

Coaching Toolkit Highlights

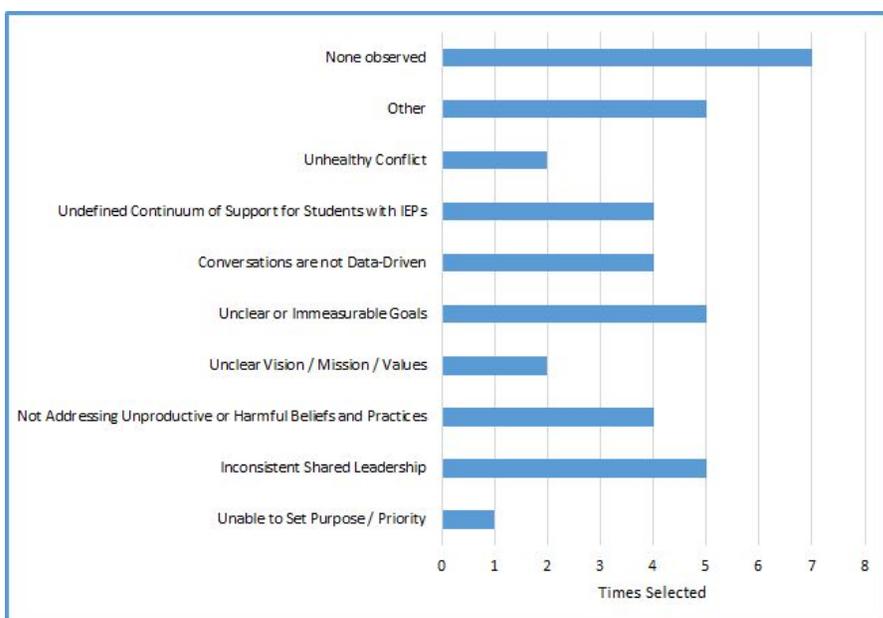


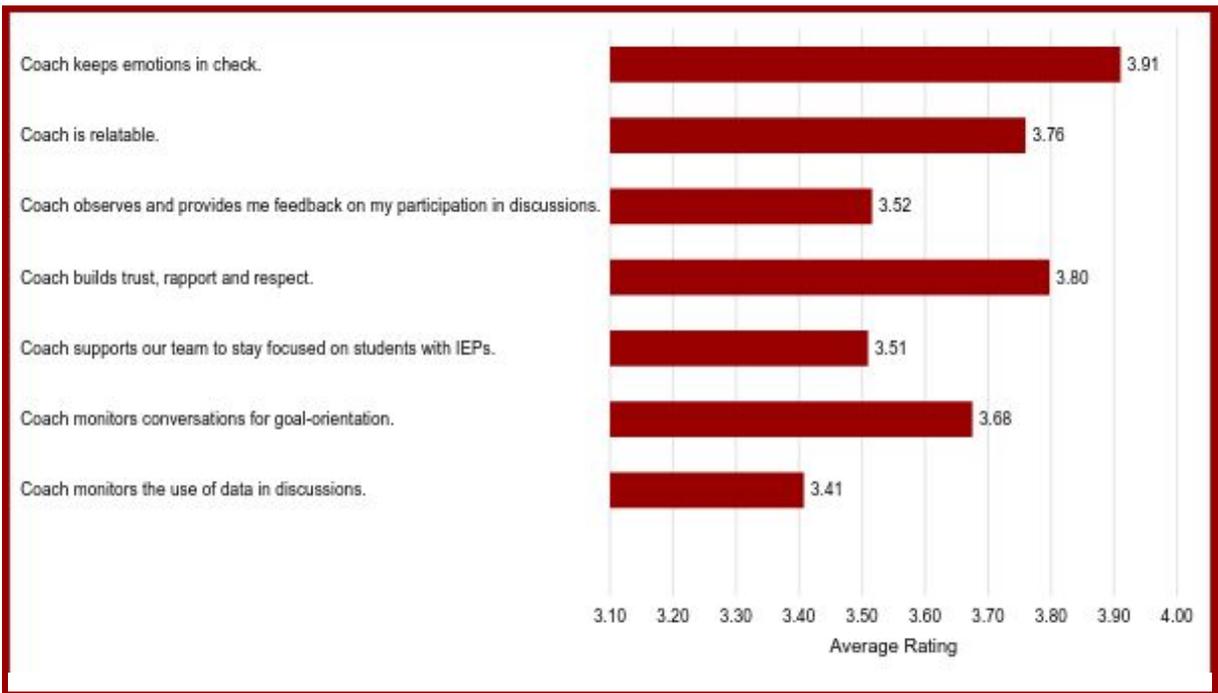
Over the summer of 2017, the DPI SPDG team began drafting a set of tools directly aligned to the Coach Competency Practice Profile (CCPP). The objective of these tools was to inform a comprehensive coaching system to support individual coaches. Each of the tools provides data to both coaches and district leaders charged with developing a coaching system. When all the data is viewed comprehensively, it will point to coaching strengths as well as needs for professional development. Two data samples are embedded below. In August we presented the draft tools to our field coaches for initial feedback, made a few edits and began usability testing. The observations, data and feedback from field-testing led to another round of revisions and the request for an additional tool. The current toolkit contains four tools with a fifth in the drafting stages.

The first tool is the Coach Competency Needs Assessment. Each Core Competency of this tool contains a set of corresponding statements derived from the descriptions of practitioner behavior under “Expected Use in Practice” directly from the CCPP. Coaches are asked to self-evaluate the level of support they need to practice these components with fidelity. After they have completed the self-evaluation for each core competency, they return to the competency where they feel they will need the most support and use it as a guide to set an individual goal.

The coach reflection tool is to be completed by a coach following each unique coaching session. The group of coaches who are currently field-testing the form are coaching teams. They have been asked to reflect on their progress towards their goals, identify the competencies they are implementing with fidelity, and indicate those which would benefit from more support. There is also a section, specific to coaching PLCs, for coaches to identify potential red flags. The DPI SPDG team will be revisiting and drafting this section to meet the needs of instructional coaches as well.

The Coach Universal Feedback Form is for the client to provide feedback to the coach. At the end of each coaching session, the client should rate each statement which is directly aligned to the CCPP. The data provided should guide coaches in their practice.





The final tool is the Coach observation form. This tool provides coaches with feedback that is “measured by observed behaviors, conversations and artifacts.” Besides observable evidence, there are also columns for unacceptable coaching behaviors and entry points. All three columns should reflect the descriptions of practitioner behavior from the CCPP. The “entry points” column was added based on field testing. This column reflects moments where a coach’s guidance may have been helpful, but was overlooked. This tool could be used in a peer setting with coaches observing each other or by a master coach. It is not intended to be evaluative; and would not be appropriate for a supervisor to use during an observation.

The concern from coaches in the field that this tool would be used in an evaluative manner paired with a leadership request for an evaluative tool has led the SPDG team to begin the drafting process of a separate evaluation tool to be used by administration. This will keep a clear distinction between the two types of observation.

Now that the tools have been refined, we are reaching out to experts in the field for another round of feedback. The Rtl center has offered several opportunities for field testing the Coach Competency Needs assessment. We have also convened the Statewide Collaborative Coaching Partners in December to garner feedback and request further opportunities for field testing. The members of this group were chosen for their roles as leaders who are currently engaged in the practice of coaching. Our intention is to have the tools finalized and ready to support coaching systems by summer 2018.