

Enhancing Educational Ecosystems:

Insights from TST's Coaching Development Fellowship

This study details the effectiveness and impact of Teachers Supporting Teachers' (TST), a Chicago-based non-profit educational organization, innovative Coaching Development Fellowship. In partnership with Teach For America Greater Chicago Northwest-Indiana (TFA), a comprehensive evaluation of the Fellowship was conducted, examining its effectiveness in terms of participant engagement, learning improvement, and overall impact. The results obtained have provided substantial evidence of the efficacy of this model and its potential to improve teacher retention and strengthen distributed leadership structures.

Fellowship Model/ Structures

- Monthly cohort-based learning sessions
- Foundational coaching competencies
- Opportunities for discussion & practice
- Adult learning principles

Background

The teacher shortage in Illinois continues with a dwindling teacher pipeline and increased rates of burnout when the stakes for students are exceptionally high.¹ Innovating, testing, codifying, and sharing promising practices that keep educators in the classroom and field is becoming increasingly critical work.

Coaching interventions result in increased teacher satisfaction and reduced turnover rates.

Distributed leadership systems and structures can have a significant impact on teacher retention. An integral component of distributed leadership systems and structures is strong coaching. Besides fostering collaboration, offering professional growth opportunities, and increasing instructional effectiveness,² coaching interventions result in increased teacher satisfaction and reduced turnover rates.³

¹ (n.d.). *Unfilled Positions Data*. Illinois State Board of Education. <https://www.isbe.net/unfilledpositions>

² Showers, B., Joyce, B., & Bennett, B. (1987). Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis. *Educational Leadership*, 45(3), 77-87.

³ Sweeney, T. J., & Ingram, J. A. (2001). The effect of a teacher coaching program on the instruction of students with disabilities. *Teacher Education and Special Education*, 24(4), 296-309.

Chicago Public Schools (CPS) has already begun the work of creating distributed leadership systems and structures. Because of this, there is a current and projected uptick in demand for trained coaches.⁴ However, the following questions remain: Who will fill those roles? How will equity be considered in staffing? What knowledge, skills, and experiences will make strong candidates for those roles? And, who will provide the training and ongoing support for folks in those roles?

With this in mind, TST's Coaching Development Fellowship focused on equipping educators with introductory coaching skills to fulfill these needs and begin to provide answers to some of these questions. The utilization of the practices proposed in this paper will strengthen holistic educator pathways across Chicago Public Schools and improve teacher retention.

Study Goals

Together, TST and TFA sought to determine:

- 1** The impact of offering a new fellowship on the opportunities available for current & aspiring teacher coaches in the Chicago Public Schools landscape
- 2** The impact of offering a new fellowship on the short and long-term retention and sustainability of participating educators
- 3** The impact of offering a new fellowship on the skills/capacity of participating educators
- 4** The most effective and impactful learning methods of the new fellowship

Program Structure & Research Methods

This cohort was tailored to educators in schools who are currently engaged in coaching roles, those aspiring to become coaches, and those simply interested in learning more about coaching best practices and skills. TST Coach Fellows met monthly in a virtual space where they engaged in a TST-designed curriculum that included an introduction to coaching frameworks, an exploration of coaching skills, and opportunities for practice.

“

I enjoy collaborating with new people and trying out coaching strategies with them. It's a great way to review and practice coaching strategies in manageable chunks.

—JEN M. (FELLOW)

To determine the efficacy of this Coaching Development Fellowship and to collect data on our research questions, TST employed a mixed-methods approach. Quantitative data was obtained through pre- and post-fellowship assessment scores and attendance records from fellows. Qualitative feedback was solicited through open-ended survey questions. It was also gathered from interviews with fellows and with external organizations that have coaching-focused programs in the Chicago-land area.

Curriculum Aligned to:

- 5 Essentials Survey indicators within the categories of “Effective Leaders” and “Collaborative Teachers”
- LeadCPS
- CPS Distributed Leadership Progression Framework indicators
- NEA Teacher Leadership Competencies
- Elena Aguilar's [The Art of Coaching](#)

⁴ (n.d.). Lead with CPS. Chicago Public Schools. <https://www.cps.edu/strategic-initiatives/lead-with-cps/>

Gaps in the Landscape

GAP 1:

Coach-oriented programming opportunities offering

The workload of principals is continuing to increase, with many “struggl[ing] to keep pace with the increasing complexity of the school as a whole.⁵ This makes the availability of coaches who can help shoulder the load of teacher development in schools increasingly important. When creating the list of external programs to interview, TST and TFA were intentionally broad in its latitude to ensure a comprehensive scope of available programming was established. Surprisingly, after interviews with these coaching focused programs, the data indicated that their curriculum did not specifically focus on coaching skills. In fact, only about half of external organizations interviewed (58%) indicated that they are focusing specifically on supporting coaches to grow their skills. In addition, only 8.3% of external organizations interviewed indicated that coaches receive ongoing, 1:1 (individualized) training. These gaps lead to teachers who are put into coaching roles without the initial or ongoing support or training to make them effective in supporting the teachers they coach. This disinvestment in coaches has downstream effects to all the other adults in the building.

