

Resource A

If/Then Charts



Language for Making a Shift to Student-Centered Coaching

IF I HEAR . . .	THEN I CAN USE THE FOLLOWING LANGUAGE . . .
<p>“I don’t see any need to do a whole coaching cycle right now. Can you just help me with a few ideas for my upcoming unit?”</p>	<p>“I am happy to brainstorm some ideas with you, but I believe we can have a much bigger impact if we could partner throughout the whole unit. That way we can try different things along the way and make adjustments based on how the students are responding.”</p>
<p>“I feel pretty good with the new math program, so I don’t think you need to come in and give me any help with it.”</p>	<p>“I’m glad to hear you’re feeling good about the new program. My job as a coach is not to be the ‘implementation enforcer’ but rather to partner with teachers on their goals for student learning. What would you think about trying a coaching cycle with me to see how different this approach to coaching feels?”</p>
<p>A principal says, “I have some serious concerns about Mr. Seltzer’s classroom management. With all of my other duties, I really need you to get in there and help him get on the right track.”</p>	<p>“While I realize that you have some concerns, I wonder if we can take another approach to this. If I go in to work with Mr. Seltzer uninvited, I will be seen as a ‘fixer,’ which will undermine all the hard work we’ve done to create a positive culture around coaching. If you were to express your concerns to him and then suggest he seek out working with me for support, I think it will go a long way in keeping me away from the role of supervisor.”</p>

Language for Connecting Coaching Cycles With Curriculum, Programs, and Classroom Management

IF I HEAR . . .	THEN I CAN USE THE FOLLOWING LANGUAGE . . .
<p>“I don’t have time for a whole coaching cycle. I just want you to show me how to use more technology in my classroom since our principal has been pushing for that.”</p>	<p>“I’m happy to help you figure out how to use more technology. Tell me a bit more about what unit you have coming up. It would be great to partner on planning and teaching the actual unit, and we can think about what different tech tools will support student learning along the way.”</p>
<p>“I’m not sure why we need to decide on a goal for students when the curriculum scope and sequence have everything mapped out for us. If you can just come in and model a couple of lessons for me, that would be great.”</p>	<p>“The new reading curriculum definitely has a tight pacing guide. I think that if we look through the upcoming unit, we’ll be able to pull out the big ideas that are tied to the standards. We can use that to help kids engage in the end goal, and we can work together to monitor their progress and make adjustments along the way. This will help us be more intentional as we learn the new curriculum together.”</p>
<p>“Since we’re working on a new behavior initiative, it seems like that should be the focus of what we work on together.”</p>	<p>“There is definitely an expectation that we are all working on the new behavior program with students. But we still need to be helping them meet the standards as well. How about if we think of a goal for student learning and then figure out what behaviors from the program the kids will need to be successful in the learning? Then you and I can partner over the next several weeks to embed those things into our teaching to help your students meet the goal.”</p>

Language and Strategies for Measuring the Impact of Coaching

IF I HEAR OR NOTICE . . .	THEN I CAN SAY OR DO . . .
<p>“I don’t see the value in pre-assessing the students. I already know they don’t know this material, so it would just be frustrating for them and a waste of time for me.”</p>	<p>“Using pre- and post-assessment data that is descriptive and paints a picture of how students grew across a cycle gives us tangible evidence of the impact of our coaching work. For this reason, we don’t simply give the end-of-unit test at the beginning of the unit. Rather, we try to get a more nuanced view of what the students already know in relation to the success criteria. The best way to do this is through an open-ended formative assessment.”</p>
<p>“I feel like I know my students really well, and I can tell when they get something and when they don’t. It feels like a lot of extra work to constantly have to be looking at all their work if it’s just going to tell me what I already know.”</p>	<p>“You really do have an amazing sense about your students. With so much happening each day, it can be really helpful to actually look at their work or anecdotal evidence so we are crystal clear about who is doing what. The key is to make sure we’re formatively assessing so we can have a really accurate picture of where each student is and what they need next in their learning.”</p>
<p>A coach expresses concern to her teammates that using the Results-Based Coaching Tool (RBCT) will feel too cumbersome to teachers and may make them avoid wanting to do coaching cycles.</p>	<p>A fellow coach can reply, “We need to help teachers see that documenting our work with the RBCT is not just about filling out a form but rather it’s a way to help us stay focused on the goal for student learning throughout the coaching cycle and to measure student growth from beginning to end. Not every teacher may want to have the tool present in our daily collaboration, but if it’s a shared online document, then they can choose whether to access it or not.”</p>

