

**Pennsylvania Department of Education
Collaborative Coaching Board**

Guidelines for the Coach Mentor Position

Introduction

The Pennsylvania Collaborative Coaching Board was created by the Pennsylvania Department of Education in order to ensure consistency of coaching practice across all of Pennsylvania's state sponsored coaching initiatives. One of the areas that warrant an increased level of consistency is to clarify the role of the individuals in Pennsylvania who provide support and training to classroom and school based coaches.

For the purposes of this document, the Collaborative Coaching Board has named these individuals "Coach Mentors". Coach Mentors are those individuals employed by schools or agencies whose primary responsibility is to provide professional support and development to coaches and assistance to administrators in effectively using instructional strategies to maximize student achievement.

The purpose of this document is to provide guidelines and a common framework to schools and agencies that employ coach mentors who are responsible to support school-based instructional coaches.

<p>Role of the Coach Mentor</p>	<p>The Coach Mentor is responsible for planning, facilitating and implementing centralized and school-based professional learning for coaches and administrators. When the Coach Mentor visits the school site, s/he meets with the instructional coach(es) and the school's leadership team, both as a group and individually, to assist in problem-solving and in developing yearly action plans for school reform and improved student achievement (in coordination with NCLB/PDE related School Improvement Plans and Strategic Plans). The Coach Mentor's goal is to ensure that the coaches and administrators have the opportunity to acquire the understanding and skills necessary to implement research-based instructional practices, increase student engagement, build teacher capacity and raise the level of student achievement.</p> <p>The Coach Mentor develops a professional learning community for all instructional coaches – those just beginning in the role of instructional coach, as well as those with experience. In this non-supervisory role, the Coach Mentor acts as a <i>critical friend</i> by providing assistance, structure and guidance to instructional coaches in support of the schools' instructional goals and students' achievement goals, when and where needed. Focusing on instructional coaches' strengths, the Coach Mentor collaborates with the instructional coaches in their efforts to help teachers transform classrooms to 21st Century, learner-centered environments that are authentic and relevant to students. The Coach Mentor understands the connection between and among all aspects of the PA</p>
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	<p>Department of Education’s Standards-Aligned System and its relationship to local, regional and national initiatives. The Coach Mentor is an active listener who respects confidentiality and models effective relationship-building.</p> <p>A Coach Mentor assists with the design and implementation of instructional coaches’ professional development opportunities provided by the school, district, intermediate unit, and, where applicable, PDE. These opportunities include, but are not limited to, face-to-face workshops, webinars and written materials. A Coach Mentor communicates regularly with key stakeholders including IU peers and supervisor, school and district personnel, and, where applicable, PDE personnel. Coach Mentors regularly visit school sites to provide feedback to instructional coaches about the implementation and results of SAS. The Coach mentor is the primary resource for instructional coaches when there is a question or concern about implementing instructional coaching.</p>
<p>Non-Supervisory Non-Evaluative</p>	<p>The role of the Coach Mentor is separate and apart from the supervisory and evaluative roles of the district, school, department or program administrators. The Coach Mentor advocates for, facilitates and supports the work of the instructional coach, but never performs supervisory or evaluative functions. Administrators with supervisory and evaluative roles should never solicit information from, nor should it be offered by, the Coach Mentor related to personnel matters, including informal commentary about an instructional coach’s performance. The Coach Mentor <u>does</u> provide consultative feedback requiring professional judgment directly to the instructional coaches with whom s/he works.</p>
<p>Qualifications</p>	<ol style="list-style-type: none"> 1. A valid PA Level II teaching certificate 2. Five years teaching experience with evidence of strong instructional practices <ol style="list-style-type: none"> a. Evidence of implementing research-based instructional practices resulting in improved student achievement b. Specific knowledge of, evidence of use with students, and the ability to articulate why reading, writing, speaking and listening skills and strategies are critical components of classroom instruction c. Demonstrated skills in collecting, organizing and analyzing data to inform instructional decisions d. Knowledge of teacher resources available in various content areas e. Knowledge of and experience working with diverse learners, including English Language Learners, gifted, students with IEPs, homeless and other at-risk populations 3. Experience planning and facilitating professional learning opportunities, which may include providing support to teachers through instructional coaching, mentoring, professional development, technical assistance, and/or classroom demonstrations, as well as workshops and online staff development sessions <ol style="list-style-type: none"> a. Knowledge and application of adult learning theory 4. Demonstrated competency in a leadership role <ol style="list-style-type: none"> a. Evidence of program management and organizational skills

	<ul style="list-style-type: none"> b. Demonstrated skills in problem solving, listening, collaboration and diplomacy c. Excellent oral, written communications, and interpersonal skills with the ability to communicate with a variety of audiences, including teachers, administrators, school boards and parents d. Demonstrated ability to facilitate, manage and direct school reform processes <p>5. Knowledge of current state and national education initiatives targeted at improved student engagement and achievement</p> <ul style="list-style-type: none"> a. Knowledge and experience working with PA Standards-Aligned System, including the demonstrated ability to apply the concepts and tools associated with each element individually and to synthesize the interrelationships collectively b. Experience using PDE’s school improvement planning tools, including <i>eStrategic Plan</i> and <i>Getting Results</i> <p>6. Demonstrated facility with current technology tools for instruction, communication, and office applications</p> <p>7. Commitment to lifelong learning, including a demonstrated passion for exploring new ideas</p> <p>Master’s Degree, Master’s Equivalency, or comparable credentials demonstrating a commitment to maintaining current knowledge and continual improvement of teaching required.</p>
Responsibilities	<ul style="list-style-type: none"> 1. Conducts regularly scheduled site visits to each school in which instructional coaches are located. 2. Provides one-to-one mentoring support to individual coaches. 3. Collaborates with the school leadership team to identify the school’s teaching and learning needs by analyzing appropriate data and developing a plan that articulates problem-solving actions and goals – in coordination with other district, IU or PDE personnel associated with the individual school or district’s planning processes. 4. Facilitates high quality professional development for coaches, administrators, teachers and others to address identified instructional needs. 5. Engages in reflective practice and supports each coach to examine and reflect on his/her practice as well. 6. Provides resources and support for the coaches as they plan and lead professional study groups. 7. Supports coaches as they monitor student achievement data to determine the impact of instructional strategies on the learning of all students. 8. Builds confidential relationships with the coaches to maintain a high level of trust between the coach and mentor. 9. Participates in professional development activities that enhance knowledge of research-based instructional practices across all subject areas and to improve mentoring skills.

	<p>10. Assists coaches and administrators with the identification of materials, tools and information that supports effective instruction.</p> <p>11. Collaborates with and supports coaches in planning and implementing Standards-Aligned Systems to improve student achievement.</p> <p>12. Develops effective procedures for communicating information about the impact of coaching on student learning to the entire school community.</p> <p>13. Maintains records of contacts and activities with school-based coaches.</p> <p>14. Provides data relative to the efficacy of the Coach Mentor role.</p>
Professional Development for the Coach Mentor	The Coach Mentor must continually work to improve his/her practice. Therefore, the Coach Mentor should be supported in pursuing those professional development opportunities that provide the means to stay current in all aspects of the research and practices associated with the qualifications and responsibilities described herein.
Coach Mentor Relationships	Coach Mentors need to work very deliberately to establish excellent relationships with a variety of professionals. Most importantly, establishing a trusting relationship with the instructional coaches with whom they work.
Supervision of Coach Mentor	The Coach Mentor would typically report to a district central office administrator (if a district level position) or an intermediate unit Act 93 supervisor or director (if an IU position).