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Discussion Questions from Chapter 5,
"Getting Teachers on Board and Finding a Starting Point"

Characteristics of Effective Coaches

According to the story at the beginning of chapter 5, pages 81-84, what are some **characteristics** of the instructional coach that made it so that she could support the teacher in improving "the quality of learning experienced by her students" (p. 89)?

Change

What word(s) could fill in the blank?

Change is _____.

Stages of Change, pp. 85-89. Can you think of a time you and/or someone you have worked with professionally have gone through these stages?

1. <u>Precontemplation</u>= "*It's not me. I blame it on* _____ (Teacher inserts anything OTHER than themselves as the problem in their classroom)."

2. <u>Contemplation</u>= "*I've got to do something about this problem, but I don't know what to do!*"

3. <u>Preparation</u>= "*I'm ready to make a plan.*"

4. <u>Action</u>= "*Let's give it a try!*"

5. <u>Maintenance</u>= "*I don't want to forget about what I've learned; will you keep checking in?*"

6. <u>Termination</u>= "*I've got this down. It just comes naturally now!*"

Interviews

One-to-one Interviews have proven to be especially powerful for "Getting Teachers on Board" (pp. 90-95).

- **WHY** use interviews?

- **WHEN** could I do the interviews at MY location?

- **HOW** should I conduct the interviews?

Next Steps

After identifying your list of potential collaborating teachers, a coach could do these as next steps. Which of the following do you believe is the most difficult, and why?

- ☐ Collaborate with the teacher to identify a best practice that has the greatest chance of making a difference for students' (and teachers') lives (p. 99).

- ☐ Use "The Big Four" to determine a place to start (pp. 100-102):
    - o *Behavior*: Is the classroom management under control?
      If student behavior is out of control, the coach and collaborating teacher will have a hard time making other instructional practices work. Sue Woodruff says, "If teachers are struggling with behavior, they're struggling with everything" (p.101).
    - o *Content*: Does the teacher understand the content, have a plan, and understand which information is most important?
    - o *Instruction*: Is the teacher using teaching practices that ensure all students become proficient with content?
    - o *Formative Assessment*: Do the teacher and students know if students are becoming proficient with content?

- ☐ Translate research into practice (pp. 103-106).