GAP 2:

Learning prior to action

So much of current coach training happens on the job with educators who are already in a coaching role. While putting learning into practice immediately is helpful, it can also be advantageous to have folks come into a coaching role having experienced prior learning. This is especially important to note when combined with the knowledge that just 16.7% of the external organizations interviewed provide coaches with a foundation of how to coach and mentor. There is a common assumption that being an excellent teacher automatically translates into being an excellent teacher coach. However, TST and TFA recognize that acquiring coaching proficiency requires intentional learning. Learning before taking on the coaching role is essential because coaching is not just an extension of teaching; it is a distinct skill set with its own principles and techniques.

“ I appreciated that the breakout groups differed each time with very realistic scenarios to discuss.

-EILEEN Q. (FELLOW)

This helps coaches to avoid potential pitfalls or assumptions that may arise from the transfer of teaching habits into the coaching context. While being a great teacher provides a solid foundation, coaching requires a different approach, focusing on guiding and empowering individuals to be successful in their roles.

GAP 3:

Distributed leadership focus

Many coaching programs are not created or executed with a Distributed Leadership mindset. In fact, only 25% of the external organizations interviewed indicated that they seek to build distributive leadership capacity in teachers and schools and just 8.3% indicated that they involve school teams (Teacher Leaders, Coaches, Assistant Principals, Principals) receiving ongoing training in group settings. This becomes especially important when paired with the fact that teachers and principals are increasingly requesting a rethinking of the traditional hierarchical structures to pave the way for a distributed leadership structure. To build these structures, coaching cannot be done in isolation, but as part of a larger framework for leadership roles and responsibilities in schools and districts. In order to make this happen, the role needs to be scoped out as part of a multi-year trajectory of leadership progression with sustainability and retention in mind—It should be noted that just 8.3% of external organizations interviewed indicated that their goal was for teachers to stay in education/teaching. In addition, principals and other instructional leaders must all be involved and aligned in vision and execution. Creating coaching programs with distributed leadership as the goal will lead to a more sustainable work environment for everyone and will ultimately impact students positively.

⁵ Aspen Institute (2022, June 22). *Rethinking the Role of a Principal*. <https://www.aspeninstitute.org/publications/rethinking-the-role-of-the-principal/>

GAP 4:

Equity focus

A coach’s success is heavily dependent on the relationship they are able to develop with their coachee. Knowing that each individual comes with their own background and experiences, a coaches’ understanding of their own identity markers and their ability to view actions, interactions, and impacts through an equity

lens is essential. Yet, only 33.3% of external organizations interviewed indicated that they specifically focus on equity in coaching. This highlights the significance of the fact that while roughly half of the IL students are students of color, the teaching force remains predominantly (85%) white.⁶ Coach training needs to be grounded in Diversity, Equity, and Inclusion (DEI) as not only a way to support the coach and their coachee relationship building, but also to support DEI mindsets and practices permeating the district, with these statistics in mind.



I enjoyed learning about the identity markers. I wish we had more time to continue our conversations.

-ROCHELLE R. (FELLOW)

Recommendations: How to run a strong fellowship

Curriculum Aligned to:

- School Districts
- Educational Foundations
- Teacher Unions and Associations
- Education Policy Think Tanks
- Principal Associations
- Teacher Training Programs
- Education Research Institutions
- Professional Development Providers
- Government Education Departments
- Education Technology Companies
- Education Consultants
- Teacher Recruitment Agencies
- Parent-Teacher Associations (PTAs)
Local School Councils (LSCs)
- Education Journals and Magazines
- Education Conferences and Seminars
- Teacher Professional Learning Communities
- Education Advocacy Groups
- Education Researchers and Scholars
- Corporate Philanthropic Foundations
- Educational Leadership Programs

TST’s Coaching Development Fellowship serves as a blueprint for other educational institutions aiming to maximize their coaches’ skills, potential, and impact. Moving forward, TST plans to continue this Fellowship with the goal of expanding it to a larger participant base and to continue to monitor its effectiveness. As partners, TST and TFA encourage other educational institutions – including Chicago Public Schools and teacher preparation programs – to consider the benefits of such a fellowship as well as the recommendations below. TST and TFA underscore the potential for significant positive impacts on teachers, students, and communities.

