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Evidence-Based Coaching Investments

Introduction

Coaching as a professional learning process is a Level 4 investment. However, the content that is the focus of the coaching may have a different level of evidence (i.e., DreamBox Learning – L1).

Identifying a Coaching Investment

In all investments related to coaching, **identify a Level 4 evidence base**, and then plan your evaluation of impact on the effect of the coaching on the acquisition of the content. In other words, what are the measures you can engage in to determine if the teachers are implementing DreamBox Learning (L1), and what impacts on instruction and student engagement are in evidence as a result?

Supporting Documentation

Coaching investments require the submission of the following supporting documents:

- Service Delivery Plan (including Theory of Action, formats, plan for evaluating impact, etc.)
- Job Description
- Implementation Schedule
- Theory of Action (sample provided)

Evaluation of Impact

The CFP team suggests that you use a protocol to plan your evaluation of impact. Here are three that might be useful to you.

- Dr. Thomas Guskey - [Five Levels of Data](#)
- Learning Forward – [Evaluating professional learning: Measuring educator and student outcomes](#)
- Logic Model – [Logic models for program design, implementation, and evaluation: Workshop Toolkit](#)

Framing Coaching Investments

As noted in the article, *“Instructional Coaching as High-Quality Professional Development”*, Desimone & Pak (2017) summarize evidence supporting five features that come from cross-sectional studies. Improvement in teaching practice and student learning can occur when coaching investments are framed around these attributes.

1. Content Focus: activities, strategies and interventions that are focused on subject matter content and how students learn that content;
 - a. Determined by your Comprehensive Needs Assessment

2. Active Learning: Opportunities for teachers to observe, receive feedback, analyze student work, or make presentations;
 - a. Coaching Cycles or format for providing loop for improvement
3. Coherence: Content, goals, and activities that are consistent with the school curriculum and goals, teacher knowledge, and beliefs, the needs of students, and school, district, and state reforms and policies;
 - a. CNA
 - b. Crosswalk discussions and documentation that support the need in alignment with EQS, MTSS, etc...
4. Sustained Duration: PD activities, strategies and interventions that are ongoing throughout the school year and include 20 hours or more of contact time;
 - a. Noted in your implementation schedule
5. Collective Participation: group of teachers from the same grade, subject or school participate in PD to build an interactive learning community.
 - a. Clearly identified grade, subject or schools who will participate in coaching. These are decisions determined by information garnered from your Comprehensive Needs Assessment.
 - b. You may also link the coaching to other investments that extend the value of the PL. For example, if you have a book study or PLC that supports the coaching, you might note the connective natures of several investments that you are requesting funds to support.

Examples

The following are examples you can refer to when examining your own Comprehensive Needs Assessment and resulting practices. Remember, your investments should reflect the need based on your CNA, and the subsequent focus of the coaching with specifics related to your associated costs.

Theory of Action

If we build teacher capacity through the analysis of data, observation and support of teaching, and increased knowledge about the instruction core and standards, THEN we will develop an informed and purposeful school improvement process that will lead to improved outcomes for all students.

If we build the capacity of instructional coaches to provide feedback, identify instructional non-negotiables, link instruction and assessment by collaborating with teachers and administrators, Then we will see shifts in instructional practices in all classes, close the achievement gap, provide all students with the skills and knowledge needed to meet proficiencies; promote a culture of collaboration shared beliefs, and reflective practice across all of our schools.

Coaching Investments

To ensure fidelity to instruction with a focus on early literacy, coach will provide job-embedded PL with coaching cycles on implementation of Ladders to Literacy (L1) to Pk-K teachers. Costs include salary, benefits, professional learning.

To support all teachers in the implementation of proficiency-based instructional shifts, instructional coach to provide job embedded including model lessons, feedback, PDSA cycles to improve effective implementation.

Increase fidelity of Readers/Writer's Workshop implementation, Literacy Coach to deliver PL sessions, observe and model effective practice, provide feedback through cycles of coaching to 6-8 gr teachers. Costs include salary, benefits, PD and supplies.

To develop the systemic use of data to inform instruction, data coach will work with K-6 grade teachers to provide job-embedded PL (data types, collection, root cause analysis and app of learning to instructional decision making). Costs include salary, benefits, coach PD and materials.

To ensure cohesive support for high quality Tier I instruction and intervention in mathematics, coach to provide ongoing PL on implementation of common program, effective use of assessment,

To ensure fidelity to instruction with a focus on math instructional shifts and district needs assessment priority areas (MTSS, EQS), math coach to provide job-embedded PL with coaching cycle model to teachers 9-12. Costs include salary, benefits, mileage, PD, supplies.

To address key components of Social and Emotional Learning, SEL coach to provide ongoing and job-embedded professional learning with focus on: Student-Centered Discipline, Teacher Language, & Responsibilities and Choice. Costs include salary, benefits, mileage, supplies.

To support implementation of Proficiency Based Learning, PBL coach to provide job-embedded PL on proficiencies, transferable skills, assessment, etc. Specific coaching focus to be identified by CNA data, and implemented in 6-week coaching cycles. Costs include salary, benefits, mileage, PL for coach.

Additional Resources

- Appendix G: Directions and Criteria for Federal Program Grant Applications [Evidence-Based Actions for Improvement](#) (from Education Quality and Continuous Improvement Framework: Research, Resources, and Support for Continuous Improvement Planning)
- [Social and Emotional Learning Coaching Toolkit](#); AIR (2017)
- [Implementing Effective Professional Learning Communities](#); SEDL (2014)
- [Implementing Evidence-Based Literacy Practices](#); REL Southeast
- [Instructional Coaching Cycles](#)
- [Coaching Service Delivery Plan](#) (AI HUB)

Questions?

Contact MC Moran at mc.moran@vermont.gov.