



CWV IMPACT⁺ ***Coaching Framework***



**West Virginia Board of Education
2026-2027**

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Table of Contents

Introduction and Background4

 Vision 5

 Mission 6

 Purpose..... 6

Theory and Plan of Action.....7

Roles and Responsibilities.....8

 West Virginia Department of Education (State Leadership)..... 8

 Literacy and Numeracy Specialists (Regional)..... 8

 Local Education Agencies (LEAs) 9

 School Administrators (Principals) 10

 WVImpact+ Coaches (School-Based Literacy and Numeracy Coaches) 10

 Classroom Teachers..... 11

Coaching Professional Competencies and Progressions12

 Foundations and Alignment..... 13

 The Five Coaching Competency Domains 13

Domain 1: Instructional Expertise and Content Knowledge 13

Domain 2: Data Literacy and Continuous Improvement..... 13

Domain 3: Collaborative Relationships and Communication 14

Domain 4: Professional Learning Facilitation and Coaching Cycles..... 14

Domain 5: Leadership, Systems Alignment, and Professional Growth 14

Coaching Competencies and Observable Practices15

Coaching Progression16

Using the Competencies and Progression.....17

References.....18

Appendix A19

Appendix B22

Introduction and Background

West Virginia's education system is in the midst of a concerted effort to improve early literacy and numeracy outcomes. In 2023, the state enacted the Third Grade Success Act (TGSA), a comprehensive law addressing early-grade literacy and numeracy. The TGSA called for a holistic approach, from teacher training to multi-tiered supports, to strengthen reading and mathematics instruction in kindergarten through third grade.

Research has shown that traditional professional development alone often has limited impact on classroom practice; in fact, teachers are far more likely to implement new instructional strategies when professional learning is paired with ongoing coaching support, compared to minor changes from training without coaching. This understanding, that coaching is the “missing link” in bridging professional development to improved teaching practice, underpins West Virginia's strategy for systematic instructional improvement.

Within this context, the West Virginia Department of Education (WVDE) has launched WVImpact+, a state-funded instructional coaching initiative specifically designed to strengthen literacy and numeracy instruction in identified Local Education Agencies (LEAs), also referred to as districts. WVImpact+ is a school-based coaching framework aligned to the TGSA aimed at building teacher capacity in evidence-based classroom practices and supporting the implementation of the TGSA's mandates for improved early learning.

Notably, WVImpact+ is structured as a grant program. LEAs opt-in by accepting state funds to hire new literacy and/or numeracy coaches, and in doing so they commit to implementing the WVDE-selected coaching model. The grant funding is currently tied to a specific allocation cycle rather than a permanent budget line, which reflects the state's initial investment in coaching capacity-building with hopes for sustained support in the future. These funds are earmarked primarily for coach salaries and benefits to ensure that dedicated coaching positions are created as opposed to repurposing existing roles. This grant funding makes the program accessible even to districts with limited local resources and existing coaches from districts across the state to participate in professional learning and access resources related to WVImpact+. While invitation in WVImpact+ is primarily based on need, participation is voluntary for LEAs, the response has been positive. Many see the value of leveraging state support to accelerate their local efforts in meeting elementary literacy and numeracy goals, with the ultimate goal of doing what is best for West Virginia students.

WVImpact+ is intentionally designed to fit within a larger system of support that spans multiple levels of the education system, ensuring coherence and shared responsibility. At the state level, the WVDE provides leadership, funding, professional development, and technical assistance for the initiative. Regional literacy and numeracy specialists (leveraging West Virginia's Literacy and Numeracy Support Networks) will work closely with coaches and districts to build local capacity and provide consistent, high-quality guidance across all regions. At the LEA level, districts are responsible for hiring and placing qualified coaches in schools, furnishing necessary infrastructure and support, and ensuring alignment with local priorities and policies.

School leadership and coaches will collaborate directly with classroom teachers through job-embedded coaching cycles and professional learning to improve instructional practices in reading and math on a day-to-day basis. This multi-tiered, “cascading” framework with the WVDE (state), regional specialists, district leaders, school administrators, coaches, and teachers each playing a role deliberately creates a cohesive support system for raising student literacy and numeracy achievement.

WVImpact+ represents an intensive layer of support in West Virginia’s broader tiered instructional support model, and it complements existing universal supports (statewide resources, trainings, and policies) and targeted supports (such as the regional literacy/numeracy initiatives) by adding intensive on-site coaching for those schools and educators with established need. This alignment better ensures that WVImpact+ coaches are not working in isolation, but as part of a unified statewide strategy to implement proven practices and meet the goals of the TGSA.

Finally, it is important to highlight why West Virginia is investing in instructional coaching as a catalyst for improved literacy and numeracy. Decades of educational research affirm that effective coaching can drive significant improvements in teaching quality and student outcomes. For example, one meta-analysis found that teachers who received coaching improved their instructional practice by nearly half of a standard deviation on average, and their students’ achievement rose significantly as a result of those improvements.

