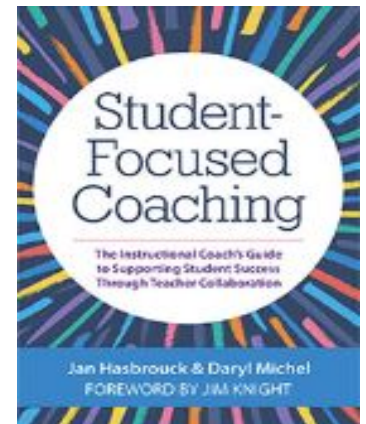


# *Student-Focused Coaching:* *Assessing the Instructional Coach and Principal/Leader Partnership*

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# A word to coaches, from the authors...

Your job as an SFC coach is to do your very best work as a competent and caring professional to help teachers help their students. You cannot hold yourself—or allow others to hold you—to any other higher standard than that. You are not a miracle worker or a magician. Challenges that teachers face are not easily addressed. Problems that reflect issues and concerns that are beyond your expertise will be brought to you as a coach. As a collaborative problem-solver, your professional obligation is to help the teacher develop and successfully implement an intervention that has a good chance for success, not one that is guaranteed to solve the problem.

Hasbrouck & Michel, pg.141

*What are your initial thoughts about this message and the partnership between coach and principal/leader?*

## In this session, we will:

- be introduced to the Student-Focused Coaching (SFC) impact, definition, and goals;
- focus on the Instructional Coach and Principal/Leader partnership as the foundation for the coach's success in supporting colleagues;
- engage in focused, metacognitive reflection and collaborative discussions, creating opportunities to exchange insights; and
- utilize the *SFC Best Practices Checklist for Administrator/Supervisor Partners* to assess the partnership and consider a reset for effective coaching and student success.

# Student-Focused Coaching Foreword

SFC is what I refer to as “inside out,” guided by the deepest concerns of the teacher about students’ needs, and not “outside in,” imposed by the coach, administrator, or others who are outside the classroom.

In my experience, “inside out” coaching, which is driven by the teacher’s passionate desire to improve students’ experiences, is absolutely necessary for the complex work of changing classroom strategies, simply because the work is too complex and challenging to be accomplished without a teacher’s passionate commitment—and most of us aren’t committed to goals that are given to us by others.

Jim Knight, 2022

What is needed in order for a coach to have significant impact and do their job effectively?



# Coaching has *significant* impact when...

- The right person has been selected.
- The role of the coach is clearly defined, communicated (admin), and adhered to.
- The coach received(s) sufficient training in how to do their job effectively.
- Coaching is focused on supporting teachers to successfully implement proven research- and evidence-based instructional practices, rather than supervising or evaluating colleagues.
- The coach has ongoing support from the administrator/supervisor.

How might you define coaching?

Jot down a few key words/phrases and/or share with a partner or group.



# Student-Focused Coaching Definition

SFC is defined as a cooperative, ideally collaborative, professional relationship with colleagues mutually engaged in efforts that help maximize every teacher's knowledge and skills to enhance student learning.



What would you consider as goals for an instructional coach?



# Goals for Student-Focused Coaching

Goal 1: Enhance Student Learning

Goal 2: Maximize Every Teacher's Knowledge and Skills

Goal 3: Learn From Each Other

Goal 4: Prevent Future Problems



What might you put on a checklist that includes best practices for a partnership between a coach and principal/leader?



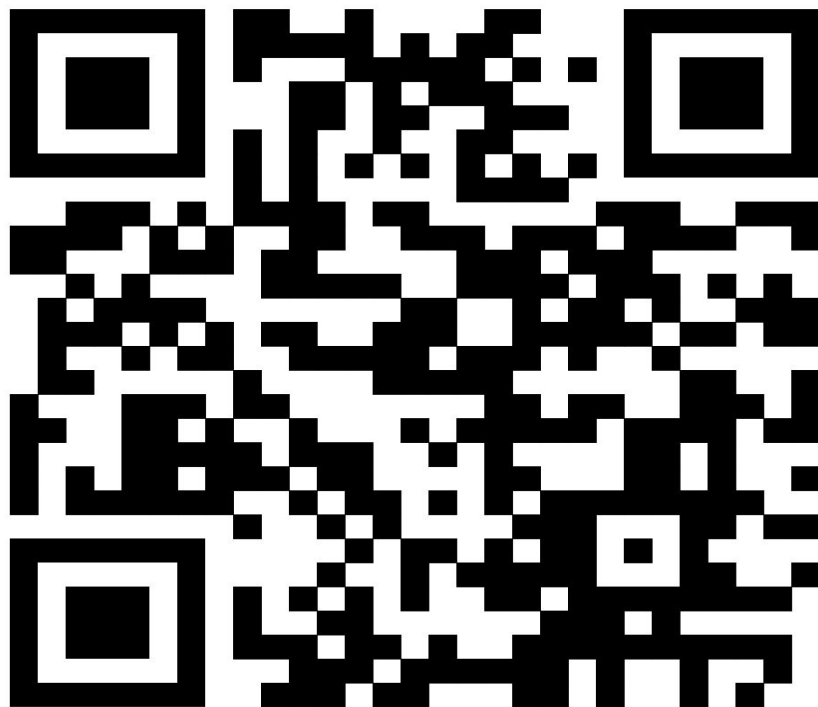
# Best Practices Checklist for Administrator/Supervisor Partners

- Understand the role of coaches.
- Understand that coaches are not supervisors.
- Fully honor the confidentiality of the coach/teacher relationship as appropriate.
- Take responsibility to clearly define, describe and communicate the coach's roles and responsibilities to the staff.
- Help coaches find sufficient time to design and provide effective PDL to peer colleagues.
- Work to strengthen the coach and administrator/supervisor partnership by having regularly scheduled formal conversations with coach(es) about the role, how their time is spent, and how you can support their work.

# Best Practices Checklist for Administrator/Supervisor Partners

- Effectively supervise coaches by regularly providing specific feedback for growth.
- Support the coach's efforts to successfully implement systems of support.
- Ensure that coaches continue learning instructional practices supported by the best possible research.
- Understand and work to implement the elements of SAILS framework for effective schools.
- Work to create a climate and culture for student success so teachers will be inspired with the desire to teach all students effectively.

# Best Practices Checklist



# How might your partner and you utilize the Best Practices Checklist to assess your partnership?

- What were you noticing, reflecting on, or wondering as you read?
- What questions might you take back to discuss with your partner?
- Which best practices align with your current partnership?
- How do your beliefs and values align with your current partnership?
- Might you consider a “reset” of your partnership and why? In what area? When is the best time? Where will you start?

*Please take a moment to write a note to yourself .*



**TO EXCEL IS TO DO  
BETTER TODAY**

— — — — —  
**THAN YOU DID  
YESTERDAY**



# Thank you for attending today!

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To order a copy of Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration, go to the Brookes Publishing website or Amazon.

