

A Collaborative Partnership Between the Coach and the School Administration

Understand How the Roles of Principal and Coach Overlap			
	Accomplished	Developing	Novice
The School Leader	<p>The school leader defines the school vision and clearly communicates the expectations for instruction. They regularly perform walk-throughs to develop a clear understanding of what is happening in classrooms and participate in collaborative discussions. The data collected is used as evaluation and feedback - helping teachers adjust their instruction to meet the needs of their students - as well as collaborating with the coach to plan and deliver professional learning to staff.</p>	<p>The school leader defines the school vision and communicates the expectations for instruction. They sometimes perform walk-throughs in classrooms and rarely participate in collaborative discussions. The data collected is not consistently used as evaluation and feedback - helping teachers adjust their instruction to meet the needs of their students - as well as collaborating with the coach to plan and deliver professional learning to staff.</p>	<p>The school leader defines the school vision and communicates the expectations for instruction. They rarely perform walk-throughs in classrooms and or participate in collaborative discussions. The data collected is seldom used as evaluation and feedback . The school leader assigns the coach to work with struggling teachers</p>
Success Criteria	<p>I can...</p> <ul style="list-style-type: none"> ● Provide feedback that helps teachers tailor their instruction, and practices, to better meet the needs of their students ● Plan professional development that is varied depending on the needs of the teacher ● Evaluate the impact professional learning has on the staff/school improvement and student academic progress. ● Provide teachers with the opportunity to learn in a variety of settings with varied grouping structures ● 		

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Create System's to Protect the Coach's Role			
	Accomplished	Developing	Novice
The School Leader	The school leader takes steps to ensure that the coach spends the majority of their time coaching. The coach's role is clearly defined and the work that the coach is asked to engage in is in support of greater student learning.	The school leader attempts to protect the coach's time in order to allow them to work in coaching cycles, but when faced with a challenge will use the coach to lighten the load of the tasks and demands in the school.	The school leader uses the coach to complete other school roles unrelated to coaching, such as subbing, managing school-wide data, performing entrance testing, or proctoring exams.
Success Criteria	I can... <ul style="list-style-type: none"> ● Participate in regular calendar reviews with the coach ● Help the coach balance their coaching duties with other responsibilities ● Safeguard coaching time because I have clearly defined the importance of the coach's role 		
Clearly Define the Coach's Role "Leading Student Centred Coaching" p. 53			
	Accomplished	Developing	Novice
The School Leader	Works with the coach to define what coaching is about. The coach's role is then publicized to the broader community. It is also revisited throughout the year to encourage teacher participation and reinforce how the coach is positioned to impact student and teacher learning.	Attempts to define the role of the coach; however, there may be duties that do not align with impactful coaching, or as the year progresses the role of the coach isn't maintained. Teachers may not have a clear understanding or shared vision of the coach's role.	Defers to others to define the coach's role. Others may be district leadership, the coach, or fate. The coach's role isn't publicized, and teachers do not have a clear understanding or shared vision regarding why there is a coach in the school. The coach may be used to help with supervision and evaluation.

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Success Criteria	I can... <ul style="list-style-type: none"> ● Reflect in partnership to identify how the principal and coach roles overlap and is diverge ● Guard the coach's role and responsibilities ● Support the coach to build systems and structures that align with their role ● Work with the coach to develop a communications plan to publicize the coach's role ● Continually reinforce the importance of coaching as well as the role of the coach ● Delegate busy work to other staff members 		
Broadly Communicate the Coach's Role			
	Accomplished	Developing	Novice
The School Leader	The school leader has a clear understanding of their vision for coaching and what purpose it serves. They communicate this to staff, and stakeholders, regularly, connecting it to professional learning and student achievement.	The school leader understands their vision for coaching . They communicate this to staff, and stakeholders, sometimes, connecting it to professional learning and student achievement.	The school leader is unclear of their coaching vision and how it connects to the school's strategic priorities, making few, if any connections to professional learning and student achievement.
Success Criteria	I can... <ul style="list-style-type: none"> ● Clearly state what coaching is and isn't ● Share the rationale for why coaching has been adopted and why it is important ● Create a plan that defines what coaching means for teachers and students at my school ● Communicate how coaching is connected with other strategic priorities in the school ● Communicate the expectation for partnering with a coach 		

