

Macro-Level Coaching: Coaching Models

- **Facilitative Coaching:** Coaches in this model work with teachers as equals. Rather than sharing their expertise and experiences, coaches seek to unlock what a teacher already knows through empathy and asking questions. This model works best when teachers already have the knowledge they need to improve.
- **Directive Coaching:** In many ways, the opposite of facilitative coaching. In the directive model, the coach's expertise is the focus of the coaching session, intending to share new knowledge with the teacher. This is a good model for teachers looking to learn exactly how to teach a proven model without making adaptations; however, it is a rigid model that can easily lead to teacher resistance.
- **Dialogical Coaching:** In this model, teachers and coaches create an open dialogue with one another. The coach shares their expertise similarly as they would in the directive model. Dialogical coaches share several possible strategies and encourage the teacher to choose. Coaches then work with the teacher to help implement strategies aimed at student-focused goals.
- **Challenge-Based Coaching:** Challenge-based coaching provides each teacher with consistent personalized support through five steps: (1) identify a classroom challenge(s) to be addressed; (2) brainstorm possible strategies; (3) select personalized strategies/tools; (4) implement selected strategies/tools in the classroom through co-teaching, modeling, and/or observation; and (5) reflect on progress.
- **Inquiry-Based Coaching:** Inquiry-based, or cognitive, coaching aims at developing a teacher's reflection skills, focusing on their emotional intelligence, non-verbal communication, and underlying beliefs. This model relies on:
 - Teachers and coaches understanding student needs through observation and participation to set goals related to student challenges.
 - Focusing on what teachers can do differently to improve student learning through research-backed strategies.
 - The coach holding the teacher accountable.
- **Student-Centered Coaching:** Student-Centered coaching focuses on goals for student learning rather than fixing teachers and their practice. In this model:
 - Student work is at the center of the coaching style.
 - Coach and teacher are partners, working on analyzing student data to develop targeted learning goals.

As author and educational consultant Diane Sweeney says about this model, "Student-Centered Coaching shifts the focus from 'fixing' teachers to collaborating with them to design instruction that targets student outcomes. It is based on a collection of core practices that keep student learning at the center of coaching conversations."

Micro-Level Coaching: Coaching Strategies

- **Collaborative Inquiry:** Professional learning models that engage teachers in inquiry build teacher efficacy. Collaborative Inquiry is a 4-four-stage model where coaches guide teachers to: 1) frame the problem, 2) collecting evidence, 3) analyze evidence, and 4) document, share and celebrate. Be prepared for the “long game” - collaborative inquiry can take anywhere from a few months to an entire school year.
- **PD Session:** It is imperative that the professional learning offered to teachers as learners is positive, supportive, collaborative, and trusting to maximize their risk-taking opportunities. Coaches can facilitate professional learning on topics that have been show to build teacher efficacy, such as philosophical understanding of education, pedagogical content knowledge, teacher engagement from both teachers’ and learners’ perspective (the ability to engage as a learner in the classroom and show empathy for the student’s perspective as a learner), examining deep-seated beliefs and values about teaching, learning, and students, and strategies that bring about desirable effects for learners.
- **Coaching Cycle:** One-on-one coaching cycles can build teacher efficacy by setting a specific goal that focuses on rigor, standards achievement, behavior, or any other perceived deficit. In the cycle, the coach guides the teacher through goal setting, planning to support the goal, implementation, motoring progress towards the goal, and reflection.
- **Data Conversation:** If there is data available related to the perceived deficit, Data conversations can help build teacher efficacy by providing a way to analyze student data, discuss growth, and plan to address student needs. Coaches can guide teachers to use data to improve their teaching and make better decisions for their students.
- **Lesson Model:** A coach can model if the teacher has low belief in self and students. The coach teaches the class while the teacher observes a number of teacher moves and can see how the students react to each of them. In the debrief, the coach speaks to each move, decision, and result. Video recording the lesson is also good practice for review and reflection.
- **Learning Walk:** Educators who possess a deficit mindset about students, even when a coach shares success stories, often deflect to wanting to “see it in action.” A coach can facilitate learning walks in which teachers visit the classroom of a teacher who is “doing it right” and guides conversation around what was observed during the learning walk and how the teacher can use similar strategies in their own classroom.