Tools index for Chapter 6		
Tool	**Title**	**Purpose**
6.1	**Weekly lesson planning template**	Use this template with teachers to scaffold weekly lesson planning in any discipline.
6.2	**Grade-level math unit planner**	Use this template or an adapted version to guide the planning process for units of study in mathematics.
6.3	**Essential standards**	Use this tool to provide structure for prioritizing essential content standards.
6.4	**Identifying essential standards**	Use this tool to create a deeper understanding of the process for identifying essential standards.
6.5	**Common assessment**	Use this tool to provide a structure for making decisions regarding the design of a common assessment.

sometimes their coaches, will have a steep learning curve in knowing the content needed to teach and using the curriculum associated with the standards. Coaches are often expected to serve as the local, school-based curriculum specialist to support teachers in teaching a new curriculum.

Conclusion

Coaches as curriculum specialists emphasize the content of student learning to ensure that students achieve identified standards and learning outcomes and are prepared for the next grade, post-secondary education, and careers. In their support of teachers, curriculum specialists focus on the intersection of the written, assessed, and taught curriculum. Working at the nexus as they do, coaches ensure that all students receive instruction based on a viable, rigorous, standards-driven curriculum.

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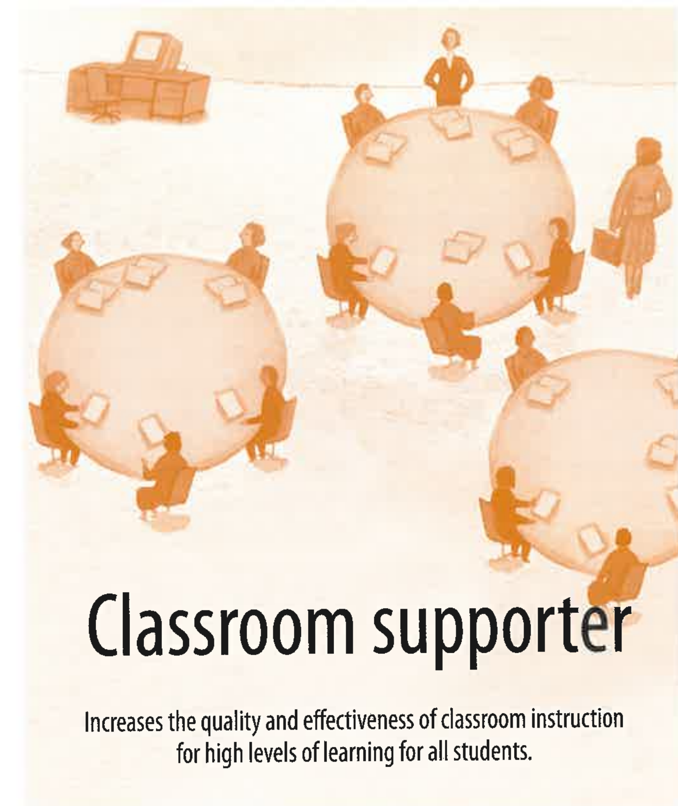


