
Quality Teaching in a Culture of Coaching

Barkley, Stephen G.

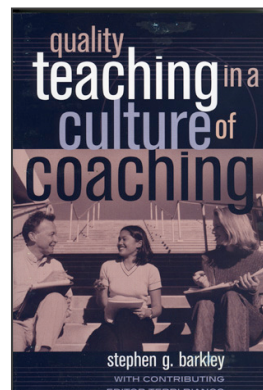
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DESCRIPTION

Quality Teaching in a Culture of Coaching, by Stephen G. Barkley, with contributing editor Terri Bianco, describes a school culture where every teacher is responsible for the success of every student and where specialists work together with teachers to move the school beyond being a good school towards being a great school. This book, organized into three broad sections, provides a framework for establishing a culture of coaching in the educational environment.



The first section, The Value of Coaching, describes the why, what, and how of a sound coaching program.

Chapter 1: Why Coaching?

Chapter 2: Who's on First? Defining the Role of the Coach

Chapter 3: Okay, What Is Coaching?

Chapter 4: The Skills of Coaching

The second section, The Coaching Process, describes how the coaching process supports teachers through meaningful conversations with a purpose and focus.

Chapter 5: The Pre-Observation Conference

Chapter 6: The Observation

Chapter 7: The Post-Observation Conference

For those ready to create a coaching culture or those interested in learning more about coaching programs, the third section, Applications of Coaching, provides important information.

Chapter 8: I'm Ready! How Do I Create a Coaching Culture?

Chapter 9: Who Has Coaching Programs? How Are They Working?

STAGE 3 LEADERSHIP DEVELOPMENT

Quality Teaching in a Culture of Coaching, by Stephen G. Barkley, with contributing editor Terri Bianco, supports stage 3 development of leaders working to advocate for and ensure a systemic implementation of a professional learning community. Leaders might facilitate a book study group working with specialists to increase their knowledge of coaching and their skill in coaching. Chapter 1, “Why Coaching,” describes three outcomes of coaching that provide a framework for the book study including:

- Celebrations
- Options
- Conscious Practice

Leaders might plan celebrations for the group to generate motivation and excitement and allow coaches to experience a “wow” in celebration of the work they do. As the professional learning community develops, specialists in the role of coaching might take on the role of planning and providing for celebrations for the group.

Just as teachers need a list of options for their work in classrooms with students, specialists need a list of resources for their work with teachers. Leaders might encourage them to reflect on their practice as they work through the book together and to begin making lists from the readings. The suggestions in chapter 4, “The Skills of Coaching,” can be used by mathematics specialists for personal reflection or as prompts for group discussion.

Just as teachers need opportunities to consciously practice techniques with a supportive coach in a safe environment, specialists also need opportunities for conscious practice. Section II: *The Coaching Process*, provides a framework for specialists to learn about and practice the coaching process with a colleague.