

## Appendix 7. Coaching Across the UIC Student Life-Cycle

UIC coaches play a critical role in leadership development throughout the student life-cycle from recruitment and pre-admission through capstone completion and degree attainment.



First 6 Months		7 <sup>th</sup> to 18 <sup>th</sup> Month	19 <sup>th</sup> Month & Beyond	
<b>DIRECT COACHING</b>  <b>ACADEMIC SUPPORT</b>  <b>COLLABORATION &amp; SERVICE</b> <ul style="list-style-type: none"> <li>• Meet with prospective student, explain program structure, send to ??</li> <li>• Identifying teacher leaders at schools with UIC leaders</li> <li>• Interviews</li> <li>• Attend info sessions</li> <li>• Refer students</li> </ul>	<b>DIRECT COACHING</b> <ul style="list-style-type: none"> <li>• Pre-Residency coaching assignments—getting to know then before CLC</li> <li>• CLC application—resume, essays, interviews</li> <li>• Principal meet &amp; greet preparation, bias mitigation, and debrief/reflection</li> <li>• CLC application</li> </ul> <b>ACADEMIC SUPPORT</b> <ul style="list-style-type: none"> <li>• Summer coach assignment</li> <li>• 551 preparation &amp; instruction</li> </ul>	<b>DIRECT COACHING</b> <ul style="list-style-type: none"> <li>• Teacher Evaluation Certification/REACH eligibility</li> <li>• Relationships/coachability</li> <li>• Self-assessment</li> <li>• Entry process</li> <li>• Cohort model/EDPS 559 expectations</li> <li>• LDP</li> <li>• Leadership Triads</li> <li>• Coaching prep and expectations</li> <li>• Eligibility</li> <li>• Job search</li> <li>• resources</li> <li>• Exploring Knowledge Center with student and flagging items useful to coaching practice</li> <li>• Forging network connections for residents</li> </ul>	<b>DIRECT COACHING</b> <ul style="list-style-type: none"> <li>• Transition to new position</li> <li>• Entry process</li> <li>• Connection to EDPS 586 sequence</li> <li>• Fostering on the job relationships</li> <li>• Leading teams (team leadership)</li> <li>• Capstone development</li> <li>• Juried review</li> <li>• Eligibility (late applicants)</li> <li>• Coaching through identify shift (resident to AP; resident to P)</li> <li>• Feedback on new leaders' meetings/events</li> <li>• Coaching on LSC relationship</li> </ul> <b>ACADEMIC SUPPORT</b>	<b>DIRECT COACHING</b> <ul style="list-style-type: none"> <li>• See Post-Residency</li> </ul> <b>ACADEMIC SUPPORT</b> <ul style="list-style-type: none"> <li>• Attend 1 544 session</li> <li>• Complete one capstone</li> </ul> <b>COLLABORATION &amp; SERVICE</b> <ul style="list-style-type: none"> <li>• Collaboration with faculty advisor/chair (if applicable)</li> <li>• Capstone advising (feedback on content and logistics)</li> <li>• Serving on capstone committees</li> </ul>

		<p>in ISP schools</p> <ul style="list-style-type: none"> <li>• Preparing for coaching sessions based on students' needs and the last reflection – e.g., pre-reading of resources</li> </ul> <p><b>ACADEMIC SUPPORT</b></p> <ul style="list-style-type: none"> <li>• Planning and co-teaching 559</li> </ul> <p><b>COLLABORATION &amp; SERVICE</b></p> <ul style="list-style-type: none"> <li>• Mentor Principal collaboration</li> <li>• CLC workshops</li> <li>• Making connections with non- mentor principals who can help residents' learning (visits, meetings)</li> <li>• Collaboration with Chiefs and department heads (esp. with job searches)</li> <li>• Collaboration with UIC academic faculty to connect residents with their expertise</li> <li>• Meeting with external visitors/partners</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborating with 586A/B faculty re: job changers and impact on capstone development</li> <li>• Understanding instructors' directions/ expectations and helping coachees process this information and align work accordingly</li> <li>• Support re: juried review development</li> </ul> <p><b>COLLABORATION &amp; SERVICE</b></p> <ul style="list-style-type: none"> <li>• New principal PD (CLC)</li> <li>• Collaboration with UIC academic faculty to connect residents with their expertise</li> <li>• Hosting external visitors/partners (other principal prep programs)</li> <li>• Facilitating connections to professional organizations/networking</li> </ul>	
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