

Coaching Continuum

September 2021



Coaching Continuum

What is the Coaching Continuum?

The Coaching Continuum defines coaching and how this important work helps to support the development of a high-quality system of college and career readiness Pathways. The Continuum describes key characteristics of the coaching model and how they advance implementing, sustaining, and continuously improving pathways. It articulates the role coaching behaviors and actions play in building the capacity of practitioners. The Continuum also directs the application of other college and career readiness resources, such as the *Behaviors of Learning and Teaching*, the *Community of Practice Continuums*, and the *Frameworks*. This document is designed to work in conjunction with coach training.

Who should use this resource?

The Coaching Continuum, Coach Training, and the online Coach Toolkit are designed to assist those in the specific role of coaching others at any level of the system. It will also benefit anyone charged with supporting the implementation and continuous improvement of pathways.

How will we use the Coaching Continuum?

The purpose of the Continuum is to serve as an instructive resource to new coaches, clarify the role and responsibilities of all coaches, and provide insight that will allow other practitioners to take a “coaching stance” in their work. Ultimately, the Continuum supports college and career readiness educators. It can be used to help build the systems needed to support the work, develop the relational trust and reflective practice needed to refine processes, and facilitate the conversations needed to articulate and achieve learning outcomes. All of which will help teams increase student success.

The Continuum:

- Can serve as a planning tool and a roadmap for aligning district goals with the support needed to achieve them;
- Describes concepts, questions, and actions that coaches can take to advance the critically important work of school improvement;
- Operates as the central organizer of the work at multiple levels within the systemic approach;
- Supports college and career readiness leaders and leadership teams in engaging in dialogue about the change management process and the development of implementation plans;
- Directs district, site, and pathway leaders in identifying and addressing professional development as well as policy needs to succeed in the work; and
- Supports industry, postsecondary, and community partners to build coherence around high expectations and create a Community of Practice that increases the collective capacity of all involved.

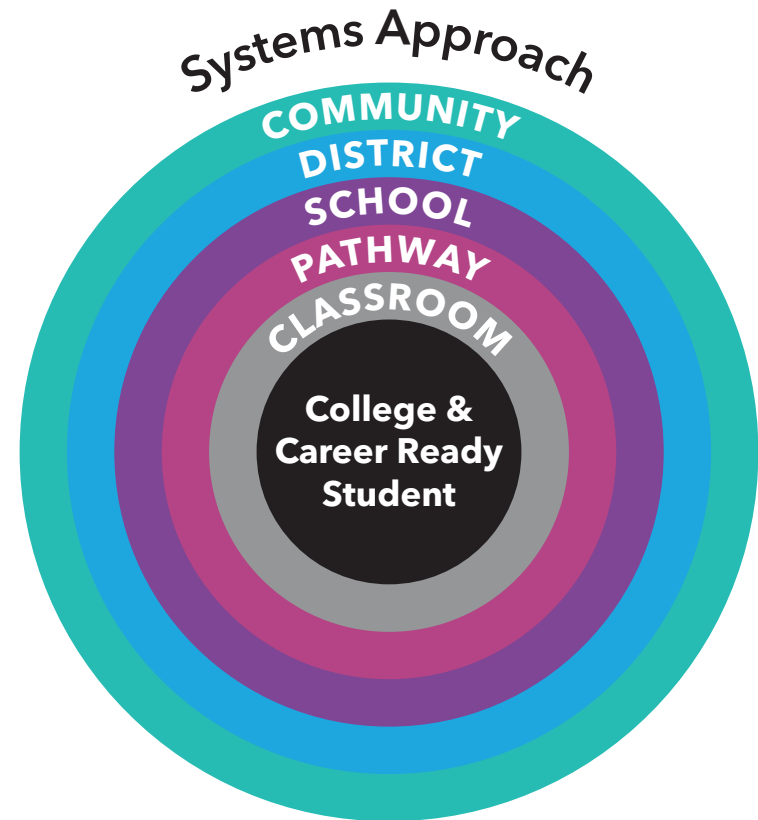
System-Wide Support

Linked Learning is an approach to college and career readiness education that transforms the traditional high school experience by bringing together rigorous academics, a demanding technical education, and real-world experience to help ALL students gain an advantage in high school, post-secondary education, and careers.

ConnectED helps communities develop college and career readiness pathways by recognizing the interdependence inherent in districts and aligning and supporting all levels of the system, from the student and classroom, to the pathway and school, to the district and community.

ConnectED and partner organizations have created a set of tools and resources for each level of the system to help school districts and communities plan, implement, and sustain high-quality pathways. This includes a digital platform and network, ConnectED Studios, at: www.ConnectedStudios.org

This is a resource for COACHING all levels of the system.



Overview

What is coaching?

There is no one single model for coaching; not for any specific client or even for any particular coaching session. The coaching strategies outlined in this guide are not discrete and support the often significant changes in professional practice required to implement and sustain an equitable system of quality college and career readiness pathways. However, an effective coach, no matter what approach or model they use, brings some common practices and characteristics to the coaching relationship:

- The coach maintains clarity about the intended outcome and seeks awareness of where the client is in relation to it and why.
- The relationship is based upon trust and permission.
- Issues, problems, or needs are valued as learning opportunities.
- The coach is fully present for and committed to both the client and the outcome.
- The coach may provide emotional support and encouragement for the client.
- The coach builds the client's capacity until their support is no longer required.
- The coach helps clients reframe to maximize opportunity and see hidden resources, assets, and supports.
- The coach is skilled in inquiry and uses questioning for specific purposes, such as to clarify thinking, increase awareness, surface unexamined motives, promote critical and creative thinking, and deepen ownership.
- The coach's fundamental commitment is to student success through the implementation of high-quality pathways, which may require the coach to appropriately support and guide the client toward changes in practice.

SRI International, an external evaluator for Linked Learning, called coaching an “Essential External Component” in the implementation of Linked Learning in their 2014 annual report. They found that having a coach helped successful Linked Learning districts in the following significant ways. Coaching helped:

- Provide guidance tailored to a pathway's specific needs;
- Provide technical assistance on specific implementation issues, such as the development of integrated projects;
- Spread the foundational knowledge of Linked Learning;
- Get key leaders on board;
- District staff examine and confront traditional leadership structures and district practices that were barriers;
- Develop partnerships and engage a broad-based coalition of support;
- Increase networking opportunities within and across districts.

Coaching Theory of Action

Coaches serve district, site, and pathway leaders by building their capacity to make necessary changes and solidify best practices. Changing behaviors and systems is best advanced through the targeted coaching of individuals and teams.

This theory of action is based on the realization that shifts in underlying beliefs and assumptions, new professional behaviors, and redesigned institutional structures will be required across the district. It asserts that transforming beliefs about what is possible and desirable must become an intentional aim while simultaneously building the skills and knowledge to function differently.

Recognizing that systemic transformation requires dedicated and committed champions, coaches employ transformational practices to encourage deep understanding and ownership of this reform. Transactional coaching is also used to develop the knowledge and skills specific to the Linked Learning approach.

Coaches advocate for the four core components of Linked Learning: rigorous academics, career technical education, work-based learning, and integrated support services and utilize proven tools and resources to maintain a shared set of expectations. Coaching is part of a package of support. Operating in a team consisting of coaches, technical assistance, and professional development support providers allows for comprehensive implementation of the Linked Learning approach to be possible.