Chapter 7

Classroom supporter

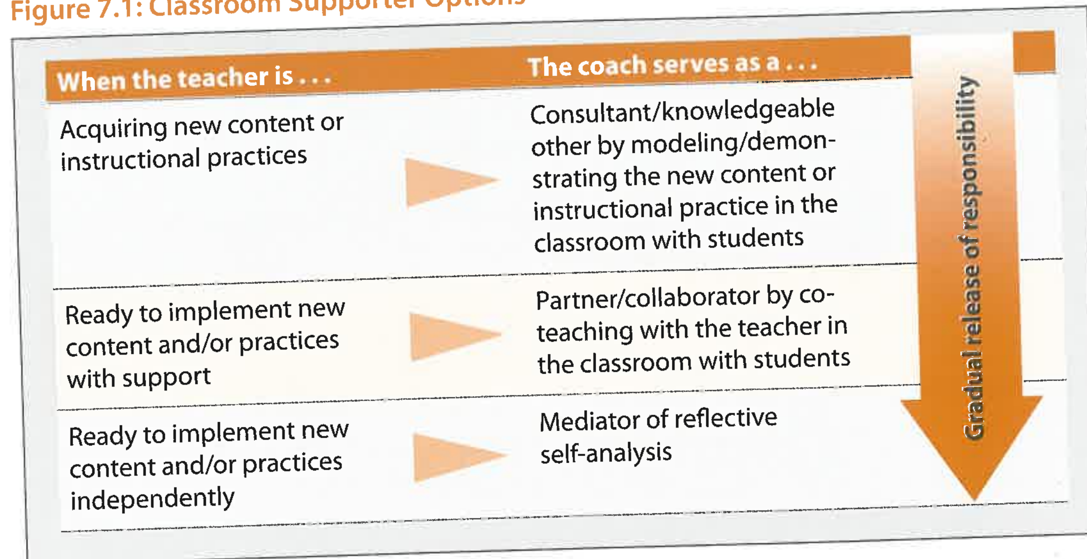
Increases the quality and effectiveness of classroom instruction for high levels of learning for all students.

Coaches spend a great deal of their time working directly with teachers in classrooms. In some coaching programs, coaches spend most of their time serving in this role. The purpose of the role of classroom supporter is to influence teacher practice and the implementation of new strategies so that student learning increases. Sometimes this role occurs with individual teachers or teams of teachers. What distinguishes this role from others is that it occurs within the classroom while students are present rather than meeting outside the classroom. This role has three distinct components that describe different types or levels of classroom support. They include modeling or demonstrating teaching, co-teaching, or observing and reflecting on teaching. Of all the roles, classroom supporter may have the greatest potential to make a dramatic impact on student learning.

Classroom supporters support teachers in several ways

Coaches have three primary ways to help teachers as classroom supporters: demonstration, co-teaching, and reflection conversations. Each option includes three essential components. The first is that the teacher and coach plan together, even if the coach is conducting a demonstration lesson. Since much of the success of any teaching episode depends on the thoroughness of planning, planning together is essential so that the teacher understands all aspects of effective teaching (see Tool 7.1). During planning, the coach serves as both an instructional and curriculum specialist before serving as a classroom supporter. Second, the coach and teacher work together to complete the selected option. Finally, regardless of which option they choose, the teacher is an active participant rather than passive observer. In demonstrations and co-teaching, the teacher

Figure 7.1: Classroom Supporter Options



actively observes the teaching practices and notes corresponding student behaviors. Teachers take notes to use during the reflection conversation or debriefing. During that part of their conversation, the teacher engages with the coach in examining the teaching practice, whether it is the teacher's own practice, the coach's, or both, to identify how the teaching practices influenced student learning. When coaches support teachers in implementing new instructional practices, they may begin with demonstration lessons, then use a gradual release of responsibility model to co-teach, and finally observe and reflect together on the teacher's own use of the practice. Figure 7.1 depicts the continuum of options.

This continuum is built on the theory of cognitive psychologist Leo Vygotsky (1978) who suggests that adults learn from more knowledgeable others who encourage and facilitate their learning and application of learning through a process of gradual release of responsibility. Gradual release has grown in popularity and is included in subsequent work by other cognitive psychologist and learning theorists as an approach to learning for both students and adults. In applying a gradual release model with educators, a coach allows teachers to assume more responsibility for planning and incorporating new knowledge, skills, attitudes, and behaviors into their practice. When comfortable with new practices, the teacher takes full responsibility for the lesson and engages in the feedback process with the coach.

Demonstration and modeling

To begin along the continuum of options, coaches take a prominent role in the classroom by demonstrating an instructional practice, how to teach a specific concept, or how to enact a set of beliefs such as all students are learners. A coach may choose to model or do a demonstration lesson when an instructional strategy or content is unfamiliar to the teacher, when teachers feel uncertain about how to implement a new practice, or when teachers have some disbelief or concern about how

the practice will work with their students. As master teachers, coaches are comfortable modeling practices for teachers. Teachers who are learning new practices or are yet unable to envision the practices in their own classroom may be helped by seeing them in action. In particular, they benefit from seeing new practices applied within their classroom and with their students. They are better able to construct an understanding about what the new practice looks like and how it benefits students.

