

Synopsis of Coaching Principles

Elena Aguilar

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. John Wiley & Sons.

Strategies outlined:

- Trust building
- Exploration (learn about your client through data, observations, informal conversations)
- Develop a work plan
- Listen and Question
- Facilitative and Directive Coaching Conversations
- Reflection

Jim Knight

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Corwin Press.

7 Principles

1. Equality: Instructional Coaches and Teachers Are Equal Partners
2. Choice: Teachers Should Have Choice Regarding What and How They Learn
3. Voice: Professional Learning Should Empower and Respect the Voices of Teachers
4. Dialogue: Professional Learning Should Enable Authentic Dialogue
5. Reflection: Reflection Is an Integral Part of Professional Learning
6. Praxis: Teachers Should Apply Their Learning to Their Real-Life Practice as They Are Learning
7. Reciprocity: Instructional Coaches Should Expect to Get as Much as They Give

Robert Marzano & Julia Simms

Marzano, R. J., & Simms, J. A. (2013). *Coaching classroom instruction*. Bloomington, IN: Marzano Research Laboratory. P. 213-214.

https://www.marzanoresearch.com/resources/tips/cci_tips_archive

The following tips are designed to assist you in applying the latest research in tangible ways in your classroom, school, or district.

- Establish trust

- Provide descriptive feedback – verbal and written – timely and specific
- Provide teachers with choice
- Clarify that coaching is nonevaluative
- Emphasize growth and learning – focus on the positive rather than trying to fix
- Facilitate discussion through various types of conversations
- Focus on one goal at a time
- Measure and track a teacher’s progress
- Assist the teacher with a self-audit then select and write growth goals
- Identify errors or omissions in the use of a strategy
- Establish a set of shared understandings

Pam Robbins

Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student learning*. ASCD, p. 9.

“Peer Coaching is a powerful, confidential, nonevaluative process through which two or more colleagues work together to do the following:

- Reflect upon and analyze teaching practices and their consequences
- Develop and articulate curriculum
- Create informal assessments to measure student learning
- Implement new instructional strategies, including the integrated use of technology
- Plan lessons collaboratively
- Discuss student assessment data and plan for future learning experiences
- Expand, refine, and build new skills
- Share ideas and resources
- Teach one another
- Conduct classroom research
- Solve classroom problems or address workplace challenges
- Examine and study student learning with the goal of improving professional practice to maximize student success.”

Diane Sweeney & Leanna Harris

Sweeney, D., & Harris, L. S. (2016). *Student-centered Coaching: The Moves*. Corwin Press.

- Trusting, respectful, and collegial **relationships** are necessary for all coaching
- Coaching is driven by **data** (CFA)
- **Set goals** – this points us toward outcomes (learning targets for students)
- **Increase Co-Teaching**, decrease modeling and observation

Noticing and naming – work side by side – collect evidence: student conversations, exit tickets, observational data, etc.

Micro modeling – coach models small portion of the instructional block, ex. Shows how to pose a higher level math question and then the teacher provides a similar question.

Think Aloud- Coach shares with teacher

- **Strengths-Based Feedback** – honors the work teachers are doing while helping them grow as learners
- **Stay focused** on what teacher has committed to learning or doing