Guide for Group Learning and Growth

Coaching Redefined
A Guide to Leading Meaningful Instructional Growth

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Welcome to the Coaching Redefined Guide for Group Learning and Growth

Thank you so much for reading Coaching Redefined. It is a culmination of all my experience to date, including some hard-earned wisdom. It is an honor to share it with you, as I care deeply about supporting all educators, especially those who do the important work of leading fellow educators toward instructional growth.

The Coaching Redefined Oath

In its essence, becoming a coach redefined is about viewing yourself as a leader first and an instructional coach second. The redefined coach understands that coaching teachers can lead to only so much growth. Improvements must also be made across the school to unlock maximized teacher growth. This kind of coaching develops leadership skills and teaches how to lead change in a way that meets educators where they are, respects them, and demonstrates that you value building positive, trusting relationships with them.

The Coaching Redefined Oath: I understand that to serve my educators best, I must view myself as a leader. I will commit an hour a week to learning about best leadership practices. I will apply what I learn as I lead change on both the school and classroom levels to unlock the greatest potential growth for educators. I believe in educators; when a school functions as a true learning organization, I believe their power to unleash students’ unlimited potential has no bounds. That is, after all, why I coach redefined.

How to Use This Guide for Group Learning and Growth

This Guide for Group Learning and Growth is designed to be used as you read Coaching Redefined or as you begin to implement its steps and suggestions. Certain questions will ask you to work from a school example; you can use the example school in the book, Public School 1 (PS 1), or examples from your group members (which I encourage if you are currently implementing book steps). Please calibrate questions as needed to pertain to your current circumstances.

For the most productive meetings, I suggest you read and think through all the questions you will be discussing in your next meeting. This will allow for the most fruitful discussions.

The questions have been designed to be substantive and elicit deep thinking, deep conversation, and deep growth. Sometimes, they will open up a conversation that might take most of your meeting time; that is OK. Before you begin discussing the questions for a given chapter in a meeting, I suggest you prioritize them as a group. When you aren’t able to address a priority question, you can always return to it in a future meeting. If a question feels irrelevant to your group, use your judgment; while I do encourage you to address all questions, even if briefly, disregard those that truly do not feel relevant to your group.
Unless otherwise stated, all questions are designed to speak to the instructional coach or person directly responsible for instructional improvement. Occasionally, I will direct questions to superintendents and principals.

While I encourage you to use this guide within a group—to benefit from the creativity and exponential insights that can happen in team learning, which are addressed in chapter 11—it can also be used individually and as a growth companion as you read the book.

**Group Norms: Establishing Shared Expectations for Your Study Group**

In chapter 11, the final chapter of the book, you will read about how to lead your school toward becoming a true learning organization—one where the staff’s ongoing growth and learning is always happening and supported, and you know how to find evidence to that end. In chapter 11, I suggest that teachers who team up for professional learning (PL) establish a set of group norms. The goal is for everyone to come to all PL meetings on the same page, with a clear set of expectations and a protocol to ensure the greatest success for all involved.

Before you get started in your book study with fellow coaches and instructional leaders, I encourage you to create your own group norms. Doing so is in keeping with the tenets of a learning organization and will prime you for greater understanding of its importance.

In your copy of *Coaching Redefined*, please visit Appendix 17 (page 365) for an example of group norms. Let it be a guide as you and your PL group develop your own.

**A suggestion for success:** It is my experience that the study groups that are the most effective and cohesive are those in which members are willing to be honest, open, and vulnerable. Consider creating some norms that will contribute to a safe, trusting environment in study group meetings so that everyone feels comfortable sharing successes and failures.

**Protocol Before, During, and After Every Meeting**

Instead of adding length to this document, I will include pre-, during, and post-meeting protocols only once here. Addressing each will allow more focused and productive meetings and build in accountability for you and your team. Please reference this section in advance of, during, and after each meeting.

Discussion for certain chapters will require that, as an individual or a group, you complete an assignment or certain steps. In these cases, I will provide details in the Steps for Your Next Meeting section after the discussion questions.