Coaches align their practices to the coaching model and maintain membership in a coaching Community of Practice to ensure calibrated support to clients. They work with individuals and coordinate groups in a district so that cohorts, leaders, and pathway teams can work together to transform the school experience of all students. Through this collaborative effort, educators can not only transform the experience of students, but they can also positively transform their own working relationships and experiences.

Coaches take a normative stance on the fundamental equity goal that students are college and career ready when they graduate from high school and all pathways are designed and operated equitably to achieve that outcome.

Coaches recognize that leaders, teachers, and support staff asked to make changes in long-standing practices to achieve new and different results may require sustained assistance to:

- Involve all stakeholders;
- Surface and examine basic tenets and beliefs;
- Assess current practices in relationship to current results;
- Set goals and establish measurable outcomes;
- Lead or manage change across multiple levels and functions within an entrenched organizational system;
- Demonstrate new professional behaviors;
- Rethink the use of resources;
- Monitor progress based on data; and
- Revise plans based on data-driven decision making.

Through these means, coaches support their clients to achieve clearly defined outcomes that are associated with successful college and career readiness pathways.

Secondary and Primary Goals

The primary goal of the work is transformed learning experiences and outcomes for students; results here are recognized as indicators of whether change efforts are effective or need to be revised. The secondary goal of the work is to support the technical and transformational changes in the practices and processes of adults that will allow an increase in student learning to take place. With this relationship between the primary and secondary goal in mind, ConnectED focuses attention on classroom work and supports the related work of everyone in the system to help make classroom outcomes possible. The Community, District, Site, and Pathway Frameworks are all designed to acknowledge the interdependency of the work and ensure systemic coherence and confluence of effort to create the student learning experiences that will result in increased engagement and achievement.

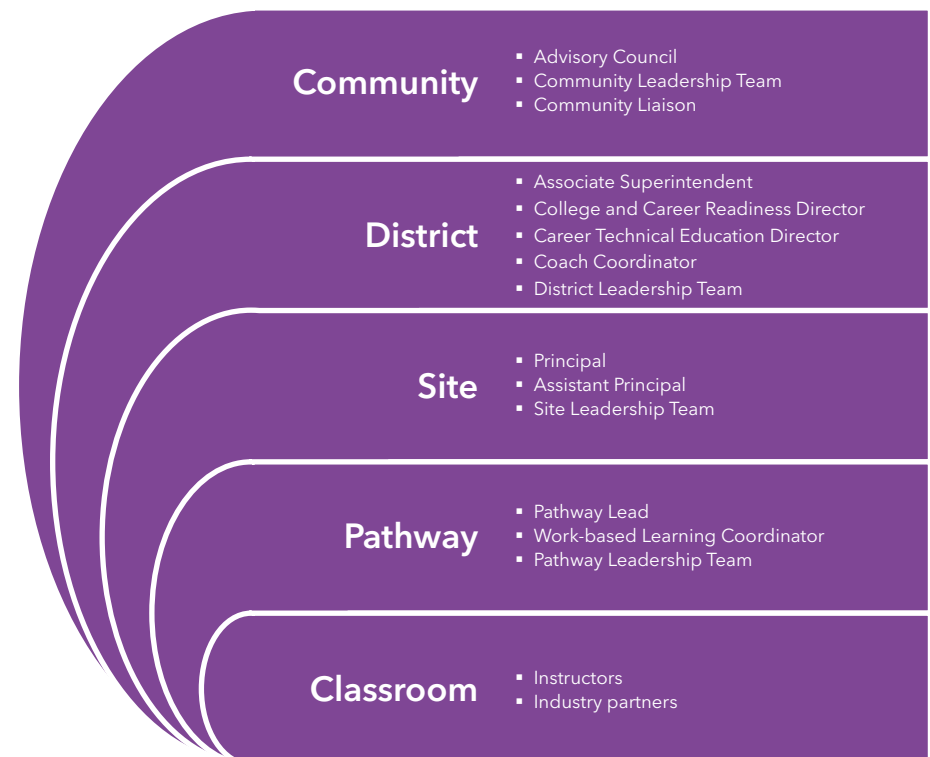
Coaches build the capacity of practitioners at multiple levels of the system in a way that enables them to transform the outcomes being achieved from their respective vantage points. This is done in part by helping practitioners to look forward at student outcomes as indicators of progress while looking to the side to ensure coherence and confluence with all levels of the system and ultimately to look internally and reflect on the efficacy and impact of their own actions. Coaches help practitioners do this by working with them both individually and in communities of practice. Both types of support facilitate different types of outcomes, and the combination can result in the transformation of the individual, community, and organization, which exponentially increases the chances of achieving the outcomes proposed for students.

Coaches help practitioners understand how their work impacts what is possible for students and how their work contributes to or negates the efforts of others due to the inherent interdependence of systemic change. Practitioners at all levels of the system ask the following questions: Am I doing what I can in my sphere of influence and area of responsibility to support achievement in the classroom? How are my beliefs, commitments,

and actions impacting others? How can I ensure that the quality and focus of my work contributes to the achievement of student outcomes and does not impede it? Coaches help practitioners answer these questions and develop a path forward.

Systemic Support: Multiple Entry Points

At each level of the system, coaches may work with multiple people in varying roles. Coaching helps individuals across the system understand their unique role, their interdependencies, and the impact of their efforts on other individuals and the system as a whole. Roles that have benefited from coaching at each level of the system:



Continuum Sections Summary

Section 1: Support Selection

Focus on Working Purposefully for Others

The type of client engagement selected can facilitate or impede goal achievement. Clarifying the client engagement desired and the operating parameters will help maximize the support available.

Section 2: Coaching Capacity

Focus on Coaching Strategies

Coaching strategies are used to employ education reform and organizational learning best practices. Coaches support the utilization of strategic thinking, team development, and change management to help communities, districts, and schools adjust practices to achieve new outcomes.

Focus on Coaching Behaviors

Coaching behaviors help support and facilitate the reflection, self-assessment, and work analysis needed for continuous improvement.

Section 3: Collaborative Culture and Practices

Focus on Use of Data

Coach plans and reports focus on improving **support services** to help achieve collaboratively agreed-upon goals in service of graduate profile outcomes. Coaches engage in data-informed inquiry, which includes analyzing data to identify patterns in pathway development.

Share Beliefs, Commitment, and Common Practices

Coaches support and encourage leadership team members' beliefs that **every student can achieve** graduate profile outcomes and encourage them to hold themselves and each other **accountable** for every teacher's and every student's success. Leadership teams put these shared equity-based beliefs into practice by establishing **common policies and procedures** that support pathway success.

Collaborate Effectively and Turn Words into Action

Coaches support the use of **norms**, roles and responsibilities, as well as **process and protocols** to identify and implement action items.

Section 4: Coaching Model

The coaching model articulates the flow of services provided in a continual cycle of inquiry, support, reflection, and adaptation. It represents coaching actions and behaviors that support individuals or leadership and pathway teams. This cycle incorporates the support strategies, coaching capacity, and collaborative culture processes outlined in the prior sections. The cycle has four steps:

STEP 1: Setting the Foundation

Coaches work with leadership teams and clients to:

- Build a strong working relationship based on trust, transparency, and follow-through;
- Learn about the culture, current context, and prior work. Identify who within the system needs to be included in decision making, planning, and implementation;
- Review readiness assessments and self-assessments to determine starting points; and
- Clarify individual roles, responsibilities, and supports needed. Determine level of interest and will.

