The MDE’s coaching model has been proven to be an effective method of transforming Mississippi schools. Developed around Transformational Coaching, it is a powerful, comprehensive, and systematic way to plan and organize coaching supports. The MDE has/will deploy coach support in the following areas: Early Childhood, Literacy, Leadership (School Improvement), Inclusive Instruction (SSIP), Mathematics, and Digital Learning.

### Coaching Model Components

<table>
<thead>
<tr>
<th>Comprehensive Coach Training</th>
<th>Goal Setting</th>
<th>Effective Communication</th>
<th>Reporting and Accountability</th>
<th>Educator Development</th>
<th>Collaboration and Effective Partnership</th>
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<tbody>
<tr>
<td>o Initial coach training</td>
<td>o Five-step goal setting process (SMART Goals)</td>
<td>o Effective writing, nonverbal, and verbal communication skills, including subjective vs. objective communication</td>
<td>o Monitoring services, i.e., monthly reports, performance evaluations, comprehensive reports, etc.</td>
<td>o The Coaching Continuum: pre-conference, observe, model, co-teach, post-conference</td>
<td>o Family/Community as Partners trainings</td>
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<td>o Ongoing internal coach training: monthly whole group meeting(s); monthly regional meetings</td>
<td>o School-level action plans, to be frequently reviewed</td>
<td>o Motivating others to perform at high standards</td>
<td>o Analyze and use multiple data points for instructional purposes, i.e., progress monitoring data, benchmark data, etc.</td>
<td>o Developmental Continuum for Teachers: regular PD and PLCs</td>
<td>o Teacher/Coach partnership</td>
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<td>o In-field support, i.e., regional visits, coach shadowing, learning walks, etc.</td>
<td>o Utilize Screener and diagnostic data as a primary source for planning sequential, systematic, explicit, and cumulative instruction</td>
<td>o High degree of professionalism to ensure and protect the confidentiality of educators and students</td>
<td>o Set annual goals utilizing multiple data points</td>
<td>o Focus on developing teacher-leaders for the purpose of building sustainability among schools</td>
<td>o Principal/Coach partnership</td>
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<td></td>
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<td>o District and Coach Partnership</td>
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<td>o Leadership accountability and development</td>
<td>o District/Coach partnership</td>
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<td></td>
<td>o MDE/Coach partnership (OEER, School Improvement, Special Education)</td>
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<td>o Ability to orchestrate change by leading others in a collaborative process</td>
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</table>
The Mississippi Department of Education’s goal is to improve and sustain student achievement through:

- Building educators’ instructional capacity across the curriculum
- Promoting school-wide culture for learning that includes all stakeholders
- Enhancing and refining instruction and interventions
- Targeting instructional coaching using the gradual-release model

Mississippi Department of Education’s COACHING MODEL

**District Leadership**
- attends Fall and Winter Learning Walks; assists principals, coaches, and lead teachers in providing regular feedback
- reviews monthly reports with campus administrators to provide State and Regional Coordinators with ongoing feedback on the effectiveness of coaching and the implementation of best practices
- attends on-going training and support for school-based educators within and across the district

**School Administrative Team**
- communicates through both words and behaviors that the coach is not evaluating the performance of the teachers
- holds staff accountable for working with the coach to improve instruction; meets regularly with coaches and teachers to review data and make recommendations for adjustments in instructional practices (i.e., Science of Reading [SOR], Mississippi Professional Growth System, etc.), implementation of content specific curriculum with integrity, and participates in analyzing data
- provides an opportunity for collaboration in the development of the School-wide Action Plan
- attends Fall and Winter Learning Walks; follows through with coaching strategies and practices including clear, practical, timely, and candid written and verbal feedback to teachers relating to their instruction
- attends, designs, and conducts collaborative staff/coach meetings (traditional, hybrid, and/or virtual)

**Coach**
- helps teachers recognize their instructional knowledge and strengths and areas of growth by supporting teachers and leaders in their learning and application of new knowledge and instructional practices
- uses data to provide differentiated support to recommend changes to improve school-wide and/or classroom instructional practices to individual teachers or small groups by grade level, by department, or by skill level
- provides support for goal achievement (i.e., discussing needs and progress toward implementation of the school action plan)
- promptly submits reports on progress of teaching and learning specific to the supports provided to assigned schools
- promotes networking to improve student achievement while training educators across the state
- engages in the Coaching Continuum; (pre-conference, observe, model, co-teach, post conference) with evidence-based, systematic, and explicit instructional delivery methods
- interprets assessments and uses data to determine professional development needs