**Pre-Meeting Notes**

1. What would you like to ask or discuss with your peers in this meeting?

   **For example:** What stood out to you as new or thought-provoking? Are you curious if any of your peers have tried or done anything mentioned in the chapter, and what was their result? Was there any area or idea for which you would like further clarification or insights from peers?
Meeting Notes

1. What did you learn in today’s meeting?
2. What action do you plan to take from your discussion today?
3. Were there any ideas presented in the meeting that you want to be sure to remember?

Post-Meeting Notes

1. What is one thing you will commit to trying or learning prior to your next meeting?
2. What accountability measures have you agreed to as a group prior to your next meeting?

Let Me Support You

Have questions? I would love to help! Tweet me at @Sherrystclair, and I will do my best to get back to you swiftly.

Let’s Get Started!
Chapter 1:
A New Coaching Paradigm

Study Questions

1. Leadership Learning: Marketing is the practice of thinking about a business and its offerings in terms of the target market’s (ideal customers) values, needs, and preferences. When companies market a product or service, the success of marketing is a function of how well the company understands what matters most to customers and then how it creates and positions the product or service in terms that speak directly to customers’ values. With the LEGO co-creation story in mind, discuss how marketing might pertain to the service of coaching. Why is it beneficial to use marketing concepts in coaching? How might incorporating marketing principles into your thinking as a coach transform your coaching process?

2. Having read chapter 1, did your perception or definition of instructional coaching change? What is your reaction to broadening your definition of coaching to include leading change also at the school level to support change at the classroom level?

3. Reflecting on your approach to or understanding of coaching to date, do you think you’ve given enough attention to the human aspect? That is, do you build trust and a relationship with your educators before diving into the nuts and bolts of coaching? If so, how has it benefited your coaching capacity? If not, how has it hindered your effectiveness as a coach and your educators’ growth?

4. How do you intend to build positive, trusting relationships with the educators in your school? How can you avoid undermining the relationships you are working to develop?

5. Do you feel that your superintendent and/or principal provides enough support for teachers? And for you? If not, what must change so that you feel you have the resources and leadership support to be able to serve teachers best?

6. For superintendents and principals: Do you view the person responsible for instructional coaching as a trusted advisor? Have you taken the time to establish a trusting relationship with that person so that the lines of communication are open? Are you open to and do you seek the coach’s insights and observations about what must change at the school level to support change at the classroom level? Are you supporting the coach to that end? If not, how will you do that?
Chapter 2: The Instructional Coach’s Real Values

Study Questions

1. **Leadership Learning**: In this chapter’s mini case study about Netflix, we learned how core values—when actually embodied and foundational to all people, processes, and systems—can be drivers of positive culture and optimized co-creation. Discuss with the group how abiding by the Instructional Coach’s Real Values can change you as a coach and trickle down to impact those you coach.

2. Of the nine real values, which one or ones do you feel you already embody, and why? Share with the group how you have seen consistent application of this value make your coaching effort more productive and beneficial to educators.

3. Of the nine real values, which ones have you not yet considered as integral to successful coaching? Discuss as a group what your reaction is to assimilating them into your coaching. How do you expect they will impact your practice?

4. Of the nine real values, which one or ones do you feel need your attention and focused practice for improvement? Specifically, how do you plan to incorporate this value or values into your coaching practice with regularity? Solicit ideas from the group and discuss ways to make habits of all nine real values.

5. How can you support your coaching peers as they improve in certain values? Where you are strong, can you offer support to someone who wants to improve?

6. Practice doing a vision cast. With your group, vision cast your intention for your growth as a coach in the next year. Use the questions on page 37 as a guide. As you listen to your peers’ vision casts, try to visualize what they are saying. If you cannot visualize a clear outcome, suggest how they could bring specificity to their vision casts.