When a coach and teacher decide that a demonstration is the best place to begin, the coach ensures that the model occurs in a classroom of students like the teacher's or in the teacher's own classroom with his students. Before the demonstration, the coach and teacher plan a lesson together; the coach later conducts the lesson while the teacher, or a group of teachers, observe. Sometimes, coaches teach part-time in a demonstration classroom in which they model instructional practices for observers. At times the coach and teacher may feel it is most beneficial to see a demonstration by another teacher on the staff or in a different school. In such a case the coach joins the teacher(s) so they can co-observe the demonstration. In this type of demonstration, the coach and teacher may talk about the teaching practices and student learning as the lesson occurs.

Whether observing in his or her own classroom, a demonstration classroom, or another teacher's classroom, the teacher will want to plan with the coach to collect specific types of data about the teaching and student behaviors during the lesson. The coach may provide the teacher with an observation guide to use for note-taking during the demonstration lesson (see Tool 7.2). Together, the coach and teacher can adapt this observation guide or construct a new one. After the demonstration, they use the notes from the observation guide to discuss what the teacher observed, to answer questions the teacher may have, and to facilitate the teacher's learning and application in his or her own classroom practice.

Co-teaching and equal responsibility

As the teacher becomes more comfortable with new practices or expresses a readiness for co-teaching, the coach moves along the continuum to co-teaching and observation with reflection. Co-teaching is the practice of sharing responsibility equally between the coach and the teacher during the instruction of a lesson. Both teacher and coach plan the lesson using the curriculum and a lesson planning tool. The co-taught lesson always follows the natural course of the curriculum rather than deviating from it to accommodate the co-teaching. Coach and teacher determine in advance the role each will play in the lesson. Sometimes, the division of responsibility falls along various aspects of the lesson design. For example, the teacher may review the previous lesson and present the lesson's objective and introduce the co-teacher. The co-teacher (coach) may then activate students' background knowledge. When the coach and teacher each assume responsibility for shorter segments of the lesson, such as the various parts of the lesson progression, rather than in a larger portion, they model the co-teaching principles of *equal and shared responsibility* for the lesson. Tracking and participating in short segments keep both the coach and teacher fully engaged in the entire lesson.

Coaches choose co-teaching when the teacher has developed only a novice level of understanding and comfort with the new practice or when the teacher is ready to try the practice. Occasionally, however, coaches will encounter teachers who are so

comfortable with the coach's modeling that they resist co-teaching. Gentle urging is one strategy to encourage teachers to take the risk to co-teach with the coach. When they do accept the risk, they build a commitment to each another and student success. According to Fred Newmann and Gary Wehlage (1995), "[C]learly shared purpose and collaboration contribute to collective responsibility" (p. 31). They continue:

> One's colleagues share responsibility for the quality of all students' achievement. This norm helps to sustain each teacher's commitment. A culture of collective responsibility puts more peer pressure and accountability on staff who may not have carried their fair share, but it can also ease the burden on teachers who have worked hard in isolation but who felt unable to help some students. In short, professional community within the teaching staff sharpens the educational focus and enhances the technical and social support that teachers need to be successful. (p. 31)

Co-teaching requires the coach and teacher to reach fundamental agreements about their collaborative work so they are both comfortable. They might discuss how they will handle unexpected student misbehaviors, situations in which one feels the other misspoke, questions from students, needed adjustments in their plan, and their physical location while the other is leading a part of the lesson. They may want to reach agreements on whether each is comfortable adding comments while the other is leading his portion of the lessons or sharing observations about students' learning with each other during the lesson. They might also want to agree about some shared values each wants to model: Each teacher is equal as a professional; each student is a learner and capable of learning; no one adult is better than the other; all students will receive the same high-quality opportunity to learn.