Coaching works because it is job-embedded, sustained, and focused on data-driven feedback and student outcomes. Specifically, “Student-Centered Coaching has to be in-depth and sustained over time. It requires a coach and a teacher (or team of teachers) to determine where the students are in their learning, design and implement instruction that is differentiated, and modify the instruction to ensure that the students meet the standards” (Sweeney & Harris, 2020).

Understanding that coaching enables teachers to refine their craft in real time with the guidance of a learning partner, educators will foster a collaborative learning culture among their peers. Coaching helps align daily instruction with evidence-based strategies and school improvement goals, which ultimately benefit student learning. In essence and practice, WVImpact+ serves as a systemic investment in educator growth to ensure every child in West Virginia has the best opportunity to achieve literacy and numeracy proficiency by third grade and beyond.

Vision, Mission, and Purpose

Vision

All West Virginia students will achieve literacy and numeracy proficiency as a foundation for lifelong learning, opportunity, and success, supported by a coherent, statewide system grounded in the TGSA and aligned to the *Ready, Read, Write West Virginia* and *Unite with Numeracy* initiatives. This vision reflects a unified commitment to learning and achievement outcomes for every learner and ensures that all students develop the skills necessary to thrive academically and beyond.

Mission

The mission of WVImpact+ is to advance West Virginia’s literacy and numeracy instruction and student outcomes by strengthening educator knowledge, instructional practice, and partnerships through sustained, job-embedded instructional coaching.

Aligned with the *Ready, Read, Write, West Virginia* initiative, the Comprehensive State Literacy Plan (CLSP), and the Unite with Numeracy initiative, WVImpact+ supports the state’s literacy and numeracy priorities by:

- Building educator and leadership capacity through evidence-based professional learning;
- Supporting implementation of high-quality, standards-aligned instruction within a multi-tiered system of support (MTSS);
- Facilitating coaching cycles and continuous improvement processes that use data to inform instruction and intervention; and,
- Ensuring consistency and alignment across state, regional, district, and school systems.

Through this work, WVImpact+ advances the focus on high-quality instruction, knowledge and capacity, and partnerships, which function as key mechanisms for helping to translate statewide priorities into effective classroom practice and increasing student outcomes.

Purpose

The purpose of WVImpact+ is to serve as a critical driver of implementation within West Virginia’s broader literacy and numeracy initiatives, as well as supporting statewide priorities that can result in measurable improvements in teaching and learning.

Specifically, WVImpact+ exists to:

- Improve instructional practice by embedding coaching within daily teaching and learning, increasing fidelity to evidence-based literacy and numeracy practices;
- Strengthen alignment and coherence of instructional systems across all levels (i.e., state, regional, district, school, and classroom) so that efforts are unified and mutually reinforcing;
- Build sustainable capacity with educators and leaders to implement, monitor, and refine high-quality instruction over time;
- Ensure that investments in instruction, professional learning, and partnerships lead to increased educator effectiveness and student growth; and,
- Impact student outcomes, particularly by accelerating literacy and numeracy skills in alignment with the TGSA.

WVImpact+ is a strategic lever that connects professional learning, student-centered coaching, and implementation support to the state’s long-term goal of a coherent, data-driven system in which all stakeholders work collaboratively to ensure continuous improvement in literacy and numeracy outcomes for every student.

Theory and Plan of Action

The WVImpact+ Theory of Action (which effectively also serves as the Plan of Action) explicitly aligns with the TGSA. It describes the chain of cause and effect between investments in instructional coaching and desired outcomes. It can be summarized as a set of if-then postulations connecting WVImpact+ strategies to improvements in educator capacity and students' literacy and numeracy skills:

If, through WVImpact+, West Virginia's education system dedicates sustained attention, time, and resources to:

- Implementing high-quality early literacy and numeracy instruction in every K–5 classroom, aligned to evidence-based practices (e.g., Science of Reading and research-backed early mathematics strategies) as outlined in the TGSA;
- Providing consistent, evidence-based professional learning, including job-embedded instructional coaching cycles, to increase educators' knowledge and capacity in delivering effective reading and math instruction; and
- Fostering collaborative partnerships across all levels (state, regional, district, school) and with families and communities, to create a coherent, multi-tiered system of support for improved literacy and numeracy outcomes;

Then, as a result of these WVImpact+ efforts:

- Schools and districts will increase their capacity for consistent, data-driven decision-making across the Multi-Tiered System of Supports (MTSS), ensuring that every student's literacy and numeracy needs are identified and addressed promptly;
- Educators will strengthen their ability to deliver high-quality, standards-based grade-level, evidence-based instruction in reading and mathematics, with greater fidelity and confidence, thus improving daily teaching practices and raising overall instructional quality;
- Students will demonstrate accelerated academic growth, increased proficiency, persistence, and engagement in both literacy and numeracy, reflecting the cumulative impact of these aligned supports and resulting in higher achievement and more equitable outcomes statewide; and
- Families and community partners will be more engaged and informed, enhancing their understanding and ownership of student learning progress and available supports, which in turn reinforces classroom efforts and extends literacy and numeracy development beyond the school.

