goals. Patterns and trends in the feedback are used to inform professional development and support the needs of coaches participating in this data collection. In the last two academic years (2023-24 & 2024-2025), there have been over 1,600 feedback submissions using this tool. This data provides real-time, relevant feedback related to coaches and is directly aligned to the coaching competencies. The graph below shows client feedback trends across the 2024-25 school year. The vertical axis numbers correspond to the following responses: 4 = strongly agree, 3 = agree, 2 = disagree and 1 = strongly disagree. These trends highlight areas of growing coaching capacity, sustained strengths, and potential needs for additional support. The testimonials and following data visual portray an overwhelmingly positive impact on clients through coaching.

Read what clients are saying about their coaching experiences:

- *As a result of coaching, my practice has shifted towards a more student-centered approach, emphasizing the importance of individualized support and the value of fostering a growth mindset. I've come to believe that every student has the potential to succeed when provided with the right tools and encouragement.*

- *[Because of coaching] I've started to see data not just as numbers, but as a meaningful tool to guide decisions and improve outcomes.*
- *It has shifted in such an insightful and positive manner... it's really uplifting and empowering the work that [coach] is doing with our team. I'm so grateful for her. The progress that we are seeing is incredible!*
- *Coaching has really shifted my mindset from simply doing the work to being more reflective and intentional about how and why I do it.*
- *Through coaching, I've started to take a more strategic and data-informed approach, thinking critically about long-term impacts.*
- *My practices have evolved throughout the school year thanks to the support of my coach.*

**Figure 19: Statewide Client Feedback Data 2024-25**




The **Coach Observation Form** provides information from a peer coach or colleague to the coach. Each observation session focuses on the competencies and components that are directly aligned to the individual coach's goal (PPG). This tool is most valuable when completed by someone that has had some experience acting as a coach themselves and can inform follow-up coaching conversations.

Using all these tools collectively provides multiple perspectives and allows DPI to cross-reference, verify, validate and ensure data integrity. This allows for the opportunity to improve the coaching system as a whole and provide multiple data points to strengthen individual coaches and the leaders and systems supporting them.

# Organizational Shifts

Consistent messaging, resources, supports, and tools related to coaching previously originated from the Division of Learning Support on the Special Education Team. In July 2025, DPI implemented a new organizational structure, and coaching efforts are now housed within the Division of Academics, specifically in the Bureau of Educator Talent. The Bureau is committed to advancing the quality, effectiveness, and diversity of Wisconsin's educator workforce. Grounded in the belief that:

1. Every learner deserves excellent educators.
2. Investment in educators is a key strategy for closing opportunity gaps among students based on race, disability status, and language acquisition.

The Bureau leads and supports initiatives that span the full continuum of an educator's career—from recruitment and preparation to professional growth and leadership development. Key responsibilities of the Bureau of Educator Talent include:

- Professional Learning and Growth
- Leadership Development
- Educator Preparation
- Recruitment and Retention
- Policy, Innovation, and Equity

This organizational shift intentionally centers coaching as a central component of supporting educators across Wisconsin through a holistic, systemic approach. The new structure is designed to strengthen cross-agency collaboration via horizontal teaming and partnerships, elevating coaching as both an innovation and a driver of effective implementation. Opportunities include:

## OPERATIONALIZING COACHING AS AN INNOVATION:

- The Coaching Competency Practice Profile (CCPP) serves as the "foundational document for administrators and implementation teams when developing a comprehensive coaching system," defining coaching so it is "teachable, learnable, and doable in educational settings" and promotes "consistency across practitioners".
- The Bureau's focus on professional learning and growth ensures that the CCPP can be utilized to "inform practices of coaches," guide "self-

reflection," and support the "development of professional practice goals (PPGs)". This provides a standardized framework for what effective coaching looks like.

Through educator preparation, the Bureau can collaborate to integrate CCPP competencies, ensuring future educators and leaders are "well-prepared to meet the needs of Wisconsin students" by understanding coaching as a defined practice from the outset of their careers.

## PROMOTING COACHING AS A DRIVER FOR IMPLEMENTATION:

- The CCPP directly addresses "Change Facilitation," noting its importance in "intentionally disrupting and dismantling marginalizing policies, practices, and structures" and improving "access to quality learning opportunities".

- The Bureau's work in Leadership Development can leverage the CCPP to "select" and "train coaches", ensuring that leaders are equipped with the coaching skills to drive "adaptive change" and build capacity within organizations.

- By integrating coaching into recruitment and retention strategies, the Bureau can utilize CCPP-guided coaching as a "support system" and "professional development" mechanism to enhance working conditions and career advancement opportunities, thereby driving continuous improvement in educator effectiveness and student outcomes.

This new organizational structure centralizes coaching within a division dedicated to comprehensive educator development, providing the necessary infrastructure for the CCPP to be consistently applied as both a defined practice (innovation) and a strategic tool for systemic improvement (driver) across Wisconsin's educational landscape.

# Conclusion

Over nearly a decade, Wisconsin has transformed educational coaching into an aligned, statewide system, driven by the foundational Coaching Competency Practice Profile (CCPP). Through initiatives like the Coaching Chronicles e-newsletter, CCPP Self-Assessments, the revitalized "Coaching: A Cornerstone for Change" series, Community of Coaching, and Virtual Learning Modules, DPI has fostered continuous growth and built a robust support infrastructure for coaches across the state. Now centralized within the Bureau of Educator Talent, the strategic focus on data-driven continuous improvement and sustained support ensures that impactful coaching remains a vital driver for systemic improvement and equitable outcomes for each and every learner across Wisconsin's educational landscape.