

Coaching in Context

A paper written for the Teaching & Learning
and Ultranet Coaches Initiative

JULIE BOYD

*PO Box 66
Hastings Point
NSW 2489
Email: info@julieboyd.com.au
URL: www.julieboyd.com.au*

Coaching in Context

Frequently Asked Questions

	Page
• What is coaching?	3
• Why coaching?	4
• What does the research say?	5
• What is happening with coaching in Victoria?	7
• Where does coaching fit as professional development?	8
• What is the role of a coach?	9
• What does a coach actually do?	10
• What skills does a coach need?	11
• What do I coach for?	12
• What might I discuss with the Principals?	13
• What questions might I explore with others?	14
• How do I know if a teacher is ready for coaching?	15
• What does a Teacher Coachee need to know?	17

- **What reading might be useful to me?**

18

What is coaching?

Coaching is a form of professional learning which integrates the most effective learning about teacher work. Coaching is designed to integrate effective staff development and successful change management processes through providing a continuous growth process for people at all experience levels.

Coaching is teachers talking and acting in a purposeful way with the goal of continuously improving their teaching practice. A coach is a critical listener/observer who asks questions, makes observations and offers suggestions that help a teacher to reflect and grow and produce different decisions.

The ultimate goal of any coaching program is to institutionalise reflective practice and continuous improvement among staff as part of collaborative, collegial learning environments for the purpose of improving student achievement.

Teacher Coaching is a highly sophisticated form of school-based professional reflective practice. It is a series of conversations designed to assist teachers to extend their personal and professional learning and improve student achievement. (Julie Boyd in *School Based Professional Learning, Reflective Practice and Coaching 2000*.)

Cognitive Coaching™ is a form of mediation that may be applied to professional interactions in a variety of settings and situations with the intention of enhancing self-directed learning. It is a composite of skills and strategies, maps and tools and mental models and beliefs. In addition it is a model for classroom mediation to enhance students' self-directed learning. (A. Costa, R. Garmston 1994)

Coaches facilitate learning in teachers by “posing questions, challenging thinking, and leading them in examining ideas and relationships.” (Cohen et al. 1993)

Coaching is a way of working with colleagues to support and encourage them in their development. (G Powell, M Chambers, G Baxter 2001)

Coaching is about learning, lifelong learning... It is about acting from strength, it is not a process of ‘fixing’ people. (G Houtt, 2005)

A coach is someone who

(1) sees what others may not see through the high quality of his or her attention or listening,

(2) is in the position to step back (or invite participants to step back) from the situation so that they have enough distance from it to get some perspective,

(3) helps people see the difference between their intentions and their thinking or actions, and

(4) helps people cut through patterns of illusion and self-deception caused by defensive thinking and behaviour. (Robert Hargrove, *Masterful Coaching 1995*)

Why coaching?

In 1980, reporting their seminal research study on teacher professional development, Dr. Bruce Joyce and Beverley Showers identified a series of five factors which contribute to effective learning in teachers. According to their research each of these factors contributes to Professional Learning, some more effectively than others in terms of classroom application. Although their research has formed the basis of much teacher professional development in the years since, the crucial nature of the cumulative impact of these factors has at times been overlooked. Each of these elements needs to be included for high impact to be experienced.

COMPONENT	IMPACT	CLASSROOM APPLICATION
Presentation of theory	Approx 5%	very low
Demonstration or modelling	Approx 10%	low
Practice in a simulated setting	Approx 20%	Medium
Structured and open feedback	Approx 25%	High
Coaching	Approx 90%	Very high

Synthesised from several papers by Joyce, B, and Showers B.

More recently the Annenberg Institute (2004) has also found that:

- Effective coaching encourages collaborative, reflective practice
- Effective embedded professional learning promotes positive cultural change
- A focus on content encourages the use of data analysis to inform practice
- Coaching promotes the implementation of learning and reciprocal accountability
- Coaching supports collective, interconnected leadership across a school

<http://www.annenberginstitute.org>

What does the research say?