STEP 2: Establishing Goals

Coaches work with leadership teams and clients to:

- Assist in clarifying the mission, vision, and student learning outcomes for pathways providing college and career readiness;
- Help develop assessable implementation action plans with aligned resources to support the achievement of the goals; and
- Encourage the determination of benchmarks and indicators of progress to guide work, the clarification of distributed leadership practices, and the articulation of clear roles and responsibilities on leadership teams.

STEP 3: Supporting the Work

Coaches work with leadership teams and clients to:

- Ensure structural supports, such as programs of study, cohort scheduling, work-based learning, and data systems are in place;
- Assist in assessing need for technical assistance and professional development with emphasis on Community of Practice development, standards-based project design, authentic assessments, work-based learning, and team-based support services;
- Assist in building leadership capacity necessary for distributive and shared leadership across the levels of the system; and
- Utilize resources for supporting quality pathways, such as ConnectEd Studios, the appropriate frameworks, continuums, and toolkits.

STEP 4: Reflecting on Progress

Coaches work with leadership teams to:

- Utilize multiple, agreed-upon data sources to help gauge progress on the implementation plan, gains in student engagement and performance as well as staff, parent, and community partner satisfaction;
- Encourage the use of data and feedback to identify challenges, refine practices, identify additional supports needed, and revise plans; and
- Support sharing pathway gains and challenges regularly with all stakeholders and celebrating successes with the community.

Section 1: Support Selection

Partnership Continuum: Working Purposefully for Others

There are several types of support stances. Three of the most utilized by coaches supporting college and career readiness are Technical, Transactional, and Transformational. Different types of work require different types of support. Having clarity about the intended outcome helps coaches select the best stance to achieve it. Having clarity about the selected stance helps coaches better understand the coaching strategies and behaviors needed.

Coach Inquiry:

- What are the intended outcomes of your work?
- What type of client support are you currently providing?
- What type is needed to achieve the outcomes?

Technical Assistance	Transactional Coaching	Transformational Coaching
Category Description		
<ul style="list-style-type: none"> ■ Established area of work with established experts ■ Addresses problems with clear wrong or right answers ■ Requires minimal client engagement ■ Known and documented problem requiring recognized best practices 	<ul style="list-style-type: none"> ■ Specific finite job/task ■ Addresses defined problems with known options ■ Requires active engagement with client(s) assigned to the focus task ■ Knowable problem requiring customized practices 	<ul style="list-style-type: none"> ■ Impacts cultural, systemic, and/or vision expectations ■ Addresses undefined problems ■ Requires broad stakeholder active engagement ■ Previously unknown or unresolved problem requiring emergent or new practices
Related Actions		
<ul style="list-style-type: none"> ■ Consulting/telling ■ Providing service by doing the work ■ Connecting to resources ■ Development of others not required 	<ul style="list-style-type: none"> ■ Skill building ■ Feedback on performance ■ Apprenticeship Model ■ Individual development 	<ul style="list-style-type: none"> ■ Analytical problem solving ■ Reflection on process ■ Collaborative input ■ Group development
Benefits		
<ul style="list-style-type: none"> ■ Great when an expert in the focus area is available ■ Expedient 	<ul style="list-style-type: none"> ■ Great for technical challenges ■ Supports short-term, short range goals 	<ul style="list-style-type: none"> ■ Great for adaptive challenges ■ Supports long term, long range goals
Challenges		
<ul style="list-style-type: none"> ■ Does not always build capacity ■ Dependent upon ability to pay for external expertise or consultants when needed 	<ul style="list-style-type: none"> ■ Does not always interrupt systemic challenges ■ May build the capacity of individuals who can then depart with newly gained skills, while leaving the institution unchanged 	<ul style="list-style-type: none"> ■ Works at a slower pace ■ Requires cross-system engagement due to the interdependent nature of the work

Delegate
 Independence
 Limited/ Isolated
 Episodic
 Standard Policy/ Automatic Response Stance

Distribute
 Interdependence
 Extensive/ Systemic
 Comprehensive
 Learning Organization Stance

Section 2: Coaching Capacity

Coaching Strategies

Coaching strategies are used to employ education reform and organizational learning best practices. Coaches support the utilization of strategic thinking, team development, and change management to help communities, districts, schools, and pathways adjust practices to achieve new outcomes.

1 Emerging	2 Developing	3 Transforming
<p>Strategic Thinking practices are INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> ■ Identify the levels of the system involved in college and career readiness. ■ Articulate systems thinking concepts and how an organizational system can be assessed. ■ Describe leadership agency and how context can be analyzed to determine its impact on individual leaders. ■ Describe achievement antecedents, types of practice challenges, and how to map out aligned professional development. ■ Articulate the stages of adult skill and knowledge acquisition. 	<p>Strategic Thinking practices are USED, and coaches can:</p> <ul style="list-style-type: none"> ■ Determine which level of the system the leader and decision maker for the identified goal(s) sits on and what their scope of work and sphere of influence is. ■ Assess and describe the status of the system and how it is impacting the work of college and career readiness. ■ Help the client to better understand their context and how it impacts them. ■ Collaboratively engage in data analysis to determine the status of the current work in relation to goals. ■ Assess the stages of adult skill and knowledge acquisition their clients are in. 	<p>Strategic thinking practices are thoughtfully LEVERAGED, and coaches can also:</p> <ul style="list-style-type: none"> ■ Surface the points of interdependence needed across the system to address the identified goals and help clients determine who should participate in the work to successfully advance it. ■ Help the client identify the component(s) of the system that need to be addressed, the related changes in practice required, and determine next steps. ■ Help the client examine ways to leverage or mitigate contextual influences. ■ Collaboratively engage in data analysis to describe current practice challenges and align appropriate professional development based on need. ■ Engage with clients to design adult learning supports based on the assessed stage of adult skill and knowledge acquisition they are in.