Result #1: 100% of fellows agreed/strongly agreed that the fellowship was effectively implemented (communication, logistics), which led to 100% also agreeing/strongly agreeing that the fellowship was manageable with their current role (enough notice given, amount of hours asked)

Recommendation #1: Remove barriers to participation with a well-organized experience

As with any additional development opportunity, taking into consideration the current responsibilities inherent in TST’s fellows’ full-time roles (62% of fellows were full-time teachers) is important for sustainability, especially given the rising demands on educators. To facilitate participation and learning, effective program design is essential. TST’s fellowship included a comprehensive, easy to navigate, monthly update, a pre-planned year-long calendar given out prior to the fellowship’s start, and a consistent format for the virtual monthly cohort-based learning sessions.

⁶ Rafa, A. (2020). “ECS- Building a Diverse Teacher Workforce Report.”

Result #2: In response to the open-ended question, “Are there any other coaching skills you have that you feel confident in?” many of the coaches alluded to relationship-building as a skill they had built as a result of the fellowship.

Karen J: “I feel that I am confident in recognizing the humanity in my coachees.”

Jen M: “I feel confident with building relationships with others. I know this helps build trust and can really grow the partnership between coach and coachee.”

Yonakish M: “Creating relationships; initiating and holding a purpose-focused professional dialogue.”

Recommendation #2: Focus coach training on relationship-building

Building a strong and meaningful relationship is essential for a coaching relationship as it lays the foundation for successful outcomes and transformative experiences. The coach-coachee relationship is built on trust, empathy, and mutual respect, providing a safe and supportive environment for the coachee to explore their goals, challenges, and aspirations. This is why each new skill that TST introduced was framed as a tool to build or enhance relationships. With a deep understanding of the coachee, the coach can tailor their approach and interventions effectively, maximizing the coachee’s growth and development. Ultimately, relationship-building in coaching empowers the coachee, instills confidence, and facilitates a transformative journey towards personal and professional growth. Because of this, coaching programs must spend time training their coaches on how to build relationships with their coachees.

Result #3: 100% of fellows agreed/strongly agreed that the cohort model was effective in creating an impactful learning experience, with 86% agreeing/strongly agreeing that whole group discussions and 100% agreeing/strongly agreeing that small group discussions were effective in creating an impactful learning experience

Recommendation #3: Implement a small-group cohort model

It’s important to note that cohort size plays a large part in the effectiveness of a cohort experience. Often due to staff capacity, cohort sizes tend to be larger (50% of external organizations interviewed indicated that their cohort sizes were 50 or more). This Coaching Development Fellowship consisted of 8 members plus the facilitator, which led to more opportunities for practice and discussion and overall a connected group.

Result #4: 100% of fellows agreed/strongly agreed that the virtual nature of this cohort was effective in creating an impactful learning experience and 100% agreed/strongly agreed that cohort social events were impactful in the learning experience

Recommendation #4: Offer virtual sessions with optional in-person opportunities

TST purposefully planned for the programming content to be delivered via virtual monthly cohort-based learning sessions. But, knowing that a theme across many approaches to supporting learning is the importance of social practice,⁷ they also gave folks opt-in in-person opportunities to build community, deepen relationships, and engage in informal dialogue regarding the acquired knowledge and insights. This came in the form of two in-person opportunities over the course of the year.

⁷ Bryk, A. S., Allensworth, E., Easton, J. Q., Bender Sebring, P., & Luppescu, S. (2010). *Organizing Schools for Improvement – Lessons from Chicago*. UChicago Consortium on School Research. Retrieved August 21, 2023, from <https://consortium.uchicago.edu/publications/organizing-schools-improvement-lessons-chicago>

Result #5: 100% of fellows agreed/strongly agreed the consultancy was effective in creating an impactful learning experience

Recommendation #5: Use a case-based learning structure

While being a coach involves pre-planning for conversations and practice, much of the work is harder to plan for and requires a coach to think on their feet. Giving coaches a space to deliberately practice⁸ their coaching skills in authentic ways allows them to build this muscle in practice to put to use in real time. One way TST incorporated this was in their consultancy structure. For the consultancy, coaches bring in an issue they are currently experiencing and their peers reflect and advise extemporaneously. The goal was not to solve the issue, but to help them think more expansively about it and to give all folks an opportunity to practice “thinking on their feet” in a supportive space.

Result #6: 100% of fellows agreed/strongly agreed that the TST program had a positive impact on staff and students at their own schools; 100% of fellows agreed/strongly agreed that the TST program has helped them grow their coaching skills; 100% of fellows agreed/strongly agreed that the frameworks were effective in creating an impactful learning experience

Recommendation #6: Provide resources that are easily applicable to every coach’s individual school (Frameworks, strategies (reading, lenses, question stems))

In both the open-ended survey responses and in the interviews, Coaches mentioned the importance of the ease of use of the frameworks and strategies they were given. A coaching program’s ability to gather relevant and cutting-edge research and distill that research into turnkey best practices is imperative. It impacts both a coach’s growth, and can also impact their school as a whole, even when the coach’s role isn’t specifically to coach.