The best information available about the essential features of teacher professional development suggests:

- It must be grounded in participant-driven inquiry, reflection, and experimentation
- It must be collaborative, involving a sharing of knowledge among educators and a focus on teachers' communities of practice rather than on individual teachers
- It must be sustained, ongoing, intensive, and supported by modelling, coaching, and the collective solving of specific problems of practice
- It must be connected to and derived from teachers' work with their students
- It must engage teachers in concrete tasks of teaching, assessment, observation, and reflection that illuminate the processes of learning and development
- It must be connected to other aspects of school change.

Coaching, at its best, adheres to these principles: it is grounded in inquiry, collaborative, sustained, connected to and derived from teachers' work with their students, and tied explicitly to improving practice

In any form of coaching, the focus is on the teacher as learner.

Below are some key messages of the most prolific researchers in the field of collegial reflective practice.

<p>1. There are four aspects of the teacher as learner—the technical, the reflective, the research, and the collaborative—which are played out in a variety of coaching experiences. <i>(Fullan, Bennett, and Rolheiser-Bennett)</i></p>	<p>2. Coaching must be done within a safe and professional development culture and the learning should be deep, rather than shallow. <i>(Fullan and Hargreaves)</i></p>
<p>3. Teacher Professional Development will be ongoing <i>(Hill, Hawk and Taylor)</i></p>	<p>4. The qualities of the trainer, the programme and the nature of the follow-up are all important <i>(Sweeney, Ottoman, Joyce and Showers)</i></p>
<p>5. For a complex model of teaching, a strategy needs to be used about 25 times before it becomes embedded in practice. <i>(Showers, Joyce and Bennet)</i></p>	<p>6. It is within the context of the school and the teacher's own classroom that the relevance of the development will be apparent to the teacher and in this situation that change is most likely to occur <i>(Aschbacher, Resnick)</i>.</p>
<p>7. Collegial reflective practice reduces teacher isolation <i>(Goodlad, Little and Glickman)</i></p>	<p>8. Collegial reflective practice increases consciousness of craft <i>(Brophy)</i></p>
<p>9. Collegial reflective practice increases transference of training to the classroom <i>(Joyce and Showers)</i></p>	<p>10. Collegial reflective practice builds autonomy <i>(Garmston and Costa)</i></p>
<p>11. Collegial reflective practice provides support and challenge while facilitating change <i>(Boyd, Fullan)</i></p>	<p>12. Collegial reflective practice validates and professionalises the learning process. <i>(Boyd, Rickert, Kent)</i></p>

What is happening with coaching in Victoria?

Coaching is already part of the professional learning culture in many Victorian government schools. Flagship Strategy 3 in the *Blueprint for Government Schools, Building Leadership Capacity*, includes *Coaching to enhance the capacity of experienced Principals*. This program involves a trained coach working with an experienced principal to assist them to build their leadership capacity. The emphasis is on empowering through reflection and developmental orientations rather than approaches that focus on directive skill development (<http://www.sofweb.vic.edu.au/pd/schlead/coaching.htm>). In addition, many Victorian government schools and clusters already have coaching programs in place to support such initiatives as the Leading Schools Fund and Innovations and Excellence Cluster initiatives.

Coaching is a model that reflects the Principles of Highly Effective Professional Learning (<http://www.sofweb.vic.edu.au/blueprint/fs5/default.htm>) in that the professional learning is:

- focused on improving student outcomes.
- research based.
- embedded in teacher practice.
- collaborative and reflective.
- based on feedback and evidence to progress teacher learning.
- an ongoing supported element within the school culture.

To be effective and sustainable a coaching program must align with a school's goals and culture. To this end it is vital that schools with Teaching and Learning Coaches should have this as a major priority in their School Strategic Plan, and Annual Implementation Plan.

Role of Teaching and Learning Coach

The Teaching and Learning Coach will work with individual teachers in their classrooms in a peer coaching role. By building a relationship with their coachee through discussion and observation of their classroom practices they will work collaboratively with their teacher coachee to set goals for what the teacher coachee wants to accomplish during the time that they will be working together.

Whatever coaching model is adopted, it must aim to achieve the best outcomes for students

Where does coaching fit as professional development?

