

# REPRODUCIBLE

## Chapter 3: Commitment to Clarify Roles and Responsibilities

<b>District Administrators' Roles and Responsibilities</b>
<ul style="list-style-type: none"><li>• Contribute to or provides a consistent yet flexible framework for the mathematics coaching program based on a shared vision, including implementing systems and policies designed with the intent of establishing coaching as an integral part of every teacher's job development</li></ul>
<ul style="list-style-type: none"><li>• Provide dedicated funding for a mathematics coaching program</li></ul>
<ul style="list-style-type: none"><li>• Provide professional support and resources for mentors</li></ul>
<ul style="list-style-type: none"><li>• Contribute to or provide clear direction around monitoring and reporting</li></ul>
<ul style="list-style-type: none"><li>• Provide professional learning experiences that deepen the understanding and meaning of mentoring concepts and strategies</li></ul>
<ul style="list-style-type: none"><li>• Provide consistent and effective hiring criteria for coaches</li></ul>
<ul style="list-style-type: none"><li>• Establish a program evaluation framework in consultation with key partners</li></ul>
<b>Principals' Roles and Responsibilities</b>
<ul style="list-style-type: none"><li>• Facilitate a culture of continual learning in the school</li></ul>
<ul style="list-style-type: none"><li>• Encourage/ establish coaching as a privilege, an important professional learning opportunity</li></ul>
<ul style="list-style-type: none"><li>• Confer with coaches as part of the development of an overall professional learning strategy, including the involvement of school improvement co-chairs as appropriate</li></ul>
<b>Teachers' Roles and Responsibilities</b>
<ul style="list-style-type: none"><li>• Recognize, understand, and accept the school culture of continual learning</li></ul>
<ul style="list-style-type: none"><li>• Take responsibility for their own learning needs</li></ul>
<ul style="list-style-type: none"><li>• Willingly access coaching supports as appropriate to address their learning needs</li></ul>
<ul style="list-style-type: none"><li>• Participate in the development of a learning plan that addresses needs through collaboration with the coach</li></ul>
<b>Coaches' Roles and Responsibilities</b>
<ul style="list-style-type: none"><li>• Work with school administrators to support the development of a school culture of continual learning and support the development of the school's overall professional learning strategy</li></ul>
<ul style="list-style-type: none"><li>• Build relationships with school staff in such a way that the coaching program is seen as a positive and supportive tool to enhance professional practice through the development of individual learning plans</li></ul>
<ul style="list-style-type: none"><li>• Use a variety of coaching interactions to support the professional growth of teachers, with a particular commitment to the coaching cycle (see Essential Action 3)</li></ul>
<b>Coaches Do Not (as Part of Coaching Assignment)</b>
<ul style="list-style-type: none"><li>• Perform school-based teaching tasks, such as substituting for other teachers, performing homeroom or more than their share of playground supervision, or take on a teacher's responsibility, such as writing his or her report card comments or photocopying his or her teaching materials</li></ul>
<ul style="list-style-type: none"><li>• Provide work or programming for individual students, although coaches may be consulted in the development of work or programming for students.</li></ul>
<ul style="list-style-type: none"><li>• Supervise or evaluate teachers</li></ul>

 Visit <https://www.mathedleadership.org/resources/summary.html> to download a free reproducible version of this figure.