This Theory of Action describes the WVImpact+ framework by clearly articulating why and how coaching and aligned supports will drive improvement. It affirms that strengthening instruction, capacity-building through coaching, and system-wide partnerships will produce measurable gains in educator effectiveness and student learning. In doing so, WVImpact+ serves as a key component to realize West Virginia's vision of all students reading and performing math on grade level by the end of the third grade and beyond, as part of the broader *Ready, Read, Write, West Virginia* and *Unite with Numeracy* initiatives.

Roles and Responsibilities

To realize the goals of WVImpact+, all levels of West Virginia’s education system must work in concert. Each stakeholder group has distinct but interrelated responsibilities, ensuring that both literacy and numeracy are addressed comprehensively. Key roles include:

West Virginia Department of Education (State Leadership)

The WVDE leads and supports WVImpact+ at the state level by providing overall direction, resources, and accountability. Specific responsibilities include:

- ***Funding and Policy***, which includes allocating and managing state funds for WVImpact+ (e.g. grants to hire coaches); establishing formal agreements (MOUs) with participating districts that define program expectations; and ensuring alignment with the TGSA and West Virginia’s Comprehensive State Literacy Plan (CSLP). The WVDE determines allowable uses of funds, monitors fiscal compliance, and determines the duration/renewal processes for state support.
- ***Capacity Building and Professional Development***, which includes developing and disseminating statewide guidelines, coaching frameworks, and technical assistance structures for effective literacy and numeracy coaching; providing initial training (such as the WVImpact+ Coaching Academy) and ongoing professional learning for all WVImpact+ coaches, including content on the SOR and evidence-based math practices; facilitating onboarding for new coaches, and linking districts with vetted external partners or resources (e.g. Diane Sweeney Consulting) as needed.
- ***Program Oversight and Support***, which includes offering continuous technical assistance and regular communication to regional support staff and districts; monitoring implementation fidelity and coaching effectiveness using state-defined metrics and data (e.g., coaching logs, teacher growth measures, student literacy/numeracy outcomes); and providing evidence-based guidance, tools, and feedback to adjust strategies as needed for continuous improvement.
- ***Statewide Coordination***, which includes ensuring multilevel alignment by connecting WVImpact+ with other state initiatives and maintaining clear communication channels so that regional specialists, district leaders, and school staff share a common vision in addition to fostering cross-district collaboration (e.g., communities of practice for coaches) and supports a systematic evaluation of WVImpact+ to inform and sustain successful practices over time.

Literacy and Numeracy Specialists (Regional)

Regional specialists serve as a critical bridge between the state and local level, working through West Virginia’s regional support network to ensure consistent, high-quality coaching across all counties. In partnership with WVDE’s Office of Academic Support and local districts, their responsibilities include:

- ***Coaching Support and Development***, which provides direct guidance and formative support to the WVImpact+ coaches in their region. This involves facilitating weekly virtual coaching meetings, maintaining frequent communication (e.g. email, calls) for consultation, and conducting on-site visits (at least monthly) to each coach’s school. Specialists help coaches plan and reflect on coaching cycles, troubleshoot challenges, and model best practices.

- **Professional Learning and Resources**, which are planned and delivered via ongoing training and support for coaches to build their expertise in evidence-based literacy and numeracy strategies and include curating and developing resources that coaches can use with teachers. Specialists also facilitate regional workshops for sharing successful coaching techniques and addressing common challenges, not only within schools but also across districts.
- **Collaboration and Continuous Improvement**, in which they serve as a liaison between the WVDE, districts, and schools, ensuring that state guidance is uniformly understood and implemented. They assist districts in interpreting program requirements and help coordinate monthly district meetings (virtual or in-person), during which they support district implementation teams with literacy/numeracy goals aligned to the TGSA and the MTSS frameworks. Specialists also collect and share implementation data with WVDE (e.g., common needs, successes, and concerns encountered by coaches) and help monitor framework fidelity in their region. By doing so, they play a key role in the feedback loop that informs state-level adjustments and additional supports.

Local Education Agencies (LEAs)

Local education agencies (LEAs) – superintendents, curriculum directors, elementary education directors, and other central office leaders – provide the conditions for coaching success. They are responsible for the local implementation of WVImpact+ and aligning it with district priorities to ensure that coaches are effectively integrated into schools. District responsibilities include:

