Coaches and Principals

Planning the Work for Increased Student Achievement
Do these fit the coach’s job description?

- Data Provider
- Resource provider
- Curriculum Specialist
- Instructional Specialist
- Classroom Supporter
- Mentor
- Learning Facilitator
- School Leader
- Catalyst for Change
- Learner

- Taking the Lead: New Roles for Teachers and School-based coaches
- Joellen Killion and Cindy Harrison
- National Staff Development Council
Changes Needed to Improve Student Achievement

1. What are the changes in student behavior, performance, choices, effort, etc., that you believe are precursors to the improvement in student learning that you seek?

2. What changes must occur in individual staff/teacher practices to generate the changes you seek in students? What changes must occur in parent practices to generate the changes you seek in students?

3. Are there changes that need to occur in the way that staff members work with each other in order for the desired individual staff members changes to occur?

4. What are the behaviors/practices of school leadership that are necessary to initiate, motivate, and support these changes?

5. How do you see your role in the changing behaviors of students, teachers, teacher leaders, and administrators?

Steven Barkley-Performance Learning Systems
Teacher Relationships

- Parallel Play
- Adversarial Relationships
- Congenial Relationships
- Collegial Relationships

- Roland S. Barth
- *Relationships Within the Schoolhouse*
- ASCD 2006
Instructional Coaching

- Evaluation
- Mentoring
- Supervision
- Peer Coaching (Teacher’s Choice)
Analysis

• Identify classrooms in your school that are closest to full implementation of your vision for learning.

• Describe in detail the observable students behaviors.

• Describe in detail the observable teacher behaviors.
Analysis

• Identify classrooms in your school that must change the most to reach full implementation of your vision for learning.

• Describe in detail the observable students behaviors.

• Describe in detail the observable teacher behaviors.
Appraise

• Rank your classrooms along this continuum. You might consider the areas of literacy, math, and science separately.

Most Change Needed
Full Implementation

1 2 3 4 5 6 7 8 9 10 11 12
Evaluation/Appraisal

• Select one skill set that you believe is most important. ________________
• Rank teachers according to this system:
  • Unwilling
  • Unaware
  • Getting Ready
  • Started
  • Developing
Gordon’s Skill Development Ladder

- Unconsciously Unskilled
- Unconsciously Talented
- Consciously Unskilled
- Consciously Skilled
- Unconsciously Skilled

• Gordon’s (1974) Skill Development Ladder
The coach is a cheerleader during this difficult time.

Figure 5.2. The Learning Dip
Analysis

• What is needed for the teachers at each spot?

• Unwilling
• Unaware
• Getting Ready
• Started
• Developing
What’s needed? Who provides it?

- EVALUATION
  - Outside Criteria
- SUPERVISION
- MENTORING
- PEER COACHING
  - Teacher’s Choice
Agreement on the Coach’s Work

• Using blog posting from Aug 17th

• Roles and responsibilities
• Clients
• Boundaries of work
• Support and Resources
• Timelines
• Communications
• Processes