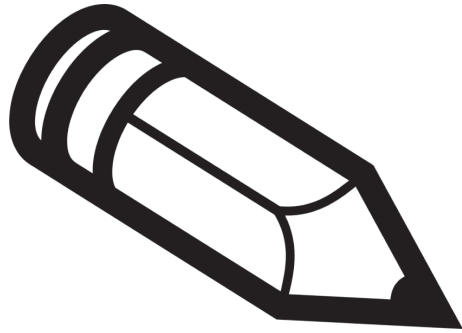




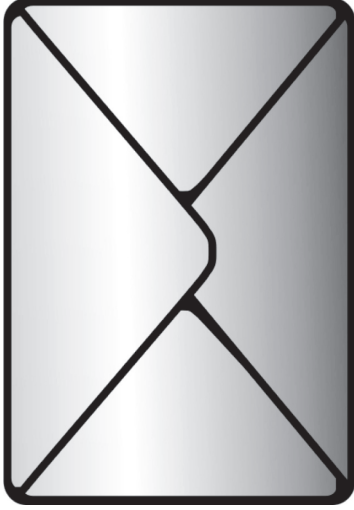
The teacher being coached overhears the coach speaking highly of him/her.

The coach records notes that could be considered insulting if read.

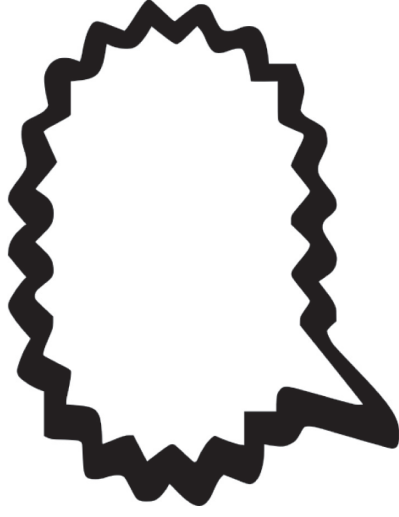


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The coach does not respond promptly to an email.

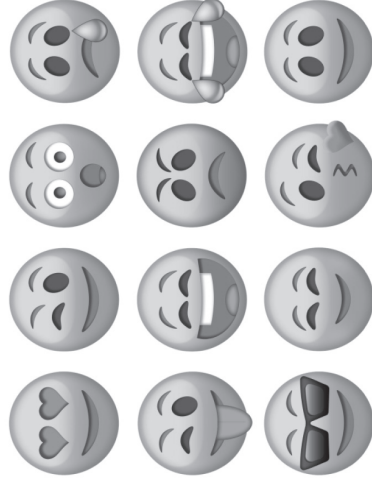


The coach is knowledgeable and professional. The coach comes to coaching sessions prepared and on time.



The coach talks most of the time.

The coach's emotions are unpredictable and sometimes extreme.



The coach takes the teacher's side when the teacher expresses a difference of opinion with another colleague or the principal during a coaching session, but doesn't support the teacher in the presence of the principal or colleague (two-faced).



The coach gossips or shares confidential information with the principal and/or colleagues following a coaching appointment.



The coach takes time to learn about the teacher and understand what motivates the teacher. Coaching is tailored accordingly.



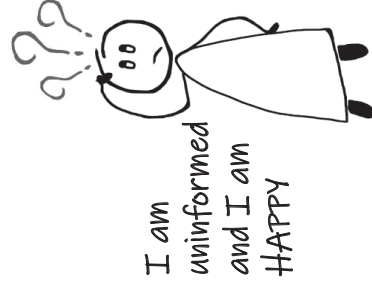
The coach conveys confidence in the teacher's ability to be successful. The coach is committed to supporting the teacher's professional growth.

I believe in you

The coach focuses solely on the details of instructional practices and getting the job done. The coach does not care about building a caring relationship with the teacher.



The coach focuses solely on relationships and does not see the value of doing the professional homework required to be competent.



The coach is organized.
The coach has a plan for coaching processes and can find resources quickly.

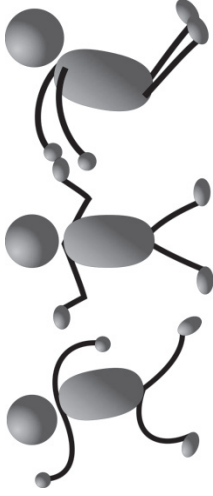


The coach interrupts, argues, blurts out information, or engages in side conversations when the teacher is speaking.



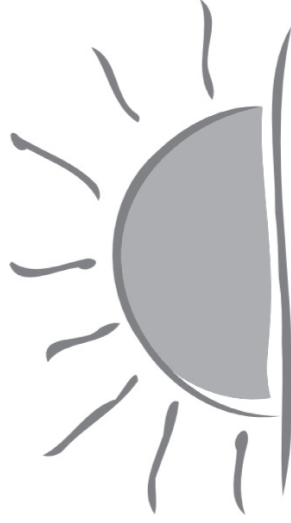
The coach jumps from one idea to another and offers confusing and sometimes conflicting opinions and ideas.

