

Study Guide for DVD Collection: Getting Results from School-Based Coaching

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Introduction

Developed by Diane Sweeney, author of *Student-Centered Coaching* (Corwin Press, 2010) and *Learning Along the Way* (Stenhouse 2003), this DVD provides the viewer with a sample of student-centered coaching conversations in elementary and secondary schools.

Student-Centered Coaching introduces a new way of delivering school-based coaching that puts the needs of our students' front-and center. By focusing coaching on specific goals for student learning, rather than on changing or fixing teachers, a coach can navigate directly towards increased student achievement. Key features of *Student-Centered Coaching* include:

- Coaching that is driven by a clearly defined goal for student learning
- An emphasis on using student evidence in coaching conversations
- Ongoing work with individual teachers or teams of teachers that include time in the classroom and planning conversations
- A clearly articulated relationship between the coach and principal
- Trusting and collegial relationships with teachers
- A school culture that is oriented towards teacher and student learning
- A well designed system for professional development that includes: large group learning, small group collaboration, and one-on-one coaching.

About the Author

Diane Sweeney holds a longstanding interest in how adult learning translates to learning in the classroom. A national consultant since 1999, Diane's work focuses on the methods, practices, and structures for building rigorous learning communities in schools. She currently serves as Lead Consultant for Spark Innovation, an organization that provides consulting support to school districts across the US. In the past, Diane has been a classroom teacher, a literacy coach, a trainer for literacy coaches, and an instructor at the university level. For more information about Spark Innovation please visit www.sparkinnovate.com. Diane can be reached at diane@sparkinnovate.com.

Setting up a Coaching Cycle

16:53 minutes
Samantha Mejia, 1st Grade Teacher
Shelly Dearmon, Literacy Coach
Sherwood Elementary School (Edmonds, WA)

Samantha is in her first year of teaching. She has been participating in a study group that is reading *About the Authors* by Katie Wood Ray and has been trying things out in her classroom. Samantha has expressed an interest in learning what to do next with her writing instruction, so Shelly has suggested they collaborate in a one-on-one coaching cycle. Today they are meeting to develop a focus for their work together. Please note: In the first few minutes of the segment, the coach recaps the work she had done with the teacher so the viewer understands the context of their relationship.

While viewing, consider the following questions:

- How does the coach ensure that they end up with a student-centered focus for the coaching cycle?
- How does student work inform the conversation?
- How does the coach set the tone that the coaching cycle will be focused on the students?
- How does the coach acknowledge and build on what the teacher already knows and values?
- How does the coach create a trusting and nurturing environment for the teacher?

Student-Centered Coaching at the Elementary Level

16:39 minutes

Alecia Aillaud, 3rd Grade Teacher

Maggie Conners, Literacy Coach

Beverly Elementary School (Edmonds, WA)

Alecia and Maggie have worked together on expository writing throughout the school year. Today they are planning a new unit that encompasses writing instruction as well as social studies content. Alecia has been wondering how to connect her work in compare/contrast with paragraph writing and has requested a planning session with Maggie. Maggie hopes that the outcome of the conversation will be a clear focus for some ongoing work together.

While viewing, consider the following questions:

- How does the coach address the teacher's questions around student learning and instructional practice?
- How might student work inform their conversations in the future?
- How does the coach's previous experience in the classroom impact the conversation?
- How does the coach employ the following techniques: synthesizing, listening, probing, and paraphrasing?
- How does the coach use her own note taking as a tool for adding clarity to the conversation?

Content-Area Coaching at the Secondary Level

14:15 minutes

Cory Gaines, Mathematics Teacher

Brooke O'Drobinak, Instructional Coach

Arrupe Jesuit High School (Denver, CO)

Arrupe Jesuit High School is a college preparatory Jesuit High School that was designed primarily to serve the economically disadvantaged in the city of Denver. With the goal of preparing students for college, teachers at Arrupe have been studying the importance of teaching writing in the content areas. As a mathematics teacher, Cory has requested some time to collaboratively plan his writing instruction with Brooke, and today they are discussing what has been working for Cory and what his next steps might be.

While viewing, consider the following questions:

- How does the coach create a balance between answering the teacher's questions and addressing broader issues around teaching and learning?
- How does student work inform the conversation?
- What leads the teacher to answer his own questions towards the end of the conversation?

Principal/Coach Collaboration

16:53 minutes

Michael O'Hagan, Principal

Brooke O'Drobinak, Instructional Coach

Arrupe Jesuit High School (Denver, CO)

Michael O'Hagan is the Principal of Arrupe Jesuit High School, a college preparatory Jesuit High School that was designed primarily to serve the economically disadvantaged in the city of Denver. Brooke O'Drobinak serves as the Instructional Coach and supports teachers across grades 9-12 and in all subject areas. Michael and Brooke regularly collaborate around professional development to support teaching and learning across the school. Today they are reviewing teacher feedback to plan future professional development.

While viewing, consider the following questions:

- What respective roles do Michael and Brooke take in planning and delivering professional development?
- What data do Michael and Brooke use to guide their decision-making?
- What evidence is there that Michael and Brooke are in touch with the teaching and learning that is taking place throughout the school?

How Coaching Impacts Teachers

7:26 minutes

Samantha Mejia, 1st Grade Teacher

Alecia Aillaud, 3rd Grade Teacher

Cory Gaines, Mathematics Teacher

Maggie Conners, Literacy Coach

Shelly Dearmon, Literacy Coach

Brooke O' Drobina, Instructional Coach

With all of the challenges in coaching, it is important to hear the benefits as well. In this segment you will hear directly from these teachers and coaches about the value they place on coaching.

While viewing, consider the following questions:

- What can our teachers teach us about coaching?
- What can we aspire to with coaching?
- Why is coaching an important resource for all teachers?