

# HANDOUTS: What is Student-Centered Coaching?

TUES, NOVEMBER 17, 1:00-2:30



SLIDES: <https://goo.gl/Wov8vK>

## Student-Centered, Teacher-Centered, and Relationship-Driven Coaching

More Impact on Students-----Less Impact on Students 			
	Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching
Role	The coach partners with teachers to design learning that is based on a specific objective for student learning.	The coach moves teachers towards implementing a program or set of instructional practices.	The coach provides support and resources to teachers.
Goal	Students will...	Teacher will...	Coach will...
Focus	The focus is on using data and student work to analyze progress and collaborate to make informed decisions about instruction that is differentiated and needs-based.	The focus is on what the teacher is, or is not, doing and addressing it through coaching.	The focus is on providing support to teachers in a way that doesn't challenge or threaten them.
Use of Data	Formative assessment data and student work is used to determine how to design the instruction. Summative assessment data is used to assess progress towards standards mastery.	Summative assessment data is used to hold teachers accountable, rather than as a tool for instructional decision-making.	Data is rarely used in relationship-driven coaching.
Use of Materials	Textbooks, technology, and curricular programs are viewed as tools for moving student learning to the next level.	The use of textbooks, technology, and curricular programs is the primary objective of the coaching.	Sharing access and information to textbooks, technology, and curricular programs is the primary focus of the coaching.
Perception Of the Coach	The coach is viewed as a partner who is there to support teachers to move students towards mastery of the standards.	The coach is viewed as a person who is there to hold teachers accountable for a certain set of instructional practices.	The coach is viewed as a friendly source of support who provides resources when needed.
Role of Relationships	Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.		

**We will:** Read and take notes on the continuum for student-centered, teacher-centered, and relationship-driven coaching. In small groups, please write down the coaching practices that you identify in each area of the continuum.

Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching

### Core Practices for Student Centered Coaching

1. Set goals for student learning
2. Work from learning targets
3. Plan using student evidence
4. Co-teach to refine teaching practice
5. Organize using coaching cycles
6. Measure the impact of coaching
7. Partner with the school leader

### Options for Co-Teaching

Noticing and Naming	During the lesson, the teacher and coach focus on how the students are demonstrating their current understanding in relation to the learning targets. As we work with students, we will record student evidence that we will use in our planning conversations.
Thinking Aloud	The teacher and coach share their thinking throughout the delivery of a lesson. By being metacognitive in this way, we will be able to name successes and work through challenges in real time.
Teaching in Tandem	The teacher and coach work together to co-deliver the lesson. The lesson is co-planned to ensure that our roles are clear, the learning targets are defined, and we both understand how the lesson is crafted.
You Pick Four	The teacher identifies approximately four students who the coach will pay special attention to in order to collect student evidence. The coach keeps the learning targets in mind while collecting student evidence. This evidence is then used in future planning conversations.
Micro Modeling	A <i>portion</i> of the lesson is modeled by the coach. The teacher and coach base their decision about what is modeled based on the needs that have been identified by the teacher.



Coaching Reflections	Teacher Reflections
<p><b><u>Positives:</u></b></p>	<p>What worked well for you during our collaboration and coaching cycle?</p>
<p><b><u>Missed Opportunities:</u></b></p>	<p>What were any challenges or missed opportunities during our work together?</p>

## RESOURCES

Berger, R. (2014). *Leaders of their own learning: Transforming schools through student-engaged assessment*. San Francisco, CA: Jossey-Bass.

Cheliotis, L.G. & Reilly, M. F. (2010). *Coaching conversations: Transforming your school one conversation at a time*. Thousand Oaks, CA: Corwin.

Sweeney, D. (2013). *Student-centered coaching at the secondary level*. Thousand Oaks, CA: Corwin.

Sweeney, D. (2010). *Student-centered coaching: A guide for K-8 coaches and principals*. Thousand Oaks, CA: Corwin.

William, D. (2011). *Embedded formative assessment*. Bloomington, IN: Solution Tree.

VIDEOS: Diane Sweeney Youtube Channel

SLIDES: Core Practices for Student-Centered Coaching - <https://goo.gl/IQOrL2>

SLIDES: Coaching Moves- <https://goo.gl/iIN8DM>