Result #7: 86% of fellows agreed/strongly agreed that [their] participation in the TST program contributed to their desire to remain at their school or in urban education for that year and 86% of fellows agreed/strongly agreed that their participation in the TST program contributed to their feeling of sustainability to remain at their school or in urban education for that year and the next 1-3 years

Recommendation #7: While increasing the workload of educators has the potential to feel overwhelming, when these best practices are followed, it can have the opposite effect. When designing a learning experience through the development of a structured program, providing supplementary avenues for professional development, and emphasizing relationship-building, the outcome is support not only of educators’ retention, but also of their excitement to stay.

Closing

The positive results of this study and the clear gaps in current landscape offerings reaffirm TST’s belief in the potential of this fellowship. As an organization, TST is committed to continuous improvement and will leverage these insights to further refine this coach development fellowship offering. This will strengthen distributed leadership structures, ultimately improving teacher retention and effectiveness in schools.

⁸ Ericsson, A., & Pool, R. (2017). *Peak: How to Master Almost Anything*. Houghton Mifflin Harcourt.

Appendix

Background

Teachers Supporting Teachers (TST) was founded 8 years ago with the vision of creating lasting capacity in schools by building systems that empower excellent teachers. Retention of these excellent teachers is increased when they are given professional growth opportunities, which come from a deep belief in distributed leadership. However, while many schools and districts affirm this belief, they often lack the systems, structures, and resources to make it a reality. Thus, teachers

who are interested in their own continued growth are looking elsewhere for these opportunities. TST and Teach for America (TFA) have shared a collaborative relationship over the years as non profit organizations that provide professional development programs for educators in the Greater Chicago area. Due to the convergence of these factors and the expressed interest from educators, they had a collective desire to pilot this fellowship.

Methods

Program Administration

- Overall approach
 - TST's overall approach combined structured curriculum design, interactive learning methodologies, expert facilitation, accessible resources, and continuous improvement to ensure the effective planning and execution of the Coaching Development Fellowship. Guided by TST's experienced facilitator, participants engaged in a comprehensive learning experience that fostered collaboration and real-world skill application.
- Audience
 - This fellowship targeted alumni of teacher preparation and teacher leadership programs. Of interest to fellows in this cohort was learning about frameworks for coaching, exploring leadership best practices, building community, and adding to their qualifications as they continued their journey in education. In their initial applications, they mentioned,
 - Yonakish M – "I aspire to be an Assistant Principal"
 - Erin C – I am hoping to gain "leadership skills and perspective, while allowing me to collaborate and lead other teachers to grow as educators and in turn positively affect their students' learning. I'd like to get the chance to collaborate with teachers and adults on different strategies to empower them to be reflective, solution-oriented, and open-minded in a variety of growth learning opportunities"
 - Jen M – "Being a TST Coach would align with my career goals because I would like to have a larger impact on students by helping teachers. My future aspirations are to be an instructional coach and school administrator, and this experience would provide a development of leadership skills, a strong sense of collaboration, and deeper professional learning"
 - Erinn B – "After teaching for the past 16 years, I am ready for a new challenge in my career. This role will not only help me support other teachers, but also to strengthen my own teaching practice as well"
 - Of these fellows:
 - 78% were currently in classroom-based roles
 - 44% were currently in coaching roles (including hybrid roles)
 - 22% were alumni of a teacher preparation program
 - 100% were women
- 44% identified as BIPOC
- Possessed a combined total 123+ years of classroom/ school experience
- Standards in Detail
 - TST's coaching program adopted a holistic, learner-centered approach, guiding the fellows through a coaching journey, focusing on personal development, introductory coaching skills, and a human-centered approach. The standards reflect the [TST Leadership rubric](#), which details the skills teachers will explore over the course of the year and is grounded in four core values: empowered, committed, trusted, and collectively responsible. These core values were selected due to their alignment with the [CPS 5-Essentials](#) survey. The standards also include indicators from LeadCPS, the CPS Distributed Leadership Progression Framework indicators, and the NEA Teacher Leadership Competencies. The curriculum spans the school year with a monthly fellowship focused on the best practices for coaching skill development.
- Scope and Sequence
 - [SY2223 Scope and Sequence](#)
- Logistics & Communication
 - TST's goals regarding logistics and communication were to free fellows up to creatively problem-solve by making it as easy as possible for them to engage with this fellowship. This included:
 - Calendaring
 - Building the calendar alongside CPS calendars to ensure that there was not overlap during important times in the CPS schedule (ie report card pick up, grades due, etc)
 - Mapping out the full-year calendar and distributing it during the summer
 - Creating calendar invites with meeting links included and sending them out during the summer

