

Matrix of Coaching Support Models

Coaching is part of an ongoing professional learning system that ensures educators develop the skills needed to improve outcomes at the student level. LEAs may implement a variety of coaching models to meet their needs. Table 5 presents several coaching support models; the defining features of each model; and examples of how intensity levels within the model can differ, based on available resources. Each model can be changed based on time commitment, coaching qualities, and intensity of supports.

Throughout the table, **alliance-building strategies** are referenced. Alliance-building strategies include the following:

- Demonstrating expertise in the area in which coaching occurs (e.g., literacy, DBI, mathematics)
- Collaborating (e.g., setting goals based on the recipient needs)
- High-quality communication skills (e.g., summarizing, active listening, asking open-ended questions)

Table 5. Coaching Support Models

Support Model	Defining Features	Examples, by Levels of Intensity (Low, Medium, High)
<p>One-to-One Coaching (e.g., instructional coaching, behavioral coaching)</p>	<ul style="list-style-type: none"> ■ Ongoing cycles of observation ■ Modeling of skills ■ Performance feedback ■ Use of alliance-building strategies <p>Process or coaching cycle: These practices often occur in a three-step coaching cycle process:</p> <ul style="list-style-type: none"> ■ Pre-observation meeting with teacher ■ Observation and modeling in teacher’s classroom ■ Post-observation meeting to debrief and provide performance feedback 	<p>Low: Minimal time commitment; use of coaching cycles; minimal classroom supports</p> <ul style="list-style-type: none"> ■ <i>Example:</i> An expert teacher dedicates two planning periods per month to coach a struggling or new teacher. During the pre-observation meeting, they discuss classroom expectations and decide on a focus for the observation. The expert teacher observes and collects data on practice using appropriate tools regarding the specified focus. The teachers debrief at a post-observation meeting and determine action steps to be implemented. ■ <i>Adaptation:</i> A teacher records his or her instruction and completes a self-reflection to identify areas of strength and areas of need. The teacher then shares the video and self-reflection with a coach who views the recording, provides feedback, and compares notes with the teacher. <p>Medium: Nominal time commitment; use of coaching cycles; consistent classroom supports</p>



Support Model	Defining Features	Examples, by Levels of Intensity (Low, Medium, High)
	<p>Peer-to-peer coaching within one-to-one coaching:</p> <p>Peer-to-peer coaching could engage teachers with similar skills or areas of focus.</p> <ul style="list-style-type: none"> ▪ <i>Benefits:</i> Teachers may be receptive to their peers, especially if they can see the direct impact of a specific practice on student outcomes in their context. In addition, scheduling issues related to coaching observations may be reduced if the peers are in the same district/school. ▪ <i>Challenges:</i> If the peers have a similar expertise level, feedback may not be as impactful on performance and student outcomes. In addition, teachers may not feel comfortable giving constructive feedback to peers. Time commitment of one-to-one coaching reduces the number of educators supported directly. 	<ul style="list-style-type: none"> ▪ <i>Example:</i> An expert teacher, administrator, or dedicated coach serves as a coach. During the pre-observation meeting, the coach and teacher discuss specific goals based on the following factors: <ul style="list-style-type: none"> a) Needs of teachers and/or their students (e.g., student behavior, lack of academic growth) b) Expertise of coach <p>The coach is prepared with evidence-based discussion points and offers suggestions for the teacher to incorporate into the upcoming lesson. The coach observes and provides classroom supports, modeling, and prompting to aid the teacher in application of new skills. The coach also collects data during the observation. The coach and teacher debrief on the lesson and data during the post-observation meeting and come up with action steps to be implemented.</p> <p>High: Considerable time commitment; use of coaching cycles; extensive classroom supports</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> A dedicated coach works multiple days per week to support teachers. During the pre-observation meetings, the coach and teacher discuss specific academic and behavioral goals and how data will be collected on goals. The coach comes to the meeting with evidence-based practices specifically tailored to the teacher’s classroom and provides reading for the teacher to look over before the observation. The coach observes in the classroom and provides modeling, prompting, and additional scaffolds when needed. The coach also collects data during the observation. In the post-observation meeting, the coach and teacher debrief on the lesson and data and come up with action steps to be implemented.