Observation and reflection conversations

A third option for the coach as classroom supporter is observing and engaging the teacher in reflection conversations (Costa & Garmston, 2002). A coach chooses observation and reflection when teachers have implemented new practices within their own classrooms independently, are ready to examine their practice, want to reflect on the effectiveness of their teaching, want another set of eyes to help them enhance or refine their practice, or are focused on their own continuous improvement as professionals. This form of classroom support helps teachers hone their instructional skills and strengthen their practice. Table 7.1 offers a protocol for a reflection conversation.

A variety of coaching models such as Cognitive Coaching (Costa & Garmston, 2002), Blended Coaching (Bloom, Castagna, Moir, & Warren, 2005) and Co-active Coaching (Kimsey-House, Kimsey-House, Sandahl, & Whitworth, 2011) specify structures for reflection conversations. The framework of the coaching program in which the coach is employed often determines the structure of the reflection conversation, yet many programs intentionally blend structures to allow coaches the greatest flexibility so they can connect with teachers where they are and lead them to higher levels of self-understanding, analysis, and practice (see Tool 7.3).

Usually, although not always, a coach meets with the teacher before observing the lesson to determine the area of focus for the observation based on the teacher's professional learning goal. Together, the coach and the teacher identify the type of data the coach will collect and how the coach will share those data after the lesson. The areas of focus could include teacher or student verbal and nonverbal behaviors, lesson clarity, student engagement, and level of rigor (Costa & Garmston, 2002). Coaches can use the district's framework for effective instruction or the teacher performance standards and rubrics as potential sources for selecting the data focus of an observation. Sometimes the focus of an observation is student behavior. In that case, the coach observes one or more students for their response to a teacher's actions. At other times the conversation may focus on student work generated in a lesson or unit. The coach uses the planning conversations to hear an overview of the decisions the teacher made about the lesson's design including the outcomes, instructional processes, student learning tasks, instructional resources, assessment of learning, and specific adjustments for individual students. The coach may also ask for information about the students, where to position herself during the lesson, whether she may interact with students if appropriate, and other logistics associated with the observation and the debriefing meeting.

Before the reflection conversation, a coach reviews the notes she took to identify patterns and trends related to the area of focus established by the teacher in the planning conversation. The coach then formulates questions or invitations she may use to engage the teacher in reflecting on his practice. As soon as possible after the lesson, the coach and teacher meet to debrief the observation. The coach uses one of several protocols to assist the teacher in reflecting on his or her lesson (see Tool 7.4). For example, the coach may use the feedback process (Killion 2015) to facilitate a conversation in which the teacher analyzes the lesson. Sometimes a coach may not observe a lesson, yet engages with a teacher

Table 7.1: Seven Steps of Coaching Conversations

Open	• Greeting • Set the agreements
Focus	• Determine focus and desired result for session
Explore	• Determine where the work is in the process • Gather relevant background and circumstances — keep the responsibility in the hands of the client(s)
Generate	• Gather at least three or four options; more are preferable
Decide	• Examine the validity and feasibility of the options • Prioritize • Choose and explain rationale
Plan	• Sequence steps to act • Identify resources, supports, learning, etc. needed to succeed • Plan a check back or check in
Close	• Review next steps • Reflect on sense of confidence and competence • Reflect on value of coaching and coach's support

Figure 7.2: Classroom Supporter Options

When the teacher needs or wants . . .		The coach chooses a . . .
New content, instructional practice, or other specific assistance	▶	Directive stance as a consultant/knowledgeable other/expert
A partner for problem solving, investigation, or discovery	▶	Collaborative stance as a colleague/partner
A guide for reflective self-analysis or metacognition about practice	▶	Non-directive stance as a mediator for reflection

Gradual release of responsibility

in reflection about the teacher's actions or student work, or in problem solving. Coaches may find a useful resource is an open-ended protocol that can be used for nearly any coaching session. When the teacher identifies the focus or desired result for the coaching conversation, the coach can assess which coaching approach or stance might be most appropriate to take during the conversation (see Tool 7.5).