1 Emerging	2 Developing	3 Transforming
<p>Team Development is INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> ■ Identify the approaches and skill sets needed on a balanced team. ■ Describe the stages of team development. ■ Articulate the types of college and career readiness teaming required to support different bodies of work. ■ Articulate the types of annual goals and foci College and Career readiness teams undertake. ■ Describe the major components of a well-planned meeting, such as: <ul style="list-style-type: none"> • Meeting roles and responsibilities; • Structured agenda with identified times, outcomes, and activities; • Identified materials and equipment; • Identified prior knowledge and new information needed; • Structured feedback evaluation; and • Purposefully selected engagement protocols and activities. 	<p>Team Development is APPLIED, and coaches can:</p> <ul style="list-style-type: none"> ■ Assess teams to determine present, missing, or over developed approaches and skill sets that may impact group interactions and functioning. ■ Use guiding questions to assess the stage of development teams are currently operating at. ■ Assist clients in determining the types of teaming they have in place and what is needed to support the work. ■ Assist teams with backwards mapping from annual goals to work plan development and meeting schedules needed to achieve outcomes. ■ Design well-planned meetings. 	<p>Team Development is consistently SUPPORTED, and coaches can also:</p> <ul style="list-style-type: none"> ■ Help develop a plan of action to build skill sets that are under-represented, while acknowledging strengths and positioning the team for more effective and productive interactions. ■ Support teams through the adoption of appropriate behaviors, tasks, and action steps needed to advance. ■ Support the implementation and development of various teaming configurations across the system and use resources, such as the Community of Practice Continuums to help teams adopt best practices. ■ Support teams with the implementation of work plans and regular progress reviews. ■ Utilize impactful facilitation practices, as needed, including: <ul style="list-style-type: none"> • Decision-making strategies; • Parking lot processes; • Clarifying; • Reflecting; • Shifting focus; • Using structured processes & protocols; and • Managing group dynamics.
<p>Change facilitation (Kotter, 1996) is INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> ■ Articulate the compelling reasons for change and basic contents of an implementation plan. ■ Describe recommended team members at the community, district, site, or pathway level of the system. ■ Articulate key components needed to manage complex change. ■ Articulate change facilitation process steps. ■ Articulate best practices to increase buy-in and change adoption. 	<p>Change Facilitation is IMPLEMENTED, and coaches can:</p> <ul style="list-style-type: none"> ■ Help clients collaboratively develop a plan for achieving change. ■ Help clients identify and assemble committed teams at each level of the system. ■ Assess the existence and status of change management components. ■ Assess the existence and status of change facilitation process steps. ■ Assist clients with determining the leverages and hindrances regarding change adoption. 	<p>Change facilitation is strategically APPLIED, and coaches can also:</p> <ul style="list-style-type: none"> ■ Provide feedback and support reflection on plan quality, refinement, and enactment. ■ Support team's collection, review, and response to stakeholder feedback on the implementation of the change plan. ■ Assist the team's development and alignment of processes, structures, and policies that support and sustain the new vision and strategy. ■ Support reflection on and the implementation of change components that are missing or underdeveloped. ■ Support the implementation of change facilitation steps that are missing or underdeveloped. ■ Facilitate client use of best practices for increasing change adoption at different levels of the system.

1 Emerging	2 Developing	3 Transforming
<p>College and career readiness information is INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> ■ Describe the benefits of the core components: rigorous academics, career technical education, work-based learning, and student support. ■ Describe the common features of a Linked Learning college and career readiness pathway. ■ Describe the phases of development. ■ Demonstrate awareness of the quality criteria at the community, district, site, and pathway levels of the system. ■ Convey familiarity with ConnectED college and career readiness resources, materials, and tools. 	<p>College and career readiness Information and resources are USED, and coaches can:</p> <ul style="list-style-type: none"> ■ Assess the implementation of all four core components. ■ Determine if all the common features have been incorporated. ■ Determine where clients are in the phases of development. ■ Assess which levels of the system are engaged in the process and their impact. ■ Locate and utilize college and career readiness resources, materials, and tools. 	<p>College and career readiness information and resources are strategically LEVERAGED, and coaches can also:</p> <ul style="list-style-type: none"> ■ Support the implementation of best practices in all four core components. ■ Support the adoption of common pathway features, as needed. ■ Guide all levels of the system through the phases of development. ■ Help clients use ConnectED Studios to track and refine their efforts. ■ Offer clients relevant references, exemplars, and promising practices “Just-in-Time” while promoting an inquiry stance that allows for constructivist engagement and contextualization.

Coaching Behaviors

Coaching behaviors are foundational to coaching practice and help engage clients, advance client visions, build capacity in identified areas of need, and support alignment with contextual priorities and values. Coaches utilize relationship building, questioning, observing, listening, and giving feedback to better surface, understand, and achieve client aspirations.

1 Emerging	2 Developing	3 Transforming
<p>Relationship building key aspects are INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> Define the qualities needed to build trust: sincerity, reliability, competence, respect, integrity, and personal regard. Articulate how emotional intelligence benefits coaching. Articulate how social intelligence benefits coaching. Describe the role motivation plays in engagement and how coaching can help surface and tap motivation. 	<p>Relationship building key aspects are APPLIED, and coaches can:</p> <ul style="list-style-type: none"> Demonstrate and build increasing capacity in rapport and trust building qualities. Demonstrate increasing capacity in the components of emotional intelligence including: self-awareness, self-regulation, motivation, and empathy. Demonstrate increasing capacity in the components of social intelligence including social awareness and social facility. Identify motivational preferences. 	<p>Relationship building results in client and coach:</p> <ul style="list-style-type: none"> Establishing and sustaining relational trust. Reflecting on prior work in ways that allow for personal and professional growth and change. Assessing the emotional tenor of situations and people and responding accordingly. Considering motivational differences when supporting and planning work.
<p>An Equity stance is ADOPTED, and coaches can:</p> <ul style="list-style-type: none"> Articulate understanding of fundamental equity concepts. Describe common college and career readiness equity challenges. Articulate the value of diversity, inclusion, and equity in education. 	<p>Equity-based actions are ENGAGED in, and coaches can:</p> <ul style="list-style-type: none"> Express cross-cultural awareness, sensitivity, and understanding in their interactions with adults and students. Identify college and career readiness equity challenges clients are facing. Recognize and highlight strengths, contributions, and benefits of others. 	<p>Equity is CONSISTENTLY ADVANCED, and coaches can:</p> <ul style="list-style-type: none"> Invest in the leadership, capacity building, and recognition of others. Advocate for and access support and resources for marginalized groups. Listen and collaboratively determine appropriate steps needed to address equity challenges. Embrace difference and diversity and remain open to new perspectives, stances, and approaches. Convey high expectations for all students and all staff and strive for their achievement.
<p>Questioning key aspects are INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> Describe various types of questions and their specific purposes. Articulate question construction options and the benefits of open and closed formatting. Distinguish between affirmative inquiry and gap inquiry. Communicate the value of the support skills needed for impactful questioning: paraphrasing, summarizing, and listening. 	<p>Questioning key aspects are IMPLEMENTED, and coaches can:</p> <ul style="list-style-type: none"> Identify which questions to apply when. Convey awareness around affirmative or gap analysis inquiry best practices and when to use which. Demonstrate capacity to appropriately use open- and closed-ended questions. Summarize and paraphrase. 	<p>Questioning key aspects are strategically LEVERAGED, and coaches can also:</p> <ul style="list-style-type: none"> Apply the type and format of questioning needed to advance the work. Engage in affirmative inquiry or gap analysis at resonant moments. Distinguish which support skills are needed for response clarification: paraphrase, summarize, and/or ask for additional information; and take the appropriate step.

