
Student-Centered Coaching: A Guide for K–8 Coaches and Principals

Sweeney, Diane

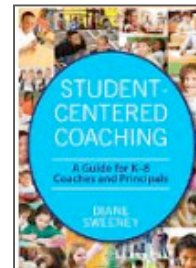
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DESCRIPTION

Student-Centered Coaching: A Guide for K–8 Coaches and Principals, by Diane Sweeney, explores school-based coaching and the goal of improving student learning by providing continuous, relevant, and job-embedded support to teachers. Student-centered coaching is an approach that sets specific targets for students grounded in standards and curriculum and uses collaboration to meet those targets.



The book is organized in three sections. The first section explores establishing student-centered coaching. Chapter 1 describes practices for placing student learning at the center of coaching. Chapter 2 describes the steps necessary for establishing student-centered coaching in a school or district. Chapter 3 explores the importance of placing coaching in a culture of learning.

The second section describes the importance of data and student evidence as it relates to coaching. Chapter 4 explores using student evidence in coaching and professional learning. Chapter 5 deals with using data for evaluating the impact of coaching.

The last section describes various practices that may be a part of student-centered coaching. Chapter 6 describes classroom observations that use student evidence. Chapter 7 provides a look at a professional learning model that is student-centered. Chapter 8 deals with adult learners and Chapter 9 explores how districts can support specialists in the role of coaching.

STAGE 3 LEADERSHIP DEVELOPMENT

Student-Centered Coaching A Guide for K–8 Coaches and Principals, by Diane Sweeney, supports stage 3 development of leaders interested in advocating and systematizing leadership skills of those they lead. Chapter 9, “Developing Systems and Structures to Support Coaches,” provides ideas for supporting specialists through differentiated professional learning. A description of various components of a system of support including:

- Professional Learning Focused on Coaching Practice
- Professional Learning Focused on Curriculum and Instruction
- Small-Group Coaching Observations
- One-On-One Coaching
- Coaching Labs

For those working with new specialists, the information on supporting them will be especially valuable. The information, found in “A Year at a Glance,” on the common challenges and support for new specialists will help guide their work. District leaders are encouraged to:

- Keep the lines of communication open between specialists, principals, and the district
- Establish the expectations and tools for evaluating the impact of coaching
- Manage time and support for specialists
- Facilitate coaching labs

Those supporting specialists will also find the resources useful. Resources include a rubric for evaluating the growth of the specialist towards a student-centered coaching practice, tools for reflecting on the work of coaching, and sample agreements for use with teachers and principals.