- Monthly Updates
 - Sending a monthly update
 - Sending reminders and following-up at regular intervals
 - Formatting with recurring sections
 - Including tasks with specified deadlines and estimations of time
- Creating a directory with participants' names and contact information
- Supporting fellows with a document to support personal leadership goal setting
- Mailing fellows a copy of *The Art of Coaching* by Elena Aguilar to use for additional reading opportunities
- Fellowship session structure
 - Each monthly cohort-based learning session was sequenced so that a coach would end the year with the introductory skills of coaching. The learning sessions followed a format designed to enhance opportunities for discussion and with adult learning principles in mind. They included:
 - Community building
 - Intention setting
 - Introduction of topic
 - Application- Including case studies and consultancies
 - Closing/Next Steps
 - Feedback/Shout-Outs

Data Collection

To understand their experience of this cohort, at BOY and EOY, TST disseminated surveys to all fellows. Though small in size, they were large in their excitement about this work—with 100% of them completing the surveys. At MOY, TST individually interviewed each fellow to gain a deeper understanding of overall perceptions, pain points, and particularly effective structures. After cleaning the data from the surveys and from participant interviews, TST worked with Dr. Jilliam

Joe, of Measure by Design, who supported with the best practices of data analysis. TFA acted as a strategic partner in this work by reviewing the survey framework, referring Measure by Design, and collaborating on survey questions, interview structures, and landscape analysis.

To understand the current landscape and ensure that they had a broad scope of the currently available coach training opportunities, TST researched and identified coaching programs throughout the Chicago-land area. They contracted an external partner to conduct interviews with these external organizations. During the interviews, a range of questions were asked regarding the programs' creation, execution, and goals.

Shortfalls of This Research

TST acknowledges that there are inherent limitations to this research, as outlined below:

- Small sample size: This sample size consisted of the 8 total coaches who opted into this fellowship
- Diversity of sample: Due to the fact that this was an opt-in opportunity, the diversity seen in this cohort is purely happenstance. Currently, it is an all female group with 44% identifying as BIPOC
- Data Collection: Survey responses from this cohort were collected by TST Staff and not a third-party
- Data analysis: Since this was an opportunity that was being piloted, they did not have a control group with which to compare this cohort
- Time: This fellowship took place over the course of one school year (SY22-23) and does not have multiple years worth of data
- Resources: TST's main focus last year was on regular programming. While they worked to deeply support this fellowship, due to the small staff size and competing priorities, they were not able to dedicate more than the allocated pre-planned hours to this learning study. Furthermore, as a young organization, their data/learning systems are nascent, and they relied heavily on the matured expertise of TFA to conduct the analysis.

External Organization Results

External Organizations List

- Educational Coaching Network (ECN)
- Skokie 73.5
- Glenbrook South
- Chicago Coaching Center
- Maine Township Schools
- Illinois Council of Instructional Coaching (ICIC)
- Teach Plus: Change Agent & Network for School Improvement (NSI)
- Leading Educators
- CPS: Induction Specialists & Distributive Leadership

Interview Data

Table 1

Question: Tell me about your program (Program Overview)?

Probes: What is the purpose of your program? What do you aim to do? What are the focus/content/skills covered in the program? What coaching standards/framework do you pull from? What type of format is the program? (i.e. Cohort, etc) How is it similar or different from other programs available to your target audience?

	Mentioned Phrase	Percent of Respondents who mentioned phrase
Purpose	Focus on enhancing skills and knowledge in educational coaching	58.3
	Mentoring program connecting new coaches to more experienced coaches	25.0
	Provide coaches with a foundation of how to coach and mentor	16.7
	Lead continuous improvement: Small changes led by Teacher Leaders that hopefully lead to big improvements over time	8.3
	Support specifically focused on new teachers	8.3
Target Audience	Support individuals	83.3
	Support schools	58.3
	Support districts/networks	25.0
Core Resource	Elena Aguilar	75.0
	Jim Knight instructional coaching model	58.3
	Diane Sweeney	25.0
	Jane Kise	25.0
	Learning Forward	25.0
	Elisa MacDonald (Skillful Team Leader)	16.7
	Zaretta Hammond	16.7
	Floyd Cobb and John Krownapple	16.7
	Tina Boogren	16.7
Focus/Content/ Skills	Focus on equity in coaching	33.3
	Build a network for people	25.0
	Focus on coaching teachers in leadership (as distinct from coaching) roles.	25.0
	Builds distributive leadership capacity	25.0
	Teachers at school can opt into coaching	16.7
	Teacher Leadership Attribute Continuum	16.7
	PDSA Cycles (Plan, Do, Study, Act)	16.7
	Coaches have opportunity to name, "I want to work on X" and then receive support accordingly	8.3
	Coaching is mandatory for all teachers	8.3
	Focus on math and ELA content	8.3
	Provides teacher leaders with content they can turnkey to lead with peers	8.3
	Flexible and responsive to what people need	25.0
	No prescribed coaching framework or standards	8.3
Format	Coaches receive ongoing training in a group setting	41.7
	Teacher leaders (distinct from coaches) receive ongoing, individualized or small-group training	25.0
	Teacher leaders (distinct from coaches) receive ongoing training in group setting	16.7
	School teams (TLs, APs, Principal) receive ongoing training in group setting	8.3
	Coaches receive ongoing, one:one (individualized) training	8.3
	Formal, short-term training offered, e.g. 1 day conference or 5 full-day training sessions	33.3
	Multi-year work with cohorts/districts	25.0
	Program includes video analysis	8.3