1 Emerging	2 Developing	3 Transforming
<p>Listening key aspects are INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> ■ Describe the types of listening and their values: mindful, reflective, recursive, empathetic, and active. ■ Describe the types of things coaches are listening for and how they can inform the work. 	<p>Listening key aspects are APPLIED, and coaches can:</p> <ul style="list-style-type: none"> ■ Demonstrate various types of listening. ■ Build capacity to listen for and recognize vantage points, pivot points, learning needs, and lessons learned. 	<p>Listening key aspects are thoughtfully DEPLOYED, and coaches can also:</p> <ul style="list-style-type: none"> ■ Select and engage in the appropriate type of listening for the client, context, and activity. ■ Determine what to pay attention to and listen for based-on client, context, and support goals.
<p>Observing key aspects are INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> ■ Describe the types of things that can be observed and what they can convey. ■ Describe the distinction between objective and subjective observation. ■ Articulate the benefit of triangulating observations by either reviewing multiple sets of data and/or inviting in other vantage points to challenge, round out, or confirm findings. 	<p>Observing key aspects are APPLIED, and coaches can:</p> <ul style="list-style-type: none"> ■ Build capacity in observation best practices, such as: keeping coaching logs, journals, and plans to track patterns, outliers, progress, challenges, and recurring themes. ■ Determine with the client the types of data to be observed and the standards for assessing it. ■ Gather and review multiple sources of data and information. 	<p>Observing key aspects are strategically LEVERAGED, and coaches can also:</p> <ul style="list-style-type: none"> ■ Engage in objective observation of client or situation resulting in a set of data statements and clarifying questions. ■ Interpret the data in collaboration with the client and assess it against an agreed-upon standard or set of proposed outcomes. ■ Take into account the environmental context and its impact on what is being observed.
<p>Giving feedback key aspects are INTRODUCED, and coaches can:</p> <ul style="list-style-type: none"> ■ Describe various types of feedback and their value, such as verbal, written, raw, or interpreted. ■ Relay the information needed to provide productive feedback. ■ Articulate effective feedback best practices: grounded in data, standards aligned, responsive to identified client and school needs. 	<p>Giving feedback key aspects are APPLIED, and coaches can:</p> <ul style="list-style-type: none"> ■ Generate various forms of feedback and reflect on the benefit of each. ■ Draft productive feedback that can inform next steps. ■ Engage in at least one feedback best practice and reflect on its utility. 	<p>Giving feedback key aspects are thoughtfully DEPLOYED, and coaches can:</p> <ul style="list-style-type: none"> ■ Collaborate with the client to determine the proposed outcome, metrics used to assess the outcome, and most appropriate type of feedback needed. ■ Use feedback to: <ul style="list-style-type: none"> • Compare planned outcomes to actual outcomes; • Link outcomes to behaviors; • Recognize progress and achievement; • Motivate, encourage, and inspire; • Facilitate reflection to refine practice; and • Provide feedback that is responsive to client and school needs, grounded in data, and aligned with relevant standards.

Section 3: Collaborative Culture and Practices

Focus on Use of Data to Inform Our Inquiry

Coaches collaborate with team leads and leadership teams to identify coaching plan outcomes. Coaches help clarify data gathering roles and responsibilities and engage in planning and reflective conversations with data at the center. Coaches align their individual practice with expectations and track progress on their plans using data review protocols and progress reports.

1 Emerging	2 Developing	3 Transforming
Pathway team members:		
<ul style="list-style-type: none"> ■ Draft coaching plans that are primarily task-and business-driven. 	<ul style="list-style-type: none"> ■ Draft coaching plans in which data gathering responsibilities are clarified and at least 50 percent of the content addresses pathway development, graduate profile or college and career readiness policy, practice, or system support outcomes tied to ConnectED framework, Linked Learning Alliance, or district standards. 	<ul style="list-style-type: none"> ■ Draft coaching plans. in which data gathering responsibilities are clarified and at least 80 percent of the content addresses pathway development, graduate profile or college and career readiness policy, practice or system support outcomes tied to ConnectED framework, Linked Learning Alliance, or district standards.
<ul style="list-style-type: none"> ■ Share anecdotes about practices and/or practitioners during coaching sessions. 	<ul style="list-style-type: none"> ■ Discuss and share support methods and assessments during coaching sessions, engage in a planning conversation but not always with a clear outcome or goal in mind. 	<ul style="list-style-type: none"> ■ Regularly engage in planning conversations and use collaboratively agreed-upon goals outlined in the coaching plan to guide and align the focus and content of coaching opportunities.
<ul style="list-style-type: none"> ■ Occasionally include data-based indicators of progress, including qualitative data such as changes in adult practice or quantitative data, standards, or rubrics in their coaching plans. 	<ul style="list-style-type: none"> ■ Always include data-based indicators of progress, including qualitative data. 	<ul style="list-style-type: none"> ■ Always include articulated indicators of progress (formative data) and standards aligned outcomes (summative data) in their coaching plans and regularly schedule data analyses and review with clients to track progress.
<ul style="list-style-type: none"> ■ Review progress on coaching plans with clients. 	<ul style="list-style-type: none"> ■ Consider possible implications of the data but do not clarify any needed adjustments to goals and strategies. 	<ul style="list-style-type: none"> ■ Identify implications for future actions and adjust goals and actions based on data analyses.
<ul style="list-style-type: none"> ■ Identify and track data as a form of assessment and accountability. 	<ul style="list-style-type: none"> ■ Set aside time to engage in reflective conversation and review data to glean insights, learning, professional development needs, best practices, and hidden strengths but may not follow an inquiry-based protocol. 	<ul style="list-style-type: none"> ■ Consistently engage in reflective conversations and use processes and protocols to review data and artifacts.
<ul style="list-style-type: none"> ■ Provide verbal or email updates on progress toward agreed-upon coaching plan goals. 	<ul style="list-style-type: none"> ■ Provide clients with written end-of-year reports on coaching plan outcomes, including recommendations for next steps. 	<ul style="list-style-type: none"> ■ Provide clients with written end-of-year and mid-year reports on coaching plan outcomes, including recommendations for next steps.

Share Beliefs, Commitment, and Common Practices

Coaches support and encourage educators to believe that every student can achieve pathway outcomes and hold themselves and each other accountable for every student's success. Coaches support and encourage educators to put those shared equity-based beliefs into practice by establishing common policies and procedures that support student success in areas such as opportunities to learn, homework, supplemental support, grading, and discipline.

1 Emerging	2 Developing	3 Transforming
Coaches:		
<ul style="list-style-type: none"> Support clients to generally believe that every student can achieve. 	<ul style="list-style-type: none"> Support clients in generally believing that every student can achieve and discuss how to hold themselves and colleagues accountable for student results. 	<ul style="list-style-type: none"> Support clients in believing that all students can achieve pathway outcomes and communicating publicly how they and their colleagues are accountable for every student's success.
<ul style="list-style-type: none"> Support clients in discussing homework, grading, and discipline policies, and the possibility of forging common agreements. 	<ul style="list-style-type: none"> Support clients in formulating at least two common agreements regarding homework, grading/credit, or discipline. 	<ul style="list-style-type: none"> Support clients in establishing and consistently implementing common policies and procedures for student learning, behavior, and achievement.
<ul style="list-style-type: none"> Support clients in discussing issues of equity and access for students. 	<ul style="list-style-type: none"> Support clients to discuss issues of equity and access for students and take actions to address barriers. 	<ul style="list-style-type: none"> Support clients in analyzing equity challenges and how they are connected across the system, and prioritizing and taking actions to remove barriers and improve outcomes.
<ul style="list-style-type: none"> Support clients in discussing the impact of a policy. 	<ul style="list-style-type: none"> Support clients in reflecting on specific common policies and procedures, typically in response to an issue or incident, and make adjustments as needed. 	<ul style="list-style-type: none"> Support clients in establishing a process for regularly reflecting upon the outcome-related impact of each common policy and procedure to refine and improve them.

