

# WSRA Session A12—What is Student-Centered Coaching?

9:30-11:00 on Thursday, February 6, 2014

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## Student-Centered, Teacher-Centered, and Relationship-Driven Coaching

More Impact on Students-----Less Impact on Students			
	Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching
Role	The coach partners with teachers to design learning that is based on a specific objective for student learning.	The coach moves teachers towards implementing a program or set of instructional practices.	The coach provides support and resources to teachers.
Focus	The focus is on using data and student work to analyze progress and collaborate to make informed decisions about instruction that is differentiated and needs-based.	The focus is on what the teacher is, or is not, doing and addressing it through coaching.	The focus is on providing support to teachers in a way that doesn't challenge or threaten them.
Use of Data	Formative assessment data and student work is used to determine how to design the instruction. Summative assessment data is used to assess progress towards mastery.	Summative assessment data is used to hold teachers accountable, rather than as a tool for instructional decision-making.	Data is rarely used in relationship-driven coaching.
Use of Materials	Textbooks, technology, and curricular programs are viewed as tools for moving student learning to the next level.	The use of textbooks, technology, and curricular programs is the primary objective of the coaching.	Sharing access and information to textbooks, technology, and curricular programs is the primary focus of the coaching.
Perception Of the	The coach is viewed as a partner who is there to support teachers to move students towards mastery of the standards.	The coach is viewed as a person who is there to hold teachers accountable for a certain set of instructional practices.	The coach is viewed as a friendly source of support that provides resources when needed.
Role of Relationships	Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.	Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.	Trusting, respectful, and collegial relationships are a necessary component for this type of coaching.

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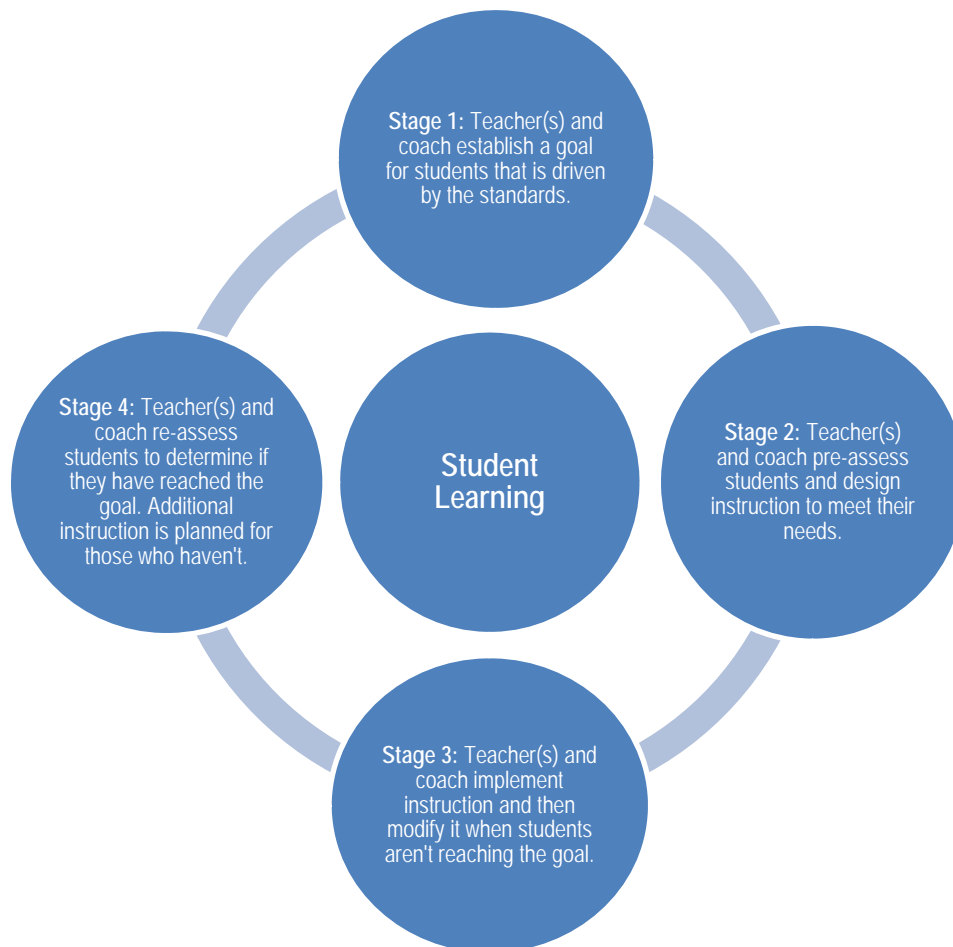
**We will:** Read and take notes on the continuum for student-centered, teacher-centered, and relationship-driven coaching. Record your thinking on the three column organizer.

