Innovation Coaches' Journey Map

Innovation coaches apply their knowledge, skills, experience, and attributes to help district teams plan meaningful and unique solutions (innovations); incorporate evidence-based and promising practices; engage and communicate with interested parties to support the innovation; develop measures for determining progress; analyze and reflect on programmatic data; adjust programs in response to emerging needs as measured by data; and plan for sustainability.

Element 1	Element 2	Element 3	Element 4	Element 5	Element 6
The innovation coach learns about the **context** and **builds relationships** among innovation team members.	The innovation coach engages innovation team members with the **logic model** to align activities, outcomes, and measures and discuss the innovation assumptions.	The innovation coach facilitates conversations with innovation team members about **key data, measures, and data use**.	The innovation coach conducts conversations with innovation team members to ensure and maintain a focus on the **innovative nature of the program** and the desired change and improvement.	The innovation coach explores the nature and extent of **interested party involvement** with the innovation team, including engagement with traditionally underrepresented groups and community members.	The innovation coach supports planning by the project innovation team to improve the likelihood of **sustaining and growing** the innovation project to positively impact a greater number of students.
Review the innovation pilot, the approved grant application, or the detailed program description for the district or school(s) assigned to you.	Apply a logic model template to the innovation pilot or program.	Confirm data, measures, and data collection strategies.	Strengthen innovation through the project.	Facilitate diverse interested party engagement.	Support planning for growth and sustainability.

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"Logic models now come up all the time as a useful tool to go back to. For example, it's a great tool if you're not sure what to talk about with your school. You can say, 'At the next meeting, we're going to focus on long-term outcomes. Let's talk about whether you see those as reachable.' It's a great conversation starter. Also, when they were writing their sustainability plan, if they were struggling with a section, the logic model almost always had an answer to whatever they were stumbling on."

"A lot of our conversations were about How do we know how are we capturing this? What could we do to capture this? I think having examples, being able to say, 'Here's this cool thing this school did' [and also gathering other relevant resources] was really useful."

"We're talking about goats eating poison ivy and all kinds of interesting things that don't happen in regular schools. The initial goal of RREV was to disrupt typical education. I think that has been done."

"We asked a lot of questions about who's not there? and Is that the intent? or Is that something that needs to be looked at?"

"I was attending a biweekly meeting with the central office staff and their outdoors learning coach and helping them put together goals and action steps for expansion of the pilot that the district is funding. That was meaningful work."

Additional Quotes

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Best Practices

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- Send an initial email to introduce yourself, explain the coach role, and set up a first conversation. - Set clear expectations about the role of the coach and how you will work together. Share the coaching framework to identify the key components of the coaching relationship. Ask RREV teams about their needs and what they'd like to get out of the coaching relationship. - If possible, find opportunities for a site visit or in-person meeting to strengthen the relationship, especially early on. - When appropriate, include multiple members of the team in conversations, to get other perspectives. - Strive for balance between being responsive and being proactive. Establish clear plans, goals, and timelines, but remain flexible to meet teams' needs. - Ensure regular touch points with RREV teams throughout the year. Include time for discussion about next steps at the end of each meeting, and identify concrete next steps so that there is a plan for the next touch point.	- Draft a logic model for the RREV team based on the grant application and other materials, and discuss and refine it with the team. - Use the logic model to ensure that all members of the team and other key players have a common understanding of the theory of action. - Use the logic model to support the development of measures that align with key outcomes. - Use the logic model to support transitions when there is leadership or staffing turnover. - Revisit the logic model quarterly to ensure that it reflects modifications made to the program and to check that the theory of action still makes sense based on what is being learned.	- Have an initial conversation with RREV teams to help them understand the difference between data for accountability and data for continuous improvement. Have ongoing conversation to shift mindsets to value data for continuous improvement. - Share creative approaches other grantees have taken to identify and collect data that can meaningfully support continuous improvement. - Use the logic model to help RREV teams determine what is most important to collect. - Provide support for tasks and reminders about deadlines related to data collection for evaluation purposes.	- It's crucial to not just recognize but also celebrate success. This not only acknowledges the hard work and dedication of our team members but also makes them feel valued and appreciated. - Support an inquiry-based approach to problem-solving that helps team members explore root causes and design innovative solutions to address the problems. - Use a variety of tools for scaffolding a problem-solving process that encourages innovative thinking. - Ask questions like "How does this idea help you make the change you want to make?" and use the logic model to ensure that solution ideas intentionally address the defined problem and target outcomes of interest. - Model and encourage a "disruptor" mindset to promote calculated risk-taking.	- Use the interested parties map to create a plan for building a shared commitment to innovation. Discuss how to communicate about the importance of the change for different audiences and to tailor the message to different perspectives. - Raise questions about what voices are not being heard. - Prompt RREV teams to think about how to ensure that as many students as possible are benefiting from the innovation, particularly those who have not typically been engaged with school. - Use data to ground conversations about how different student groups are accessing and experiencing the intervention.	- Share examples of creative approaches to funding sustainability that other projects are taking. - Support teams in thinking about how to use their data to tell stories about their impact that can generate other grant funding. - Help teams develop a strategy for seeking other grant funding. - Use existing resources like the logic model and documentation such as videos or newsletters to describe the work to external partners and interested parties. - Leverage the sustainability curriculum and related tools like the sustainability worksheet to support RREV teams' sustainability planning efforts.

CCNETWORK
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