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Coaching for Significant & Sustained Change in the Classroom

By Tom Roy

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Study Guide

This study guide is a companion to the book *Coaching for Significant & Sustained Change in the Classroom* by Tom Roy. *Coaching for Significant & Sustained Change in the Classroom* leads coaches and administrators through the process of building strong coaching programs in their schools and ensures that coaches and administrators will gain the knowledge and devices needed for supporting teachers.

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote effective coaching.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to implement and improve coaching in your school or district.

Chapter 1

Coaching and Change in Education

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1. Please describe some of the ways in which education is changing in the 21st century. According to the author, do these changes go far enough? Why or why not?

2. Is coaching an effective way to engender change in the classroom? How does the research reflect this conclusion?

3. What is a model of instruction? What role do these models play as a foundational element of effective coaching?

4. Please describe *universal coaching*. Why is it important that all coaching be universal and what are the dangers of coaching that is not universal?

5. What is the coaching cycle? Explain each step in the cycle, as well as the cycle's role as a foundational element of effective coaching.

Chapter 2

The Coaching Cycle

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1. Please review the five steps of the coaching cycle. What are some important guidelines to keep in mind while progressing through the steps in order to keep them from becoming too complex?

2. Please describe four common methods for establishing a baseline. How should they be implemented? What are the pros and cons of each?

3. What is an effective process for setting a goal? Please describe each step and explain how the process is implemented.

4. Please explain how a goal sheet should be used when planning. Does the usage of goal sheets or other standard planning forms improve the planning process? Why or why not?

5. Please describe the special significance of the practice phase. How is this phase important to coaches, teachers, and students?

6. What are the two categories of evidence that the assessment phase focuses on? Please describe the qualities of each, as well as what should be done with this evidence.

Chapter 3

Methods and Techniques

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1. Please list and describe the various observational methods described in this chapter. Which of these methods do you find most compelling and why?

2. What are the three key components for successful conferencing? Please describe each component and explain its role in the conferencing process.

3. What are the four professional support techniques? Pick one and provide an example of how a coach would utilize this technique with a teacher in order to provide more extensive support.

4. Please explain the importance of measuring change in the classroom and describe some techniques that can be used in this process.

5. What are some strategies for celebrating success? Which of these strategies would you utilize and when would you do so?

Chapter 4

School and District Models

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1. What are some of the essential considerations that a school or district must address when implementing a coaching program? Please describe each of these considerations and explain why they must be addressed.

2. Please explain each of the coaching models listed in the book. How does a school decide which of these models to implement?

3. What are the touchstones that educators should consider in order to ensure the success of their program? Select the one you think is most essential to a successful program and explain your choice.

4. Is it important or necessary that coaches receive administrative support in order to be successful? If so, what should this support look like?

5. Please describe the process of assessing a coaching program. What are the two levels of assessment that ensure an effective process of program assessment?

Chapter 5

Peer Coaching

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1. What are the fundamental elements of successful peer coaching? Please list and describe each of these elements.

2. Please describe the coaching cycle during peer coaching. How is the peer coaching cycle similar to the regular coach-client cycle? How is it different?

3. How should the peer coaching system be introduced to staff members? What information about the coaching process needs to be provided to educators and how should it be made available?

4. How would you partner educators for peer coaching? What are some important considerations during this process?

Chapter 6

Program Supervision and Leadership

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1. Please describe the importance of documenting a coaching program. Furthermore, what should be included in this documentation and who are the possible audiences for it?

2. What are some essential resources for a successful coaching program? Why are these resources so significant?

3. How would you successfully schedule coaching in your school? What are some major considerations when creating this schedule?

4. How should a principal or program leader respond if he or she discovers conflict between a coach and teacher?

5. Describe the process of evaluating a coaching program. Is it necessary that both individual coaches and the program be evaluated? How should this evaluation be carried out and reported?