	The Content of Coaching	Coaching Programs and Processes	The Context of Coaching
What seems *in focus* in your school or district, when considering each area of the framework? What is clear and widely agreed upon and communicated?			
What seems *fuzzy* in your school or district, when considering each area of the framework? What is undeveloped, unspecified, unclear?			

FIGURE 1.4. Initial note taking and intention setting considering the CCIC Framework.

Steps	Comments/Questions
Guiding questions (4–5 minutes) *What are the key points to consider today?*	
Data analysis (8–10 minutes) *What do the data say or suggest?*	
Group interpretation (10–15 minutes) *What do the data mean for instruction, student grouping, additional assessments?*	
Next steps (5–8 minutes) *Who will do what and when? How?* *How can the instructional coach be helpful?*	
Follow-up for next meeting (2–4 minutes) *Expectations for the next meeting?*	

FIGURE 3.2. Protocol for a 30-minute data meeting. Adapted with permission from the Pennsylvania Comprehensive Literacy Plan (Pennsylvania Department of Education, 2014, pp. 147–149).

	What did coaching work look like last month? (*estimates of time spent last month*)	What data informed coaching work?	What went well? What needs modification?	What might coaching look like next month? What data collection and analyses are needed next? (*estimates of time for next month*)
Individual (one-on-one) Coaching				
Small-/Large-Group Coaching and PL				
Systems and Curriculum Work				
Other Tasks (including noncoaching tasks)				

FIGURE 7.3. Conversational template for coach meetings with school leaders.

Blank Coaching Theory of Action Template

The Content of Coaching/ Instructional Core	Coaching Programs and Processes	The Context of Coaching		Short-Term Outcomes	Long-Term Outcomes
If . . .				*Then . . .*	
Teachers . . .	Coaches . . .	Leaders and Others . . .	We Can Minimize . . .	We Would Expect _____ in the Next 6 Months to a Year	We Would Expect _____ in the Next 2–3 Years

Coach Skills, Knowledge, and Dispositions Self-Assessment Tool

Domain	Emerging	Developing	Proficient
Disciplinary Knowledge • Knowledge of the discipline (with extensive coursework based on standards of appropriate professional organization (ILA, NCTE, NCTM, etc.) • Knowledge of the research evidence regarding instruction • Can translate knowledge into practice for teachers			
Adult Learning • Understanding of how adults learn (their need for meaningful, authentic experiences) • Understanding of adult development (i.e., the notion that adults differ in how they make meaning and learn) • Ability to apply knowledge of adult learning/development in developing professional learning experiences			
Organizational Leadership and School Improvement • Understanding of school reform models that indicate need for both top-down and bottom-up efforts • Understanding of the importance of collaborative efforts to change school climate • Understanding of how to assist in developing conditions that create schools as places of learning for students and teachers • Ability to establish relationships with internal and external audiences about school change			

(continued)

Coach Skills, Knowledge, and Dispositions Self-Assessment Tool *(page 2 of 2)*

Domain	Emerging	Developing	Proficient
Professional Learning (PL) • Understanding of research evidence about effective PL (e.g., authentic, job-embedded, long-term) • Ability to use knowledge to lead, facilitate, and evaluate PL experiences in schools			
Facilitative Leadership • Understanding of research findings about importance of shared, distributed leadership in schools • Ability to facilitate in ways that develop capacity of others to lead and participate collaboratively in individual and school change efforts • Ability to choose and use discussion-based protocols and other adult learning routines • Understanding of how to craft and lead effective agendas/meetings			
Assessment • Understanding of assessment and its use for accountability and for instructional decision making • Understanding how technology can be used for assessment measurement and for data analysis			
Coaching Processes/Approaches • Understanding of how to work effectively with individual teachers • Understanding of how to work effectively with groups of teachers (small and large) • Ability to work with educators both in-person and virtually • Ability to analyze instructional practice and provide meaningful feedback to teachers • Understanding of barriers to effective coaching and ability to work with others to address these barriers • Understanding of how to advocate for teachers, programs, and students			