Table 2**Question:** Who is your target audience (Target Audience)?**Probes:** How is your program advertised? How does a teacher find out about it? What are your eligibility requirements? How are participants selected? Who did you NOT select? Why? Who is prioritized in selection? Why? What is the cost/location/time commitment for folks in your program? On average, how many fellows apply to/are in your program?

	Mentioned Phrase	Percent of Respondents who mentioned phrase
Audience	Coaches	58.3
	Any educator interested in learning coaching skills	41.7
	Teachers	41.7
	Schools/Networks/Districts	25.0
	Schools/districts serving primarily underserved students	25.0
	Teacher Leaders (as distinct from coaches)	16.7
	Those who support coaches	16.7
	Administrative leaders (e.g., Principals, EDs)	16.7
	High-quality teachers who are aligned to district vision; bring positive attributes to their team – to train as coaches	8.3
	Teachers new to the district	8.3
	Support staff (e.g., social worker, psychologist)	8.3
Eligibility	Teams from schools or districts may participate together	58.3
	Individuals may participate alone	50.0
	No eligibility requirements/no one turned away from participation	33.3
	Having a coach is optional/voluntary for teachers	33.3
	Eligibility requirement: 2 years experience in classroom	16.7
	Eligibility requirement: Demonstrated success with students	16.7
	Acceptance consideration: Look for "through lines," e.g., is there more than one TL applying to lead the same type of team (math team, SEL team), so that participation in cohort is meaningful	8.3
	Aim for 3 applicants for every 1 spot	8.3
Methods of advertisement	Advertise via leaders' connections	50.0
	Advertised via social media	33.3
	Advertised via website	33.3
	Work with schools or districts to identify teacher leaders to participate	25.0
	Advertised via mailing list	25.0
	Info sessions hosted	8.3
Program Financials	Cost \$1000 - \$2000	16.7
	Cost \$100-\$500	16.7
	Participants receive a stipend	33.3
Program Size	Group size <50	41.7
	Group size 50-250	25.0
	Group size >250	25.0

Table 3

Question: How was your program designed and how is it now executed (Design/execution)?

Probes: Who designed the content of your program? How did you decide the “coaching” standards you were going to teach? Why did you decide to use this format? Who is running your program (i.e. The forward facing person that teachers interact with)? What are the major (internal) costs associated with running your program? What are the gaps that you see in your program? If the program has been running more than a few years, how has the program changed/improved over time?

	Mentioned Phrase	Percent of Respondents who mentioned phrase
Design	Founders of the program designed the content	75
	Began with collaborative conversations about what they wanted to achieve	50
	Program arose out of a grant (received by CPS) to create a new teacher center	16.7
	Tweaks made year to year depending on what team observes is needed	16.7
	Program was designed to have teacher leaders leading training	8.3
	Evolution and variability over the years in terms of who runs the training. The program staff directly, the teacher leaders, or districts	8.3
Cost	Cost: Paying FTE running the program	66.7
	Cost: Paying for venues and associated costs, e.g., speaker, microphones, presentation tools	50
	Cost: Paying facilitators	33
	Cost: Paying for food and/or gifts for participants	33.3
	Cost: Stipends for Program Participants	33.3
	Cost: Paying part-time employees running the program	16.7
	Cost: Training for the coaches	8.3
Gaps	Gap: Disagreement over whether program should be mandatory for teachers	25.0
	Gap: Size- Being able to accommodate 1500+ new teachers in the district each year	16.7
	Gap: Being able to appropriately tailor training, given experience of coaches; considering coach struggles vs teacher struggles; being able to observe coaches in action, etc.	16.7
	Gap: Would like to be able to support schools/districts with PROGRAM development, as opposed to just skills in individual coaching.	16.7
	Gap: Wanting equity to be a systematic/ongoing focus	16.7
	Gap: Trying to stay in alignment with the district; ensuring partnership rather than isolation	16.7
	Gap: Would like the program to be bigger	8.3
	Gap: How the program may evolve depending on leadership	8.3
	Gap: Due to voluntary nature of program, some departments are underutilizing coaches	8.3

Table 4

Question: What are your goals for your program participants (End Goals)?