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The Coach	<p>Proficient The coach regularly aligns their coaching with the school vision.</p> <p>Competently assists teachers in setting coaching goals and developing action plans for achieving success. Analyzes data gathered from partnership of coaching goal and facilitates reflective follow-up conversations to build teacher capacity.</p> <p>The coach effectively collaborates with school leader to plan professional development/learning for teachers, departments, grade levels and school on requested or assigned topics.</p>	<p>Developing The coach sometimes aligns their coaching with the school vision.</p> <p>Assists teachers in setting coaching goals and developing action plans for achieving success. Analyzes data gathered from partnership of coaching goal and facilitates reflective follow-up conversations to build teacher capacity.</p> <p>The coach collaborates with school leader to plan professional development/learning for teachers, departments, grade levels and school on requested or assigned topics.</p>	<p>Novice The coach rarely aligns their coaching with the school vision. Seldom plans professional development/learning for teachers, departments, grade levels and school on requested or assigned topics.</p>

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Success Criteria	I can... <ul style="list-style-type: none"> ● Provide feedback that helps teachers tailor their instruction, and practices, to better meet the needs of their students ● Plan professional development that is varied depending on the needs of the teacher ● Provide teachers with the opportunity to learn in a variety of settings with varied grouping structures 		
Create System's to Protect the Coach's Role			
	Accomplished	Developing	Novice
The Coach	The coach creates a system and schedule for their work, building the bulk of their time around full coaching cycles. Their schedule includes a blend of personal planning, co-planning with teachers, co-teaching in classrooms, collaboration with other groups of colleagues, and standing meetings with principal.	The coach creates a system and schedule for their work, building the bulk of their time around short coaching cycles and or single strategy consultation. Their schedule includes a blend of personal planning, co-planning with teachers, co-teaching in classrooms, collaboration with other groups of colleagues, and standing meetings with principal.	The coach has no clear schedule for their work. The coaching time is around single strategy consultation. Their schedule may or may not include a standing meeting with principal.
Success Criteria	I can... <ul style="list-style-type: none"> ● Create a schedule and make it public ● Create a schedule with coaching cycles that are reflective of teacher needs in length of time and design ● Balance my time between planning, co-planning with teachers, co-teaching and collaborating in other team situations 		

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Clearly Define the Coach's Role adapted from "Leading Student Centred Coaching" p. 53			
	Accomplished	Developing	Novice
The Coach	Works with the school leader to define what coaching is about and effectively explains this to stakeholders connecting the conversations back to student learning. They are able to identify which coaching roles would support their work.	Works with the school leader to define what coaching is about and but is unclear how their role is connected to student learning. Is aware of the different coaching roles but is unclear which ones to focus on in order to impact student learning.	Works in isolation to define what coaching is about. The conversations may be connected to student learning, but are often focused on coach's identified area of need for teachers or gathering and distributing resources. Have little, or no, knowledge of the coaching roles and how they support student learning.
Success Criteria	<p>I can...</p> <ul style="list-style-type: none"> ● Work with the school leader to clearly define coaching at my site ● Communicate how coaching is connected to student learning ● Identify which coaching roles align with the school's vision for coaching and would have the greatest impact on student learning 		

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Broadly Communicate the Coach's Role "Student Centred Coaching" p. 21			
	Accomplished	Developing	Novice
The Coach	Demonstrates a clear understanding of the (principal's/district's) coaching vision and it's connection to professional learning and student achievement. Regularly communicates and applies knowledge and understanding of coaching to effectively partner with teachers and teams.	Demonstrates partial understanding of the (principal's/district's) coaching vision and it's connection to professional learning and student achievement. Intermittently communicates and/or applies knowledge and understanding of coaching to effectively partner with teachers and teams.	Does not demonstrates an understanding of the (principal's/district's) coaching vision and it's connection to professional learning and student achievement. Rarely draws upon knowledge and understanding of coaching and of the skills it requires.
Success Criteria	<p>I can...</p> <ul style="list-style-type: none"> ● Communicate to stakeholders the coaching role in relation to the principal/district vision ● Communicate to stakeholders the connection between the coaching role/vision and professional learning and student achievement ● Effectively and regularly communicate with and build capacity in teachers and teams, applying knowledge and understanding of coaching and and its impact on student achievement and professional learning ● Communicate strategies, objectives, and feedback in a clear and constructive manner 		

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Works Cited

Sweeney, D. (2011). *Student-Centred Coaching: A Guide for K-8 Coaches and Principals*, Thousand Oaks, CA: Corwin

Sweeney, D., & Mausbach, A. T. (2018). *Leading student-centered coaching: Building principal and coach partnerships*, Thousand Oaks, CA: Corwin