7. **For superintendents and principals**: Do you share the instructional coach’s real values? If not, why not? How do you think embodying all the values would elevate your leadership capacity (even if you are not a coach)? Which values do you need to commit to improving? How can you better embody all nine values as a means of showing (as opposed to only verbalizing) your support for your instructional coaches and educators?
Part 2: Leading School-Wide Instructional Change

Study Questions

1. Aware that fear and apprehension are normal when learning something new, what, if anything, makes you nervous about evolving your coaching purview to include leading change at the school level? Discuss as a group how you each can face and work through your fears.

2. Whose support do you need to face your fears and grow into a coach redefined? Strategize how you will solicit that person's support. How will you support each other throughout your time together?

3. Does your school currently have a school-wide improvement plan in place? If so, what does it say you cannot change? What is not mentioned in the plan that suggests an opportunity for something you can work to change? Discuss as a group creative ways to work within the confines of any existing school plans.

4. For superintendents and principals: How will you help your instructional coach find ways to drive instructional improvements within an existing plan? In the future, how will you incorporate the instructional coach in school-wide improvement planning conversations? How will you continue to empower the coach to address school-wide, systemic improvement needs?

Steps for Your Next Meeting:

In advance of your next group meeting, honestly and courageously observe yourself in conversation. When another person is speaking, are you actively listening to learn, per the tenets of Real Value #1 in chapter 2 (page 24)? Or are you listening to respond, that is, formulating your response in your head as the person speaks? Make notes about your observations and bring them to your next group meeting.
Chapter 3: Conducting a Listening Tour

Study Questions

1. Share honestly and courageously with the group what you observed about your listening skills. What habits can you begin to form so that you improve your listening-to-learn skills? Offer constructive feedback and suggestions to each other to help everyone break limiting behaviors and replace them with new ones in order to grow into people who habitually personify Real Value #1.

2. Discuss as a group tools or ideas you can use to gain access to people in all key stakeholder groups. For example, how you can accommodate working parents? How and where will you find community members? How can you approach them for help in a way that will make them excited to share some of their time with you?

3. Discuss as a group steps you can take to ensure you are speaking to people diverse in all senses within each stakeholder group. How can you be sure that your listening tour is done with equity and representation in mind?

4. Discuss as a group the steps you will take to make sure everyone you speak with is comfortable being honest with you. What do you need from your principal/superintendent to support everyone involved to that end?

5. For superintendents and principals: How can you support the coach as she sets out to conduct a listening tour? How can you help make sure she has access to sufficient people and that they represent diversity in all senses, in all key stakeholder groups? What do you need to do or say in advance of the listening tour to make sure everyone feels comfortable being honest with the coach?
Chapter 4: Assessing Your School’s Change-Readiness Profile

Study Questions

1. **Leadership Learning**: The mini case study about New Coke reminds us how personal change feels when it comes to changing something important to us. With it in mind, think of a time someone asked you to make a change without explaining why and/or before you were ready. Share with the group how it made you feel. Think of a time someone asked you to make a change by first seeking to understand how ready you were for that change and calibrating it to your current needs. Share with the group how it made you feel. In which instance did you make the most change and achieve the greatest growth, and why?

   *Note*: Strive to answer the following three questions with as much honesty and courage as you can. Doing so will help you embody the coach’s real values.

2. Given your role/relationship with the school and everyone in it, how much capacity do you believe you have to influence change in this school year? Why? Discuss with the group how you can grow your capacity to influence change over time. Brainstorm ideas you all can apply to begin improving relationships with colleagues today.

   *Note*: If you believe that you would benefit from improving relationships with educators in your school so that you can, in time, have more influence, that is OK. We are human, and we all have opportunities for growth and change. What matters is you commit to fortifying your relationships; after all, in doing so, you will grow into a stronger, more impactful coach whom people respect and value.

3. What structural, administrative, or cultural limits might impede your influence? Discuss as a group how you can work around and within those impediments to still make some improvements in this year.

4. Complete the Readiness for Change Assessment Tool for your school (page 76–78), remembering to consider what you learned on your listening tour. As a group, discuss your school’s assessment results with evidence and justification. Does everyone seem to be making a well-reasoned assessment? Might anyone’s assessment feel somewhat off? If so, why?

