

# 11 Coaching Methods to Foster the Learning Relationship

Use these coaching methods to plan coaching sessions in the classroom based on teachers' needs and interests.

	Coaching Method	Description	Best used when
More directive	<b>Demonstration</b>	A form of modeling in which the coach first implements an activity or uses a teaching strategy while the teacher observes, then the teacher performs the same activity or uses the same strategy	Teachers are unfamiliar with an activity or instructional strategy or find it difficult.
	<b>Joint problem-solving</b>	A form of modeling in which the coach shows an activity, or part of it, after observing the teacher first trying something out; the coach “jumps in” temporarily to try out a different approach with the goal of exploring together more effective ways to do the activity	Teachers are trying out activities with new content knowledge or instructional strategies and would benefit from seeing different ways of doing something.
	<b>Constructive feedback</b>	Specific comments focused on particular behaviors, based on observations, and to be used for improvement, not personal judgments, opinions, or feelings about the teacher	Teachers try to implement activities or instructional strategies but need or want concrete suggestions about the implementation process.
Less directive	<b>Prompting</b>	Brief, discrete reminders provided to the teachers about the accurate implementation of activities or the use of teaching strategies, while a teacher is engaged in implementing the activity or strategy	Teachers are comfortable with an activity but may need additional verbal assistance to get to a higher level of implementation.
	<b>Running commentary</b>	Describing the actions of the teacher and children as they occur, with the intent of summarizing what is happening and drawing attention to how the teacher influences children’s behaviors	Teachers are implementing well and can make adjustments themselves using the information presented to them.
	<b>Reflective questioning</b>	Open-ended questions posed soon after activities that assist teachers in developing an awareness of effective (and ineffective) teaching strategies used during instruction	Teachers are unsure about implementation and need support, or teachers have the ability to think deeply about what they have discovered about their implementation and make changes in implementation based on these discoveries.