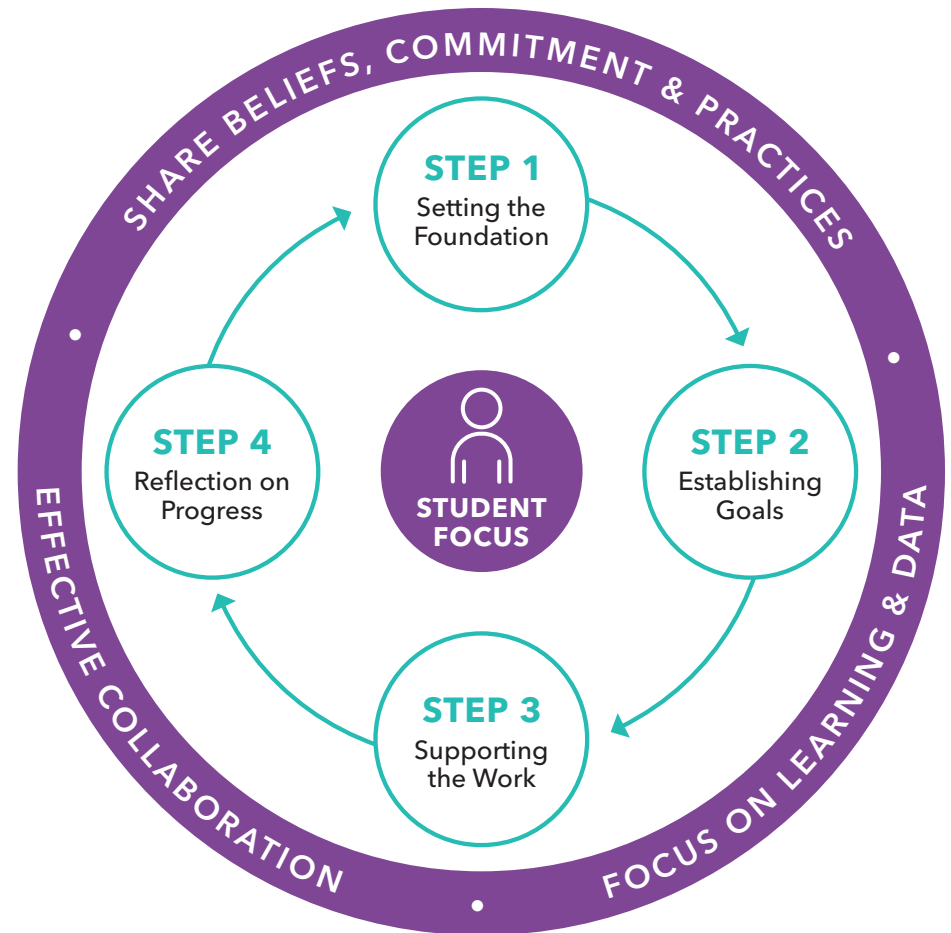
Collaborate Effectively and Turn Words into Action

Coaches in collaboration with clients develop and use norms, roles and responsibilities, as well as processes and protocols to guide meeting structures and implement and monitor action items. They regularly reflect on how well they are doing in regard to session processes and outcomes.

1 Emerging	2 Developing	3 Transforming
Coaches:		
<ul style="list-style-type: none"> Meet at least QUARTERLY with clients. 	<ul style="list-style-type: none"> Meet at least BI-MONTHLY with clients. 	<ul style="list-style-type: none"> Meet at least MONTHLY with clients.
<ul style="list-style-type: none"> Design meeting agendas and materials that are sometimes prepared in advance; meeting time is frequently spent on addressing urgent rather than goal aligned issues. 	<ul style="list-style-type: none"> Prepare for meetings, including creating agendas based on agreed-upon goals, sending out advance reminders, coming prepared to participate, taking time to review previous agreements and action items. 	<ul style="list-style-type: none"> Perform all items in column 2 and during the meeting check-in to ensure agenda relevance, check progress made on previous action items, unpack and celebrate successes, surface and search for root of challenges, facilitate agreement on new foci and next steps. Follow each session with an email overview of agreements and action items.
<ul style="list-style-type: none"> Take notes during sessions to capture agreements and next steps. 	<ul style="list-style-type: none"> Take notes to capture agreements, next steps, questions they have, missing vantage points, points of concern or advancement, and to surface, their assumptions. 	<ul style="list-style-type: none"> Perform all items in column 2 and use their notes to refine their questions, guide their coaching, and inform their planning for consecutive meetings to build trust, reflect, and continuously improve.
<ul style="list-style-type: none"> Meet almost exclusively with the team lead and expect them to take responsibility for successful team meetings. 	<ul style="list-style-type: none"> Meet with the team lead and the leadership team to help them share some responsibilities but still rely heavily on the team lead for successful team functioning. 	<ul style="list-style-type: none"> Meet with the team lead and the leadership team to support the broad distribution of shared roles and responsibilities to support the successful functioning of the team.
<ul style="list-style-type: none"> Support clients in identifying action items, but the actions may not have a clear owner and/or timeline. 	<ul style="list-style-type: none"> Support clients in formulating agreed-upon actions with a clear owner and timeline but may not have a process for monitoring and reporting on implementation. 	<ul style="list-style-type: none"> Support clients in formulating agreed-upon actions with a clear and appropriate owner, timeline, action plan, and process to report on impact/result.
<ul style="list-style-type: none"> Support clients in formulating agreed-upon actions that frequently address specific incidents or symptoms. 	<ul style="list-style-type: none"> Support clients in formulating agreed-upon actions that sometimes address root causes and sometimes are a response to specific incidents or symptoms. 	<ul style="list-style-type: none"> Support clients in formulating agreed-upon actions that proactively address the root causes of issues identified during analysis.

Section 4: Coaching Model

The coaching model articulates the flow of services provided in a continual cycle of inquiry, support, reflection, and adaptation. It represents coaching actions and behaviors that support individual clients or leadership and pathway teams. This cycle incorporates the support strategies, coaching capacity, and collaborative culture processes outlined in the prior sections.



Setting the Foundation

1 Emerging	2 Developing	3 Transforming
<p>In setting the foundation, coaches:</p> <ul style="list-style-type: none"> ■ Identify which level of the system their client is on (community, district, site, pathway, classroom) and review related documents to learn about the client's context. ■ Clarify the coaching support needed. Explore the desired outcomes, communication process, and parameters of coaching services. ■ Build a common understanding of how pathways are a viable approach for reaching college and career readiness outcomes. ■ Review and use readiness and self-assessments to surface and examine current status. 	<p>In setting the foundation, coaches also:</p> <ul style="list-style-type: none"> ■ Nurture a trusting relationship established on transparency and follow-through while exhibiting competence through high level integrity, knowledge, and abilities. ■ Find agreement on the desired transformation outcomes and timeline based on an articulated common vision for college and career readiness implementation. ■ Provide information and resources for a common vision of college and career readiness. ■ Collaboratively review current status data to calibrate findings with client and collectively determine the phase of work the client is in (plan, implement, sustain). ■ Advise on process for determining viable pathway themes and common visions. 	<p>In setting the foundation, coaches additionally:</p> <ul style="list-style-type: none"> ■ Understand the client and school district system well as evidenced in a targeted and responsive coaching plan. ■ Support the identification and involvement of all those within and without the system who will have an impact on the outcomes. ■ Share examples and theories for leading change that supports the vision, desired outcomes, local needs, and timeline. ■ Support the development of a community advisory group with key industry and postsecondary partners. ■ Support the development of a college and career readiness district leadership team of key cabinet members, department and program leads, and participating principals. ■ Help identify compatible and interested pathway design team members including site leader(s), counselors, career technical education and core content teachers, and industry advisors.

