# **TIES Center LogoRoles and Responsibilities of an Inclusive Education Coach**

| **Components of Coaching** | **Descriptions/ “Look fors”** | **Frequency** |
| --- | --- | --- |
| Observation of coachee | * Implements evidence-based practices (EPB) for inclusive education
* Participates in collaborative planning meetings
* Uses data effectively
* Uses relationship-building strategies
* Demonstrates knowledge of adult learning strategies
 | Every coaching cycle |
| Modelling | * EBP for inclusive education
* Planning and facilitating collaborative learning
* Data collection and data-based decision making
* Relationship-building strategies
* Adult learning strategies
 | Based on need (e.g., when coachee is unfamiliar with practice or uses practice incorrectly, or situation arises where there is new practice needed) |
| Performance Feedback | Presenting formal or informal data about the coachee’s use of specific EBPs for inclusive educationCharacteristics of effective feedback: * Specific and timely
* Related to both strengths and needs
* Goal focused
* Builds capacity rather than providing “the answers”
* Respectful and empathetic--focused on behaviors not the person

Delivery methods * Share verbal, written, graphical or video data
* Presented during pre–post observation conferences
 | Every coaching cycle |
| RelationshipBuilding Strategies | Using specific skills and strategies to build and maintain a positive relationship in the coaching dyad or teamFactors: * Interpersonal skills
* Collaboration
* Expertise
* Conveying that coaching is non-evaluative

Examples of positive relationship building strategies: * Empathic listening, focused on other person’s viewpoint
* Restating and summarizing information and feelings conveyed by the teacher, ensuring clarity
* Conveying and sharing experiences and expertise in inclusive practices and content when asked for and based upon listening and seeking to understand first
* Identifying and working toward coachee’s goals and needs
 | Every coaching cycle |