



EXPEDITIONARY LEARNING

School-Wide Structures to Support Instructional Coaching

The models found in this section are provided for inspiration, not replication. As you review them, think about the ways in which you see the schools you work with represented here. Use these models to support thinking about how the school can build and document structures that work for it. Here are some of the structures we propose a school creates to support instructional coaching:

Coaching Overview

A Coaching Overview communicates the basic principles of the school's approach to coaching. This may include elements such as:

- the mission/ purpose of coaching
- the coaching cycle process
- roles and responsibilities

A well-written and well-shared Coaching Overview can be used to build trust and common language around instructional coaching. Usually, the school's leadership team creates the Coaching Overview.

Coaching Calendar and Schedule

The coaching calendar and schedule determines when coaching cycles will happen, who will lead them, and who will be coached. Communicating the schedule engenders trust, helps teachers to plan strategically, and hold coaches and leaders accountable. Consider the following when setting up your coaching cycles:

- **Existing assessment schedules**—How can data be used to support coaching? Are there any assessment schedules that would limit access to teachers for coaching?
- **The length and number of weeks for each coaching cycle**—Will cycles be of equal length? How many will there be? How will each cycle interplay with other aspects of the school calendar?
- **Availability of coaches**—Are there times when coaches have other duties (e.g. test management) when it would be difficult for them to fulfill coaching responsibilities?
- **Needs of students**—Are there classes or groups of students who have greater needs OR who could have greater benefit from a coaching cycle?
- **Needs and dispositions of teachers**—Are there teachers whose early, positive experience around coaching would support the culture of coaching? Which teachers, if coached early, would be likely to develop strong practice that could be used as a model for other teachers? How can coaching support new teachers? Would all teachers benefit from the same number and duration of coaching cycles?

Roles and Responsibilities

Clearly articulated and communicated roles and responsibilities clarify not only who will coach but also the role of evaluators and the school designer. See *Coaching: Recommended Roles and Responsibilities in Section 1: Overview Documents*.

Systems for Tracking Who Has Been Coached and Their Coaching Goals and Outcomes

It's easy to lose track of who was coached, when, and the outcomes for students and teachers. Systems for tracking coaching can be useful in monitoring coaching and ensuring that coaching support aligns with teachers' needs. Over time, these systems can provide data about patterns for individual teachers and school-wide needs.

Systems for Reflecting on and Evaluating the Coaching Process

Regular evaluation of and reflection on the coaching process ensures a nimble system that effectively serves students and teachers. Schedule at least 2-3 times a year to evaluate the coaching plan and review critical structures. Use the systems for tracking (see above) to help evaluate the efficacy of coaching in this process.