

Types of Coaching

Coach this:

School Leader(s) wants support resulting in:

How-To	Organization, blending routine, set up instructional groups,
Curriculum & Instruction	New curriculum adoption, lesson planning, intervention programs, vertical & horizontal alignment
Data	Make sense of assessment data create data systems to check our intuition/beliefs/hunches
Professional Practice	Learn and practice new and familiar instructional routines and strategies
Transformation	Critical reflection of how someone sees themselves

Drop-In Coaching

Coach visits classrooms, observes, and offers feedback. Feedback is usually by meeting face-to-face, sometimes via writing. Not shared with administrators without permission unless safety or major instructional violation is observed.

Leader-Teacher-Driven Coaching

Leader/Teacher/team invites coach to collaborate in order to refine and/or improve a specific area of instruction. Together, the teacher/team set a goal, determines next steps, take action, and measures progress. Classroom observations, co-teaching and/or modeling are frequently pre-scheduled. Regular coaching meetings during the cycle. Not shared with administrators without permission unless safety or major instructional violation is observed.

Mentor Coaching

Coach and teacher meet regularly and frequently. Teacher is usually working in a new or less familiar context. Coach may shift between coaching and mentoring roles. Topics of mentoring will be shared with administrators, as will safety, major instructional, and failures to follow through. Progress and celebrations shared with permission.

Building Level Coaching

Administrators, coach and teachers analyzing building growth & achievement data to choose targeted instructional strategies and materials. Coach supports teachers to achieve these goals through professional development, data analysis, individual and team coaching, and PLC's.

Thought/Collaboration Partner

Short or long term curriculum, instruction, communication, teaming, or other collaboration. Often initiated by a teacher/team or administrator.

Technical Assistance

“How-to” support. Examples: instructional routines, curriculum, assessment, data analysis, deep analysis of individual student progress, READ plan writing, technology, locating resources

Professional Development

Provided to individual, team, staff on topics requested by staff, administration, zone. May be followed by drop-in, teacher-driven or mentor coaching. Might include providing research articles, one-time PD, a series of PD on a topic, partnering for peer observations.