One critical decision a coach makes is choosing what stance to take during the conversation. *Stance* is an orientation to her role during the conversation. Stances exist on a continuum from directive to non-directive (Glickman, 1980; Glickman, Gordon, & Ross-Martin, 2001). Figure 7.2 depicts the continuum. In the directive stance, the coach acts as an expert or consultant, someone who has considerable knowledge and skill as a teacher or in a content area. Vygotsky (1978) names a coach in this stance, the more knowledgeable other. The goal of a coach who chooses the stance of an expert is to help the teacher improve his or her practice as quickly as possible. When the coach operates from the stance of an expert or consultant, the teacher is clearly designated as the student or novice. This stance is appropriate for teachers at any level of experience when they are novices with new content or instructional practices.

At the other end of the continuum, the coach may choose to promote the teacher's reflective analysis of his or her practice. In this non-directive stance, the coach asks questions to stimulate the teacher's metacognitive self-analysis of teaching decisions and practices rather than giving information to the teacher. When the coach's orientation is to promote the teacher's self-generated reflective analysis, the teacher accepts responsibility to examine critically his or her own practice. In this approach to coaching, the coach engages the teacher in the feedback process in which the teacher is responsible for analyzing his practice, constructing knowledge, and deconstructing knowledge to learn how to refine future practice from the teaching episode (Killion, 2015). Coaches may spend time in the middle of the continuum in the role of a collaborator in which she shares responsibility with the teachers. These stances fall on a continuum along which the coach

may move fluidly during a single reflection conversation or throughout a relationship with a teacher.

The stance the coach assumes may be predetermined by the framework or parameters of the coaching program within which a coach is working. If the coaching program is specifically designed to support teachers as they implement a new set of instructional practices or a new curriculum, coaches may be expected to spend a greater portion of their time while teachers are developing the skills and knowledge in the role of expert. And following the principle of gradual release, as teachers become more comfortable with the new content and practices, coaches may move along the continuum to spend more time in the stance of collaborator or mediator of self-analysis and reflection. When coaches take the stance of a facilitator, they build a teacher's capacity to become a reflective practitioner by modeling the type of analysis that occurs. Because professionals regularly examine their own practice, coaches help teachers become more self-reflective and facilitate teachers' capacity to engage in ongoing reflection when the coach is not available to facilitate or encourage teachers to support peers as facilitators.

> "My most significant learning as a coach this year has been in the power of questioning. Questioning can shorten or deepen a person's learning. Questioning can show learning or lack of learning. It allows one to see where the learner is in direct connection to his/her understanding of the subject matter. Questions allow the facilitator to build the inquiry that creates culture."
>
> *Michael Buckley*
> *Instructional Coach*
> *Ranch View Elementary School*
> *Naperville School District 203*
> *Naperville, Illinois*

Classroom supporters need certain knowledge, skills, and practices

Classroom supporters depend on an extensive body of knowledge and a wide variety of skills. Classroom supporters need skills in listening, questioning, paraphrasing, identifying assumptions, and challenging assumptions. Asking questions is a particularly important skill that a coach needs to probe a teacher's thinking about the decisions she makes and what she considers as she makes each decision.

Coupled together, these skills make up the essence of coaching, and coaches benefit from learning and practicing these skills until they are routine. Because each teacher is unique, coaches need to be flexible in applying different coaching stances and responding to the needs of different teachers. Using the appropriate coaching stance, whether as an expert, collaborator or mediator of self-analysis and reflection, a coach displays a skill and an art. To achieve excellence, a coach needs to invest in considerable time, practice, and their own self-analysis and self–reflection. To hone their skills, coaches seek regular opportunities for coaching in which they refine and enhance their own practice. Feedback from teachers, coach champions, coach supervisors, and peers can help them reflect on their effectiveness as coaches.

Modeling effective instructional practices means coaches need to understand effective instruction and to implement it in a variety of classroom settings and often in different content areas. Coaches use their knowledge of curriculum, effective teaching and learning, and assessment as they work with teachers to plan and make agreements for co-teaching lessons. They also apply effective planning, classroom management, and organization skills as classroom supporters. The key as a classroom supporter is to help teachers observe what are often covert aspects of teacher's work. To help expose such tacit knowledge, coaches make their thinking and decision making transparent for teachers to observe and they are explicit in communicating their rationale for each decision.

