The Main Idea's Professional Development Suggestions for *Coaching Matters*

To improve the coaching at our school, where should we start?

There is a lot in this book, so it might be hard to know where to start. I'd recommend starting by doing a self-assessment of where your school is with coaching. Looking at all of the elements of a successful coaching program outlined in the book -- how does your school rate? (You can do this alone, with a leadership team, or with your current coaches.)

Element of a Successful Coaching Program	Brief Description	How are we doing? Rate it 1-10 and jot down notes.
Thoughtful Planning (Chapter 2)	A steering committee with a variety of voices has thought through the process of creating a successful coaching program (with concrete outcomes, a clear hiring process, precise job descriptions, a plan for the professional learning of the coaches, and an evaluation of the program).	
Characteristics of Effective Coaches (Chapter 3)	We have a clear idea of the characteristics of effective coaches and use these for selection, evaluation, and professional learning opportunities.	
Types of Coaching and Roles of Coaches (Chapters 4 & 5)	We are aware that there are a variety of types of coaching as well as different roles coaches can play and we have outlined and narrowed the role coaches will play to maximize their impact on student learning.	
Hiring and Placing Coaches (Chapter 6)	We hire high-quality coaches by using clear criteria, precise job descriptions, and a thoughtfully planned hiring process.	
Professional Learning for Coaches (Chapter 7)	We not only provide initial training for coaches, but we also provide ongoing learning and support through regular meetings with a strong facilitator and peer coaches. We help to improve coaches' knowledge and skills as well as their understanding of the change process, adult development, and other important leadership, relationship, and coaching skills.	
Support for the Coaches (Chapter 8)	Our coaches receive support from the district, the principal, the other coaches, and from external sources (networking, online support, associations, etc.)	
Principal-Coach Relationships (Chapter 9)	The relationship between our coaches and the principal includes frequent and clear communication, useful feedback, clear expectations, the provision of time and resources, opportunities for professional development, and the confidentiality of teachers.	
Teacher-Coach Relationships (Chapter 10)	Coaches and teachers have a clear idea of the way they will work together. The coach helps to build teacher leadership capacity, allows the teachers to be involved in identifying their own needs, and elicits feedback about his/her impact. Teacher-coach conflicts are resolved early.	
Evaluating Coaches and Coaching (Chapter 11)	Because the goals of the coaching program are clear, the evaluation of the coaching program focuses on these results. This evaluation includes multiple measures including both formative and summative measures (such as focus groups, questionnaires, walk-throughs, observations, and data).	

Take a look at the **three** areas above with the lowest ratings. Discuss these three areas with your leadership team:
- Would teachers, district staff, and coaches agree with the low ratings in these three areas?
- Why do you think we gave ourselves the lowest ratings in these areas?
- Are we prepared to address these three areas this year – What are the obstacles? Do we have the resources? Do we have the support? What questions and concerns do we have?

Once you have identified a few aspects of your coaching program you would like to focus on or enhance, if you feel these are areas you want to address this school year, go to the appropriate chapters in the summary or the book itself and create a timeline for implementation based on the recommendations in those chapters.