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Everyday Instructional Coaching: Seven Daily Drivers to Support Teacher Effectiveness

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Study Guide

This study guide is a companion to the book *Everyday Instructional Coaching: Seven Daily Drivers to Support Teacher Effectiveness*. *Everyday Instructional Coaching* provides instruction on how to align one's role as an instructional coach with the shifting landscape and demands of contemporary classrooms in order to best assist teachers in their day-to-day work.

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 a healthy school culture.

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

Guide

Chapter 1

Collaboration

1. What is the PAUSE mnemonic? Describe a scenario where you might use the PAUSE strategy and how you would do so.

2. Aside from the PAUSE strategy, what are some additional actions that instructional coaches can take in order to address bias and engage diversity?

3. Define *groupthink* and provide an example of it. Why is it important to avoid groupthink and support individuality during collaborative efforts?

4. Explain the dangers of the extrovert-centered work environment. As a coach, what is the benefit of creating a balance between extroversion and introversion in collaborative work?

5. List and explain the three key actions coaches can take to ensure balance. Provide an example of these methods in action.

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Chapter 2

Transparency

1. Explain *naked service* and its benefits, and describe the three fears that cause resistance to transparency.

2. Explain how one might accurately gauge current levels of transparency in a school building using the teacher survey in figure 2.1 (page 21) and how one might interpret those data.

3. Describe what walkthroughs, 360-degree appraisals, and weekly pulse checks involve, and run through the usage of these strategies.

4. Which of the three strategies that can increase transparency in the workplace do you currently use as a coach, and in what ways could you improve your use of these strategies to develop greater transparency?

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Chapter 3

Inquiry

1. Describe the model for spawning inquiry that Warren Berger proposes, and define each of its facets.

2. Based on figure 3.1 (page 27), create a scenario in which you could use the Why–What If–How model, and evaluate the scenario by generating why, what if, and how questions.

3. Explain the question formulation technique, and briefly describe its seven constituent steps.

4. What is the five most important questions framework? Take some time to think about your own work and answer these questions for yourself. After answering, describe how, as a coach, you can use these questions to support teacher inquiry.

5. Why is it important to encourage inquiry in your work and in teachers’ work? Provide an example of a situation you have witnessed in which a classroom or school would benefit from more inquiry.

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Chapter 4

Discourse

1. Define *discourse*. What is the importance of discourse in your day-to-day work?

2. Please describe the four strategies for creating a culture of healthy and effective discourse. How can these strategies supplement your current discourse methods or, perhaps, work alongside them?

3. Provide examples of you engaging in each of the four strategies for creating a culture of healthy and effective discourse.

4. How should a coach assess the existing culture of discourse in a school? What should be done in the event that a coach completes the audit tool (figure 4.1, page 46) and rates the school environment with a score lower than 3?

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Chapter 5

Reverberation

1. Define the terms *feedback*, *feedback loop*, and *self-efficacy*, and explain how they relate to reverberation and the reverberation cycle.

2. What is the reverberation cycle, and how does it differ from the feedback loop? Define the three phases of the reverberation cycle and the nine key points of ensuring effective feedback. Provide an example of the reverberation cycle in practice.

3. Explain the teacher's role in the cycle of reverberation and how the teacher's role differs from the coach's.

4. What is the relationship between praise, affirmation, and feedback? What are the purposes and benefits of each? How do praise and affirmation differ from feedback? What is the danger of giving praise when you mean to give feedback?

5. Explain the role of informal dialogue, particularly in debriefing. When and how should a coach use informal dialogue in the reverberation cycle?

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Chapter 6

Sincerity

1. Define *authenticity* and *sincerity*. How are they similar, and how are they different? In short, how is sincerity important to your work as a coach? How do *withitness* and *self-monitoring* play a role in sincerity?
2. How does sincerity encourage better dialogue between teachers and coaches? Explain how coaches can use the sample voice-leveraging tool (pages 66–67) to support teachers and students with sincerity, and provide an example of a narrative you would use in this tool.
3. What three innovative strategies can coaches use to support teacher creativity and innovation? Define each strategy and provide examples of how coaches can carry out each of them.
4. Define the term *meme*. How do coaches use the tiered meme color system (figure 6.2, page 69), and what are its benefits?
5. Define *strategic waiting*. What are its benefits, and how does it differ from *procrastination*? What role does intentionality play in strategic waiting?

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Chapter 7

Influence

1. Describe the *why* as it relates to implementing change in a school. Why is starting with the *why* a good strategy for influencing school change, and what are some of the risks in doing so? How can you avoid the staunch criticism and fear that sharing your *why* can generate in teachers?

2. Describe three specific challenges that coaches often face as they attempt to influence change in a school.

3. What characterizes an *ineffective teacher*? Discuss some ways in which you can stay effective as a coach while working with an ineffective teacher.

4. Explain conversation framing and the benefits of using a student-centered frame. How does using a student-centered frame shift conventional questions to transformative ones?

5. What three strategies can be used to encourage divergent thinking or to make divergent ideas more attractive? How can you carry out these strategies in your work?

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6. How do black swan events and fear of the unknown hinder your work as a coach in schools? What uses do affirmation of progress, lateral empathy, and backward reflection have in the context of the unknown?