

UPDATE:

The ECTAC Evaluators' Team
Coaching Program Evaluation Project.



THE ECTAC COACHING EVALUATION PROJECT

The purpose of the project is to provide member districts with tools to analyze the implementation and effectiveness of their coaching program. (All instructional areas, not just reading/literacy.)

- ☑ Based on Best Practices
- ☑ Use as is, or revise to meet individual needs
- ☑ Evaluating the PROGRAM not the person



WHO'S WORKING ON IT?

- ☑ Julie McLeod (Hillsborough)
- ☑ Stephanie A. Sheridan (Pasco)
- ☑ Sonsee Sanders (Hernando)
- ☑ Andrew Baldwin (Polk)
- ☑ Ashley Monier (Charlotte)
- ☑ Dr. Barbara Mundy (Hendry)
- ☑ Dr. Merlande Petit-Bios (Pinellas)

- ☑ Dr. Rita Bean, Professor Emerita
University of Pittsburg, Department of Instruction and Learning

- ☑ John Hughes, Ph.D.
Director, Regional Educational Laboratory (REL) Southeast

- ☑ Kevin Smith
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WHAT IS IT?

Materials for districts to use as is or revise to meet their needs.

- Recommendations for Building Buy-in**
- Observation Protocols for Coaching Conversations**
- Guiding Questions**
- Recommendations to Examine Program Implementation**
- Sample Job Descriptions, Coaching Logs**
- Recommendations on Using Data and Analyzing Outcomes**

TOOL #1 – GUIDING QUESTIONS (FOR COACHES)

Based on 5 Essential Questions

Guiding Question 1: In what ways do coaches support teachers as a means of improving student learning and teacher practices?

Guiding Question 2: What do coaches view, or perceive, as important aspects of their position?

Guiding Question 3: How do you use data to make decisions about who (which teachers) and how (the model) to coach, and the essential content for improving instruction?

Guiding Question 4: Is the coach and coaching an integral part of your school improvement plan?

Guiding Question 5: What effects/outcomes seem to be a result of the coaching program?

TOOL #1 – GUIDING QUESTIONS FOR COACHES

2 Types of Questions which lend themselves to surveys or other alternative formats...

- Quick Response (Poll, Game Question, etc.)

To what extent do you think your coaching influences teacher knowledge? (On a scale of 1 to 5 with 1 being least effective)



- Short Response (Exit Ticket, Parking Lot, Interview etc.)

Describe how your coaching has influenced teacher knowledge.



WHAT'S NEXT?

- Guiding Questions for Administrators and Teachers
- Tips for Creating Buy-in

What would be helpful? Let us know your thoughts.

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QUESTIONS?