

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text centered in a white space.

“Why Teacher Autonomy is Critical to Coaching Success”

By Jim Knight

Self-determination Theory: 3 innate human needs



- ▶ People feel motivated when:
 - ▶ They are competent at what they do;
 - ▶ They have a large measure of control over their lives; and
 - ▶ They are engaged in positive relationships.
- ▶ What do you think about this theory?
- ▶ How have you seen this play out?
- ▶ If you agree with this theory, what does it mean for your coaching system?

Technical Challenge

- ✓ Is clearly defined
- ✓ Can be solved by experts
- ✓ Can be resolved in short(er) time spans
- ✓ Can be issued by edict
- ✓ Is solved by authority/leadership or delegates
- ✓ Requires informative learning, but basic perceptions remain the same

Adaptive Challenge

- ✓ Is harder to define
- ✓ Must be solved by people, not experts
- ✓ Has long-term outcomes

“Adaptive challenges can only be addressed through changes in people’s priorities, beliefs, habits, and loyalties.”

- Grashow, Heifetz, & Linsky (2009)

What does this mean for providing feedback?

Effective dialogue between coach and practitioner

Effective dialogue is often enabled through a third point:

- Student Work
- Video recordings of teacher lessons
- What else?

Coming from a non-judgmental place

- How do you encourage this thinking in your coaches?

Fidelity to the intervention

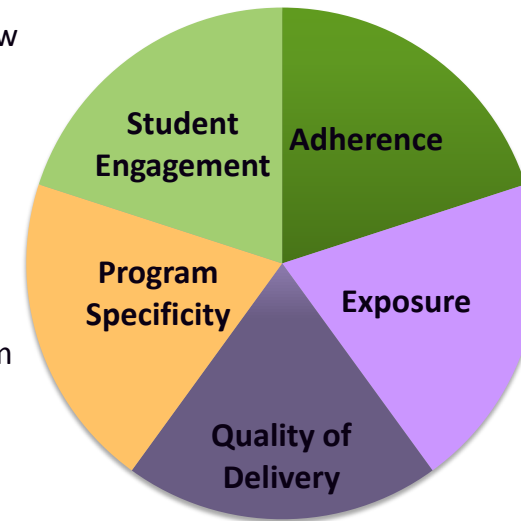
- ▶ What do you think about the author's comments related to fidelity?
 - ▶ “...teaching is too complex to conform to a one-size-fits-all model.”

Five Elements of Fidelity

Student Engagement: How engaged and involved are the students in this intervention or activity?

Program specificity: How well is the intervention defined and different from other interventions?

Quality of Delivery: How well is the intervention, assessment, or instruction delivered? Do you use good teaching practices?



Adherence: How well do we stick to the plan/ curriculum/assessment?

Exposure/Duration: How often does a student receive an intervention? How long does an intervention last?

Questions from the article

- ▶ Can you think of a time in your school or district when a “directive approach” to coaching or PD had a counterproductive effect on teachers? How could the training have been done differently?
- ▶ What could you change in your coaching or supervision to better honor teachers’ autonomy? How comfortable are you about making that change?



3-2-1



WHAT ARE 3 BIG IDEAS YOU
TOOK AWAY FROM THIS ARTICLE
AND THE DISCUSSION?



WHAT ARE 2 QUESTIONS YOU
HAVE RELATED TO THE
MATERIAL?



WHAT IS 1 ACTION YOU WANT
TO TAKE BASED ON THE
INFORMATION?