

## Washington Guided Pathways Coach Role and Responsibilities

### Goal:

The Washington Pathways Coaching is designed to provide coaching support for all Washington State Community and Technical Colleges. The goal of this support is to enhance and accelerate the adoption of a Guided Pathways framework in order to improve student outcomes and close equity gaps. Coaching capacities will be developed through professional development, Coaches will provide technical assistance and guide colleges to develop solutions and strategies to support the deep system change required by effective Guided Pathways design. The three primary vehicles for coach support will be periodic calls and email, pathways convening's, and on-site coaching visits.

### The Primary Role of the Washington Pathways Coach is to:

Provide technical expertise and guidance to Washington Community and Technical Colleges in the adoption of Guided Pathways. Coaches will support the effective implementation of Guided Pathways with an emphasis on equity, effective leadership of institutional change, designing for scale, application of common metrics, and the application of research-based excellent practice in approach and design.

### The Guided Pathways Coach will:

- Partner with colleges' teams to provide a safe, creative space, where existing practice and thought-provoking questions can be explored.
- Listen, encourage deep reflection about current data, policy and practices, and assist the college to examine practices in support of planning for meaningful action.
- Use available reports and data (Key metrics, Scale of Adoption Assessment, Math Landscape Analysis, Basic Needs Survey, etc.) to assist assigned colleges in identifying areas of strength and development opportunities for deepening their work.
- Highlight the importance of systematic (continuous) improvement assessment and iteration cycle when addressing student success efforts.
- Encourage the college to examine the beliefs, assumptions, behaviors, structure, processes and related factors that generate the existing pattern of inequitable student achievement and attainment to make full-scale changes for improvement using a culture of evidence and equity-minded framework.
- Support colleges' deepened understanding of equity gaps through the examination of disaggregated data and integration of clear shared equity language, and goals across all aspects of the Guided Pathways design.

- Provide thought partnership to the college through implementation and iteration of their pathways plan to ensure deep cross-functional engagement; structures and planning that reflect intentional involvement of diverse groups and a focus on long term sustainability through systemic change.
- Support colleges' use self-assessments such as the Scale of Adoption, SBCTC Self-Assessment tools, evidence-based practices from the field, and published materials to improve equity competency capacities, policies, practices, procedures, processes and other systemic changes needed to reduce barriers for students and improve outcomes.
- Foster colleges' culture of inquiry, evidence, and accountability by encouraging college leaders to identify and address key policy and practice area developmental areas through facilitation of discussion regarding challenging issues.
- Support colleges' development and evaluation of their communication plan to promote transparency and increase engagement related to all student success work.
- Provide annual reports and college feedback (see below).

### Responsibilities of 2020-2021 Pathway Coaches include:

- **WA Pathways Convening's:** Attend WA Guided Pathways Convening's and support engagement of assigned college teams during the convening's. As needed provide the college with technical expertise and clarity in expectations, plans, implementation, or areas for further work. The pathways convening's are also an opportunity to meet with the team to plan future visits and calls. Each coach team should plan to meet with the president, pathways lead and/or leadership team members attending the convening. This will not be a part of team time, but separately arranged to provide a chance to connect with the leadership to develop and maintain the coaching relationship.
- **Coach Assignments:** Coaches are generally assigned in pairs to provide the college with a range of perspectives and experience. A primary coach will be identified in each pair who will be responsible for serving as the primary point of contact for the institution. The primary coach is also responsible for ensuring the completion of the after-visit report and the college letter. The designation of a primary coach is made to streamline communication and does not reflect a hierarchy in roles for the visit. Visits should be jointly planned with both coaches fully engaged.
- **On-site Coaching:** Provide at least one on-site coaching visit annually to the assigned college(s) to provide leadership and operational support for adoption and scale. On-site coaching would include: Assist in facilitation of workshops to enhance engagement or overcome barriers faced in the planning and implementation process; Work with assigned college to design coaching visits to meet their specific and evolving needs for technical assistance and facilitation; Assist the college in

aligning their Guided Pathways framework with other student success efforts; Serve as a trusted partner and external voice to assist colleges in the process of institutional change.

- **Preparation and Planning:** Coaches will attend coach orientations and planning convening's and participate in professional learning activities designed to enhance coaching consistency and effectiveness. This will include completion of learning modules developed for Guided Pathways Coaching by Achieving the Dream and Jobs for the Future as well as materials developed specifically for Washington coaching support. Coaches may also have the opportunity to participate in national Guided Pathways coach professional development and equity capacity building learning opportunities as they become available.
- **Reporting & College Feedback:** Reporting and feedback requirements include two dimensions:
  1. **Summary Report** - Each coach pair will prepare a summary report within 10 days of each site visit. A common template is provided to collect and report information. This report should be developed collaboratively and reflect the collective experiences and observations of both coaches. The report will be shared confidentially with the Guided Pathways leadership team. This report is intended to provide honest feedback to the leadership team for further support or action.
  2. **College Leadership Letter** - In addition, the coaches will prepare a feedback letter for the college president with a summary of progress and areas for further development identified through their experiences and observations.

Both of these feedback components are a shared responsibility of the two coaches.