

More Examples: Coaching with Confidence - Leading with a Coaching Mindset

This document provides a list of more examples for each of the three lessons from the 'Coaching with Confidence' framework. Use these examples to support coaching conversations, leadership moves, and ongoing professional reflection.

Lesson 1: Speak with Purpose

Coaching starts with intentional language. These examples show how subtle shifts in phrasing can build clarity and confidence.

- Instead of: "I'm not sure if this is the right time, but..."
- Try: "I'd like to discuss a way to support your small group instruction."
- Instead of: "Maybe this strategy could work..."
- Try: "This strategy aligns well with your goal—let's explore how it might work."
- Instead of: "You sort of guided the students through that task..."
- Try: "You clearly modeled the task before releasing students to try it."
- Instead of: "I think that's fine?"
- Try: "That approach supported engagement—how did it feel to you?"
- Instead of: "Do you want me to help?"
- Try: "I'm here to support—what's one area we can look at together?"

Lesson 2: Grow Through Doing

Confidence grows when teachers take action and reflect on the results. These examples support turning ideas into practice.

- Teacher goal: "I want to build better discussion routines."
- Coach move: "What question will you ask tomorrow to prompt student-to-student talk?"
- Teacher goal: "I want to improve transitions."
- Coach move: "What visual or verbal cue will you introduce in your next lesson?"
- Teacher goal: "I want to get better at formative assessment."
- Coach move: "What exit slip will you try this week, and how will you use the data?"
- Leader modeling: "I'm trying a new walk-through template this week to focus on student engagement."
- Leader modeling: "I'll start our next meeting with a reflection round to build trust and presence."

Lesson 3: Ask Clearly, Lead Boldly

Modeling assertiveness and clarity empowers teachers to name their needs and take ownership of their growth.

- Teacher need: “I need time to look at data with a colleague.”
- Coach move: “Let’s block 30 minutes this week to review student progress together.”
- Teacher need: “I need help designing my next intervention group.”
- Coach move: “What data can we look at together to form that group?”
- Leader need: “I need this walk-through to focus on collaborative structures.”
- Leader need: “I need feedback on the clarity of our new planning template.”
- Language shift: Before: “Sorry I didn’t get to that.”
- After: “Thanks for your patience...I’ve followed up as promised.”
- Language shift: Before: “Sorry for the questions.”
- After: “I appreciate the space to ask and clarify.”