Establishing Goals

1 Emerging	2 Developing	3 Transforming
<p>When establishing goals across all levels of the system, coaches:</p> <ul style="list-style-type: none"> ■ Review school and district enrollment and performance data. ■ Support review of the quality criteria in frameworks at relevant levels of the system to review practice recommendations, help determine needs, strengths, and capacity, and inform goal setting and action planning. ■ Encourage the collaborative development, review, or revision of a school board adopted district graduate profile, pathway student learning outcomes, and pathway industry themes with a wide representation of faculty, students, families, and community partners. ■ Assist with involvement of staff, community partners, students, and families in setting and prioritizing annual goals for the pathway, school, and/or district. ■ Work with clients to establish coaching support goals. 	<p>When establishing goals across all levels of the system, coaches also:</p> <ul style="list-style-type: none"> ■ Advise about which data can be collected, stored and reported on as indicators of success such as attendance, discipline referrals, course completion, graduation, and post-secondary transitions. ■ Counsel on the collaborative development of a comprehensive implementation or continuous improvement plan with timelines, benchmarks, and scheduled reviews to help achieve the set goals and outcomes. ■ Encourage partnerships with employers and the community to help monitor and assess graduation outcomes. ■ Work with clients to establish an agreed upon coaching plan to meet goals. 	<p>Additionally, when Establishing Goals across all levels of the system, coaches:</p> <ul style="list-style-type: none"> ■ Advise on methods of benchmarking, assessing, and monitoring progress toward goals and graduation outcomes. ■ Support the development of a database embedded in the student information system that identifies students by pathway and collects agreed upon college and career readiness data points. ■ Ensure accountability processes at every level within the system recognize and equate college and career outcomes. ■ Ensure the existence of a public vision, mission, and goals statement that articulates the purpose for pathways, creates shared understanding, and provides a standard that results can be measured against. ■ Create coaching reports that address specific, agreed-upon, coaching outcomes, and are shared and collectively reviewed when appropriate.

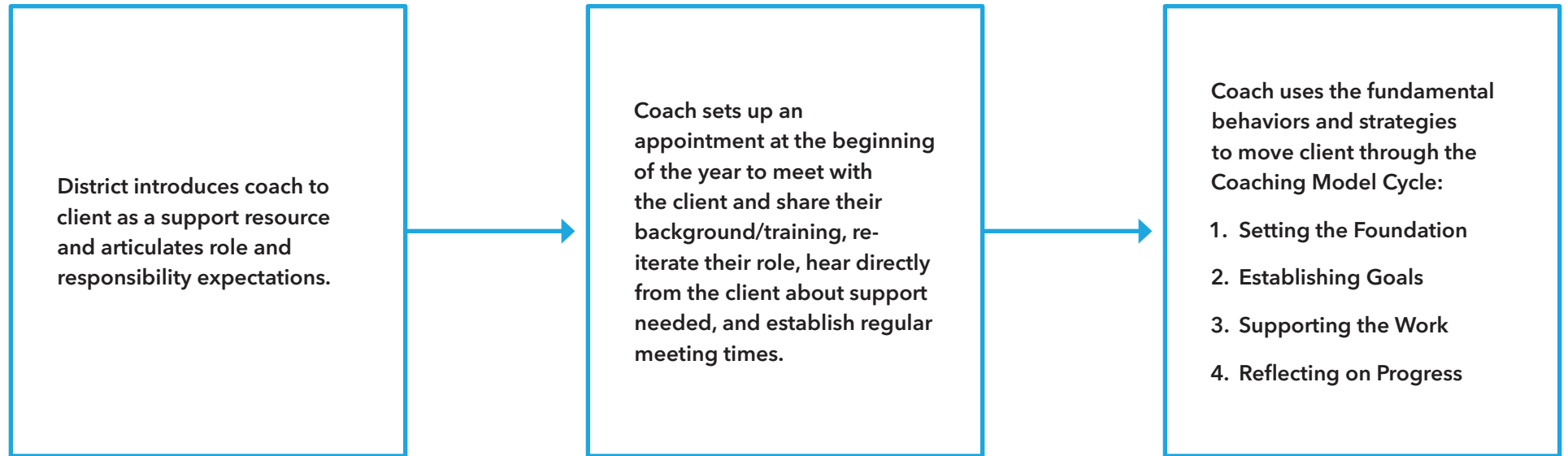
Supporting the Work

1 Emerging	2 Developing	3 Transforming
<p>In supporting the work across all levels of the system, coaches:</p> <ul style="list-style-type: none"> ■ Help operationalize implementation and improvement plans and ensure human resource supports for college counseling and pathway staffing are in place. ■ Share information and resources about the elements of a quality pathway and the site, district, and community criteria, conditions, and circumstances that support it. ■ Help determine ways to make steady movement toward cross-department support at the district, team-based programing and instruction within a pathway, and industry theme integration within all courses. ■ Share strategies for utilizing district graduate profile, pathway student learning outcomes, and common rubrics to guide and align assessment, curriculum, instruction, and cross-system support services. ■ Provide clients exposure to the proven curriculum development, instructional, and assessment practices that are required for viable pathways across the system. ■ Assist teams with regularly assessing current practices against goals and indicators of progress. 	<p>In supporting the work across all levels of the system, coaches also:</p> <ul style="list-style-type: none"> ■ Ensure pathways implement a program of study complete with college preparatory academics with real-world applications, a sequence of career technical education, and a continuum of work-based learning and college access opportunities. ■ Help ensure a master schedule and course assignment plan that guarantees student cohorts and teacher common planning time. ■ Explore with clients the reasons for and elements of a cross-system, coordinated, program of progressive services that provide academic, emotional, and behavioral support to all students with high expectations for all. ■ Demonstrate how vertically aligned graduate outcomes, when benchmarked across grade levels including post-secondary, can be central to unpacking standards in all courses to develop authentic, highly engaging, student learning experiences. ■ Help support the adoption of blended academic and career-themed course content through rigorous and relevant standards-aligned performance tasks, performance assessments, and integrated projects. ■ Identify the types of support and professional development needed to achieve goals based on current practices. 	<p>Additionally, in supporting the work across all levels of the system, coaches:</p> <ul style="list-style-type: none"> ■ Explore with clients the value of common preps, work-based learning practices, and project-based performance assessments that are critical to pathway success. ■ Assist teams to become communities of practice tapping into their collective knowledge, experiences, and successes using the Community of Practice continuum to increase capacity in key areas. ■ Help gather feedback to revise and refine cross-district support services. ■ Help ensure postsecondary articulation agreements are in place and guiding partnerships with industry aligned programs that offer high-value certification or micro-badge opportunities. ■ Advance the development and active use of a data collection system with clear policies and processes. ■ Advance the development and active use of a work-based learning management system with clear policies and processes. ■ Share information about and resources for student portfolio development to monitor progress toward outcomes. ■ Help provide access to needs-aligned professional development from community, district, principal or teacher leaders with the requisite experience and expertise.

