

# Coach Your School to Success

## VASCD Session Handout

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### Why Instructional Coaching?

Components of Training	Awareness/ Understanding of Concept <i>"I know what guided reading is."</i>	Skill Attainment <i>"I can run a guided reading group."</i>	Application of and Problem Solving With New Skill <i>"I adapt and use guided reading strategies to help students improve their reading skills"</i>
Presentation of Theory	85%	15%	5- 10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Coaching, Study Teams, Team Discussion, Peer Visits, etc.	90%	90%	80-90%

For more information about this research, see Bruce Joyce and Beverly Showers' publications, including:

*Student Achievement through Staff Development* (2002)

*Designing Training and Peer Coaching: Our Needs for Learning* (2002)

*Power in Staff Development Through Research on Training.* (1983)

**Notes:**

**My job as a coach is to have people do what they do not want to do..... so they can be what they want to be.**

**Tom Landry**

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## ***A Continuum of Support***

Specialist

Coach

Recommend	Share resources	Remind
Provide plans	Plan together	Clarify
Answer ?'s	Brainstorm options	Ask ?'s
Give advice	Offer choices	Restate goals
Teach		Listen

### ***Coaching is about:***

- \_\_\_\_\_ more than \_\_\_\_\_
- Looking for \_\_\_\_\_ and \_\_\_\_\_
- Asking \_\_\_\_\_, not giving \_\_\_\_\_
- \_\_\_\_\_ self \_\_\_\_\_ and problem solving
- Giving \_\_\_\_\_, being \_\_\_\_\_
- Building \_\_\_\_\_
- \_\_\_\_\_ guidance
- It is \_\_\_\_\_ about the coach
- \_\_\_\_\_/Wait time

### **Creating a Coaching Climate**

#### **Supervision**

Focus on short term results

Controlling

Fear of mistakes

Focus on weaknesses

Point out mistakes and problems

#### **Coaching**

Focus on long term effectiveness

Collaborating

Safe to try new ideas and strategies

Recognize strengths

Facilitate problem solving and growth

## Neutral Language

- No blame, judgment, or prejudice
- Not evaluative
- Not directive
- Focused on facts, data, information, and teacher's experience

Notes:



## Phases of the Coaching Conversation

1. \_\_\_\_\_ and focus
2. Reflection
3. \_\_\_\_\_ for improvement
4. Anticipate and remove \_\_\_\_\_
5. Review and \_\_\_\_\_

## **Coaching Language**

- Tell me more about.....
- What would happen if.....?
- How can you tell if.....?
- Could you clarify what you mean by.....?
- So are you saying that.....?
- How might I help you.....?
- What are some ways you might.....?
- When should we talk again?

## **Coaching Questions**

- What would you like for us to address today?
- How will this strategy contribute to student learning?
- What resources do you need?
- What difficulties do you anticipate?
- What can I do that would be most helpful to you?
- Can you think of other options?
- How are your students responding?
- Which skills are you seeing emerge?
- Which strategy interests you that you have not tried yet?
- What has frustrated you?

**Notes:**