



THE PLACE FOR STUDENT-CENTERED COACHING

Three Ways to Create Powerful Principal and Coach Partnerships

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ONE OF THE MOST POWERFUL RELATIONSHIPS A PRINCIPAL HAS IS WITH THE INSTRUCTIONAL COACH. -SWEENEY AND MAUSBACH





Practice #1 Connect coaching to school improvement efforts

A Middle School Example

<u>Focus of School Improvement:</u> Increase opportunities for dialogue and mathematical reasoning among students.

- Data that drove the focus was low performance on classroom, district, and state assessments.
- Principal and the math coach led cohort-based learning with teams of math teachers.
- Cohort-based learning led to coaching cycles with math teachers.
- Co-constructed a vision for instruction with teachers.
- Principal actively participated in the cohort-based learning.

Practice #2 Set expectations for high quality instruction

A Middle School Example

Expectations for Instructional Practice

- Teachers embed student-friendly learning targets into lessons
- Students analyze and self assess using the learning targets
- Teachers use a variety of strategies for student discourse
- Assignments are open-ended and complex
- Students engage in individualized reasoning before engaging in discussion with peers

Practice #3 Develop a coherent coaching model

A Middle School Example

Expect Coaching Cycles

- Teachers were given choice in how they engaged, but engagement was expected
- Some teachers did more than one coaching cycle, but engaging in one was the expectation
- Most of the coaching cycles were initiated during professional learning

Measure the Impact of Coaching Cycles

- The coach used the Results-Based Coaching Tool to measure the impact of each coaching cycle
- The principal and coach collaborated around how to encourage teachers and celebrate outcomes.

For more information...

Creating Powerful Principal and Coach Partnerships (Sweeney and Mausbach) is included in the materials for this session.

In Your Workbook

Create 5-6 belief statements that sum up your thoughts about coaching.