Reflecting on Progress

1 Emerging	2 Developing	3 Transforming
<p>When reflecting on progress across all levels of the system, coaches:</p> <ul style="list-style-type: none"> ■ Assure data points are established and monitored in impactful areas such as attendance, discipline, Grade Point Average (GPA), course completion, graduation rates, and post-secondary transition as key indicators of pathway success. ■ Encourage monitoring of community, district, school, and pathway capacity self-assessments to track successful progression. ■ Help establish the appropriate cycle of inquiry elements for the current situation. ■ Suggest the use of engagement indicators to ascertain community, district, pathway, and/or student buy-in, and investment. ■ Engage in collaborative discussion with the client about successes and challenges to surface learning from the year and solicit feedback on coaching support. ■ Review the year’s work in regard to their own practice and identify strengths and learning needs. 	<p>When reflecting on progress across all levels of the system, coaches also:</p> <ul style="list-style-type: none"> ■ Encourage the tracking of student data by pathway, either through the district and school’s student information system or another platform, and the assessment of student data to consistently review and discuss student progress in team meetings. ■ Review their meeting agendas and notes to help determine teaming effectiveness and possible adjustments needed. ■ Advise teams about how cycle of inquiry discussions and data driven dialogue can surface changes in practice and plans that may be needed ■ Convert engagement data findings to practice and plan revisions. ■ Identify possible next steps for client work and any support process or refinement needs. ■ Set learning goals and draft an action plan for continued improvement of their own practice. 	<p>Additionally, when reflecting on progress across all levels of the system, coaches:</p> <ul style="list-style-type: none"> ■ Help teams review the progress being made by every student to determine if the graduation outcomes are being met. ■ Support clients to use the Community of Practice Continuum to gauge the effectiveness of team collaboration and the development of a high-functioning culture. ■ Help teams assess current practices against framework standards and determine root causes of areas of strength and challenge. ■ Help teams codify their use of data to surface best practices and guide improvements. ■ Encourage teams to share data reports with stakeholders and celebrate successes. ■ Share best practices with other coaches through a Community of Practice network and engage in continuous improvement of coaching through professional development.

Getting Started



Glossary

Common Prep	A shared instructional planning time for teachers in the same pathway at the same grade level. Time is provided for teachers engaged in multi-disciplinary integrated projects to meet with their instructional partners and plan lessons as well as review formative and summative assessments in order to refine lessons.
Common Features of a Pathway	Outline the guiding practices that can be found in high-quality pathways. Pathways: (a) Utilize pathway student learning outcomes to guide and align assessment, curriculum, and instruction (b) Blend academic and career-themed course content through rigorous and relevant standards-aligned projects (c) Arrange master schedules so that students learn in cohorts; teachers use common planning time (d) Provide learning beyond the classroom and the school day (e) Offer post-secondary articulation with college institutions.
Community of Practice	A designated time for people with similar work to come together, share their learning, and problem-solve their challenges collectively. The Community of Practice sessions can take place at the pathway level during common planning or at any other level of the system including at the cross-district or community level.
Core Components of a Pathway	Are what distinguish college and career readiness pathways from traditional vocational courses and include: (1) College preparatory academics with real world application (2) Cluster/sequence of career and technical education with industry certification (3) Continuum of work-based learning (4) Personalized student supports.
Integrated Curriculum	A series of conscious and informed strategies used to connect the content of one or more academic and Career Technical Education (CTE) course so that what is learned in one discipline is combined with and reinforced in the other discipline over an extended period of time.
Integrated Multidisciplinary Project	A high-quality integrated project brings together multiple academic and technical disciplines to create deep and meaningful learning experiences for students. Integrated projects reflect differentiated, collaborative, and individualized curriculum, and in a Linked Learning context ask students to demonstrate the skills, knowledge, and behaviors authentic to an industry sector. When working on integrated, multidisciplinary projects, students are charged with finding viable solutions to real problems, or with achieving specific individual or group outcomes, through horizontally-aligned units of instruction. These instructional units often lead students through multiple steps, assignments, and subject-specific performance tasks, and ultimately culminate in a student product or performance.
Internal Coherence	A school's (or district's) capacity to engage in deliberate improvements in instructional practice and student learning across classrooms over time, as evidenced by educator practices and organizational processes that connect and align work across the organization (SERP, 2014).
Learning Outcome	The academic knowledge, behaviors, and skills that students are expected to learn and demonstrate. Learning outcomes can be created for a specific lesson, task, or project; for a course; or for a student's career in a pathway or school.

Master Schedule	College and Career pathways require common prep time for teachers with a shared cohort of students. The work of performance-based assessments also often demands longer instructional time. The master schedule can provide a common prep increased instructional time, and allow students to move through classes as a group. The traditional master schedule offers 6-8 periods a day at one hour each. Students are able to take 6–8 courses a year. The College and Career master schedule offers the same course credits a year but it is often designed using one of three configurations: (1) 4x4 Block: where students take four courses in a semester for a longer duration of time. Each course period is roughly 90 minutes. (2) AB periods: where students take a set of eight alternating courses every other day year round. One day has the 8 “A” strand of courses and the other day has the alternating 8 “B” strand of courses. (3) Hybrid: where some courses are offered year-round through an A/B structure and others are completed within one intensive semester using a block schedule. All of the configurations are designed to give students the additional time needed for the much more rigorous work required.
Pathway Team	Teachers and affiliated support staff with students in common who regularly meet to plan and implement curriculum, instruction, and assessment as well as the pathway events and other activities.
Performance Assessment	A form of assessment that requires students to perform a task rather than select an answer from a ready-made list. This activity requires students to construct a response, create a product, provide a service, or perform a demonstration. The more it reflects a situation or process used by adults in the world beyond the classroom, the more authentic it is.
Postsecondary Alignment	Aligning a high school pathway’s learning outcomes, curriculum, benchmarks, and indicators of progress with that of a similar pathway at the 2–4 year college level. This work can also be supported by offering courses that are either (1) Dual enrollment: simultaneous enrollment in a college course offered off-campus. (2) Articulated enrollment: enrollment in a high school course on campus taught by a high school teacher that has credits which have been approved at the high school and college level. There is a formal articulation agreement in place between the high school and the college. These course offerings can increase the college-going and college graduation rate for students.
Program of Study	A 3–4 year, full day, schedule of courses that specify a pathway’s educational offering. The program includes the career technical education (CTE) sequence of courses or technical core, the core academic courses needed for graduation, a continuum of work-based learning opportunities by grade-level, and may share integrated projects listed by grade level. The Program of Study may also include postsecondary preparation experiences as well as articulated courses. The programs of study is designed to help students attain agreed upon learning outcomes in a structure that provides long-term relationships leading to attuned personalization, depth of knowledge, and college and career readiness goal achievement.
Site Leadership Team	Designated teachers, school site leaders, counselors, other staff, and partners who regularly meet and have responsibility for the overall management and improvement of pathways.
Student Cohorts	Designated students in a pathway who travel from class to class together. “Pure” cohorts are those that are able to maintain the students in the same pathway throughout the program of study.

Student Internship	Students engage in work-based learning applying the industry skills they have acquired at an actual workplace setting in a manner which benefits both the company and the student.
Teacher Externship	A learning opportunity for teachers working in pathways that allows them to visit industry partners' work sites and validate the pathway student learning outcomes, learn about the work environment, observe daily tasks, and bring back work examples and project ideas. This helps teachers to create authentic learning experiences for students.
Wall-to-Wall	Indicates when a high school is only offering pathway enrollment options. Students who attend the high school must also select one of the college and career readiness pathways at the school. Many districts have high schools requiring enrollment in a pathway and high schools that are not wall-to-wall where students can choose to enroll in a pathway or opt for a traditional learning experience with the standard set of courses.
Work-based Learning	An instructional strategy that allows students to interact with industry professionals, other than their teacher, and provides hands-on, real-world, practical application of their learning experiences. Designed correctly, work-based learning can help students achieve the pathway student learning outcomes and high-value industry certifications.

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Coaching Continuum

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A decorative graphic at the bottom of the page consisting of several overlapping, rounded shapes in shades of teal, blue, and purple, creating a wave-like effect.