

Contextualizing Coaching Support at the Local Level

LEAs should contextualize coaching to address areas of need. LEAs should be prepared to coach **educator-level features** (e.g., intensive intervention in reading, math, and/or behavior; progress monitoring; instructional adaptations) and **systems-level features** (e.g., teaming structures and processes). Table 3 suggests how an LEA can provide ongoing coaching through different approaches, depending on available resources, personnel, and/or time. Successful implementation—for the purpose of sustaining practices over time—requires an individual and/or team to take leadership and ownership over coaching to mitigate potential barriers.

Table 3. Approaches for Ongoing Coaching with LEAs

Coaching Commitment (Systems and Educator Levels)	What Might This Look Like at the LEA Level?
<p>LEA formally commits time and personnel to continuous engagement with district-led or externally-led professional learning.</p>	<ul style="list-style-type: none"> ▪ LEA has a formal agreement in place with a statewide initiative or other external initiative that provides coaching support as part of an ongoing professional learning system). <ul style="list-style-type: none"> • Resources are allocated to support ongoing professional learning. ▪ LEA has dedicated instructional coaching staff who support ongoing professional learning. <ul style="list-style-type: none"> • A part- or full-time LEA position dedicated to coaching is funded. • Resources are allocated to support ongoing professional learning. • Instructional coaching staff are knowledgeable and skilled in the system and/or content area and are able to model practices, provide feedback, and support educators with refining skills.
<p>LEA commits to providing ongoing support, following a sequence of professional development opportunities.</p>	<ul style="list-style-type: none"> ▪ LEA sends educators to professional development activities. ▪ LEA supports ongoing professional learning through a peer-to-peer coaching model or a consultation model. <ul style="list-style-type: none"> • Peer-to-peer coaching pairs are consistent across the school year. • LEA commits time for peer-to-peer coaching activities. • External coaches or supports may be brought in on an ad hoc basis to help coaching pairs. ▪ LEA commits funding and time for teachers to meet with specialists (e.g., English learner, reading, school psychologist) as part of ongoing professional learning. <ul style="list-style-type: none"> • Supplemental Title funds are used to fund before- and/or after-school coaching meetings. • Time for coaching observations is included in the specialist’s role.



**Coaching Commitment
(Systems and Educator Levels)****What Might This Look Like at the LEA Level?**

Typically, LEA engages in a short-term commitment in conjunction with other professional development activities.

- LEA sends educators to professional development activities.
 - LEA funds ad hoc coaching meetings after professional development opportunities (e.g., virtual coaching session with a trainer to discuss examples and nonexamples and to problem solve implementation challenges).
 - LEA provides administrators with training on coaching as part of ongoing professional learning.
 - Formative observations of teacher practice are related to the content area being observed.
 - Formative observations of teacher practice follow a coaching cycle but are not part of formal teacher evaluation processes.
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