



## Coaching and Mentoring

Educator deepens understanding and application of coaching techniques.

### Key Method

The educator deepens their understanding of their role as a coach and how coaching can effectively support their peers. They conduct a coaching session and reflect on its effectiveness.

### Method Components

The Coaching and Mentoring micro-credential is one of three in the Instructional Leadership pathway of the Teacher Leadership Institute. Instructional leadership means helping others improve student learning and professional practice. Below are the method components that teacher leaders must complete for this skill in the Instructional Leadership stack.

1. Conduct a self-assessment as a member of an identified community. Ask yourself how your own biases, experiences of privilege, and personal values might impact your leadership. As part of the self-assessment, determine what you are trying to accomplish as a leader.
2. Identify the needs and priorities of the identified community and create a plan for meeting those needs. To conduct a needs assessment of a particular community, gather data on one or more of the following: how qualitative/quantitative data are used, current practices, and what the data and/or analysis reveals about most evident needs. Develop a plan to engage colleagues and/or a diverse range of stakeholders to accomplish one or more needs identified in your needs assessment.
3. Implement the plan by engaging members of a community in a meeting or activity in which community members are brought together to address needs and priorities of the community. The evidence for this micro-credential may be collected from any meeting or activity, not necessarily the first action taken to implement the plan.
4. Reflect on the effectiveness of the meeting or activity and your efforts to improve your effectiveness as a coach or mentor.

### Supporting Research

Ericsson, K. A., Krampe, R. T., & Tesch-Romer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363–406.

Deliberate practice requires feedback to lead to improvement. Cited by Gladwell in *Outliers*, Ericsson's research has been used to identify the need for feedback from experts or more advanced peers, which has obvious implications for teachers and administrators where feedback is typically limited.

Jackson, C. K., & Bruegmann, E. (2009). Teaching students and teaching each other: The importance of peer learning for teachers (No. NBER Working Paper 15202). Cambridge, MA: National Bureau of Economic Research. Retrieved from [www.nber.org/papers/w15202](http://www.nber.org/papers/w15202)

Student test scores benefit when their teachers have more effective colleagues. This is particularly true for less-experienced teachers, which makes a strong case for the spread of teaching expertise.

Leithwood, K., Seashore-Louis, K., Anderson, S., & Wahlstrom, K. (2010). Learning from leadership: Investigating the links to improved student learning. New York, NY: The Wallace Foundation.

In this study commissioned by the Wallace Foundation, researchers from the University of Toronto and University of Minnesota concluded that collective leadership has a stronger influence on student achievement than individual leadership—and higher-performing schools award greater influence to teacher teams, parents, and students. Further, the study found that principals and district leaders do not lose influence as others gain influence.

## Resources

- *Coaching Teachers: What You Need to Know* by Elena Aguila  
[http://www.edweek.org/tm/articles/2011/02/15/tln\\_coaching.html](http://www.edweek.org/tm/articles/2011/02/15/tln_coaching.html)  
Veteran instructional coach shares advice and strategies for coaching colleagues.
- Video: Elena Aguilar – The Art of Coaching Workshop  
<https://www.youtube.com/watch?v=RAuqYnK4U0Q>  
An overview of coaching techniques and strategies, including coaching in a variety of environments and scenarios.
- *Seven Keys to Effective Feedback*  
<http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx>  
This article provides tangible and reliable strategies and examples for providing meaningful feedback.
- Active Listening  
<https://www.mindtools.com/CommSkill/ActiveListening.htm>  
This article describes the role of listening in creating meaningful coaching and/or mentoring sessions.
- Culturally Responsive Coaching for Inclusive Schools:  
[http://niusileadscape.org/docs/FINAL\\_PRODUCTS/LearningCarousel/GuideCoachingDialogues.pdf](http://niusileadscape.org/docs/FINAL_PRODUCTS/LearningCarousel/GuideCoachingDialogues.pdf)  
This guide uses cognitive coaching as a strategy to inform coaches about supporting instruction that is inclusive of all students.

