The Many Faces of Coaching

The 5th National Reading First Conference

July, 2008
Stephen G. Barkley
888.424.9700
sbarkley@plsweb.com
Coaching Beliefs

• 1) Everyone working in the school should be observed once a week and receive feedback.

• 2) The most skilled and professional educators should be coached the most.
Roles of Coaches

Data Provider
Resource Provider
Curriculum Specialist
Instructional Specialist
Classroom Supporter
Mentor
Learning Facilitator
School Leader
Catalyst for Change
Learner

Taking the Lead: New Roles for Teachers and School-Based Coaches

- Joellen Killion and Cindy Harrison
- National Staff Development Council
Peer Coaching

EVALUATION
Outside Criteria

SUPERVISION

MENTORING

PEER COACHING
Teacher’s Choice
Resistance

- What resistance arise as school leaders push to increase coaching activities and a coaching culture?
Teacher Rewards from Coaching

• Practice Consciously

• Gain Options

• Celebrate
Gordon’s Skill Development Ladder

- Unconsciously Talented
- Unconsciously Unskilled
- Consciously Unskilled
- Consciously Skilled
- Unconsciously Skilled

- Gordon’s (1974) Skill Development Ladder
Learning Dip

Now

Later

The coach is a cheerleader during this difficult time.

Figure 3.2. The Learning Dip
Trusting the Roles

Teacher

Coach

Administrator
Pre-Observation Conference

Observation

Post Observation Conference
The Environmental Influences

Closed
Question Controls direction
• Right/Wrong
• One Way
• Sequence
• Skills
• Test
• Control
• Authority
• Quick Fix

Open
Answer Controls direction
• Uncover Thinking
  • Opinions
• Problem Solving
  • Creativity
• Critical Thinking
  • Discussion
• Emotions/Feeling
  • Counseling
V shaped diagram starting with evaluative in the middle, Creative on the top of the 'v' on the left side coming down to agenda in the middle, and focus at the point of the 'v' then coming up again the right point of the 'v' saying personalized. In the middle of the diagram, it says vision to mission, strategy to curriculum, tactics to lesson plan, and operations to teaching skills.
LISTENING TEST

• You believe that . . . . . . . . .

• My focus is . . . . . . . . .

• I should notice . . . . . . . . .
Coaches Role in Teacher Relationships

- Parallel Play
- Adversarial Relationships
- Congenial Relationships
- Collegial Relationships

Roland S. Barth

Relationships Within the Schoolhouse

ASCD 2006
How Administrators Support Peer Coaching

- Technical Coaching
  - Staff Development

- Collegial Coaching
  - Relationships

- Challenge Coaching
  - Solutions & Opportunities

Robert J. Garmston (1987)