- **Personnel and Program Management:** Hire qualified literacy and numeracy coaches with appropriate credentials, in accordance with state guidelines and the WVImpact+ grant Memorandum of Understanding (MOU) and Scope of Work. Ensure coaches are placed in the appropriate schools and provide them with a clear supervisory structure (often coaches report to a district curriculum director or similar role). Support principals in integrating coaching and explicitly communicate the non-evaluative nature of the coach's role to all staff.
- **Systems and Infrastructure:** Establish local systems that allow coaching to happen effectively. This includes ensuring coaches have dedicated time to work with teachers, release periods for required WVDE trainings and professional learning, access to necessary data and instructional resources, and appropriate workspace in their assigned schools. District leaders must protect the coaching role from administrative overload or reassignment (e.g., coaches should not be used as substitute teachers or test coordinators, in line with state guidance).
- **Alignment and Monitoring:** Align WVImpact+ with the district's strategic plan and school improvement efforts, making sure that coaching goals are reflected in local plans. Facilitate collaboration among coaches and principals to ensure everyone is working toward common priorities.
- **Support and Accountability:** Champion the coaching initiative by visibly supporting it in communications and professional meetings. Encourage school leaders and teachers to fully engage with coaches and celebrate improvements in practice or student outcomes that result from coaching. Ultimately, district leaders are accountable for the success of WVImpact+ in their schools, and their active support and oversight are critical to sustaining the program beyond initial grant funding.

School Administrators (Principals)

Principals cultivate a school culture that embraces coaching as a key component for teacher growth and student achievement. They are the on-site leaders who enable coaches and teachers to succeed in their collaboration. Important responsibilities of principals include:

- **Culture Norms and Expectations:** Clearly communicate to all staff that coaching is a non-evaluative, collaborative process aimed at supporting instruction and improving student outcomes. Articulate a shared vision of high-quality literacy and numeracy instruction, aligned with TGSA goals, so that teachers understand how coaching supports the broader school mission.
- **Scheduling and Structure Considerations:** Provide time, space, and structures that allow the coach to collaborate effectively with teachers. This means building coaching time into routine procedures, ensuring coaches have access to data and materials, and refraining from assigning coaches to non-coaching duties (like daily substitute coverage or administrative tasks) that detract from their primary role. Principals collaborate with coaches to analyze instructional data and identify focus areas for schoolwide professional learning consistent with the WVImpact+ framework.
- **Active Partnership and Support:** Work closely with the coach as an instructional leadership team. Regularly meet with the coach to review data from coaching cycles and remove any barriers to implementation. Encourage all teachers to engage in coaching by normalizing it as a supportive, routine part of professional growth – for example, inviting coaches to model lessons or co-facilitate faculty discussions about effective practices. Recognize and celebrate improvements in learning that result from the coaching process, reinforcing its value. By partnering with the coach, principals reinforce that coaching is a collaborative path to instructional excellence rather than an evaluation.

WVImpact+ Coaches (School-Based Literacy and Numeracy Coaches)

WVImpact+ coaches are the frontline change agents, working directly with teachers to support instruction and improve student outcomes. They are highly skilled educators serving in non-supervisory, non-evaluative, teacher support roles. Key responsibilities include:

- **Job-Embedded Coaching of Teachers:** Engage teachers in ongoing coaching cycles that involve co-planning lessons, modeling instructional strategies, observing classroom instruction, and providing constructive feedback. Focus on improving Tier 1 classroom instruction in reading and math by guiding teachers in implementing evidence-based literacy and numeracy practices aligned to the West Virginia College- and Career-Readiness Standards (WVCCRS) and the TGSA. Help teachers use data (from screeners, benchmarks, classroom assessments) to inform instructional decisions and differentiate support for students.
- **Collaboration and Professional Learning:** Collaborate closely with teachers, principals, and PLCs (Professional Learning Communities) to align coaching with school goals and the WVCCRS. Contribute to school-wide professional development by sharing best practices, facilitating teacher team meetings on literacy/numeracy topics, and cultivating a culture of reflective practice among staff. Coaches are also expected to participate in all WVDE-required training, meetings with regional specialists, communities of practice, and to continuously deepen their own expertise in content and coaching skills.

- **Professionalism and Data Responsibilities:** Document coaching activities (e.g., maintaining logs of teacher meetings, goals, and outcomes) and complete any data reporting required by the WVDE. Uphold confidentiality and trust in coaching relationships, focusing on supporting teachers and student learning rather than judging their performance. Communicate proactively with principals and district leaders about coaching plans, needs, and progress to ensure transparency and alignment. Above all, WVImpact+ coaches serve as dedicated learning partners, helping teachers feel supported and empowered to innovate their practice and improve student outcomes.

Classroom Teachers

Teachers are ultimately the drivers of change in classroom practice, and their engagement in the coaching process is crucial to the success of WVImpact+ and improved student outcomes. Teachers' responsibilities in this framework include:

- **Participation in the Coaching Process:** Embrace the coaching partnership as a means for professional growth and improving student outcomes. Work collaboratively with the coach in all phases of the coaching cycle – from identifying instructional goals, to trying new strategies in the classroom, to reflecting on student data and adjusting practice. This requires openness to feedback, a willingness to be observed, and a commitment to implement agreed-upon strategies in order to improve student learning.
- **Continuous Learning and Collaboration:** Engage in ongoing professional learning in literacy and/or numeracy, both through coaching and other school or district professional learning opportunities. Participate in PLCs and data team meetings with colleagues, sharing insights from coaching and working together to address student needs. By actively collaborating with coaches, principals, and peers, teachers help to ensure a cohesive approach to implementing the SOR and effective numeracy practices across the school.
- **Reflection and Data-Driven Practice:** Reflect on teaching practices and student outcomes, using data (e.g., screening results, formative assessments) to inform instruction. Provide feedback to coaches and leaders about the coaching process (what's working, where further support is needed) so the framework can continuously improve. By committing to the coaching process, teachers not only refine their own practice but contribute to a school-wide culture of growth that benefits all students.