As coaches observe instruction they know a variety of types of data to collect; multiple forms in which to collect it; and are competent, accurate data collectors. They often guide teachers to help them understand what type of data or student work will be most useful to their areas of focus and their style of learning. Some teachers prefer qualitative data, for example, while others relate better to quantitative data. Coaches may also suggest the most appropriate types of data to collect for the agreed-upon focus area.

Knowing how to use the gradual release model to ensure that teachers gain competence and confidence to implement practices on their own is part of the art of coaching. Stephen Barkley (2016) notes, "I stress the importance of coaches knowing the teacher's agenda ... the beliefs, values, and thinking behind teacher decision making." Coaches sometimes nudge teachers to begin to act more independently rather than to depend on the coach for guidance and direction. In such cases coaches serve as cheerleaders to build the confidence of a teacher. Coaches know how to say "No" when receiving too many requests from the same teacher for demonstration lessons. A good rule of thumb to use is: Give no more than one demonstration lesson. Follow that demonstration lesson with co-teaching and observation, and then a reflection conversation before agreeing to a second demonstration lesson. The goal for coaching is always increasing a teacher's efficacy and effectiveness in achieving student success.

Using video is an option for coaches who are not able to be face to face with teachers for all phases of the classroom supporter role. Increasingly, video streaming and recording are convenient tools to connect coaches with their clients, even across great distances:

> With continued improvement and access to technology such as "bud-in-the-ear" and 360-degree digital cameras, more virtual, cyber- or e-coaching will occur. To maintain the integrity of coaching as a form of professional development, virtual coaching should adhere to the same stringent expectations for integrity that face-to-face coaching meets including clear goals, parameters, preparation of coaches, and continuous evaluation. (Killion, 2012, p. 291)

Video streaming and recording provide options of allowing the teacher and coach to view the lesson together, engage in stop-action conversations, potentially add written comments to the video, and address both student and teacher behaviors simultaneously when technology permits.

Coaches as classroom supporters are working directly with teachers in their classrooms so they must be engaged in continually learning about new instructional strategies and be courageous about trying new strategies even if they are not fully competent. They model for teachers that all learning requires practice before mastery is achieved. When coaches make mistakes, exhibit humility while learning, and model how to learn from them, they promote a culture of continuous improvement.

Coaches as classroom supporters face challenges

The role of a classroom supporter is fraught with challenges because it occurs in the teacher's domain, her classroom. One challenge for coaches in this role is getting a foot in the door. Obviously being a classroom supporter isn't possible if the teacher and coach have not formed a trusting, productive relationship. In the best situation, the teacher invites the coach into the classroom rather than being coerced by the principal or the coach. If a teacher requires assistance and is reluctant to reach out to the coach, a principal can encourage him to seek assistance from the coach or even require that the teacher seek the coach's support. The key here is that the *request comes from the teacher*, even when there is a specific need or requirement for a teacher to work with a coach. Coaches can facilitate these requests by suggesting ways in which they could serve as classroom supporters without being an observer of a teacher's practice. Working with resistant teachers who do not want help from a coach, especially within the classroom, is a particularly difficult situation that classroom supporters face. Coaches in this role may begin to overcome resistance by maintaining a growth mindset, seeking to understand the teacher's areas of interest or growth, and finding the strengths within each teacher.

