

IMPLEMENTING AN EFFECTIVE INSTRUCTIONAL COACHING PROGRAM TO
BENEFIT THE TEACHER AS A LEARNER

by

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PROJECT SUMMARY

Introduction

I believe that an instructional coaching program is the most effective differentiated professional development a school can invest in that builds measurable teacher and student capacity. However, an instructional coaching program is only as effective as its proper implementation and dedication by a knowledgeable team. For this reason, I have created a comprehensive workbook called *Building the Foundations of a Coaching Culture* that addresses my research question, *how can a school implement an effective instructional coaching program to benefit the teacher as a learner?* Instructional Coaching is more than just a program; it is a culture of conversation and reflection (Knight, 2007). For this reason, this workbook reaches beyond the technicalities of coaching and dives into the external and internal transitions of cultures and systems within participating schools. The purpose of this workbook is to guide stakeholders in building and maintaining a systemic culture of reflection and growth through instructional coaching as a means to building teacher and student capacity. The completion of this reflective workbook will result in a working implementation plan and will provide vital content for a functioning instructional coaching handbook.

Audience

There are two main audience types for this instructional coaching workbook. First, the workbook is directed towards any school that does not yet have an instructional coaching program and is wanting to implement one. Second, the workbook is also

directed towards schools that already have an instructional coaching program but are looking to reflect on and evaluate their current reality and strive towards continued growth. Any stakeholder involved in the change process should take part in the completion of this workbook, including directors, principals, potential coaches and teachers.

Format

The *Building the Foundations of a Coaching Culture* workbook is broken into four action phases: Anticipate, Design, Implement and Evaluate. Each phase is guided by an essential question and is then broken into topical sections, each with its own learning target. Each section follows the same format of reflective questioning, recommended action steps and recommended resources, when appropriate, and lastly, an application of initiatives work space. The workbook is meant to model a differentiated process, which is why I am careful not to prescribe too many specific resources, but do provide a starting point of literature for initial research. I encourage schools to use additional resources in conjunction with this workbook so that the structure they build supports their program's unique mission and vision they craft early in the process. When stakeholders complete this workbook, they will have a well developed implementation plan.

Rationale

The reason I chose to create an implementation plan for instructional coaching is that according to Speck (1996), author of *The Change Process in a School Learning Community*, in order for improvement to take place, change must happen; and the most important factor to a successful change process in a school is the creation of an

implementation plan. In schools where instructional coaching seems like more of a chore and time consumer than an essential factor in teacher and student growth, there is a lack of an implementation and maintenance plan for the program. An implementation plan allows for careful reflection and planning with roles, responsibilities, timeframes and evaluation processes to ensure movement in the right direction, although it must be expected that there will be setbacks and possible hesitant participants along the way (Speck,1996).

Without an implementation plan, it is easy to slip back into old routines and continue on the same path as before the change was initiated. Change takes time and is not easy. In most traditional schools, the single most influential stakeholder in change is the principal, but an analysis over the past century has shown a failure in sustainable change, as very little has actually shifted over the years. Speck (2016) argued that in order to achieve systemic, sustainable change towards improvement, then a variety of stakeholders must be involved who understand the entire innovation and are given a chance to ask questions and provide feedback that is actually used toward creating the change process, or implementation plan. Without a plan where multiple stakeholders are involved, one single vision can be skewed and proceeded in various directions, which only creates confusion, dissatisfaction, a feeling of no direction and a loss of precious time (Speck, 2016).

Next Steps

It is my goal to continue developing my *Building the Foundations of a Coaching Culture* workbook beyond this Capstone course. I envision my next phase of this

workbook to be the creation of an instructional coaching website. I feel that a website is the best option for publishing the implementation plan because websites are far-reaching and access is not limited. In addition, websites provide tracking tools that can be used for numerical data, but I can also gather feedback through surveys that will be invaluable for the improvement of my work. I look forward to the professional endeavors that result from the creation of this workbook.

[Link to Workbook](#)

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