Each stakeholder's contributions reinforce the others'. When state guidance is clear and consistent support is provided by regional specialists, districts and principals create supportive conditions, coaches deliver high-quality job-embedded learning, and teachers actively engage in improvement, the WVImpact+ initiative will fulfill its promise in building lasting literacy and numeracy capacity in West Virginia's schools resulting in meaningful gains in student literacy and numeracy outcomes.

Coaching Professional Competencies and Progressions

WVImpact+ coaches are the primary point of contact for job-embedded instructional improvement in participating schools, and the quality of their practice is the single greatest determinant of whether the initiative fulfills its Theory of Action. To make expectations for coaches transparent, consistent, and developmentally supportive, this section articulates a shared set of Coaching Professional Competencies (i.e., the knowledge, skills, and dispositions coaches are expected to demonstrate) and a Coaching Progression that describes how coaches will grow in those competencies from early appointment through experienced practice. Together, these two structures function as an internal complement to the WVDE’s professional learning goals and standards established in West Virginia Board of Education (WVBE) Policy 5500, and they anchor coach development to the same continuous-improvement logic that guides educators statewide.

The competencies and progression are intended to be descriptive rather than evaluative. Consistent with the WVImpact+ emphasis on the non-evaluative nature of the coach’s role, the framework in this section is designed to help coaches, principals, LEA leaders, and regional literacy and numeracy specialists share a common language for coaching growth, plan targeted professional learning, and reflect on practice.

WVImpact+ Coaching Professional Competencies



Figure 1: The five coaching competency domains for WVImpact+ school-based coaches, organized around the ultimate outcome of improved literacy and numeracy for K-5 students.

Foundations and Alignment

The Coaching Professional Competencies rest on three foundations that are already embedded in West Virginia's educational infrastructure:

- ***Sustained, job-embedded professional learning:*** WVBE Policy 5500 defines professional learning in Appendix B as “sustained experiences that lead to the development of knowledge, skills, practices, and dispositions educators need to help students perform at higher levels and achieve college- and career-readiness.” WVImpact+ coaching is one of the most direct examples of this definition, which translates standards for professional learning into daily practice.
- ***The WVBE Standards for Professional Learning:*** The seven standards listed in Appendix B of WVBE Policy 5500 (i.e., learning communities, leadership, resources, data, learning designs, implementation, and outcomes) are woven through the competency domains below.
- ***The Professional Learning Continuum's developmental logic:*** Appendix C of WVBE Policy 5500 describes educator growth through progressive stages that emphasize increasing content mastery, collaboration, reflective practice, and leadership. The Coaching Progression that follows uses the same developmental logic (i.e., beginning proficiency, growing individual competency, systematic analysis and adjustment, and leadership across the system) applied to the coaching role specifically.

The Five Coaching Competency Domains

WVImpact+ organizes coaching practice into five interrelated competency domains. Each domain reflects a body of research on effective coaching, mirrors the roles and responsibilities already assigned to WVImpact+ coaches, and aligns to the WVBE Standards for Professional Learning.

Domain 1: Instructional Expertise and Content Knowledge

Effective coaches possess deep, current knowledge of the SOR, evidence-based numeracy practices, and the WVCCRS for K–5. They use that expertise to help teachers develop and deliver high-quality, standards-aligned Tier 1 instruction. This domain aligns with the WVBE goal to increase deep content knowledge and proficiency in designing and delivering standards-driven instruction. Coaches proficient in this domain understand vertical progressions of learning, identify and address common student misconceptions, and translate research into daily instructional decisions.

Domain 2: Data Literacy and Continuous Improvement

Coaches use multiple data sources (e.g., universal screeners, progress monitoring, diagnostic and outcome assessments, classroom formative measures, and observational evidence) to plan, monitor, and adjust their coaching. This domain reflects the WVBE standard that professional learning “uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.” In the West Virginia context, this domain is exercised most visibly through the MTSS, which WVImpact+ coaches help schools implement and leverage for consistent, data-driven decision-making.

Domain 3: Collaborative Relationships and Communication

Coaching is fundamentally relational. Effective coaches establish trust, honor confidentiality, listen actively, ask questions that promote teacher reflection, and provide timely, personalized feedback. This domain reflects the WVBE standard that professional learning “occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.” Within WVImpact+, coaches execute this domain by partnering with teachers through non-evaluative coaching cycles and by cultivating a school-wide culture of reflective practice.