Probes: How do you measure progress/successful completion of your program? What do YOU view as the end goal for your program? (i.e. Principal, AP, Career Coach, etc) Do you track your alumni? Where do they go after completing your program? (Toward understanding are they building a sustained workforce of coaches) Is there someone else you think we should talk to? Can you connect us?

	Mentioned Phrase	Percent of Respondents who mentioned phrase
Alumni	Alumni not tracked in any systematic way	41.7
Metric	Participants' Feedback Survey	50.0
	Student Assessments	25.0
	District Specific Measurements	8.3
	Learning Walks	8.3
	Data collection of mindsets and beliefs	8.3
	Measuring success could be improved	8.3
	Percentage of teachers participating in instructional coaching (given that the program is voluntary)	16.7
Program Goals	For participants to be more knowledgeable about coaching and implementing coaching programs	41.7
	For participants get out of the program what they wanted to/meet people's needs	33.3
	For teachers to improve their skills	33.3
	Goal to improve student learning throughout the school	16.7
	For participants to build their network	16.7
	Teacher Leaders determine what the primary driver of the goal will be, e.g., we will increase student math scores by focusing on student discussions during class	16.7
	For teachers to remain in education/teaching	8.3
	Improved academic outcomes	8.3
	For teacher leaders to develop their instructional skills; be seen as leaders by peers	8.3
	To improve the use of interim assessments	8.3
	Program year considered success if teachers meet practice change goal OR if student outcome goal is met	8.3
	Internal For 80% of participants to meet their goals	8.3
	Ultimate aim is increase 8th grade on track	8.3
	For admin to improve their distributive leadership	8.3

Program Participant Results

Survey Data

Table 5

Question (Skills/Effectiveness): *What impact does the offering of a new teacher coaching fellowship have on the skills/capacity of participating educators?*

Sub Question	Question	Change from BOY to EOY
What knowledge, skills, and dispositions do participants gain from participating?	I have the ability to identify and utilize directive coaching techniques	63
	I have the ability to identify and utilize facilitative coaching techniques	25
	I have the ability to identify and utilize coaching lenses (Adult Learning, Change management, Inquiry, Systems Thinking, Emotional Intelligence, Systemic Oppression/Equity)	61
	I have the ability to identify and utilize the identity markers of both coach and coachee	50
	I have the ability to identify and utilize the characteristics of transformational coaching	63
	I have the ability to identify and utilize clarifying and probing questions	61
	I have the ability to identify and utilize the keys to a strong reflection practice	71
	I have the ability to identify and utilize active listening strategies and nonjudgmental responses	71
	I have the ability to identify and utilize my core values and Zone(s) of Genius]	63
How prepared are they to either take on or to continue a coaching role after completing the fellowship?	I currently feel empowered to be a Teacher Coach (confidence in my skills/effectiveness)	38
	I currently feel energized to be a Teacher Coach (inspiration, excitement, commitment, community of support)	24
What impact did fellowship participation have on participants' feeling of sustainability and desire to stay at their school or in urban education in the next 1-3 years?	My participation in the TST program contributes to my feeling of sustainability to remain at my school or in urban education for the next 1-3 years	11
	My participation in the TST program contributes to my desire to remain at my school or in urban education for the next 1-3 years	24
	Does your current position involve coaching other teachers?	-8.93%
	I plan to return to my school NEXT year	8.93%
	I plan on staying in urban education for the next 1-3 years	-1.79%
What impact did fellowship participation have on participants' feeling of sustainability and desire to stay at their school or in urban education over the course of THIS year?	My participation in the TST program contributes to my desire to remain at my school or in urban education THIS year	9
	My participation in the TST program contributes to my feeling of sustainability to remain at my school or in urban education THIS year	24

Table 6

Question (Program Effectiveness): *What elements of the new teacher coaching fellowship were most impactful to the participating educators?*