Implementing a coaching model does not mean giving up other approaches to teacher learning. There can still be a place for programs that introduce teachers and principals to a new concept or activity. There are great benefits to intensive programs that focus on content as well as pedagogy. Networking is crucial to ideas and perceptual growth. Sustainably improving teachers' learning – and, in turn, their practice and student learning requires a commitment to continuous reflective practice.

Coaching is time and resource intensive and is just one component of the menu of reflective practices used by highly skilled teachers which may include some of the following:

<p>1. Individual Reflection Methods</p> <ul style="list-style-type: none"> A. Self-Contracting B. Portfolios C. Journal-Writing; D. Case Study Writing E. Professional Reading and Writing F. Study Formal and Informal 	<p>2. Partner Reflection and Reflection Methods</p> <ul style="list-style-type: none"> A. Learning Buddies B. Mentoring C. Appraisal, Interviews D. Peer Coaching
<p>3. Small Group Reflection and Assessment Practices</p> <ul style="list-style-type: none"> A. Action Research B. Study Groups C. Peer Support Groups D. Professional Dialogue Groups E. Electronic Networks F. Labsites (Collegial Learning in Context) 	<p>4. Large Group Reflection and Assessment Practices</p> <ul style="list-style-type: none"> A. Assessment Centres B. Exhibitions and Panels C. Presentations D. Professional Development Schools E. Teacher Centres F. Teacher Institutes G. Partnerships
	<p>Table cited with permission from <i>Collaborative Approaches to Professional Learning and Reflection</i> Boyd and Cooper 1994</p>

What is the role of a coach?

Clarification of roles is one key factor in the success of school based coaching programs. Another is understanding the place of coaching in the overall scheme of teacher learning. There are a range of different roles which can be useful in assisting teachers. These can be matched to the needs of teachers who are at various levels of professional experience. An understanding of the variations between these roles will assist the coach to recognise when they are reaching beyond the parameters of their particular brief.

School-based Professional Learning Roles

MENTOR	Advises, supports and encourages, typically in a one-to-one relationship between a more and a less experienced teacher. Mentoring for novice and beginning teachers initially aims to ensure the development of classroom teaching proficiency and support the development of the personal and collegial competencies that form the foundation of a successful teaching career. Mentoring for more experienced teachers is often focused on broader leadership and career aspirations. A mentor may advise, share perspective, question, guide and provide feedback.
CONSULTANT	Guides and facilitates broad based organisational processes or contributes particular expertise. An Organisation Development (OD) perspective is often provided.
EXPERT COACH	Develops thinking and practice in relation to particular process or curriculum content areas. Expert coaches guide the thinking of their coachee through focused and directional questioning. They may move regularly between a mentoring, coaching and modelling role. An expert coach may also perform the role of a meta-coach when introducing peer coaching into a school – i.e. coaching about coaching.
CRITICAL FRIEND	A critical friend typically works with a team and provides specific feedback on invitation. They also ask hard questions, encouraging teams to critique their own practices and avoid 'group think'. A critical friend may take on a mentoring or coaching role if invited.
PEER COACH	Peers are in a collegial relationship where coaching conversations are used to support individuals to 'think their practice forward' through the use of observational evidence, listening, questioning and feedback. They use more probing and reflective questions rather than directional questions, and can assist with the examination of assessment data (schoolwide or specific content area) and help schools use the data to plan improvements in line with resources and the school's priorities. Types of peer coaching include: <ul style="list-style-type: none"> 1. Content Coaches (e.g. literacy and maths coaches, language acquisition coaches, math coaches, etc) focus more exclusively on improving teachers' teaching and learning strategies in specific content areas. But they do not ignore the larger issues of school organization and resource allocation. 2. Pedagogy Coaches provide in-class coaching focusing on needs which are generic to all learning areas.
TEAM COACH	Facilitates dialogue within a team to enable each member to examine their own and other's practice using evidence and critical reflection. The 'labsite' (CLIC) structure is an example of this.

