

CULTIVATING COACHING MINDSETS

Domain	Emerging	Developing	Proficient
<p>Literacy Content Knowledge</p> <ol style="list-style-type: none"> 1. Advanced, strong knowledge of literacy instruction (e.g., reading specialist certification, coaching program endorsement, and so on) 2. Advanced, intensive knowledge of literacy assessment 3. Ability to work with teachers to solve design problems related to instruction for students 			
<p>Adult Learning</p> <ol style="list-style-type: none"> 4. Understanding of how adults learn (e.g., need for meaningful, authentic experiences) 5. Understand that adults differ in how they make meaning and learn (e.g., instrumental, socializing, and self-authoring ways of knowing) 6. Ability to apply knowledge of adult learning to develop professional learning experiences 			
<p>School Reform</p> <ol style="list-style-type: none"> 7. Understanding of school reform models that indicate the need for both top-down and bottom-up efforts 8. Understanding of the importance of collaborative efforts to reform or remodel schools 9. Understanding of how to assist in developing conditions so the school is a place of learning for students and teachers 			

<p>Professional Learning</p> <p>10. Understanding of research findings about effective professional learning (e.g., authentic, job-embedded, and long-term)</p> <p>11. Ability to use knowledge to lead, facilitate, and evaluate effective professional learning experiences in schools</p>			
<p>Facilitative Leadership</p> <p>12. Understanding of research findings about importance of shared leadership in schools</p> <p>13. Ability to facilitate in ways that develop capacity of others to lead and participate collaboratively in individual and school change efforts</p>			
<p>Roles of Literacy Professionals</p> <p>14. Understanding of the various ways to support student learning (e.g., assisting with analyzing assessment, suggesting instructional strategies, serving as an advocate, and so on)</p> <p>15. Understanding of the various ways to support teacher learning (e.g., serving as a resource, coaching, facilitating teacher leadership, being an advocate, and so on)</p> <p>16. Understanding of and ability to work effectively in developing school-community partnerships</p>			

Figure 11.2: Adopting a coaching mindset—self-assessment of coaching skills, knowledge, and dispositions.

continued →

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<p>Coaching Methods</p> <p>17. Understanding of how to work effectively with individual teachers</p> <p>18. Understanding of how to work effectively with groups of teachers (small and large)</p>			
<p>Overall assessment of myself as a coach:</p> <p>Based on this self-assessment, what are my current strengths?</p> <p>Current needs?</p> <p>What are my short-term improvement goals? How can I best achieve these goals?</p> <p>What are my long-term goals? How can I best achieve these goals?</p>			

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