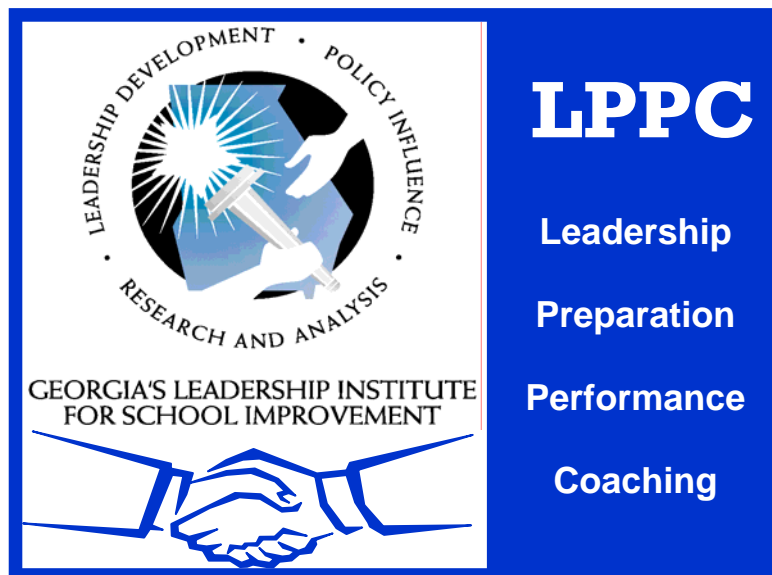

Leadership Preparation Performance Coaching (LPPC) Program Standards

What You Need To Know About GLISI's LPPC Training Program



Leadership Preparation Performance Coaching (LPPC) Program Standards

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Standards for Design, Development and Delivery of the LPPC Training Program

General Standards

1. Training provided to those individuals selected to serve as LPPCs will be:
 - Based on the work expected of the performance coaches
 - Developed and delivered with the objective of producing coaches who can demonstrate proficiency in LPPC tasks based on pre-set criteria.

2. Training will be **performance-based** and **criterion-referenced**:
 - Criteria for performance will be explicit so that both LPPC Facilitators and LPPCs-in-Training are clear about expectations
 - Each LPPC-in-Training will spend at least 50% of their learning event time applying the content to real or simulated work situations
 - LPPC Training sessions will include
 - incremental practice (building skills until an entire task can be performed)
 - diagnostic feedback (answering the question, “What did I do right and wrong?”)
 - corrective feedback (answering the question, “What should I do differently?”)
 - periodic skill checks
 - final assessments

3. Design and delivery of LPPC Training Modules will recognize and accommodate the expertise that already exists in those who are selected to be LPPCs-in-training.

Use of Performance Objectives

4. Each LPPC training module must be based on performance objective(s) with performance criteria that describe:
 - What the LPPC-in-training must be able to do at the end of the module (performance)
 - How well they must be able to do it (criteria)
 - The resources and tools they will have to perform (conditions and givens)

5. Objectives will use action verbs that describe performances that can be observed and/or measured. Unclear verbs, and those that describe intangibles – such as “appreciate,” “understand,” “know,” or “be familiar with,” – are not suitable for LPPC performance objectives.

Design and Development of Modules and Learning Events

6. Instructional materials will be modularized in order to:
 - Provide flexibility for both facilitators and learners
 - Reflect the five phases of GLISI’s Leadership Preparation Performance Coaching Model™ (Pre-Coaching, Plan, Do, Check, Act)
 - Facilitate customized learning experiences for groups and/or individuals

7. Topics and skills taught in the LPPC Training Program will be derived from these sources:
 - LPPC performance coaching model
 - Workflow, job and task analyses
 - Identified needs of the Rising Stars Collaboratives and performers
 - Best Practices codified by GLISI’s Performance Coaching Design Team
 - Promising practices and delivery techniques derived from the SREB Coaching Module
 - Emerging or research-based effective practices

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8. The introduction of each LPPC training course and/or module must clearly communicate:
 - The connection of the course and/or module to the LPPC model and workflow (to orient the performer, like a map)
 - The purpose of each course and/or module (to provide rationale)
 9. Delivery of content must provide opportunities for interaction with other learners as well as facilitators. Examples of appropriate interactive activities include (but are not limited to): discussion, demonstration, role play, question & answer, simulation, and peer feedback.
 10. Models and examples should reflect the full range of contexts and conditions in which the LPPC-in-training is expected to perform the task(s) being learned. For significantly different conditions, there should be a separate opportunity to practice and take an assessment.
 11. Course materials, tools, and media should be readily adaptable for re-delivery in the environment in which it may occur. For example, the LPPC program will make every effort to design its elements to work with technology that is likely to be commonly accessible to most or all of its participants.
 12. Delivery must be respectful, affirming and encouraging so that LPPCs-in-training are inspired to perform their roles at their optimum performance levels, and that they view their roles as adding value and performing a critical service.
 13. The delivery must allow LPPCs-in-training to experience success, to identify additional needs for development, and to develop confidence.
 14. Job aids are the preferred method for delivering training and support information to LPPCs-in-training (e.g., as opposed to full modules) and must address each step in the work flow. Job aid design must be aligned to the steps and decision flow in the task.
 15. Performance-based training modules will be designed, developed, and provided when they are seen as an effective response to a performance issue that is critical to preparing LPPCs to coach aspiring teacher leaders through internships and leaders during induction.

