


By Michael S. Moody



If Instructional Coaching Really Works, Why Isn't It Working?

“For coaching programs to be effective it is suggested they must be, “individualized, intensive, sustained, context-specific, and focused.”



In which of these areas is your coaching system really strong? What does it look like in your coaching system?



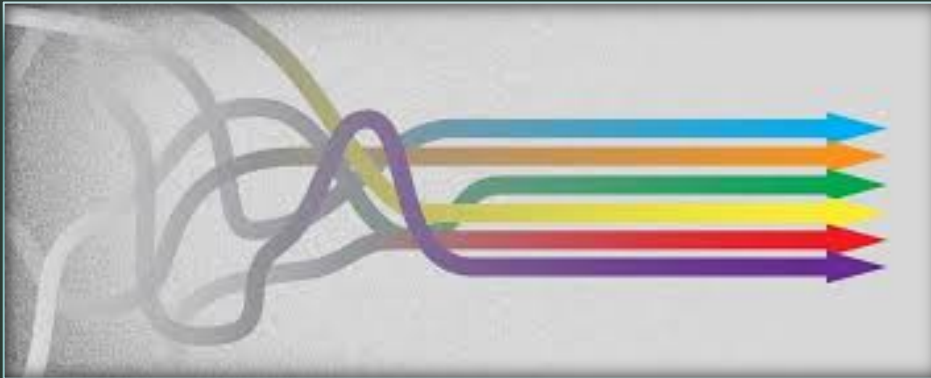
In which of these areas do you have gaps? What are your plans for meeting those challenges?

Larger Issue Categories: Logistical, Structural, and Human Capital Decisions

Which category provides the most difficulty to your coaching system and what do those challenges look like?



Alignment



- “Coaches, school leaders, and teachers need to know how the coaching initiative directly aligns to and supports the school and district improvement plans”
 - How does your SPDG approach alignment?

Time Constraints

The New Teacher Center recommends 1.25 to 2.5 hours of support peer week.

- How much time do you see teachers receiving?
How much time specific to the SPDG?



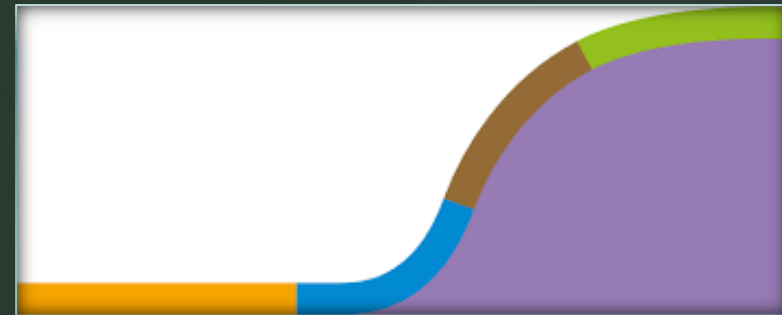


Matching coaches to teachers

- What do you do to help the combination of educator and coach work?

Scaling Effective Coaching

How do we overcome the
“scaling” problem?



Equity across schools/classrooms

- What do you think about what the author had to say about central management?

What do you do to make coaching more
cost effective?

Efficiencies



Formative Assessment



How do you formatively measure how effective coaching is?



Consider the functions of coaching

- Not all functions need to be performed by “the coach” or “face-to-face”.

Which of the following have you done to alleviate some of the pain points?

- Self-reflection
- Peer observation and feedback
- Facilitated/structured PLC conversations
- Non-evaluative observation and feedback from a school leader (best if not performing a high stakes observation at other times)
- Develop a tiered system of coaching (intensive to facilitative)
- Involve more people as coaches
- Use technology