



Coaching to Meet Your Goals

Coaching in education gives educators the chance to reflect on what they are doing, so they may better meet their own goals for their practice. Coaching may involve working with an instructional expert or leader, with peers, or it may be self-coaching.

READY

Be ready to become the educator you want to be or to help colleagues become their best.

Get ready for better student outcomes from improved professional performance.

To be most effective, coaching is collaborative. It is not “telling people what to do,” and it is not evaluative. It promotes relationships over control. Coaching need not be viewed as a way to correct deficits, but as a way to go from good to great. (Greene, 2018; Rush, 2011)

SET

Get set by determining what kind of coaching is best for you and your colleagues.

An **instructional coach or instructional leader** shares expertise, at the same time acknowledging and helping an educator build upon what he/she is already doing to successfully meet his/her goals. Together, they develop a joint plan of action.

In reciprocal **peer coaching**, educators with similar knowledge and skills work together to augment what they are learning. Shared new knowledge, observation and assessment can be ways for peers to coach each other.

Self-coaching is possible by formally reflecting on one’s own practice and planning to reach goals. (Knight, 2016; Rush, 2011)

GO

Go to the following coaching resources:

Online Resources:

- [Free single session telephone coaching](#)
- [Instructional Coaching](#) @ Edutopia.com- This website provides a variety of resources on how teachers can support other teachers in professional development, best practices and improving instruction.
- [Instructional Coaching Works, Says a New Analysis. But There’s a Catch](#) by Madeline Will (*Education Week*, 2018))
- [The 7 Steps to Become an Effective Coach](#) by Diane Sweeney (*Corwin Connect*, 2018)

Books:

- [Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected](#) by Jim Knight (Corwin, 2015) and [The Reflection Guide to Better Conversations: Coaching Ourselves and Each Other to be More Credible, Caring and Connected](#) by Jim Knight, Jennifer Ryschon Knight and Clinton Carlson (Corwin, 2015)
- [The Coach Approach to School Leadership: Leading Teachers to Higher Levels of Effectiveness](#) by Jessica Johnson, Shira Leibowitz, and Kathy Perret (ASCD, 2017)
- [The Early Childhood Coaching Handbook](#) by Dathan Rush and M’Lisa Shelden (Brookes, 2011). It is also Available at T/TAC’s [Kellar Library](#)!
- [Leading Student-Centered Coaching: Building Principal and Coach Partnerships](#) by Diane Sweeney and Ann Mausbach (Corwin, 2018)

- [Learning from Coaching: How Do I Work with an Instructional Coach to Grow as a Teacher?](#) by Nina Morel (ASCD Arias, 2014)
- [Taking the Lead: New Roles for Teachers and School-based Coaches, 2nd edition](#) by Joellen Killion and Cindy Harrison (Learning Forward, 2017)

References

Greene, K. (2018, March). A coach for every teacher. *Education Update*, 60(3).

Knight, J. (2016). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected*. Thousand Oaks, CA: Corwin.

Rush, D. D. & Shelden, M. L. (2011). *The early childhood coaching handbook*. Baltimore, MD: Brookes.

This news brief is a collaborative effort of the Virginia Department of Education Training and Technical Assistance Center at George Mason University and James Madison University. For questions about the content of this article, contact Region 4 TTAC at George Mason University, Coordinator Diane Loomis (dloomis@gmu.edu).

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