Sub Question	Question	Change from BOY to EOY
How effectively executed is the TST program?	The vision, goals and expectations for the TST program are clearly communicated	100
	The TST program is being effectively implemented (communication, logistics)	100
	TST assesses impact and incorporates feedback to continuously strengthen effectiveness	100
	The TST program is manageable with my current role (enough notice given, amount of hours asked)	100
	TST meetings are purposeful, goal-aligned, and actionable	100
	TST meetings are energizing and inspiring	100
	The TST program has a positive impact on students	100
	The TST program has a positive impact on staff culture	100
What structures of this fellowship model were MOST effective for their learning over the year?	How effective was the [Cohort model] in creating an impactful learning experience?	100
	How effective were the [Applications] in creating an impactful learning experience?	100
	How effective were the [Case studies] in creating an impactful learning experience?	100
	How effective was the [Cadence of meetings] in creating an impactful learning experience?	100
	How effective were the [Whole group discussions] in creating an impactful learning experience?	86
	How effective were the [Small group discussions] in creating an impactful learning experience?	100
	How effective were the [Frameworks] in creating an impactful learning experience?	100
	How effective was the [Content] in creating an impactful learning experience?	100
	How effective was the [Sequence of content] in creating an impactful learning experience?	100
	How effective was the [Consultancy] in creating an impactful learning experience?	100
	How effective were the [DEI connection questions] in creating an impactful learning experience?	100
	How effective were the [Cohort social events] in creating an impactful learning experience?	100
	How effective was the [Virtual format of roundtables] in creating an impactful learning experience?	100
	How effective was the [No pre-work required] in creating an impactful learning experience?	100
How effective was the [No homework required] in creating an impactful learning experience?	100	
How prepared are they to either take on or to continue a coaching role after completing the fellowship?	The TST program has helped me grow my coaching skills	100
	Participating in the TST Program has resulted in my increased my feelings of empowerment and energy as a coach	100
	I feel prepared to take on or continue in a coaching role	86

Interview Data

Table 7

Question: What about how the program was organized and/or executed worked well for you?

Probes: Can you speak to Manageability? What contributed to/detracted from meetings being energizing and inspiring? What were the Logistics/communication? How effective were the Monthly emails, Reminders, Calendar invites, Optional social events? How did your participation impact staff/students at your own school?

	Mentioned Structure	Percent of respondents who mentioned structure
What worked well?	Scope and Sequence	12.5
	No prework	25
	Virtual RTs	50
	Optional social events	37.5
	Consultancy	37.5
	Organization (cal invites, emails, reminders)	87.5
	Resources (in emails + pps)	25
	Predictable structure of RTs/chunked sections	37.5
	Is there an impact on current staff/school?	50
	Perspectives/Discussions/Cohort members	50
	Text Selection (Elena Aguilar)/Content/Topics/Research-backed	75
	Case Studies	12.5
	RT timing/cadence of meetings	50
	In-person Kick-Off	37.5
What did not work well?	RT timing (Day/Time)	50
	Clear understanding of A.O purpose	12.5
	Cadence of meeting (big break from Nov-Feb)	37.5
	Learning to handle push-back from adults you are coaching (missing from content)	12.5
	Interview tips (missing from content)	12.5
	"A Day in the Life of a Coach" (missing from content)	12.5
	Having a TST Coach coach A.O coaches in their schools (missing from content)	12.5

Table 8

Question: Question: In what ways have you grown/developed because of the program? How does this growth show up in your day-to-day life?

Probes: How has DESIRE for a coaching role has changed or not from beginning until now? What led to your specific feelings (if any) of empowerment/energy related to the TST program

Mentioned Phrase	Percent of Respondents who mentioned phrase
Consultancy/Collaboration- Safe environment to discuss/brainstorm, hear new ideas/solutions, apply it in your context/at your school	50
Leveraging strengths	12.5
Delivering critical feedback	25
Frameworks, strategies (reading, lenses, question stems), resources to pull from to use in your context/at your school	62.5
Increased confidence	25
Increased desire	25
Becoming aware of career opportunities within education/thinking more expansively	37.5

Table 9

Question: What are your professional plans for next year? (Could be role or programs/fellowship/certification plans) or next 1-3 years? What factors did you consider to help make this decision?

Probes: Based on responses, consider asking what support from the larger education landscape they are looking for as they pursue these plans

Role Mentioned	Percent of Respondents who mentioned Role
AP or other leadership role (department chair, principal)	25
Coach role (including TST)	75
Continue teaching (Does not mean that folks are not planning to continue teaching, just that they didn't mention it)	50
Unsure	25

Table 10

Question: What factors contribute to or detract from your overall feelings of sustainability and desire to remain at your school/urban education?

Probes: How does access to programs such as TST contribute/detract from feelings of sustainability and desire to remain at school/urban education? What Part(s) of the TST Program model that contribute/detract from feelings of sustainability and desire to remain at school/urban education?

	Mentioned Factor	Percent of respondents who mentioned factors
Factors that Detract	Systemic issues within education (time, tasks, perceived lack of admin support)	75
	Salary	25
	No differentiation in current PDs	12.5
Factors that Contribute	Opportunities to grow	62.5
	Breakout rooms/perspectives/cohort connection	50
	Resources to pull from/tangible skills to use	37.5
	Love of teaching	12.5