

Kansas Learning Network

Implementation Coach

Roles & Responsibilities

The Four Roles or Functions of Shared Leadership

Implementation support is provided and or co-constructed in the following ways:

- To **coach** is to help other persons take action toward their goals while simultaneously helping develop expertise in planning, reflecting, problem-solving and decision-making. The coach takes a nonjudgmental stance and uses tools of open-ended questions, pausing, paraphrasing, and posing questions to explore thinking without having a self-predetermined outcome. The skillful coach focuses on the perceptions, thinking and decision-making process to mediate resources, self-directedness. Coaching is not biased, offering directives or solutions or providing feedback. Coaching is neutral, about self-directed learning, developing internal resources and mediating thinking.
- To **facilitate** means "make easier." A facilitator is one who conducts a meeting in which the purpose may be dialogue, shared decision-making, planning, or problem solving. The facilitator directs the procedures and processes to be used in the meeting, remains neutral, choreographs the energy within the group, and maintains a focus on meeting standards. The facilitator should rarely be the person in the group with the greatest role or knowledge authority.
- To **present** is to teach. A presenter's goals are to extend and enrich knowledge, skills, or attitudes and to have these applied in people's work. A presenter may adopt many stances (e.g., expert, colleague, novice, friend) and use many presentation strategies (e.g., lecture, cooperative learning, study groups). Premier presenters are guided by clarity of instructional outcomes and continuous assessment of goal achievement.
- A **consultant** can be an information specialist or an advocate for content or process. As an information specialist, the consultant delivers technical knowledge. As a content advocate, the consultant encourages the use of a certain strategy, adoption of a particular program, or purchase of a specific brand of equipment or material. As a process advocate, the consultant attempts to influence methodology (e.g., recommending an open meeting rather than a closed one to increase the trust in the system). To effectively consult, one must have trust, commonly defined goals and the group's or individual's desired outcomes clearly in mind.

Adaptive Schools (DATE) and Cognitive Coaching (DATE) Seminars with KLN Additions

Responsibilities

KLN Implementation Coaches are Analytic Partners who:

- support the development of the professional capacities of the district/building leaders
- support the development of the organizational capacities of the district/building leadership team
- facilitate root-cause analyses
- facilitate identification of professional development needs as they align with root causes
- model feedback on school improvement plans
- support the building leadership team to accurately determine the level of implementation of identified effective practices
- conduct planning, reflecting, and problem-solving coaching conversations
- support KansaStar Process Manager
- facilitate data driven dialogue and decision making
- model/provide structures for balanced participation of group members
- ensure an effective two-way communication process
- create transparent communication channels
- support identification of evidence as it relates to district/school improvement
- emphasize equity within the system
- encourage cognitive conflict
- emphasize trusting professional relationships
- provide space and time for reflection
- ensure the individual or group remains focused on the end goal
- support the use of quantitative and qualitative feedback
- apply and integrate implementation science approaches