(Cited with permission, Boyd & O'Rourke, October 17, 2007, Adapted from Boyd 2002 in *SCHOOL BASED REFLECTIVE PRACTICE, COLLEGIAL LEARNING and COACHING*).

What does a coach actually do?

Coaches cannot have a scripted role. While it is possible to provide a set of guidelines about general processes for coaching, it is not possible to script individual situations. As a result coaches need a level of skilling which will enable them to build relationships and interact with teacher coachees (TC) to assist them in useful and practical ways.

Coaches adapt their coaching methods to the knowledge and skill of the teachers with whom they are working.

Coaches are skilled in managing a broad range of situations which may arise - from working with people who may be skeptical about, or threatened by reforms, to those who present inappropriate requests which may require other forms of assistance such as counselling.

Coaches understand what they are coaching for. If they have no clear agenda then they need to be skillful in assisting their teacher coachees to identify their needs, then to ensure those needs fit with school and department agendas.

Coaches determine teachers' learning needs and how to meet those needs by targeting conversations around instruction, raising questions, organizing professional development opportunities, bringing in research and articles, and guiding teachers in developing new practices.

Coaches collaborate with their teacher coachees to build their capacity for effective teaching and evaluation of lessons that they may have planned together. A debrief with the teacher coachee may include dialogue on what worked, what didn't, and how a lesson or activity might be modified in the future to be more effective.

Coaches are skilful in working with adult learners. They understand principles of adult learning and they are able to respond appropriately to requests for assistance and resources.

What skills does a coach need?

Coaches need to be good teachers with an existing broad repertoire of skills across the following areas.

Generic Skills	At a Classroom Level Coaches Need To Be Able To:
<ul style="list-style-type: none"> Options, strategies, and conversation starters 	<ul style="list-style-type: none"> encourage teachers to talk about their practice with the coach and with other teachers
<ul style="list-style-type: none"> Pedagogical knowledge 	<ul style="list-style-type: none"> plan and implement lessons and to hone specific skills, strategies and processes
<ul style="list-style-type: none"> Leadership, Interpersonal and Change Facilitation Skills 	<ul style="list-style-type: none"> develop leadership skills with which they can support the work and learning of their colleagues
<ul style="list-style-type: none"> Communication Skills 	<ul style="list-style-type: none"> observe classes and provide written and oral feedback after observations
<ul style="list-style-type: none"> Negotiation Skills and Decision Making 	<ul style="list-style-type: none"> establish a safe environment for teachers to improve their practice without fear of negative criticism or evaluation
<ul style="list-style-type: none"> Awareness of Resources 	<ul style="list-style-type: none"> access, develop or find materials and other curriculum resources
<ul style="list-style-type: none"> Content Knowledge 	<ul style="list-style-type: none"> provide demonstration lessons (if appropriately negotiated)
<ul style="list-style-type: none"> Curriculum Knowledge 	<ul style="list-style-type: none"> transfer what they are learning about new practices to their classrooms
<ul style="list-style-type: none"> Knowledge of the Practice of Coaching 	<ul style="list-style-type: none"> address specific issues such as ‘ new-teacher’ issues as well as teaching and learning strategies
<ul style="list-style-type: none"> Use of evidence to show growth 	<ul style="list-style-type: none"> document appropriate data and information

What do I coach for?

Focus areas for Coaching may include:

- Effective pedagogy
- Content knowledge
- VELS implementation
- Student engagement
- Behaviour management
- Team teaching
- Questioning techniques
- Lesson introduction
- In-class learning debriefing for students
- Elements of learning
- Learning strategies/structures
- Student learning- both social and academic
- Teacher's role
- Lesson design
- Aspects of curriculum
- Assessment strategies
- Classroom culture
- Classroom environment
- Teacher language
- Teacher/student interaction
- Timing

The Victorian Institute for Teaching (VIT) has a clear statement in relation to the themes and standards affecting the quality and effectiveness of teaching. These are:

Professional Knowledge:

1. Teachers know how students learn and how to teach them effectively
2. Teachers know the content they teach
3. Teachers know their students

Professional Practice

4. Teachers plan and assess for effective learning
5. Teachers create and maintain safe and challenging learning environments
6. Teachers use a range of teaching practices and resources to engage students in effective learning

Professional Engagement

7. Teachers reflect on, evaluate and improve their professional knowledge and practice
8. Teachers are active members of their profession

The Principles of Learning and Teaching P-12 can be used to reflect on practice and support professional dialogue to strengthen pedagogical practices.