Domain 4: Professional Learning Facilitation and Coaching Cycles

Coaches design and deliver job-embedded professional learning through structured coaching cycles (i.e., co-planning, modeling, observation, and reflective feedback) supported by school-based professional learning communities and targeted sessions. This domain aligns to the WVBE Policy 5500 standard that professional learning “integrates theories, research, and models of human learning into learning designs to achieve its intended outcomes” and to the standard focused on “implementation of professional learning for long-term change.” Coaches use adult learning principles and plan for both schoolwide and differentiated learning needs.

Domain 5: Leadership, Systems Alignment, and Professional Growth

Coaches lead by example and influence by modeling reflective practice, contributing to school improvement planning, and aligning their work with the TGSA priorities and county strategic plans. This domain aligns to the WVBE Policy 5500 standard requiring “skillful leadership to develop capacity, advocate for, and create support systems for professional learning.” WVImpact+ coaches are expected to participate in state and regional professional learning, deepen their own coaching expertise, and contribute to a coherent statewide strategy.

Coaching Competencies and Observable Practices

The following table translates the five domains into concrete, observable coaching practices. Each practice reflects language drawn from WVBE Policy 5500 and the WVImpact+ role delineations.

<i>Domain</i>	<i>Core Focus</i>	<i>Observable Practices</i>
1. Instructional Expertise and Content Knowledge	Deep, current knowledge of SOR, evidence-based numeracy practices, and K-5 content standards	Applies knowledge of the WVCCRS and vertical progressions; models effective instructional strategies for teachers; anticipates and addresses common student misconceptions to guide instructional decision-making; supports implementation of high-quality, standards-aligned Tier 1 instruction.
2. Data Literacy and Continuous Improvement	Systematic, ethical use of student, educational data	Facilitates data analysis discussions and uses data to differentiate instruction; supports teachers in using screening, progress monitoring, diagnostic, and outcome data within MTSS; grounds coaching cycles in evidence and data; monitors student progress across the year and recommends instructional adjustments.
3. Collaborative Relationships and Communication	Trust-based, non-evaluative partnerships that promote reflection and growth	Builds relationships characterized by confidentiality and trust; poses questions and prompts that focus teacher discussion on student thinking and learning; provides timely, personalized feedback responsive to teacher learning; models active and reflective listening.
4. Professional Learning Facilitation and Coaching Cycles	Design and delivery of job-embedded professional learning through structured cycles	Maintains continuous coaching cycles by reviewing data and providing support; co-plans, models, observes, and debriefs with teachers; facilitates schoolwide professional learning; applies adult learning principles.
5. Leadership, Systems Alignment and Professional Growth	Aligns coaching to state, district, and school priorities; grows as a professional learner	Collaborates with administrators to develop a strategic plan for coaching; aligns coaching goals with school and county strategic plans; participates in WVDE-required training; engages in ongoing reflection and pursues continuous professional growth.

Coaching Progression

While all WVImpact+ coaches are expected to demonstrate practices across the five domains, coaches naturally grow in depth, consistency, and influence over time. The four stages are descriptive (and not evaluative). They characterize a coach's growth trajectory, are intended to guide targeted professional learning and reflection, and are not tied to a specific number of years in the coaching role. A coach may operate at different stages across different domains at the same time.

Stage	Guiding Description	Illustrative Practice
1. Emerging	Developing foundational knowledge, skills, and dispositions to be an effective school-based coach.	Learns and applies core coaching cycle components (co-plan, model, observe, debrief) with guidance from a regional literacy and numeracy specialist; builds working knowledge of SOR and/or numeracy practices; forms initial trust-based relationships with teachers and school staff; participates in state and regional trainings and professional learning.
2. Building	Increasing individual coaching competency and consistency; building a strategy bank grounded in data-driven needs.	Delivers full coaching cycles with growing consistency across multiple teachers; uses multiple data sources routinely to identify coaching priorities within MTSS; facilitates PLC-based reflection on evidence-based literacy and numeracy practices; differentiates coaching support based on teacher needs.
3. Integrating	Systematically analyzing and adjusting practice; using reflection, innovation, and data to refine and sustain evidence-based coaching.	Uses data to refine coaching strategies over time; contributes to school improvement planning and MTSS decision-making; models complex practices such as data-driven differentiation and progress monitoring; mentors emerging coaches informally.
4. Leading	Serving as an instructional leader by mentoring others, working with adult learners, and mastering strong communication skills and collaborative practice.	Serves as a leader in state and regional trainings and professional learning; contributes to statewide resources and coaching tools; supports new WVImpact+ coaches; helps LEA and school leaders align coaching with the TGSA and county strategic plans; presents at county, regional, or state levels.

Using the Competencies and Progression

The Coaching Professional Competencies and Progressions are intended to be used in the following ways:

- By coaches: as a tool for self-reflection, goal setting, and identifying targeted professional learning needs.
- By principals and LEA leaders: as a common reference point for creating supportive conditions (e.g., routines, resources, and school culture) that allow coaches to grow across the domains.
- By regional literacy and numeracy specialists: as a shared language for coach mentoring, support, and individualized professional learning within the regional network.
- By the WVDE: as an input into the design of the WVImpact+ Coaching Academy, coaching framework, and continuous improvement of the WVImpact+ initiative.

