



## DEPARTMENT OF EDUCATION

The Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

---

### Data Coach Project FAQ's

---

#### **When is the Coach-the-Coach (CtC) Professional Development being offered and what are the time requirements?**

The CtC School Coach PLCs (Professional Learning Communities) will be held monthly during an A.M. or P.M. session. Typically, the scheduling is a collaboration between the WG (Wireless Generation) Data Coach and the district/charter liaison and building administrators. The location for the training is in the district/charter unless it is sharing a coach with a neighboring district. In this case, the trainings may alternate between the neighboring districts/charters. The initial orientation will be a full-day training. The dates for these trainings are Sept. 6 to 8, 2011. School coaches will select one of these dates. The subsequent trainings will be half-day sessions.

#### **Will there be compensation for this professional development, including substitute or stipend coverage?**

Should training be held outside the typical workday, it is the decision of the district/charter to offer and provide any compensation.

#### **How does the Wireless Generation Framework align with the DuFours' PLC's that Work model?**

The Framework used by the data coaches (WG or school) is a methodology of data analysis and progression of skills to build capacity. However, the PLCs that are facilitated by WG or school coaches follow the DuFour's Model for Professional Learning Communities that Work. Each of the WG data coaches has participated in professional development in PLC Framework and Leadership provided by Solution Tree, the vendor used by Rebecca and Richard DuFour.

#### **Do we need to provide office space for the data coaches in each of the buildings?**

Office space, in the typical definition, is not necessary. However, the coaches will need to have access to a building computer to access data and print documents. In addition, they will need access to school copiers for preparing for the PLCs. In many cases, this can be a shared space. The coaches have a laptop provided by WG, but they are not permitted to link that to the school server. Please discuss this with the data coaches, as each coach's needs will vary based on the amount of time they will spend in each building and the degree to which they are providing support to your staff. **Will the Data Coaches be able to model lessons in all secondary core content areas using specific reform models, like LFS?**

The degree to which coaches will be able to provide a broad range of modeling will vary. It is incumbent on the district/charter to provide professional development for coaches in the area of curriculum, instruction and assessment, if the LEA has adopted a particular model such as LFS.

#### **How will the data coaches who don't know LFS be able to help groups of teachers who are implementing LFS at the mastery level?**

The role of the data coach is to coach teachers to move to the next level. This is their skill set. It is not necessary that each data coach be a master teacher under LFS to coach other teachers to move to the mastery level or beyond. As with any coach, their skill is helping others to look to



## DEPARTMENT OF EDUCATION

The Townsend Building  
401 Federal Street Suite 2  
Dover, Delaware 19901-3639  
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.  
Secretary of Education  
Voice: (302) 735-4000  
FAX: (302) 739-4654

---

themselves and their colleagues to gain the knowledge, experience and confidence to become better, i.e. not all quarterback coaches have a Superbowl ring.

### **Will professional development be provided for data coaches in school or district reform, such as LFS or McRel Distributive Leadership?**

DDOE will provide professional development to the data coaches on statewide implemented initiatives. Those initiatives that are specific to any given district or charter are the responsibility of the district or charter to provide the necessary training and PD. The coaches have participated in an "overview" training on LFS because there are so many LEAs implementing it.

### **Will PLCs that are already data savvy and using data effectively be required to have a data coach?**

Yes. All core content teachers in district or charter Schools in grades 2-12 (tested grades and students) will participate in PLCs facilitated by a WG or school coach, following the Taking Action with Data Framework. There will be no exceptions. **How will data coaches be involved in the LDS Dashboard initiative and will they provide training for our teachers?**

The data coaches, as well as school coaches who participated in the pilot already have begun working with the Dashboard Project Manager and team. They are providing feedback and reviewing the mock-up dashboard reports. The data coaches will continue to be involved in the process throughout. The data coaches, however, will not provide training on the dashboard access and use. They will serve as ambassadors of this initiative and promote the use, strengthen the access to and build capacity to understand the reports that are available to teachers through the LDS & Dashboard.

### **What are DDOE milestones and benchmarks of determining the effectiveness of the data coaches?**

The progress of the PLCs and the implementation of the data coach project will be monitored and tracked in a variety of ways. The PLCs will be assessed for use of the skills and content of the methodology, as well as the implementation (meeting the conditions for success). In its early stages, the measure of effectiveness or impact on student achievement is less definitive. The stakeholders in the project will work closely with the Project Management Organization to track progress on the trajectory toward the goal. Throughout the process, the instructional leaders in the building will assess the PLC & Taking Action with Data (TADA) skill set, as well as monitor and provide feedback to the instructional staff on actions in the classroom and improvements in practice.