WARNING



INDECISIVE

The coach remains positive and can often provide timely wisdom, hope, and humor during challenging situations.



The coach regularly uses outdated resources and refers to personal experiences that may not be relevant to the teacher.



The teacher figures out the coach's aunt or uncle was sick one too many times (coach lies to avoid embarrassment at not following an appointment, being late, forgetting an appointment, etc.).

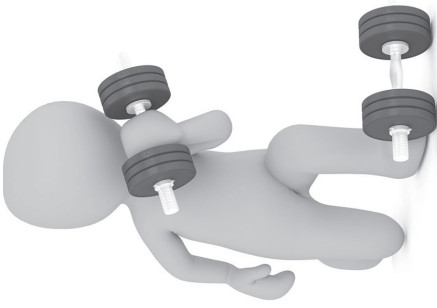


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Go Coach! Directions

- Purpose: To identify coaching interactions that inspire or discourage trust
- General process: Acquire as many pairs of trusting/distrusting coaching scenarios as possible and after the group discussion, discard them into the "I trust you," "I'm not sure I trust you," or "I don't trust you," baskets

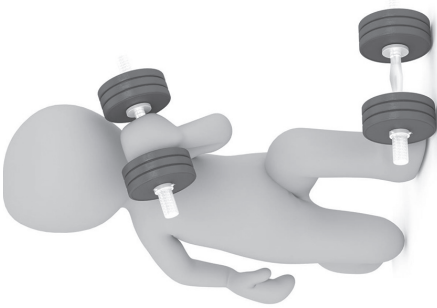
The coach recognizes and communicates the teacher's strengths.



The coach shares so much information that the teacher feels overwhelmed.



The coach recognizes and communicates the teacher's strengths.



The coach shares so much information that the teacher feels overwhelmed.



FINAL CARD

**PLEASE READ THIS
AT THE END OF
THE GAME:**

Because of you, teachers feel valued, confident, and successful.
GO, you *incredible* COACH!

Print only one copy of this page.

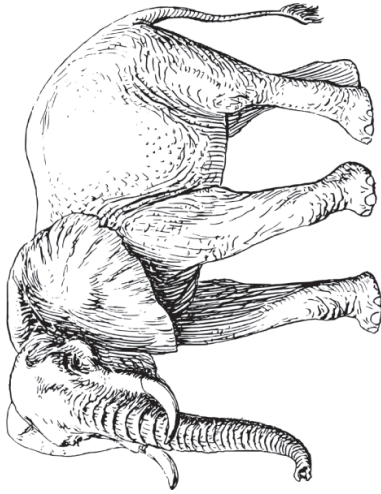
The coach forcefully tells the teachers what to do and expects the advice to be implemented ASAP.



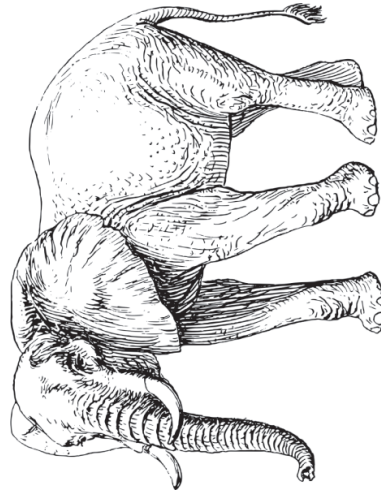
The coach forcefully tells the teachers what to do and expects the advice to be implemented ASAP.



The coach remembers teachers' professional/personal events and calls, sends notes, texts, or emails a supportive message.



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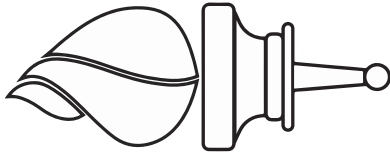
The coach neglects to email or deliver promised resources the teacher had requested.



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GO COACH!



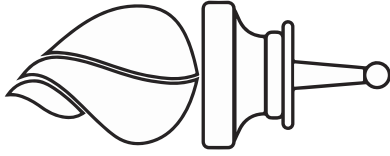
Coaching: The Power to Ignite Light!
• Teachers see clearly how to produce quality instruction.
• Students' hearts and minds are enlightened.

Your trustworthy coaching
scenario (good or bad)



KEEP CALM and
LISTEN TO
YOUR COACH.

GO COACH!



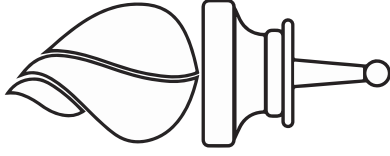
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