

Figure 9.6 Language for Measuring the Impact of Coaching

If I'm thinking or finding . . .	Then I should remember that . . .
<p>Teachers feel overwhelmed by the thought of having to do more pre- and post-assessments.</p>	<p>The data we collect to evaluate the impact of coaching should be easy to create and efficient to analyze. If we're clear about what we want to know and how we're asking it, this will be a valuable tool that doesn't require a lot of extra time and work.</p>
<p>I'm worried that the Results-Based Coaching Tool will be used for my formal evaluation as a coach, and I've heard teachers expressing the same concern.</p>	<p>The purpose of the Results-Based Coaching Tool is to keep our work focused, to create opportunities for reflection, and above all for celebration. It is not intended to rate or judge teachers or coaches.</p>
<p>I have a really comfortable relationship with this teacher, and so doing an actual exit interview seems too formal and awkward. He's already told me how much he's learned, and I know how well the kids did, too.</p>	<p>Taking the time to intentionally reflect is key to learning. And documenting is a great way to celebrate growth. If it doesn't feel comfortable asking the reflection questions aloud, they can always be completed in writing.</p>