OVERVIEW OF COACH ROLES

Purpose	Use this framework, which includes a description of each of the 10 roles with examples of responsibilities, to provide an overview of the roles.
Recommended time	1 hour
Materials	• Roles of Instructional Coaches, pp. 6-7

Steps		
	1. Facilitator explains the structure of the Roles of Instructional Coaches chart — role definition, responsibilities, and an example of an action a coach might take in a specific role. Participants can use this explanation to compare and contrast roles, examine which responsibilities align with each role designation, introduce roles, or discuss roles to include in a new coaching program.	20 minutes
	2. Facilitator invites participants to move into five small groups and divides up the roles among them. If needed, they increase or decrease the number of roles per group. If participants have copies of *Taking the Lead,* they complete a jigsaw activity to dive deep into the role descriptions. If not, participants discuss which roles are relevant or essential in their context.	20 minutes
	3. After the report on roles, the participants identify the 3–4 most important roles for their district to focus on given that coaches can't effectively perform all 10 roles simultaneously.	20 minutes
	4. Participants return to the full group to discuss which roles are most important for the district and why.	10 minutes

Source: Adapted from Killion, J., & Harrison, C. (2017). *Taking the lead: New roles for teachers and school-based coaches,* Second edition. Oxford, OH: Learning Forward.

Roles of Instructional Coaches

Role	Purpose	Responsibilities	Example
Resource provider	To expand teachers' use of a variety of resources to improve instruction.	• Assist teachers in locating information, materials, examples of "best practice," assessments of student learning; • Offer and recommend resource sites; • Update staff about current practices; • Find alternative teaching materials for differentiation of instruction.	Gathers information and resources for teachers (e.g. articles, materials).
Data coach	To ensure that student achievement data is used to drive decisions at the classroom and school level.	• Identify classroom, grade-level or departmental, and schoolwide trends; • Support teachers in using data to improve instruction; • Facilitate data conversations that analyze student learning and identify next steps.	Works with individuals or groups to facilitate conversations around data- driven instructional decisions.
Instructional specialist	To align instruction with curriculum to meet the needs of ALL students.	• Assist teachers in the selection and implementation of appropriate instructional strategies; • Assist teachers in the implementation of differentiation strategies; • Work with individuals and groups of teachers.	Coaches teacher on methodologies or best practices that can be used to deliver content.
Curriculum specialist	To ensure implementation of adopted curriculum.	• Prioritize content standards; • Deepen teachers' content knowledge; • Assist teachers in aligning the written, taught, and tested curriculum; • Facilitate the creation of pacing guides; • Assist teachers with standards, essential learnings, and assessments; • Facilitate the integration of various curriculum content areas.	Helps teacher to unpack required curriculum.
Classroom supporter	To increase the quality and effectiveness of classroom instruction.	• Model effective instructional strategies; • Co-plan or co-teach lessons; • Observe and give feedback to teachers.	Visits teacher's classroom to model, co-teach, or observe; conducts pre- and post- conferences with teacher to facilitate reflection.
Learning facilitator	To design collaborative, job-embedded, standards-based professional learning.	• Coordinate learning opportunities for teachers; • Design and facilitate training; • Ensure that a variety of professional learning designs are used: study groups, lesson study, examining student work, classroom visitation.	Assists with coordination and planning of effective professional learning at the school level.

Role	Purpose	Responsibilities	Example
Mentor	To increase the instructional skills of the novice teacher and support school-wide induction activities.	• Mentor new teachers or support the work of building-based teacher mentors; • Demonstrate lessons, co-teach, co-plan instruction; • Assist with "new-to-teaching" and "new-to-the-school" issues; • Assist with classroom management.	Works with novice and induction-level teachers.
School leader	To work collab-oratively (with formal and infor-mal leaders) to plan, implement, and assess school change initiatives to ensure align-ment and focus on intended results.	• Facilitate or serve on leadership teams within the school; • Assist with coordination of services of all coaches or resource personnel; • Serve as another set of eyes for principal with change initiatives; • Facilitate alignment among individual teacher goals and school goals.	Participates as a Learning Walk team member to monitor transfer of practice from professional learning into action.
Catalyst for change	To create disequi-librium with the current state as an impetus to explore alternatives to current practice.	• Introduce alternatives or refinements; • Make observations about current practice; • Ask the hard questions about current practices; • Engage teachers in Evaluation Think.	Challenges current practices and provides support to teachers as they make changes.
Learner	To model con-tinuous learning in order to keep current, be a thought leader in the school, and model reflecting on practices.	• Model attitudes and behaviors teachers need to be successful; • Model applications of learning; • Proactively advocate for their own learning opportunities; • Create their own learning communities.	Continually updates own professional repertoire.