

Evaluating Coaches and Coaching Programs

When LEAs invest in coaching, they must also invest in evaluating the effectiveness of both the programs and the coaches—an evaluation system should be embedded within the coaching model from the start. Evaluations provide data that can be used to monitor and assess the coaching program, providing insight regarding how to redesign the program, if necessary. Data can be both formal (i.e., scientific evaluations) and informal (i.e., conversations with teachers and principals). Evaluations should include frequent formative evaluations of both the program and the coaches and periodic summative evaluations that are based on specified criteria.

The following stakeholders should be involved in the evaluation process:

- Teachers
- Coaches
- Principals
- LEA coaching lead or team

When designing an evaluation plan, LEAs should create a theory of change and collect data on fidelity and effectiveness. Table 9 describes the defining features of the components and provides considerations for the planning process. More information about evaluating coaches and coaching programs can be found [here](#).

RESOURCES TO SUPPORT COACHING FIDELITY MEASUREMENT

Coaching Module Part 2: Measuring the Fidelity of Coaching

[Measuring the Fidelity of Coaching](#) is the second in a series of self-paced, professional development learning modules that NCIS has developed on coaching for teachers who work in the kindergarten–12th-grade setting. [Module 1](#) focuses on effective practices for coaches. [Module 2](#) addresses how to measure the fidelity of coaching practices to increase their impact on teaching and learning. The module also features other resources:

- Effective Coaching of Teachers: Fidelity Tool Worksheet
- Effective Coaching of Teachers: Completed Sample of the Fidelity Tool Worksheet
- Effective Coaching of Teachers: Fidelity Tool Rubric

Although this module reviews the concept of fidelity and key components of fidelity, we strongly recommend watching [Module 1](#) to fully enhance the coaching of teachers. [View both modules in the NCSI resource library](#).

Table 9. Defining Features and Considerations for Coaching Evaluation Plans

Components	Defining Features	Considerations
Theory of Action	<ul style="list-style-type: none"> ▪ Defines action steps to produce intended outcomes ▪ Details the program's structure, professional development available to coaches and their principals, ongoing support for coaches, and other program components ▪ Outlines clear, measurable goals 	<ul style="list-style-type: none"> ▪ What is the program intending to accomplish? ▪ What are its intended results? ▪ Who will the coaching program affect? <p><i>Example:</i> If we provide coaching on formative assessment use, 100% of teachers will analyze student benchmark data and design interventions to increase student mathematics performance by at least one level on the next benchmark assessment.</p>
Fidelity	<ul style="list-style-type: none"> ▪ Adherence to essential ingredients ▪ Quality ▪ Dose ▪ Responsiveness 	<ul style="list-style-type: none"> ▪ Within our coaching model, are we measuring fidelity of our own practices? <p>Resources to Support Fidelity Measurement</p> <p>NCSI Training Module: Measuring the Fidelity of Coaching</p> <p>NCSI Effective Coaching: Fidelity Tool Rubric</p> <p>NCSI Effective Coaching: Fidelity Tool Worksheet</p>
Evidence of Effect	<ul style="list-style-type: none"> ▪ Multiple measures <ul style="list-style-type: none"> • Formative • Summative ▪ Rigorous and ongoing 	<ul style="list-style-type: none"> ▪ Do teachers who have coaching support meet or exceed performance standards? ▪ Is the coaching program being implemented with fidelity? ▪ Is student achievement improving with coaching support? ▪ What coaching behaviors contribute to improved teaching and student learning? <p><i>Examples:</i></p> <ul style="list-style-type: none"> ▪ Walk-throughs and observations ▪ Teacher feedback on professional development and coaching sessions ▪ Student formative achievement data ▪ School-level data trends related to tiered intervention delivery