   *Note*: If no one in your group has completed a listening tour, use the Readiness for Change Assessment Tool to determine where your school might fall on the Change Readiness Scale. Use evidence to justify your assessment.

5. Based on evidence, which of the nine resistance reasons (pages 80–87) seem to most accurately explain your school’s resistance to change? Discuss with the group steps you can take to erode that reason’s influence on your educators’ attitudes and perceptions of change.

6. **For superintendents and principals**: Confer with the instructional coach; do you agree with her assessment of the school’s readiness for change? Why or why not? If you disagree, what do you need to do to get on the same page? How will you support the coach in encouraging educators to slowly grow more open to change? Do you agree with the coach’s assessment of her capacity to influence change? Why or why not? If you disagree, what do you need to do to get on the same page?
Steps for Your Next Meeting

Review the guide questions that follow for chapter 5. To answer them in your next meeting, you will need to use a school example, particularly a school’s Change-Readiness Profile and Improvement Needs & Change-Readiness Profile Alignment charts. Decide which member’s school information you will use in the next meeting. If you have decided to use your school’s two charts (thank you!), email them to the group in advance of the meeting so everyone has the opportunity to reflect on them. Remember to respect privacy, and do not share this information beyond your group.

If no one in your group has completed the steps necessary to complete and share these two charts, use the PS 1 example from the book to answer chapter 5’s questions.
Chapter 5: Identifying and Prioritizing Improvement Needs

Study Questions

1 **Leadership Learning:** In this chapter’s mini case study, we learned how Alan Mullaly used positive leadership to save Ford from bankruptcy at the height of the 2008 Great Recession. Discuss as a group what positive leadership means to you. What does it look like in practice? What does it not look like in practice? If you were asked to coach teachers with low morale and in a low-performing school, discuss as a group what you would say to them and why to begin your coaching from a place of positivity.

2 As an exercise, generate examples of specific notes taken during observation (that will lead to objective conclusions) versus vague notes (that will lead to subjective conclusions). Respectfully critique them as a group. (See pages 103–104 for context.)

   **Note:** For the following questions, use one of the members’ school data as an example and for discussion. If no members have the appropriate information yet, use the PS 1 example from the book.

3 Using the school’s Improvement Needs & Change-Readiness Profile Alignment chart, discuss where each improvement need falls in the scope and ambition of changes. That is, grow comfortable and confident determining which needs are large, moderate, or small in scope and challenging, moderately challenging, or simple. Explain your thinking, and discuss it as a group.

   If using PS 1 as an example: Using each improvement need identified in chapter 5, discuss as a group if you agree with each other’s assessment on the Improvement Needs & Change-Readiness Profile Alignment chart (pages 114–115). Why or why not?

4 In going through this exercise, discuss with the group what you are learning about assigning a scope and degree of ambition to improvement needs. Which types of improvement needs, if any, tend to be more black and white? Which types of improvement needs, if any, tend to be gray? What seems important to consider to make the most reasonable judgment when needs, and their placement relative to change readiness, are gray? Per the school’s Change-Readiness Profile, which needs will be the most appropriate starting point?

   If using PS 1 as an example: Discuss as a group if you agree with the prioritization of needs, as laid out in the analysis at the bottom of the Improvement Needs & Change-Readiness Profile Alignment chart (pages 114–115). Why or why not?

5 **For superintendents and principals:** Once the coach has completed the Improvement Needs & Change-Readiness Profile Alignment chart, ask her to explain her rationale. Do you agree with her thinking? Where you disagree, explain your thinking and, together, determine if any needs need to be prioritized differently.

Steps for Your Next Meeting

Review the guide questions that follow for chapter 6. To answer some of them, you will need to work with a real improvement need. Decide which group member will share an improvement need. It is also OK to make one up. Either way, in advance of the next meeting, appoint one member to email the need that will be used to the group.
Chapter 6: Building and Implementing the School-Wide Instructional Improvement Plan

Study Questions

1. **Leadership Learning**: Building on the mini case study in chapter 5 about Alan Mullaly and Ford, we recall in chapter 6 that Mullaly created the “One Ford” plan, which was both a vision and framework for company-wide transformation. He used positive leadership to coalesce the entire company as “One Team” working for the same “One Ford” plan. As a group, discuss how a plan that starts from positivity can be used to set a vision for change and can be repeatedly drawn from to vision cast. Unpack and discuss the relationship between a vision, a positive plan, and a cohesive team and what you can do to make sure all work optimally together.

