Instructional Coaching: Lessons Learned across the Nation
A Word About Community
Which “belonging” profiles exist in your school(s)?

<table>
<thead>
<tr>
<th>Normal</th>
<th>Absent</th>
<th>Distorted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attached</td>
<td>Unattached</td>
<td>Gang loyalty</td>
</tr>
<tr>
<td>Loving</td>
<td>Guarded</td>
<td>Craves affection</td>
</tr>
<tr>
<td>Friendly</td>
<td>Rejected</td>
<td>Craves acceptance</td>
</tr>
<tr>
<td>Intimate</td>
<td>Lonely</td>
<td>Promiscuous</td>
</tr>
<tr>
<td>Gregarious</td>
<td>Aloof</td>
<td>Clinging</td>
</tr>
<tr>
<td>Cooperative</td>
<td>Isolated</td>
<td>Cult vulnerable</td>
</tr>
<tr>
<td>Trusting</td>
<td>Distrustful</td>
<td>Overly dependent</td>
</tr>
</tbody>
</table>

Teaching in the Knowledge Society
(Hargreaves, 2003)

- Help children to develop deep cognitive understanding
- Develop flexibility in teaching methods
- Undergo professional development based on personal or group needs
- Coach children to memorize standardized learning
- Learn to teach as they are told
- Undergo in-service training on district priorities
Teaching in the Knowledge Society
(Hargreaves, 2003)

- Work collaboratively in teams
- Perform with emotional intelligence
- Feel confident and safe in taking risks
- Trust in people and processes

- Work harder and learn alone
- Perform with emotional labor
- Respond to imposed change with fearful compliance
- Trust no one
What is Instructional Coaching?

An intervention program designed to bring about systemic change in teaching and learning for teachers AND students

- MLI is such a program

- Some coaching programs focus on impacting affective change, some on cognitive change, some on both.
Quality versus Test-focused Mathematics Curricula

**Quality mathematics curricula**
- develop problem-solving ability
- open doors for productive adulthood
- nurture independent thinking and life-long learning

**Test-item focused curricula**
- stifle problem-solving development
- lock students out of higher education
- prevent life-long learning
Lessons from EDC's Center for Leadership and Learning Communities Instructional Coaching Conference, Boston, MA, September 22 – 24, 2005
Multiple Opportunities

- Parallel Initiatives
- Colliding Initiatives
- Colliding Directives (Fullan, 1993)

   (Lewis & Swan, 2005)
Role of School Leadership

- Community of learning
  or directive isolation
  Good teachers can become outstanding teachers…

- Commitment to integrated coaching programs
  or to several parallel or colliding initiatives

- Collaboration with and among lead teacher(s)/coaches
  or colliding leaders
  (Supovitz & Poglinco, 2001; Fullen & Hargreaves, 2000)

- Emphasis on concept-driven curriculum
  or focus on low-yield test objectives
Our Observations…

In some schools:

- Collaboration among school leaders
- Culture of community
- Lead teacher assigned to entry-level courses and beginning to develop collaborative relationships with colleagues
- Expectations and vision clearly articulated

In others:

- Colliding or parallel initiatives among multiple leaders
- Culture of reaction
- Lead teacher not assigned to entry level courses (Algebra 1 or Geometry)
- Colliding directives
- Release time not provided/release time replaced
- Vision unclear
Our Observations…

In some classrooms:
- Group work
- Students talking about mathematics
- Graphing calculators used frequently
- Concept-based district curriculum

In others:
- Students sitting in rows
- Teacher talk dominating the lesson
- Pencil and paper tasks
- Test-item and/or skill-based curricula