



# SCHOOL LEADERS' COACHING READINESS ASSESSMENT

An effective instructional coach works collaboratively with teachers to help them refine their craft and provides guidance, encouragement, and concrete steps to improve practice. When campus administrators choose to embed coaching into professional development, it sets an expectation that teachers will implement the adopted practices introduced during professional development and improve their use of these practices over time.

Instructional practices are often introduced in formal professional development sessions, but most of the skills needed to implement new practices are learned on the job with the help of a coach (Fixsen et al., 2015). Research on professional development shows that teachers need long-term support to improve their practice. Coaching can be one method of providing that support (Joyce & Showers, 2002; Kretlow & Bartholomew, 2010).

## THE SCHOOL LEADER'S ROLE

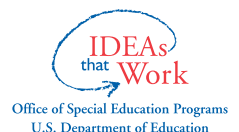
For coaching to be successful, school leaders must help to build a clear understanding of the coach's role and how working with a coach aligns with district, school, and teaching goals. Trust and buy-in are needed so that coaching is welcomed and impactful. School leaders need to understand their school's readiness for coaching so that administrators, coaches, and staff start from the right place (Lupolo, 2019). Before diving into coaching, make sure you have a strong foundation and a system in place to maintain it.

## HOW TO USE THIS SELF-REFLECTION ASSESSMENT

Answer the questions beginning on the next page to gauge your readiness for coaching. For "No" responses, reflect on where you need to be and how you will get there.

## RESOURCES

- Fixsen, D., Blase, K., Naoom, S., & Duda, M. (2015). *Implementation drivers: Assessing best practices*. National Implementation Science Network.
- Joyce, B. R., & Showers, B. (2002). *Student achievement through staff development* (3rd ed.). ASCD.
- Kretlow, A. G., & Bartholomew, C. C. (2010). Using coaching to improve the fidelity of evidence-based practices: A review of studies. *Teacher Education and Special Education*, 33(4), 279–299.
- Lupolo, C. (2019). Assessing your school's readiness for coaching. *Educational Leadership*, 77(3), 53–55.



This document was developed under grant #H326M200015 from the U.S. Department of Education to the University of Maryland. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the federal government.

CRITERIA	YES/NO	IF “NO,” WHAT NEEDS TO CHANGE? WHO WILL ENSURE THAT CHANGE IS MADE?
<b>SCHOOL ADMINISTRATOR COMMITMENT</b>		
1. Dedicated resources (time and funding) to ensure that coaching activities are feasibly implemented are set aside.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. Roles and responsibilities for coaching are established. <sup>1</sup>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. A clear selection process is in place for identifying and hiring instructional coaches.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
4. A plan is in place for how coaching will support campus or district professional development efforts.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
5. A plan is in place to provide ongoing professional development and support for coaches.	<input type="checkbox"/> YES <input type="checkbox"/> NO	

<sup>1</sup> Though coaches may be responsible for a variety of tasks both within and outside the classroom, coaches should not be weighed down by administrative or teaching tasks that are not related to their main coaching responsibilities. Coaches should not be used as substitutes, lunch or test monitors, or interventionists at the expense of their coaching time.

CRITERIA	YES/NO	IF "NO," WHAT NEEDS TO CHANGE? WHO WILL ENSURE THAT CHANGE IS MADE?
6. A designated administrator is identified to regularly meet with coaches.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
7. A designated administrator is identified to monitor coaching fidelity and impact on learning.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
8. A designated administrator is identified to provide ongoing support to coaches.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
9. A time has been designated for coaches and instructional staff to do the following:		
a. Premeetings	<input type="checkbox"/> YES <input type="checkbox"/> NO	
b. Observations	<input type="checkbox"/> YES <input type="checkbox"/> NO	
c. Feedback meetings	<input type="checkbox"/> YES <input type="checkbox"/> NO	

CRITERIA	YES/NO	IF "NO," WHAT NEEDS TO CHANGE? WHO WILL ENSURE THAT CHANGE IS MADE?
d. Follow-up	<input type="checkbox"/> YES <input type="checkbox"/> NO	
10. A plan is in place to ensure that the above takes place face to face or using technology with every teacher identified to receive coaching.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
11. Administrators are committed to continuous improvement. <sup>2</sup>	<input type="checkbox"/> YES <input type="checkbox"/> NO	
<b>COACHING CONSIDERATIONS</b>		
1. Coaches support and facilitate instruction.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. Coaches do not evaluate instructional staff.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. Coaches are committed to continuous improvement.	<input type="checkbox"/> YES <input type="checkbox"/> NO	

<sup>2</sup> A process or approach to problem solving that represents an ongoing effort to improve outcomes

CRITERIA	YES/NO	IF "NO," WHAT NEEDS TO CHANGE? WHO WILL ENSURE THAT CHANGE IS MADE?
<b>INSTRUCTIONAL STAFF CONSIDERATIONS</b>		
1. There is instructional staff buy-in for coaching.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
2. Instructional staff welcome informal observations without prior notice.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
3. Instructional staff in need of instructional coaching have been identified.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
4. Instructional staff are willing to engage in coaching.	<input type="checkbox"/> YES <input type="checkbox"/> NO	
5. Instructional staff are committed to continuous improvement.	<input type="checkbox"/> YES <input type="checkbox"/> NO	