Support Model	Defining Features	Examples, by Levels of Intensity (Low, Medium, High)
<p>Team Teacher Coaching (e.g., instructional coaching, behavioral coaching)</p>	<p>Before the face-to-face session:</p> <ul style="list-style-type: none"> ▪ Coach provides team of teachers with videos of exemplary teaching. Videos may be of the teachers within the team, of the coach, or of other teachers. ▪ Teachers work individually to review the videos and identify specific teaching practices that were exemplary. They note the impact of these practices on student performance. <p>During the face-to-face session:</p> <ul style="list-style-type: none"> ▪ The coach and teachers watch the videos of exemplary teaching. ▪ The coach asks the teachers to discuss specific exemplary teaching behaviors. ▪ The coach provides performance feedback about the exemplary teaching so that the team of teachers can make explicit linkages between exemplary teaching practices and the impact on student performance. ▪ The coach also uses alliance-building strategies. 	<p>Low: Minimal time commitment; videos observed are not the teachers who are being coached; coach and teachers discuss elements of the video and discuss potential application in the classroom.</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Teachers and coach (an expert teacher) meet twice per month. Prior to these meetings, teachers are provided with a video of exemplary teaching. (Video could be the coach, an expert teacher in the school, or an expert teacher elsewhere but not the teachers being coached.) At the meeting, the coaches and teachers discuss various elements of the video and discuss how the positive elements of these videos could be applied to the classrooms. <p>Medium: Consistent time commitment; videos observed vary between example teacher and videos of the teachers being coached; coach and teachers discuss elements in the videos as they apply directly to the classroom (e.g., coming up with specific goals; considering what changes can be made in the classroom).</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Teachers and coach (an expert teacher or a dedicated coach) meet weekly. Prior to these meetings, teachers are provided with a video of exemplary teaching. Video could be the coach, an expert teacher in the school, an expert teacher elsewhere, or one of the teachers being coached. At the meeting, the coach and teachers discuss various elements of the video and how the positive elements of these videos could be applied to the classrooms. If the video is of a specific teacher in the group, constructive feedback can also be given. Specific goals can be made in response to this feedback. <p>High: Considerable time commitment; videos observed are of the teachers being coached; teachers and coach directly address what is occurring in the classroom and how specific changes could affect goals.</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Teachers and coach (a dedicated coach) meet weekly or multiple times a week. Prior to these meetings, teachers are provided with a video of exemplary teaching that comes from the classroom of one of the teachers being coached. At the meeting, the coach and teachers discuss various elements of the video and how the positive elements of these videos could be applied to the classrooms. The group also offers constructive feedback for elements that need improvement in the classroom. Teachers come up with specific goals and data collection to address the feedback.



Support Model	Defining Features	Examples, by Levels of Intensity (Low, Medium, High)
<p>Systems Coaching (e.g., MTSS coaching)</p>	<ul style="list-style-type: none"> ▪ A focus on improving team knowledge (e.g., principles of implementation science) and team processes (e.g., team’s use of data to address schoolwide issues) ▪ Some models also include coaching individual teachers’ practices ▪ Training to improve team knowledge and skills ▪ Coaches may need to meet with administrators to target implementation challenges outside of the teacher-group level 	<p>Low: Minimal time investment; large groups; minimal supports</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Teachers meet with expert coaches once per month to discuss systems improvement. Coaches host large-group information sessions, complete with discussion on systems and improving data collection and application. ▪ <i>Example:</i> School teams from across sites join “consultancy” calls that focus on a problem of practice. The call is facilitated by an expert to ensure there is a level of support provided in identifying potential solutions. <p>Medium: Consistent time investment; moderately sized groups; consistent supports</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Teachers meet with expert coaches twice per month to discuss systems improvement. Coaches host small-group information sessions, complete with discussion on systems and improving data collection and application. Teachers discuss specific goals surrounding systems improvement and action steps to implement. <p>High: Considerable time investment; small groups; intensive supports</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Teachers meet with expert and dedicated coaches weekly to discuss systems improvement. Coaches host small-group information sessions, complete with discussion on systems and improving data collection and application. Teachers discuss specific goals surrounding systems improvement and action steps to implement. Teachers and coaches discuss individualized and group goals as well as devise data collection routines and ways to continue the advancement of the systems at the school.



Support Model	Defining Features	Examples, by Levels of Intensity (Low, Medium, High)
<p>Advising Support</p>	<ul style="list-style-type: none"> ▪ Use of effective teacher-coaching practices to improve advisee practice, particularly performance feedback ▪ Advising may be incorporated as a part of other coaching models (one-to-one, online communities of practice, team teacher coaching) 	<p>Advising is an inherently lower intensity coaching system but can still be changed based on time and intensity of supports. Advising teachers can engage in aspects of the other forms of coaching, depending largely on what the advisee needs. The following are just a few examples of what an advisor could do with an advisee at various coaching intensity levels ranging from low to high.</p> <p>Low: Advisor meets with advisee monthly to discuss goals and aid advisee with lesson planning. Advisee discusses practice, and advisor coaches advisee on subjects that may be helpful in the classroom.</p> <p>This advising can be combined with systems coaching (e.g., the team is supported as described under the Systems Coaching section, and the team facilitator also receives advising supports).</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Special education director advising between veteran and new directors where advising pairs are identified and consistent over time. Advising occurs monthly and focuses on a broad range of questions, concerns, and successes. <p>Medium: Advisor meets with advisee bimonthly to review videos advisee took of his or her classroom. Advisee and advisor discuss the classroom and determine goals and action steps to pursue perspective changes. Advisor may follow up with readings and resources to support advisee in classroom changes.</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Special education director advising between veteran and new directors where supporting pairs are identified and consistent over time. Advising occurs bimonthly and is more narrowly focused on a specific area that needs improvement. <p>High: Advisor meets with advisee weekly and uses the same cycles as with one-to-one coaching to support the advisee in the classroom. The advisor can use the same levels of intensity as discussed in the section on one-to-one coaching to provide the proper levels of support for the teacher.</p> <ul style="list-style-type: none"> ▪ <i>Example:</i> Special education director advising between veteran and new directors where engaged in coaching as a part of an ongoing professional learning system.