Another challenge a coach faces in this role is moving along the continuum of coaching support, from demonstration to co-teaching and then to observation with a reflection conversation. Demonstrations are only a coach's first step into the classroom, yet they place significant responsibility for the success of teaching and learning on the coach rather than the teacher. To affect teacher practice, coaches move beyond demonstrations into co-teaching, and eventually to observations and reflection conversations. Throughout this movement, they seek the desired outcome of building the teacher's independent capacity for continuously strengthening teaching and student learning. Sometimes coaches, particularly those who consider themselves master teachers and those who miss their own classrooms, appreciate having opportunities to demonstrate effective teaching and seek more opportunities to show off their teaching mastery. Demonstrations are easier in some respects for coaches because they are typically in full control of the outcomes of the demonstration lesson. This is not true in co-teaching which involves some risk. Being willing to let go and transferring control of teaching decisions to the teacher both require strength, willingness to let the teacher stumble with a safety net, and the commitment to build teacher capacity for self-analysis and self-reflection. Coaches have no certain rules to guide them about when or how to let go. They use their analytical abilities to balance a teacher's readiness with her desire for success in student learning to decide which options to apply within the classroom supporter role and coaching stance.

Teachers may sometimes feel threatened by having other adults in their classroom. Because the observation-then-reflection cycle is associated with supervision and evaluation, teachers often equate a coach's observation with one done by a supervisor. This reaction

is especially likely if teachers' only experience with observers in their classroom was when someone came in to judge their performance. Even the relatively new push-in models for inclusion are not yet widespread, so few teachers have experienced the process of having other adults in their classes. When teachers have had little or no instance of non-supervisory observation, coaches are challenged in helping them to view coaching as a support rather than a deficiency intervention, and having them welcome a classroom supporter into their domain.

A coach faces a challenge and potential danger with co-teaching: overstepping the agreements with the teacher. When coaches agree to co-teach, they must be willing to follow through with their agreements unless they forge a new agreement with the teacher. This might occur in a co-teaching situation

SNAPSHOT

A coach as a classroom supporter

Aisha Martinez,* an instructional coach at two elementary schools, spends most of her time in classrooms or meeting with teams of teachers in professional learning communities (PLCs). Her coaching goals are to increase teacher use of effective instructional strategies and build a stronger sense of collective teacher efficacy to promote student success. She feels more successful at one of her schools than she does at the other. As complicated as her role is at both schools, she attributes her progress primarily to the fact that she has more opportunities in her more successful school, Cesar Chavez Elementary, to be in teachers' classrooms to co-teach and observe.

Martinez has a trusting, productive relationship with the Cesar Chavez staff. There is a culture of shared practice that makes her work meaningful and gives her opportunities to make a positive impact on teaching and student learning. She often helps some of the PLCs structure conversations about student work that teachers bring to the meetings.

Teachers eagerly seek her out to visit their classrooms and to confer with them about how to refine their instruction to meet the needs of the diverse student population. Students, too, seem to appreciate her frequent classroom visits, often calling her "Teacher!"

Even though she enjoys being viewed as a partner, she is frustrated that there are not enough minutes in a day. She grapples with finding enough time in the daily schedule to get to all the classrooms of teachers who request her assistance.

A look at Martinez's schedule for one morning gives an example of how she serves as a classroom supporter.

In a typical morning, Martinez meets with teachers, plans lessons to model instructional strategies in a classroom, and co-teaches. She moves quickly and fluidly among the various options in the role of classroom supporter. As a classroom supporter, she finds that she naturally weaves in and out of the roles of curriculum and instructional specialists when she contributes to lesson planning; likewise, she moves into the role of data coach as she and teachers

if the coach perceives that the teacher is uncomfortable or not prepared. By privately asking the teacher what she wants at this moment or offering to turn a planned co-teaching into a demonstration, a coach can forge a new agreement with the teacher.

When observing and having reflection conversations, a coach has several challenges. Some are being clear on the stance to take with the teacher, maintaining the agreed-upon focus for the observation, and balancing what the coach wants to accomplish with the teacher's expectations. A coach honors the agreed-upon focus unless she seeks permission from the teacher to alter them. Occasionally, coaches feel compelled to address topics with teachers that are not identified by teachers in advance and are significant because they affect students' social, academic, or emotional well-being. One example might be the use

assess student learning and consider next steps. Working in the role of classroom supporter, a coach has a full day that requires thoughtful planning and preparation and tremendous flexibility to work with a variety of content areas and levels of students.

