

Table 4.1: Designing a Coaching Model

Area of Consideration	Guiding Questions
What are our goals?	Do we want to ensure the success of a new administrator or new teachers?
	Are we implementing a new program that requires additional skills?
	Do test scores require instructional change?
	Do we want to use coaching to improve teaching and learning for all?
	Do we have a few weak teachers?
What is the intersection between coaching support and teacher evaluations?	Is the coach to be assigned by the administration to teachers who are identified by evaluation as needing improvement?
	Do teachers self-select?
	Is coaching a possible activity included in a teacher’s professional development plan?
	What feedback is to be given from the coach to the evaluator?
How will we measure success?	What evidence will be collected (anecdotal records, teacher evaluations, student work, test scores)?
	What time frame is appropriate?
Who will coach?	Is there a great teacher on staff who might take on this role?
	Will we use many coaches (such as department heads or lead teachers)?
	Can administrators coach?
	Do we need to hire a coach from the outside?
How will staffing be determined?	How much staffing will be committed to coaching?
	Do we need additional equivalent staffing to provide time for collaboration between coach and teacher?
	How do we define the role of the coach?
	Where does the coach fall on the school or district organizational chart?
Are there limits?	Does the coach simply suggest or model?
	Can the coach give assignments?
	Can the coach make demands?
	Does the coach measure progress?
What time is available for collaboration?	Does coaching take place during free periods or after school, or is there dedicated time allocated for collaboration through reduced load or substitute coverage?
What is the role of the administration?	Does the administration direct the coach (or coaches) and the program or periodically check the results of a coach-run program?
	Can administrators coach?