Language and Strategies for Student-Centered Conversations

IF I HEAR OR NOTICE . . .	THEN I CAN SAY OR DO . . .
<p>A grade-level team meets weekly to co-plan as part of their coaching cycle. Certain group members dominate the conversation. Their focus is on efficiency, and it seems like they don't want to take time for everyone to reflect as part of the learning process.</p>	<p>It's the facilitator's role to ensure that in collaborative conversations, groups are balanced and productive. In this case, the coach may lead the group to unpack the Seven Norms of Collaboration to uncover what it would look and feel like to put the norms into practice. At the end of each session, the group then uses the norms to reflect on the quality of their conversation and then set a goal for how they might continue to improve.</p>
<p>A coach and teacher are co-planning together. The teacher turns to the coach and says, "Since you know the curriculum, it would be great if you planned the lesson. Then you can just tell me what you want me to do."</p>	<p>The coach responds by saying, "I appreciate that, but you know your kids the best. How about if we start by doing a quick sort of your student work, and then we can sketch out the lesson together. This way, we'll both be able to think about the students and the curriculum at the same time. How does that sound?"</p>
<p>A teacher shares that the principal has been providing lots of feedback through the formal evaluation process. The teacher says, "I feel pretty good about it and don't really think I need to work with a coach."</p>	<p>The coach explains, "The feedback that you received as part of the evaluation process is completely different from what happens in Student-Centered Coaching. Rather than feeling like it is being done to you, coaching is a partnership that's about helping your students meet the goals you set for them."</p>

Language for Building a Culture That Supports Coaching

IF I HEAR . . .	THEN I CAN USE THE FOLLOWING LANGUAGE . . .
<p>“I finally feel like I’m in a pretty good place with my teaching. I’m just not sure I want to take on all that’s involved with coaching.”</p>	<p>“Teaching is hard work, that’s for sure. And it’s tempting to want to maintain the status quo and catch our breath for a while. But if you’re willing to embrace the messiness of learning together, I bet we can really take it to the next level with your students by building on all the great work you’re already doing.”</p>
<p>“I don’t think I would feel comfortable with you telling our principal about the work you’re doing in my class.”</p>	<p>“Please know that my role is not to evaluate you or try to ‘fix’ you as a teacher. The idea is for us to work together to help your students learn. I would never speak with the principal about what you are or aren’t doing in your classroom. Rather, I would share the different things we are trying and how your students are progressing toward meeting the goal we set for their learning.”</p>
<p>“I have two students who have serious behavior issues and are derailing my whole class. Can you please take them to provide some targeted behavior intervention?”</p>	<p>“I think you’ll want to take this concern to the intervention team. I’m not sure if you remember the presentation our principal and I gave during our last staff meeting, but she was explaining how coaching is going to look different this year from what we’ve had in the past. My role is not to provide interventions or just be a resource to teachers but to work with teachers in coaching cycles toward a goal for student learning.”</p>

Strategies for Making Coaching Cycles Happen

IF I HEAR OR NOTICE . . .	THEN I CAN SAY OR DO . . .
<p>“This is a new position for me, and I want to be seen as being useful to teachers, so I’m really willing to do whatever they ask of me.”</p>	<p>Remember that a coach will be defined by how people see them spending their time. Therefore, it’s important for me to get started with coaching cycles. Maybe there’s a teacher or two who they can invite to participate in a cycle to practice and get some momentum.</p>
<p>“We just completed a time audit at the end of the first semester, and I’m barely getting into coaching cycles because there are so many other things taking up my time.”</p>	<p>This is great data to share with the principal and building leadership team. Together, they can think creatively about ways to clear the coaches’ plate to make more time to engage in cycles.</p>
<p>“It’s the end of the first year with Student-Centered Coaching, and I worked with the same handful of teachers all year long. I couldn’t seem to get others to engage.”</p>	<p>This is a good time to reflect on the marketing that’s been done throughout the year. How can you continue to help people understand what Student-Centered Coaching is and why it matters, especially the teachers who have yet to engage in coaching cycles?</p>

Language and Strategies for Hiring Effective Coaches

IF I HEAR OR NOTICE . . .	THEN I MIGHT THINK OR DO . . .
<p>There are two candidates for a coaching position. One has worked at the school for twenty years. The other is from out of the district. Since coaching is built on relationships, it seems like a good idea to hire her. But the principal hesitates because it feels like teachers will perceive the hiring process as not being thorough or objective.</p>	<p>Formalizing (and de-personalizing) the hiring process is an important step. One option is to use the domains that are included on the Rubric for Student-Centered Coaching to make the expectations for the coaching role clear. It is also important to articulate that the rubric will also be used for evaluation processes. This moves the hiring process away from relationships and toward the practices and dispositions that are expected.</p>
<p>During an interview, a candidate for a high school coaching position says, “I see myself working with the math and science departments because I’m familiar with these subjects.” When the principal hears this, he isn’t sure how to respond because he doesn’t want to hire a coach who lacks the confidence that is required to coach across content areas.</p>	<p>The principal may say, “What we are looking for is an understanding of pedagogy that stretches across content. We also value coaches who carry a learning disposition. That said, we are prepared to help you develop the skills that you will need as a coach.” It’s important to keep in mind that anyone who steps into the job must understand that we can’t pick and choose who we work with. Rather, a coach must be confident enough to work with teachers across the faculty.</p>
<p>Thanks to support from the school board, the district posted job descriptions for twelve new coaching positions. So far, only four people have applied. The assistant superintendent knows that this is their chance to build an effective team of coaches but wonders why nobody wants the job.</p>	<p>Sometimes it’s important to “go slow to go fast,” and this may be one of those times. Doing some research to gather perceptions by teachers about coaching would help the district understand why teachers are not interested. We’d suggest to hold off on hiring any coaches until there is both a deeper candidate pool and a better understanding of the coaching role throughout the teaching ranks.</p>