Consistent with the Theory of Action described earlier in this framework, when coaches grow across these competencies and progression stages, teachers strengthen their instructional practice, students accelerate their literacy and numeracy growth, and West Virginia moves closer to fulfilling the full vision of the TGSA.

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Appendix A

Memorandum of Understanding

This Memorandum of Understanding (“MOU”) is made by and between the West Virginia Department of Education (WVDE) and _____ County Board of Education (“County”) for employing and supervising District School-based Coaches.

PURPOSE

This MOU establishes expectations for the employment and supervision of District Schoolbased Coaches by the County, funded through a grant funded WVImpact+ initiative. The purpose of this initiative is to expand access to evidence based literacy and numeracy support and strengthen high quality instructional practices in elementary learning classrooms across West Virginia. District School-based Coaches funded through WVImpact+ will collaborate with the WVDE to support effective early literacy and numeracy instruction and educator capacity building. All duties, responsibilities, and limitations of the role will be determined in consultation with WVDE to ensure alignment with statewide program requirements, grant expectations, and statutory mandates.

ALIGNMENT TO THE THIRD GRADE SUCCESS ACT

WVImpact+ implements the Third Grade Success Act (TGSA) by expanding evidence based early literacy and numeracy supports, strengthening educator practice, and aligning local instructional efforts with statewide guidance. Through the WVImpact+ framework, grant funded District School-based Coaches will reinforce the TGSA’s expectations for high quality core instruction, targeted intervention, and progress monitoring.

RESPONSIBILITIES OF THE COUNTY

The County will:

- » Identify schools willing to schedule professional learning, coaching, and classroom observations.
- » Create job posting(s) for District School-based Coaches.
- » Hire applicants as District School-based Coaches.
- » Ensure District School-based Coaches meet required qualifications.
- » Provide workspace for District School-based Coaches.
- » Establish salary based on existing district salary tables for academic coaches.
- » Collaborate with the WVDE to ensure coaching roles follow the WVImpact+ framework.
- » Avoid assigning roles and responsibilities outside the intended scope of work.
- » Supervise coaches in alignment with funding requirements.
- » Ensure District School-based Coaches attend and participate in all required WVDE training, including WVImpact+ Coaching Academy.
- » Facilitate collaboration among District School-based Coaches, principals, district leaders, and regional specialists.

- » Monitor implementation to ensure alignment with the TGSA, WVImpact+, and funding requirements.

RESPONSIBILITIES OF SCHOOL LEADERSHIP

School leadership of the County will:

- » Schedule professional learning and coaching cycles.
- » Coordinate access to classrooms and resources.
- » Ensure District School-based Coaches are not assigned roles and responsibilities outside their scope of work.
- » Support implementation of evidence based literacy and numeracy practices.
- » Schedule regular collaboration time with District School-based Coaches.
- » Ensure consistent access to classrooms and resources.
- » Include coaches in instructional leadership.
- » Align coaching priorities with school improvement goals.
- » Communicate with staff that coaching is supportive and non-evaluative- Logistics (space, etc.).

RESPONSIBILITIES OF DISTRICT SCHOOL-BASED COACHES

District School-based Coaches employed by the County will:

- » Provide coaching, mentoring, modeling, and training to classroom teachers.
- » Participate in WVDE coordinated mentoring and professional development.
- » Follow duties set in consultation with the WVDE.
- » Maintain data collection and documentation of support.
- » Follow WVDE monitoring protocols for initiative implementation.
- » Facilitate meetings with teachers and principals.
- » Provide instructional support.
- » Facilitate or participate in Professional Learning Communities.
- » Support teachers in implementing evidence-based literacy and numeracy practices.
- » Model and co-teach high-yield strategies.
- » Support collaborative planning.
- » Analyze instructional and student data with teachers.
- » Collaborate with principals to strengthen Tier 1 instruction.
- » Conduct classroom walkthroughs with constructive feedback.
- » Provide targeted professional development (grade-band or school-wide).

RESPONSIBILITIES OF PARTICIPATING CLASSROOM TEACHERS

Participating classroom teachers of the County will:

- » Participate in coaching, modeling, and professional learning.
- » Implement evidence based practices in literacy and/or numeracy.
- » Analyze and share relevant student data with District School-based Coaches.

FURTHER AGREEMENTS

This MOU does not obligate either party to provide funding. One or more further agreements are contemplated by the parties which may provide for such funding through grants or other mechanisms. Funding may only be provided upon express agreement of the parties and if funding has been made available by the West Virginia Legislature.

TERM

This MOU is effective when signed by both parties and remains in effect until June 30, 2027.