2. As a group, practice converting an improvement need into a goal that has the level of clarity and detail of a vision cast. Refer to page 37 as needed to guide your thinking. Does the goal satisfy the needs of a vision cast? As it has been articulated, will people be able to visualize what instruction and learning will look like when the goal is realized? If not, what detail can you add?

3. Building from the goal you wrote as a group, using real information or hypotheticals as needed, discuss how you could start working toward this goal from strength. What would be examples of current successes or proficiencies that could serve as a positive launching pad for the goal, and why? Or if it feels too unrelated from current successes or proficiencies, or there are too few current successes or proficiencies, what is an example of a “quick win” that could move you closer to starting this goal from strength? Justify your thinking with experience.

4. Review the Common Goals, Strategies, and Tactics Per Resistance-to-Change Level chart on pages 148–153. Are there improvement goals on the list for which you have additional strategies or tactics per change level to share and discuss with the group? If you have used any of the strategies or tactics, how effectively did they meet the goal at hand? Are there improvement goals you commonly see that are not listed in this chart? If so, share and discuss possible strategies and tactics for all three resistance-to-change levels.

5. On page 155, I suggest that you operate your ongoing school-wide improvement plan messaging campaign however it best fits the culture of your school. Based on your school’s culture, share with the group how you intend to operate your messaging campaign and why. Discuss as a group if your plan seems appropriate and poised for greatest success within your culture. When others share, offer constructive feedback and suggestions.

6. **For superintendents and principals**: Discuss with the coach the strategies, tactics, and pacing of the school-wide improvement plan. Do you believe that the strategies and tactics will meet each goal? Do you agree that the outlined actions steps will sufficiently advance the strategy? Do you agree with the suggested pacing? If you disagree at any point, what do you need to suggest to get the on same page as the coach?
Steps for Your Next Meeting

Read the questions in the next section for part 3 of the book. In advance of your next meeting, exchange with the group the rubrics you intend to use for classroom observations and your one-on-one coaching.
Part 3:
Instructional Coaching: Best Practices of Great Coaches

Study Questions

1. What rubric will you use to serve as an objective roadmap to classroom observations and the conversations that stem from them? As a group, vet each other’s rubrics to make sure they will help you identify the hallmarks of teaching and student participation that yield higher levels of thinking, deeper levels of learning, and meaningful engagement.

2. Does this rubric leave room for future-focused learning? That is, does it explicitly address relevant learning? Or are there indications it might better serve an outdated model of instruction and learning? Use explicit evidence to justify your reasoning.

3. Review Appendix 5 (pages 339–341). Discuss as a group if you believe this list is missing any important career skills. How do you define any career skills you would add to this list? Discuss ways to incorporate them into instruction.

Steps for Your Next Meeting

Write a draft of your “coach’s promise” that you will make in your first meetings with educators you will coach (page 192).
Chapter 7: Great Coaching: Diving into the Details

Study Questions

1. **Leadership Learning**: In the mini case study about Popeyes, we learned how former CEO Cheryl Bachelder realized that just as there could be no Popeyes without its customers, there also could be no Popeyes without its franchisees and employees. It prompted her to hold the company’s franchisee staff in equal regard to the customers and embrace servant leadership as a means to support their capacity to serve customers. What does servant leadership mean to you as a coach? In what ways do you currently operate as a servant leader to the people you coach? In what ways might you be behaving more as an authority? Use specific examples where you can. As a group, discuss how you can adapt those behaviors to evolve them into a servant leader approach.

2. With the four coaching modalities in mind, share a time you coached or were coached using a modality that turned out to be a wrong fit for the goal at hand. Why was the modality not appropriate for that goal? Which modality would have been a better fit and why?