What might I discuss with the Principals?

“Educators agree that leadership by a Principal profoundly affects what is accomplished by a school” (Kral). This is particularly true in introducing cultural change and reforms. In this initiative Principals need to work with the coach to develop and publicise a viable plan for coaching to succeed in the school

The purpose of coaching is to provide a safe environment that encourages teachers to discover more about teaching and learning. By establishing a trusting relationship with another person who helps them plan and may come into their classroom teachers are able to establish a keen sense of autonomy and professional self-direction.

Factors to be considered in the introduction of Coaching as a strategy:

- Coaching is a highly sophisticated form of professional reflection
- It is crucial to establish a culture of ‘coaching readiness’ for this to be successful
- Coaching requires effective and efficient resourcing
- Coaching requires intensive training for the coaches, coachees and Principals
- Principals as educational leaders must be integrally involved in the implementation process
- A key role for Principals is in finding time for collegial reflective practice to occur
- Coaching is one form of professional learning and may not suit everyone
- Coaching needs to be voluntary. It cannot be mandated
- Coaches need to work with teachers who see themselves as learners
- Coaches cannot do their work if the teachers and principals with whom they work do not know how to support them

To be effective and sustainable a peer coaching program must align with a school’s goals and culture. To this end it is vital that schools which have Teaching and Learning Coaches should make this a major priority in their School Strategic Plan and Annual Implementation Plan.

While it can be relatively easy to match coaching with school goals, it isn’t always easy to fit coaching within a school culture that does not support collaboration among teaching staff or shared leaders. It is important that the culture of professional learning is seen as part of teachers’ daily work and not something that is disconnected or ‘added on’ at the end of the school day. The TLC initiative aims to support a culture in schools where classroom observations, ongoing professional conversations and reflection on what makes good learning and teaching become a regular and valued part of the school day. These steps can contribute to the creation of a collaborative work culture and learning community across the whole school.

Feedback from the Literacy Improvement Team and the ICT coaching initiatives shows that the support from school leadership in providing time for coaches and coachees to meet for pre and post observation discussion and planning meetings, and enthusiasm are vital aspects that contribute to success. The School Support Agreement (used in the ICT Peer

Coaching initiative) may be a useful planning tool for school leaders when considering the type of professional learning culture they wish to cultivate across the school or how the use of a Teaching and Learning Coach can further support and enhance existing strategies and culture.

WHAT DO WE NEED TO REFLECT ON AS COACHES?

- What are our role and responsibilities as coaches?
- What is expected of us?
- Do we have enough knowledge of state, region and school priorities?
- Do we understand the coaching process?
- Can we work effectively with a range of adult learners?
- How successfully can we encourage teachers to try new strategies?
- Are teachers comfortable approaching us?
- What are our relationships like with most of the teachers in our schools?
- Are we able to model teaching and learning strategies for teachers?
- Are we able to provide practical resources and strategies to teachers?
- Are we able to juggle our multiple roles and responsibilities?
- How effective are we at sharing new learnings with colleagues and teachers?
- Do we follow through in a timely manner?
- How effective are we at engaging teachers in identifying issues on which they want to work?
- Are we able to seek out learning opportunities and networks on our own?
- What tools or frameworks can we use to document and/or self-assess?
- How do we hold ourselves accountable to a process of coaching as well as to coaching outcomes?
- What opportunities do we have to continuously improve levels of personal understanding of pedagogy, curriculum, assessment, relationship and environment through expanding our own learning repertoires

WHAT QUESTIONS MIGHT WE EXPLORE WITH OTHERS?