SIGNATURES

West Virginia Department of Education
By Michele L. Blatt, State Superintendent of Schools

Date: _____

_____ *County Board of Education*
By Its Superintendent

Date: _____

Appendix B

WVImpact+ Instructional Coaching Grant Agreement

Scope of Work

This Scope of Work establishes the required roles, responsibilities, and implementation expectations for the WVImpact+ Instructional Coaching Grant (“Grant”) provided to the Grantee by the West Virginia Department of Education (WVDE). WVImpact+ is a district-embedded instructional coaching initiative led and supported by the WVDE in collaboration with Local Education Agency grantees and regional partners. The purpose of the WVImpact+ initiative is to strengthen instructional practice through job-embedded coaching aligned to the Third Grade Success Act, W. Va. Code §18-2E-10 (TGSA), and evidence-based literacy and numeracy instruction. Grantee agrees to implement the WVImpact+ Coaching Framework with fidelity in accordance with the terms of this Scope of Work. Grantee’s failure to comply with the responsibilities outlined in this Scope of Work may be considered a breach of the Grant Agreement and may affect continued participation and funding eligibility in future grant cycles.

1. Usage of Grant Funds

- » Grant Funds provided by the WVDE pursuant to the controlling Grant Agreement (“Grant Agreement”) shall be used solely to pay the costs of salaries and benefits of instructional coaches (“Coaches”) hired and assigned to perform duties consistent with the WVImpact+ initiative as specified in the “Coach Roles” section of this Scope of Work.
- » Grant Funds shall not be used to supplant any of Grantee’s existing personnel.
- » Grant Funds shall not be used for any indirect costs, including but not limited to administrative or clerical staff and overhead.
- » Grant Funds are defined by the controlling Grant Agreement as a maximum amount that will be provided to the Grantee for the purposes defined in this Scope of Work. Any costs incurred by Grantee beyond the amount specified in the Grant Agreement shall be the responsibility of Grantee.

2. Administrative Responsibilities

- » Grantee will identify schools within its district for placement of Coaches.
- » Grantee will manage all personnel aspects of Coaches, including but not limited to:
 - » Creating, posting, and managing job descriptions for Coaches.
 - » Recruiting, hiring, and employing qualified coaching personnel.
 - » Establishing Coach compensation amounts using existing district salary schedules.
 - » Compliance with all applicable personnel laws and regulations.
 - » Terminations and disciplinary actions, including any related hearings and grievances.
- » Grantee will supervise Coaches to ensure that Coaches meet the qualifications and expectations set forth in this Scope of Work.
- » Grantee will coordinate with coaches to ensure that Coaches attend all required WVDE trainings and professional learning sessions.
- » Grantee will comply in all respects with the TGSA.

3. Principal Cooperation

Due to the school-based nature of Coach assignments, school principals are expected to take an important role in ensuring compliance with this Scope of Work.

Specifically:

- » School principals will schedule and support the activities of Coaches placed in their respective schools by providing workspace and logistical support and ensuring such Coaches have appropriate and consistent access to classrooms and instructional resources.
- » School principals will include Coaches in any instructional leadership team meetings and instructional decision-making processes.
- » School principals should understand that instructional coaching is intended to be supportive of the instructional efforts of classroom teachers, not evaluative.
- » School principals will support and expect teachers to participate in coaching and implement identified instructional practices.

4. Coach Roles

- » Coaches will provide classroom teachers with coaching, mentoring, modeling, and training for high-yield strategies in Tier 1 literacy and/or numeracy instruction in conformance with the TGSA.
- » Coaches will conduct non-evaluative classroom walkthroughs and provide constructive feedback to classroom teachers.
- » Coaches will show initiative in scheduling meetings with teachers and principals to support collaborative instructional planning and further the aims of the TGSA.
- » Coaches will provide professional development to classroom teachers.
- » Coaches will collect and analyze instructional and student data and will use such data collaboratively with teachers to improve student outcomes.
- » Coaches will participate in all professional development activities required by the WVDE.
- » Coaches will participate in Professional Learning Communities (PLCs) as appropriate.
- » Coaches will cooperate with the WVDE in all monitoring activities.
- » Coaches will complete Time and Effort Logs required by the WVDE.

5. Prohibited Duties

Coaches shall not be assigned or required to perform the following duties:

- » Serving as a substitute teacher;
- » Supervisory duties, including but not limited to cafeteria, recess, and bus duty;
- » Responsibility for monitoring student behavior and conducting student discipline;
- » Acting as a classroom aide or providing instructional coverage for teachers or administrators;
- » Providing student tutoring;
- » Performing administrative, clerical, or operational school duties unrelated to coaching; and
- » Grading or evaluating classroom teachers.

6. Compliance, Termination, and Future Eligibility

- » Grantee shall adhere to all responsibilities outlined in this Scope of Work.
- » The WVDE may monitor Grantee's implementation of this Grant and the Grant Funds for compliance.
- » Grantee will provide to the WVDE any records related to this grant and will respond promptly to any request of the WVDE for such records.
- » Noncompliance with this Scope of Work or the Grant Agreement may result in termination of the Grant Agreement by the WVDE and/or a determination by the WVDE that Grantee shall not be eligible for funding in future grant cycles of the WVImpact+ academic coaching grant program.



Michele L. Blatt
West Virginia Superintendent of Schools

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