3. Have you historically approached coaching with the intention of gradually releasing educators to lead their own learning? How did or how will doing so change, improve, and/or challenge you and your coaching practice?

4. Imagine you are newly working with a teacher who believes her practice and skill level are advanced and that she is ready for self-directed learning, but your observations suggest she is in need of instructive coaching. As a group, workshop how you would explain your intentions and observations of her needs to her. How would you approach this conversation so that she can hear your point without growing defensive? What would you say to demonstrate you are servant leader? What would you do and say to earn her trust?

5. Share your “coach’s promise” drafts as a group. Explain why you chose your words and offer constructive feedback where beneficial to each other.

Steps for Your Next Meeting

Please read the Pre-Meeting Steps for Chapters 8, 9, and 10 Group Discussions in the next section.

For chapter 8’s discussion, select at least one volunteer from the group to bring to the discussion a scenario that pertains to coaching for rigorous instruction and learning. If you are the volunteer, in advance of the next meeting, note the details you believe are sufficient to begin discussion. To help frame your thinking, strive to include details similar to those in the Context, Insights from Observation, and Insights from Conversation sections of the scenarios in the book.

You will use the scenario format (pages 206–208) to discuss how to approach the scenario. My hope is that in drawing from real-life coaching circumstances in your own lives, you will be able to support each other and exchange ideas so that you can put them into practice and discuss the impact as a group. However, if no one in your group has pertinent coaching examples yet, you can use the scenarios from the book to anchor discussion.
Pre-Meeting Steps for Chapters 8, 9, and 10 Group Discussions

The bulk of this guide’s material for chapters 8, 9, and 10’s meetings will center upon coaching scenarios, which will pertain to rigor, relevance, and learner engagement, respectively. Please bring a copy of the Rigor, Relevance, and Learner Engagement rubrics to each meeting. You can find them in Appendix 3 (pages 329–332) or download and print them.

You will also frequently reference the Gradual Release Coaching rubric (pages 184–185). Have it on hand throughout your discussion.

Discussing the coaching scenarios will require knowledge of high effect-size instructional strategies and career-relevant skills. As a group, use any resources that will help you to this end. If helpful, visit Appendix 5 (page 339) for career skills.

You can download and print the RRE and GRC rubrics from the Toolbox page found at:
www.leadered.com/coachingredefined
Chapter 8: Coaching for Rigor

Study Questions

1. Rigor is an often misunderstood and confusing concept. Discuss what rigor means to you with the group. Together, create a definition of rigor that feels actionable. Include at least three examples of what rigor is and is not as observable behaviors in both teaching and learning.

2. Share with the group strategies or tools you have used to increase rigor in instruction and learning. Discuss if the strategy or tool is in fact rigorous; how it must be applied to yield the meaningful levels of rigor; or if it would likely fail to elevate rigor meaningfully and why.

Chapter 8: Rigor Scenarios Exercise

If you volunteered to share a rigor coaching scenario, provide the group with the pertinent details. Walk through each component of the scenario format (pages 206–208), discussing as a group your assessments and ideas for each. Use the RRE rubrics, evidence, and experience to justify your thinking.

If you are not using a volunteer’s coaching scenario, select one of the rigor scenarios in chapter 8 and discuss as a group. Discuss ideas or options for aspects of the scenario that may differ from those in the book. Use the RRE rubrics, evidence, and experience to justify your thinking. Suggested questions follow, but please introduce your own as well:

- What might you have done differently, and why?
- How might the scenario change if the goal were different, and why?
- Might you have placed the teacher at a different place on the GRC Spectrum?
- Would you have chosen a different modality, and why?
- What other tools or strategies could be effective in this scenario?
- How could you bring in more career skills?

If time permits, discuss another rigor scenario, either from a group member’s experience or the book.