- What is the content of coaching?
- How do we clarify our role and responsibilities with others?
- How do we build workable relationships with the principals and leadership teams?
- What are our respective hopes, fears and concerns about coaching
- How do we work with resistant teachers/Principals and special needs students?
- How do we remain non-judgemental?
- How is coaches' work integrated into the work of the school and region?
- What do coaches need to know about their school context and what influence do we have?
- What can happen at a coaches' discretion?
- When a coach is new to the school, what do they need?
- What are the non-negotiables for a coaches' work?
- How do we have input into issues that may be affecting the whole school?
- When does a coach have the responsibility to introduce new lines of questioning and suggest tools and strategies?
- What is reasonable and will work in terms of accountability for all concerned?
- What are the practices, standards, or processes that help deal with dilemmas in our school?
- How do we deal with situations where we may not be qualified or experienced e.g. issues that may involve consultancy, advocacy or counselling?
- How do we ensure that coaching is seen as a priority and given necessary time and space?
- What plans can we make to ensure coaching processes become institutionalised in our schools?
- Who are we responsible to, what are we responsible for, and what are others responsible for. e.g. if student achievement data does not improve, who is responsible?
- How do we ensure that our roles and responsibilities can evolve through the year?
- How do we determine what the real issues are? E.g. a request for help with setting routines and behaviour management may mask underlying issues of relationship with students, a lack of careful

planning, involving students in constructing their learning or providing differentiated learning opportunities.

- How can we expand our repertoire of questioning skills and techniques?
- How do we deal with silence in coaching sessions?
- How do we balance multiple roles in our own work?
- How do we deal with incorrect perceptions of our role? E.g. coaches only work with “bad” or “new” or “struggling” teachers.
- How will we know when we have been successful?

How do I know if a teacher is ready for coaching?

Teachers are usually ready for coaching when they ask for help.

It is important to recognise that teachers are at different levels of readiness and commitment to engage in reflection and change (Hopkins, Ainscow and West, 1990). Rudman (1999) points out that adults' readiness to learn is different. Adults tend to be less inclined to take risks. This does not mean that all teachers would not benefit, or that they will not all be involved at some stage in a coaching programme.

The matching of the type of support required to the individual teacher is extremely important in assisting teachers to improve their practice. Coaching is not always the most appropriate form of support for novice teachers. Mentoring and pastoral support in which they are assisted with organization, student engagement and various levels of curriculum is often a more appropriate form of support for a novice teacher. The table below was designed to provide indicative levels and forms of support.

TEACHER LEVEL	CURRICULUM FOCUS	RELATIONSHIP	OUTCOME
Novice	Activities	Dependence	Efficacy
Advanced Beginner	Content	Independence	Flexibility
Competent Professional	Processes	Interdependence	Craftsmanship
Advanced Professional	Mind States	Coach	Consciousness
Virtuoso/Sensai	Ideals	Expert Mentor	Orchestration

(Cited with permission, Julie Boyd, 1994)

The Concerns Based Adoption Model (CBAM) has been available since the 1970s. While it has been adapted and updated over time, it is still relevant in informing the concerns of teachers related to the change process (Hall, George and Rutherford, 1977; Hall & Hord, 1987; 2001; Holloway, 2003).

The purpose of the CBAM was to assist those involved in professional learning to better tailor approaches to individual needs. Coaches may use it to determine the type of assistance that a teacher coachee may need. The seven stages of concern from this research are:

(Cited in the **Research on cluster and school-based teacher professional learning**
End of Year Interim Report, December, 2007)

Awareness	Aware that an innovation is being introduced but not really interested or concerned with it.
Informational	Interested in receiving some information about the change.
Personal	Wants to know the personal impact of the change
Management	Concerned about how the change will be managed in practice
Consequence	Interested in the impact on students or the school.
Collaboration	Interested in working with colleagues to make the change effective.
Refocusing	Begins refining the innovation to improve student learning results.

These stages of concern can be matched against the levels of use of any new ideas and innovations to assist both coach and coachee to understand their situation.

Non use	No knowledge, no interest, no action.
Orientation	Using initiative to learn more about the idea/innovation
Preparation	Planning to begin using the idea/innovation
Mechanical	Focusing on immediate needs of user to master tasks of innovation
Routine	Making few changes in ongoing use of idea/innovation
Refinement	Varying use of the innovation to make impact on students
Integration	Combining efforts of self and colleagues to achieve collective impact on students.
Renewal	Reevaluating own use, seeking major modifications, and exploring new developments.