16. LPPC trainees will be matched with Master LPPCs or facilitators in a ratio acceptable for effective feedback and support for training sessions. Typically, the ratio is approximately 1:8 or better.

Practice, Feedback, and Assessment

17. Each LPPC training module will include Practices and a Final Assessment that check for individual proficiency in each task, allowing LPPCs-in-training to:

- Evaluate their own skill level against criteria
- Receive feedback and coaching from the facilitator or Master LPPC, and from peers where appropriate
- In addition, opportunities for reflection and self-evaluation should also be provided

18. Practice activities will provide opportunities to try new tasks and obtain feedback, which will prepare the LPPC-in-training for the Final Assessment.

19. The Practices and Final Assessment must require that each LPPC trainee demonstrate the skills described in the performance objective for the module to the specified criteria.

20. Each training module will indicate when final (summative) assessments are required or when the skills checked via incremental Practices can constitute a Final Assessment. If the Master LPPC or facilitator determines that the LPPC trainee needs additional practice, the Master LPPC or facilitator will assign additional Practices or a Final Assessment, as needed.

21. Feedback mechanisms must facilitate the comparison of the LPPC-in-training's performance to the criteria for performance listed with the performance objective(s), not compared to others' performance.

Achieving LPPC Designation

22. LPPCs-in-Training will receive their official LPPC designation once they have achieved the following:

- Meeting LPPC selection criteria
- Successfully completing the LPPC Training Program, including demonstration of proficiency (meeting all performance criteria) for all required tasks (as indicated by sign-off from a Master LPPC/Facilitator)
- Meeting all performance criteria and satisfactory written performance evaluation by the sponsoring Collaborative or district

23. If an LPPC-in-training does not meet performance criteria for any tasks assigned, a development plan must be completed by the facilitator, LPPC-in-Training and LPPC Performance Coach, with a deadline for proficiency demonstration.

Program Evaluation and Continuous Improvement

24. The LPPC Training Program will invite its participants to provide evaluation and feedback, and will use the information gathered to evaluate the program's effectiveness in transferring learning to performance, and to provide data for continuous program improvement.

Standards for Performance Facilitators

Note: Many of these items will be incorporated in LPPC Selection Criteria, currently in development.

Performance Facilitators are required to perform the following duties:

1. Perform supervisory and support duties for LPPCs-in-training, including:
 - Answering questions about performance based training, modules, and job aids
 - Helping to get prepared for practice and assessment
 - Observing practice and assessment performances
 - Providing support as needed during practice and assessments
 - Providing feedback about performance
 - Modeling LPPC behaviors and best practices

2. Perform logistical duties to support LPPCs-in-training, including:
 - Taking attendance
 - Monitoring progress
 - Documenting participation
 - Ordering and returning all training materials
 - Setting up and breaking down training area
 - Collecting participant evaluations

3. Work with Lead Facilitators and the Training Manager, both before and during training workshops, to decide and specify:
 - Priority tasks that must be demonstrated to criteria (by performance of the task or simulation) by individual LPPCs-in-training; or
 - Instances in which priority tasks may be assessed by alternative means (for instance, in cases where an LPPC-in-training has extensive experience and/or portfolio evidence that demonstrates proficient performance to criteria).

4. Ensure adequate and frequent communication regarding course schedule, flow, and progress; materials and equipment schedules and availability, deadlines, requirements, etc.

5. Provide LPPCs-in-training with information, resources, tools, and data as described by course design.

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6. Remain in the workshop area and available to LPPCs-in-Training throughout the workshop day, and before and after workshop sessions.
 7. Deliver course introductions, briefings, and direct instruction with appropriate visual aids and media, to effectively engage LPPCs-in-training in the content, and provide learning opportunities to support performance.
 8. Identify and reduce barriers to learning and performance.
 9. Demonstrate expert command of the content.
 10. Model coaching behaviors and best practices when reviewing participant work, answering questions, providing assistance, and giving feedback.
 11. Provide positive reinforcement for appropriate behaviors demonstrated by LPPCs-in-training.
 12. Withhold reinforcement from avoidance behaviors demonstrated by LPPCs-in-training.
 13. Adhere to workshop procedures and content as outlined in Facilitators' guides.