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**

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<th>Coaching Commitment (Systems and Educator Levels)</th>
<th>What Might This Look Like at the LEA Level?</th>
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| LEA formally commits time and personnel to continuous engagement with district-led or externally-led professional learning. | - 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.  
  - Resources are allocated to support ongoing professional learning.  
  - LEA has dedicated instructional coaching staff who support ongoing professional learning.  
  - 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. |
| LEA commits to providing ongoing support, following a sequence of professional development opportunities. | - LEA sends educators to professional development activities.  
 - LEA supports ongoing professional learning through a peer-to-peer coaching model or a consultation model.  
  - 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.  
  - 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?
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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.