
Coaching: Approaches and Perspectives

Knight, Jim (editor)

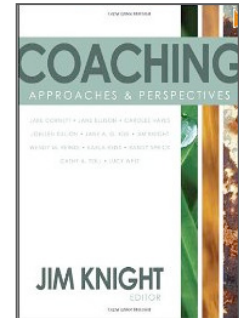
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Program and Leadership Knowledge: Books

DESCRIPTION

Coaching: Approaches and Perspectives, by Jim Knight, Editor, describes the increased interest in coaching in schools as “explosive.” Because the traditional one-shot professional learning workshop has not proven to be effective in fostering professional learning, alternative approaches have been explored. Coaching is an alternative that offers authentic learning and differentiated support. Coaching provides time and support for teachers to practice and reflect on the work of teaching. In the first chapter, Joellen Killion describes the roles, responsibilities, and reaches of coaching including:



- Data Coach
- Resource Provider
- Mentor
- Curriculum Specialist
- Instructional Specialist
- Classroom Supporter
- Learning Facilitator
- School Leader
- Catalyst for Change
- Learner

In chapters 2 through 8, different approaches and perspectives on coaching are described by recognized authorities in:

- Instructional Coaching
- Literacy Coaching
- Cognitive Coaching
- Coaching Classroom Management
- Content Coaching
- Differentiated Coaching
- Leadership Coaching

The final chapter, “Research on Coaching,” provides a review of the literature on the effectiveness of coaching.

STAGE 3 LEADERSHIP DEVELOPMENT

Coaching: Approaches and Perspectives, by Jim Knight, Editor, supports stage 3 development of leaders working to advocate for and ensure a systemic implementation of a professional learning community. A group of specialists working in a professional learning community to explore the roles and responsibilities of coaching will find this book to be a valuable resource.

A good starting place might be to read and reflect on chapter 1 from Joellen Killion that answers the simple question: What roles do specialists hold in schools? Specialists might discuss the roles and responsibilities from the chapter and make connections to their own work. In addition to reflecting on the 10 roles described here, specialists will benefit from a discussion of the distinction between coaching heavy and coaching light.

Chapter 9 provides a great deal of information on research about coaching that is worth discussing with colleagues. Four approaches to coaching most frequently mentioned in the literature, peer coaching, cognitive coaching, literacy coaching, and instructional coaching, are discussed using information from research conducted using each of the four coaching models. Expert groups might share a description of the model and highlights of the research results.

The remaining chapters provide information on various approaches to coaching from recognized experts in the field and provide opportunities for specialists to make more informed choices about a range of coaching approaches to best serve the needs of the teachers and schools they serve.