Steps for Your Next Meeting

For chapter 9’s discussion, select at least one volunteer from the group to bring to the discussion a scenario that pertains to coaching for relevant instruction and learning. If you are the volunteer, in advance of the next meeting, note the details you believe are sufficient to begin discussion. To help frame your thinking, strive to include details similar to those in the Context, Insights from Observation, and Insights from Conversation sections of the scenarios in the book.
Chapter 9: Coaching for Relevance

Study Questions

1. Discuss what relevance means to you with the group. Together, create a definition of relevance that feels actionable. Include at least three examples of what relevance is and is not as observable behaviors in both teaching and learning.

2. Share with the group strategies or tools you have used to increase relevance in instruction and learning. Discuss if the strategy or tool did in fact increase relevance; how it must be applied to yield meaningful levels of relevance; or if it would likely fail to elevate relevance meaningfully and why.

Chapter 9: Relevance Scenarios Exercise

If any member of the group applied ideas from the last meeting about how to coach for rigor, discuss how things unfolded. Did the ideas yield the results you expected, and what were those results? What would you do differently to improve outcomes? What worked really well, and why?

If you volunteered to share a relevance coaching scenario, provide the group with the pertinent details. Walk through each component of the scenario format (pages 206–208), discussing as a group your assessments and ideas for each. Use the RRE rubrics, evidence, and experience to justify your thinking.

If you are not using a volunteer’s coaching scenario, select one of the relevance scenarios in chapter 9 and discuss as a group. Discuss ideas or options for aspects of the scenario that may differ from those in the book. Use the RRE rubrics, evidence, and experience to justify your thinking. Suggested questions follow, but please introduce your own as well:

- What might you have done differently, and why?
- How might the scenario change if the goal were different, and why?
- Might you have placed the teacher at a different place on the GRC Spectrum?
- Would you have chosen a different modality, and why?
- What other tools or strategies could be effective in this scenario?
- How could you bring in more career skills?

If time permits, discuss another relevance scenario, either from a group member’s experience or the book.

Steps for Your Next Meeting

For chapter 10’s discussion, select at least one volunteer from the group to bring to the discussion a scenario that pertains to coaching for learner engagement in instruction and learning. If you are the volunteer, in advance of the next meeting, note the details you believe are sufficient to begin discussion. To help frame your thinking, strive to include details similar to those in the Context, Insights from Observation, and Insights from Conversation sections of the scenarios in the book.
Chapter 10: Coaching for Learner Engagement

Study Questions

1. Discuss what learner engagement means to you with the group. Together, create a definition of learner engagement that feels actionable. Include at least three examples of what engagement is and is not as observable behaviors in both teaching and learning.

2. Share with the group strategies or tools you have used to increase learner engagement. Discuss if the strategy or tool did in fact deepen learner engagement; how it must be applied to yield meaningful learner engagement; or if it would likely fail to elevate engagement meaningfully and why.

Chapter 10: Relevance Scenarios Exercise

If any member of the group applied ideas from the last meeting about how to coach for relevance, discuss how things unfolded. Did the ideas yield the results you expected, and what were those results? What would you do differently to improve outcomes? What worked really well, and why?

If you volunteered to share a learner engagement coaching scenario, provide the group with the pertinent details. Walk through each component of the scenario format (pages 206–208), discussing as a group your assessments and ideas for each. Use the RRE rubrics, evidence, or experience to justify your thinking.

If you are not using a volunteer’s coaching scenario, select one of the learner engagement scenarios in chapter 10 and discuss as a group. Discuss ideas or options for aspects of the scenario that may differ from those in the book. Use the RRE rubrics, evidence, and experience to justify your thinking. Suggested questions follow, but please introduce your own as well:

- What might you have done differently, and why?
- How might the scenario change if the goal were different, and why?
- Might you have placed the teacher at a different place on the GRC Spectrum?
- Would you have chosen a different modality, and why?
- What other tools or strategies could be effective in this scenario?
- How could you bring in more career skills?

If time permits, discuss another learner engagement scenario, either from a group member’s experience or the book.

