

The High Impact Coaching Model (Barry Sweeney)

Pre-Observation Planning Conversation: (sequence does not matter)

- The teacher's intentions for the lesson (objectives)
- The teacher's predictions for the lesson
- The teacher selects focus for own learning and growth (observation tools)
- Agree on information to collect to support teacher's learning
- Agree on the tool to be used to collect data
- The coach's role, viewing place, post conversation time and place and other logistics

Observation:

Data collection on selected topics using only agreed format

Post-Observation Planning Conversation: (sequence is crucial)

The teacher recalls own intentions and predictions

* The teacher describes own view of the actual teaching and learning experience

The coach presents the data collected

The coach's questions prompt teacher comparison of intentions, predictions and actual data, seeking a pattern

The coach's questions guide teacher to drawing conclusions about

- o Mistakes or less than effective choices made by teacher

- o Results of lesson for students

- o Need for improvement in instruction

The coach's questions guide teacher to design action plan for improvement

Discussion on impact of coaching and ways to improve it

Sweeney, B. (2008) Leading the Teacher Induction and Mentoring Program. Thousand Oaks: Corwin Press