## Submission Guidelines & Evaluation Criteria

*To earn the micro-credential, you must receive a passing evaluation for Parts 1 and 3 and a score of "Proficient" for each component in Part 2.*

## Part 1. Overview Questions

300-word limit

Self-Assessment: How might your own biases, experiences of privilege, and personal values impact your ability to effectively coach or mentor? What are you trying to accomplish as a coach or mentor?

- Passing:** The responses clearly and with sufficient detail provide relevant and revealing information about the participant in the context of coaching and mentoring.

350-word limit

What is the context for the meeting presented in your recording? What were the intended outcomes? How were the participant(s) in the meeting selected? What do we need to know about the people who are in the video?

- Passing:** Description is clear, with sufficient detail to know the context and purpose of the meeting, and it provides an insightful description of the other participants and why they were selected for the meeting.

## Part 2. Work Examples/Artifacts

Provide evidence of your activity by submitting:

- A template or plan for a coaching session that supports the development of a colleague. This colleague could be a pre-service teacher, early-career teacher, or veteran teacher. Include any potential roadblocks.
  - A written rationale of why the coaching plan or template will create an effective coaching experience. (300-word limit)
- Evidence from a meeting or event where you implemented part of your plan. You may submit any of the following:
  - An unedited audio or video recording of a meeting or event (10-minute maximum)
  - A written account of the meeting that includes: person(s) in the meeting, your relationship to them, meeting description, and how you demonstrated competence in this skill. (500-word limit)
  - Artifacts, documents, photos, and/or other data which demonstrate evidence of your leadership as a coach or mentor as you implement your plan. This evidence must be accompanied by a full description of the session, your relationship to those present, a session description, and how you demonstrated competence in this skill. (500-word limit)
- Analysis of coaching activity. Gather feedback from your mentee. The analysis or feedback should focus on your effectiveness as a coach or mentor. This feedback may be submitted in any of the following formats:
  - a written testimonial (500-word limit)
  - an unedited video or audio (5-minute maximum)
  - a survey

## Part 2. Scoring Guide

Your submission(s) will be assessed based on the following rubric. You must earn a score of “Proficient” on all portions of the submission in order to earn the micro-credential.

	Proficient	Basic	Developing
<i>Plan/Template</i>	The plan’s rationale is clear and concise, and effectively demonstrates the purpose, structure, and organization of effective coaching sessions.  Anticipates potential roadblocks.	The plan’s rationale adequately demonstrates the purpose, structure, and organization of effective coaching sessions but does not reflect their own plan.  Somewhat anticipates roadblocks.	The plan’s rationale inadequately demonstrates the purpose, structure, and/or organization of effective coaching sessions.  Does not anticipate roadblocks.
Evidence	Evidence demonstrates all points below:  The coach’s <ul style="list-style-type: none"> <li>● dialogue is aligned to the purpose of the session</li> <li>● entry points are aligned to the structure and organization of the session</li> <li>● responses demonstrate active listening</li> <li>● rapport suggests professionalism and collaboration.</li> </ul>	Evidence demonstrates some of the points below:  The coach’s <ul style="list-style-type: none"> <li>● dialogue is aligned to the purpose of the session</li> <li>● entry points are aligned to the structure and organization of the session</li> <li>● responses demonstrate active listening</li> <li>● rapport suggests professionalism and collaboration.</li> </ul>	Evidence fails to demonstrate more than one of the points below:  The coach’s <ul style="list-style-type: none"> <li>● dialogue is aligned to the purpose of the session</li> <li>● entry points are aligned to the structure and organization of the session</li> <li>● responses demonstrate active listening</li> <li>● rapport suggests professionalism and collaboration.</li> </ul>
Feedback	Feedback addresses the effectiveness of the coaching session to achieve the purpose.	Feedback somewhat addresses the effectiveness of the coaching session to achieve the purpose.	Feedback does not address the effectiveness of the coaching session to achieve the purpose or is not submitted.

## Part 3. Reflection

250-word limit per question. 500-word limit total.

Based on the coaching or mentoring conversation with your colleague:

- Did your template prove effective in guiding your coaching conversation?
- How does the analysis of your coaching activity support your abilities as an effective coach/mentor?

- Passing:** Reflection includes a thoughtful self-analysis of strengths, impact, and adaptations of the educator’s role as a coach.