Adapted from (Hord et al., 1987)

What does a Teacher Coachee need to know?

Being a teacher coachee offers teachers an opportunity to extend themselves professionally and to work collaboratively with a coach to develop their capacity to improve the achievement of students in their classroom.

The teachers involved in coaching are active participants working in partnership with their coach, rather than in a mentor-novice relationship. In a successful coaching partnership, both coach and coachee learn from each other as they plan, implement, observe and provide feedback. The coach is not the coachee's judge/evaluator or supervisor.

Individual teachers need to develop a focus for their coach-assisted professional learning. It can be done by the coachee individually or developed collaboratively with their coach. It needs to be linked to the broader school goals and reflect the level of support and time allocation available from their coach.

The teacher coachee needs to schedule sufficient time to spend with their coach for conferences (pre, post observation, planning, etc) and not allow competing priorities to impinge on that time.

Teacher coachees also need time to practice skills and strategies.

Templates can be developed and used as planning, reflection or evaluation tools by the coachee either individually or in collaboration with their coach. They may also be used as a feedback tool by the coach.

Teacher Coachees will be responsible for collecting and recording achievement data from their students and evaluating their progress over the coaching period.

USEFUL READING

- Boyd, J. (2007). *School Based Reflective Practice, Collegial Learning and Coaching*. www.julieboyd.com.au
- Boyd, J and Cooper, C. (1994). *Collaborative Approaches to Professional Learning and Reflection*. Second edition 1996 www.julieboyd.com.au
- Carr, J.F, Herman, N, et al., (2005) *Creating Dynamic Schools Through Mentoring, Coaching, and Collaboration* Alexandria, VA: Association for Supervision and Curriculum Development
- Cohen, D.K, McLaughlin, M.W, and Talbert, J.E. (Eds.) (1993). *Teaching for Understanding: Challenges for Policy and Practice*. San Francisco: Jossey-Bass.
- Costa, A. & Garmston, R. (2002) *Cognitive Coaching: a Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon, 1994 Second edition 2002 .
- Fullan, M. (1999) *Change Forces* (Series) Florence, KY, USA, Routledge
- Kise,J. (2006). *Differentiated Coaching: A Framework for Helping Teachers Change*, CA, USA, Corwin Press
- Robbins, P (1991) *How to Plan and Implement a Peer Coaching Program* Alexandria, VA: Association for Supervision and Curriculum Development
- Scherer, M.(1999) *A Better Beginning: Supporting and Mentoring New Teachers* Alexandria, VA: Association for Supervision and Curriculum Development

REFERENCES

- Costa, A. & Garmston, R. (1993, Spring-Summer). Cognitive Coaching for Peer Reflection. *CASCD Journal*, 5 (2), 15-19.
- Edwards, J. (2001) *Cognitive Coaching: a Synthesis of the Research*. Highlands Ranch, CO: Center for Cognitive Coaching.
- Guskey, T. (2002). *Does It Make a Difference? Evaluating professional development*. *Educational leadership*, March, 46-51.
- Lieberman, A. (1995). *Practices that Support Teacher Development: Transforming Conceptions of Professional Learning*, *Phi Delta Kappan*76(8):591–596.
- Neufeld, B., and Roper, D. (2002). *Off to a Good Start: Year I of Collaborative Coaching and Learning in the Effective Practice Schools*. Cambridge, MA: Education Matters.
- Joyce, B. & Showers, B. (1980). *Improving Inservice Training: The Messages of Research*. *Educational Leadership*, 37(5), 379-385.
- Joyce, B., & Showers, B. (1995). *Student Achievement Through Staff Development: Fundamentals of School Renewal* (2nd ed.). White Plains, NY: Longman.
- Showers, B., Joyce, B. and Bennett, B. (1987). *Synthesis of research on staff development: A framework for future study and a state-of-the-art analysis*. *Educational Leadership*, November. Pp.77-87.