Coaching Practices	DEVELOPING	PROFICIENT	HIGHLY SKILLED:
1. Relationship	The relationship between coach and leader is cordial and benevolent, but trust is still developing.	The relationship between coach and leader is cordial and the leader perceives the coach as trustworthy, reliable, and benevolent.	Coach and leader have a strong and resilient professional relationship, allowing each to be honest and transparent with the other.
2. Listening	The coach does not always listen or respond directly to what the client is saying.	The coach listens carefully to the leader and the coach's questions and feedback are consistently on point.	The coach listens carefully to the leader and questions and feedback are on point. The coach tracks what the leader says within and across conversations, noticing patterns and themes.
3. Questioning	The coach's questions tend to be information-seeking and/or advice posed in the form of a question. Questions do not necessarily connect to one another.	The coach's questions build on one another to push the leader to think about the issue at hand differently or more deeply.	The coach's questions build on one another and push the leader to consider, "What am I trying to accomplish? How will I know when I have done it?" and "What do I need to do to accomplish it?"
Coaching Topics			
5. Mission, vision and goals	The coach focuses on resolving the leader's immediate challenges without explicit regard for how they connect to the mission, vision and goals of the leader's organization.	The coach grounds the work in the mission, vision, and goals of the organization.	The coach rigorously grounds the work in the mission, vision, and long term goals of the organization, helping the leader focus on high-leverage actions based on the LEADConnecticut leadership competencies for principals and superintendents.
6. Theory of Action	The coach never or rarely refers to the leader's theory of action for improving student achievement.	The coach periodically ties the coaching conversations to the leader's theory of action and may help the	The coach weaves the leader's theory of action into every coaching session, helping the leader

		leader refine that theory.	understand the relationship between discrete leadership decisions and the theory, and helping the leader refine the theory as necessary.
7. Strategy	The coach assists the leader develop a 30-60-90 day plan yet never or rarely refers to it.	The coach only occasionally references the 30-60-90 day plan.	The coach routinely refers to the 30-60-90 day plan, supporting the leader in revisiting or revising the plan as appropriate.
8. Problem of Practice	The coach guides the leader in articulating a problem of practice relevant to goals and strategies, yet rarely refers to it.	The coach often grounds the work in the leader's problem of practice but provides limited feedback on the extent to which it is likely to be high-leverage.	The coach consistently grounds the work in a problem of practice and provides feedback on its likelihood to be high leverage.
9. Leader self-assessment against the TSLCF	The coach periodically comments on or solicits a self-assessment of the leader's strengths and challenges, but may not use the language of the competencies	The coach helps the leader self-assess against relevant leadership competencies but does not explicitly link the coaching to building skill in the competencies identified for growth.	The coach helps the leader self-assess against relevant leadership competencies using a variety of data sources, and explicitly seeks to help build competence as needed.
10. Classroom Instruction	The coach never or rarely engages the leader in observing or discussing classroom instruction.	The coach regularly engages the leader in observing and discussing classroom instruction.	The coach ensures that part of every coaching session is devoted to observing and discussion classroom instruction.