Student-Centered Coaching	Teacher-Centered Coaching	Relationship-Driven Coaching

- set a standards-based goal for student learning
- create a set of learning targets that are based on the standard
- use student evidence to plan differentiated instruction
- co-teach using effective teaching practices
- schedule coaching with teams or individuals based on 4-6 week coaching cycles
- document student and teacher learning across a coaching cycle
- work in partnership with the school leader

### Coaching Cycles:

- 4-6 weeks of ongoing work with individuals or teams of teachers
- Instructional time is spent in the classroom
- Weekly meeting to analyze student work and plan instruction (approx. 45 minutes)



Learning Targets:	
<ul style="list-style-type: none"> <li>• I can summarize what I read.</li> <li>• I can identify the theme of a fictional text.</li> <li>• I can infer how the theme affects the characters in the story.</li> </ul>	
Abby	Karma
Jensen	Jonathan
Danielle	Paige
Chloe	Zora
Bradley	Caroline
Brenden	Britney
Trevor	Alex
Haylee	Logan
Connor	Vincent

Learning Targets:
<ol style="list-style-type: none"> <li>1) The students will be able to recognize where they get confused</li> <li>2) The students will be able to verbalize what is confusing them</li> <li>3) The students will be able to repair their comprehension</li> </ol>
Evidence:
<ul style="list-style-type: none"> <li>- When I asked, several students were able to name a place in the text that confused them, i.e. Charise, Michael, Javier, Renee (Target #1)</li> <li>- Students worked to figure it out before moving on in their reading, i.e. Mayra, Conner, Renee (Targets #1 and #3)</li> <li>- Most students' confusion came from vocabulary words. They were able to note which words were confusing them (Target # 2)</li> <li>- Almost all of the students marked between 3 and 5 places that confused them mostly by circling unknown words, underlining a portion of the text, or writing a question mark in the margin (Target #1)</li> <li>- A few students wrote inferences in the margin as a tool for trying to repair their comprehension, i.e. Sammy, Lexi, Thomas (Target #3)</li> <li>- During the share session, students shared places there they got confused (Target #1) and some even shared how they went about thinking through ways to repair their comprehension, i.e. Madison, Charise, Christopher (Target #3)</li> </ul>

**Results-Based Coaching Tool 2.0**  
 Aligned with the Common Core & Danielson Framework

Teacher Name(s):	Coach Name:
Coaching Cycle Focus:	Dates of Coaching Cycle:

<b>Common Core Standards</b> —What is the goal for student learning?	<b>Danielson Framework</b> —What instructional practices will help students reach the goal? (Domain 3)	<b>Student-Centered Coaching</b> —What coaching practices were implemented during this coaching cycle?	<b>Teacher Learning</b> —As a result of the coaching cycle, what instructional practices are being used on a consistent basis?	<b>Student Learning</b> —How did student achievement increase as the result of the coaching cycle?
Students will...   Common Core Standard:   Baseline Data: _____ % of students were able to do _____ as determined by the _____ assessment.   Number of Students _____	Teacher will...	<input type="checkbox"/> Analysis of Student Work <input type="checkbox"/> Co-Teaching <input type="checkbox"/> Collecting Student Evidence During the Class Period <input type="checkbox"/> Collaborative Planning <input type="checkbox"/> Teacher Observation Paired with Feedback <input type="checkbox"/> Demonstration Teaching <input type="checkbox"/> Shared Learning to Build Knowledge of Content and Pedagogy <input type="checkbox"/> Other: _____	Teacher is...	Students are...  Post Assessment Data: _____ % of students are able to do _____  _____ as determined by the _____  _____ assessment.  Number of students _____  _____