Steps for Your Next Meeting

Develop a personal mastery plan (pages 279–286). Outline specifically how you intend to seek (gain knowledge relevant to coaching redefined in an ongoing manner), sense (reflect on how you will use the knowledge you are gaining), and share (exchange knowledge and resources with networks) to prioritize and maintain your own ongoing learning.
Chapter 11: Building a Sustainable System of Learning and Growth

Study Questions

1. If any member of the group applied ideas from the last meeting about how to coach for learner engagement, discuss how things unfolded. Did the ideas yield the results you expected, and what were those results? What would you do differently to improve outcomes? What worked really well, and why?

2. Leadership Learning: In this chapter’s mini case study, we learned that former General Electric CEO, Jack Welch—who led the company to astronomical growth—credited the company’s evolution to a “learning organization” for its success. Reflect back on the all the steps, ideas, best practices, and learning you have achieved and understood in the book thus far. What sticks out to you as most significant in readying you to grow your school into a learning organization? How has the work up to this point primed all the educators in the school to become proactive agents of ongoing growth in a learning organization?

3. Having nearly completed the entire book, do you believe that the most impactful coaches must function as leaders? How do you feel now about viewing yourself as not just a coach but also as a leader? What excites you about being a leader? What scares you, and how will you move through those fears and grow into a leader anyway?

4. Share your personal mastery plans with the group. As you listen to each other, discuss if the plan is robust enough to generate meaningful, ongoing learning and growth. If not, why, and what can change to ensure that it is? Discuss if the plan is realistic or too ambitious for the person to maintain. If the latter, what can be scaled back so that it remains achievable?

5. In The Third Discipline: Building a Shared Vision section (pages 288–291), you read about Daniel Pink’s research-validated drivers of intrinsic motivation. As a group, discuss things you can do and say to support these drivers—autonomy, mastery, and purpose—in your school. Specify how you can use intrinsic motivation to motivate all educators to participate in a true learning organization. Consider how intrinsic motivation can support evidence of Team Learning (the fourth discipline, pages 291–298) and Systems Thinking (the fifth discipline, pages 298–315).

6. For superintendents and principals: Are you including the coach—with her valuable insights into how the school system supports or stymies teacher growth—in professional learning planning? Why not, and what steps do you need to take to bring her into the process so that PL is more relevant, intentional, goal-aligned, effective, and supports the development of a true learning organization?
About Sherry
Sherry St. Clair is the author of Coaching Redefined and founder of Reflective Learning LLC, an educational consulting agency based in Kentucky. Her organization works with schools across the country, creating specialized training and coaching services for school administrators and educators. Additionally, Sherry serves as a Senior Consultant for the International Center for Leadership in Education and a Senior Consultant for Houghton Mifflin Harcourt.

As a national consultant, Sherry draws from her rich experience at various levels of public education—teaching elementary school, being an administrator in a high school of 1,300 students, working as a state consultant, and creating and facilitating virtual courses. Sherry is a highly regarded national speaker and consultant, providing educational agencies with expertise in the areas of leadership, effective classroom practices, classroom walkthroughs, effective use of data, balanced literacy, and science and guidance on how to create a culture of college and career readiness.

Sherry is a contributing author to Effective Instructional Strategies, Volume 2, published by the International Center for Leadership in Education. She has published numerous professional development activity guides and facilitated webinar series focused on leadership and effective instructional practices. Additionally, Sherry developed virtual instructional workshops for the CTE Technical Assistance Center of New York. In partnership with the Successful Practices Network, Houghton Mifflin Harcourt, and The School Superintendent Association, Sherry has recently been a part of bringing innovative practices to scale.

Coaching schools and educators to best meet the needs of all students is Sherry's passion. It has driven her to create and fine tune a proprietary coaching process that can elicit remarkable levels of educator and student growth, which she shares in Coaching Redefined. The redefined coach's aim is to unlock the fullest potential of all educators by also leading change at the school level to remove systemic impediments to teacher growth. The book has encouraged coaches across the world to reach their leadership potential and join the coaching redefined movement—an experience that has been among the most inspiring and gratifying of Sherry's professional life.

Sherry holds a master’s degree in Instructional Leadership as well as a Rank I in Instructional Supervision.