**Fictitious name and school*

Time	Action
7:45	Meet with the 4th-grade team in the PLC to plan a lesson that will serve as the weekly lesson study. Martinez will model the lesson in Jessie Garcia's classroom and other teachers will teach later in the week.
8:30	Model a focus on students doing higher-level thinking in Ellie Rapp's 2nd- grade classroom. Frances Chevalier, another 2nd-grade teacher, slips in to observe the demonstration lesson.
9:10	Debrief with Repp and Chevalier in Repp's classroom while her students are engaged in seatwork.
9:40	Observe Phil Cook, another 2nd-grade teacher, using learning centers. By prior agreement, observe how three students respond to the strategy.
10:10	Review notes for meeting with Phil Cook.
10:30	Meet with Cook in the conference room while the principal takes his class. Martinez uses the descriptive protocol to share data from the lesson. Together, they discuss the implications of the data and plan for Cook's next steps.
11:00	Co-teach with Barbara Black, the fourth 2nd-grade teacher.
11:30	Eat lunch with the 2nd-grade team. The four teachers share what they have learned during the morning and how they can use the new strategies.

> "My job is to ensure growth in all my teachers, because I am accountable for all of our students. My job is to ensure that every single one of my students, in all eight classes, has the most effective teacher standing up front each day, because our students deserve that kind of dedication to their lives."
>
> *Kristin Cubbage*
> *Multiclassroom Leader*
> *Ashley Park PreK–8*
> *Charlotte-Mecklenburg Schools*
> *Charlotte, North Carolina*

of inappropriate comments to students about their ability as learners. In cases such as these, coaches have an ethical responsibility to address inappropriate behaviors. A coach might begin by saying, "I want to bring another topic into our conversation today. It relates to some comments directed to several students. As a professional who is committed to the success of all your students, I know you want to treat all students as capable, successful learners. Today, I heard a few comments that I want to bring to your attention." Then the coach offers the specific statements in a nonjudgmental, factual manner. The coach may follow with asking the teacher if he wants to discuss the topic.

Coaches sometimes faces the challenge of balancing warm (positive) and cool (constructive) feedback in an artful way that helps the teacher know the areas for improvement, yet not feel overwhelmed with or diminished by the information. Coaches also want to be certain that teachers have sufficient guidance and direction about how to make the changes they are discussing. Related to the issue of feedback is the intention to increase the teacher's engagement and responsibility for self-analysis and self-reflection. Sometimes teachers are comfortable being passive recipients of a coach's observations rather than being responsible and accountable for their own analyses and reflections. Being responsible and accountable signals a desire for and a commitment to continuous improvement. When teachers let the coach do all the work in a reflection conversation, they have little chance to commit to changing their own practices.

Conclusion

The role of classroom supporter is often mistakenly thought to be the only role a coach plays. Yet, coaches provide teachers with coaching in multiple ways that occur inside the classroom while students are present. This role gives teachers and coaches the opportunity to ground their work as they interact within the real world of teaching and learning.

Coaches and their supervisors are often frustrated by teachers' hesitancy to have coaches in their classrooms, particularly observing teaching. If they remember that this role is the one that appears to be most like supervision, they may be more understanding and patient. Using the other roles as leverage to build trust in and about coaching, establish the integrity and credibility of the coach, and strengthen teaching with effective planning, coaches and teachers may appreciate the authentic and specific learning that emerges from their interactions when a coach fulfills the role of classroom supporter.

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Tools index for Chapter 7

Tool	Title	Purpose
7.1	**Coaching cycle**	Use this structure for coaching visits that includes a full cycle of planning for instruction, observing instruction, and debriefing the coaching visit.
7.2	**Coaching conversation analysis**	Use this tool to take notes on and debrief a conversation between a coach and clients.
7.3	**Different types of instructional coaching**	Use this tool to highlight the differences among different types of instructional coaching.
7.4	**Demonstration lesson planning and debriefing protocol**	Use this template with teachers to plan and debrief demonstration lessons.
7.5	**Results-based coaching conversation**	Use this template to focus a coaching conversation on student outcomes.