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Instructional Leadership in Student- Focused Coaching

**Creating Effective Systems to
Cultivate Student Success**

Daryl Michel & Dawn Brookhart

FOREWORD BY JAN HASBROUCK & SHARON VAUGHN

Excerpted from *Instructional Leadership in Student-Focused Coaching: Creative Effective Systems to Cultivate Student Success*
By Daryl Michel, Ph.D., and Dawn Brookhart, M.A.T., M.Ed.

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by

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About the Authors

DARYL MICHEL, BE A CHANGE, LLC

Dr. Daryl Michel is the founder of Be A Change, LLC, an educational consulting firm dedicated to fostering professional learning and student success. With more than three decades of experience in the field, Dr. Michel has made significant contributions, nationally and internationally, as an instructional coach, teacher educator, and curriculum designer. He is driven by the belief that positive change occurs through listening, engagement, and collaboration, a philosophy reflected in his business tagline: “Many Individuals. Infinite Possibilities.”

Dr. Michel’s expertise encompasses a wide range of educational areas, including disciplinary literacy, lesson study, and instructional coaching. He has worked with numerous school districts, state agencies, and educational organizations to design and implement strategies that enhance both teacher effectiveness and student outcomes. His career as an instructional coach began at Johns Hopkins University under the mentorship of Drs. Robert Slavin and Nancy Madden, where he provided coaching support to schools across the United States. From there, he advanced to senior leadership roles within The University of Texas System and The University of Texas at Austin’s Institute for Public School Initiatives. He continues to serve as an instructional coach under the guidance of Dr. Sharon Vaughn for The University of Texas at Austin’s Meadows Center for Preventing Educational Risk, collaborating with districts to develop multitiered system of supports that address educational risks and promote equitable support for diverse learners.

Dr. Michel is a coauthor of *Student-Focused Coaching: The Instructional Coach’s Guide to Supporting Student Success Through Teacher Collaboration* with Dr. Jan Hasbrouck, a widely recognized resource for instructional coaches. The book provides practical guidance for coaches and educators on how to collaborate effectively to improve student achievement. Dr. Michel’s research and writing reflect his deep commitment to promoting student success through sustained professional learning and collaboration between teachers and administrators.

Throughout his career, Dr. Michel has remained committed to improving education at all levels. Whether working with individual educators, school leaders, or entire systems, he strives to create meaningful, lasting change that enhances learning outcomes. His work as a consultant, author, and coach continues to influence educational practices worldwide. Through Be A Change, LLC, Dr. Michel advocates for the inclusion of diverse voices, promotes continuous professional learning, and works to build educational systems that support the success of all students.

DAWN BROOKHART, M.ED., M.A.T., ED CAP CONSULTING, LLC

Dawn Brookhart, M.Ed., M.A.T., is an educational leader, consultant, coach, and national speaker with nearly 30 years of experience working alongside educators to

foster positive change in K–12 education. Driven by a deep sense of service, Dawn’s career has been focused on helping schools, districts, and state agencies bridge the gap between research, policy, and classroom practice. Her work aims to create sustainable, evidence-based improvements that prioritize the success of every student.

Throughout her career, Dawn has been privileged to support schools on their journey toward excellence. Her efforts have contributed to schools achieving local and national recognition, including top rankings in *U.S. News & World Report* and National Blue Ribbon status. One of her proudest accomplishments is the creation of a pioneering dyslexia and reading training academy, featured in *The Seattle Times*. This academy, the first of its kind in a Pennsylvania public school, reflects Dawn’s commitment to developing practices that empower struggling readers and promote literacy for all students.

Dawn’s leadership has taken many forms over the years, from administrative roles such as junior high principal, director of special education, director of curriculum and instruction, and acting superintendent to her current work as a consultant and coach. In each position, she has focused on building relationships, fostering collaboration, and supporting the growth of others, always with the goal of improving outcomes for students. These experiences have shaped her belief in the power of servant leadership and the importance of creating systems that are supportive, inclusive, and student focused.

A passionate advocate for the science of reading, Dawn has dedicated much of her career to helping educators enhance their literacy practices. Through professional development and learning, instructional coaching, and the implementation of high-quality, research-based curricula, instruction, and assessments, she has worked with districts across the country to improve literacy outcomes for all learners. Dawn finds fulfillment in empowering teachers and leaders to grow in their practice and, in turn, have a greater impact on their students.

In her most recent senior leadership role at the AIM Institute for Learning & Research, Dawn supported the organization’s growth from a small startup to a recognized leader in literacy education. She was also honored to play a role in developing a graduate program for reading specialists in partnership with Delaware Valley University, further extending her service to higher education. Additionally, Dawn had the opportunity to teach as an adjunct faculty member in the university’s graduate leadership program, working closely with emerging leaders to shape their understanding of educational practice and leadership.

As co-founder of Ed Cap Consulting, LLC, Dawn works alongside her husband to help educators build capacity, foster systemic change, and continue growing in their ability to serve students. She also serves as the vice president and co-founder of The Reading League Pennsylvania, where she works to advocate for evidence-based literacy practices and to support all learners. Dawn is an IMSLEC-accredited Orton-Gillingham teacher, a distinction that reflects her commitment to research-based approaches to literacy instruction.

Dawn’s career has been shaped by a deep passion for advancing research- and evidence-based practices and empowering educators to make a meaningful difference in the lives of students. She is grateful for the opportunity to serve as a coach, consultant, and partner to educators across the country, helping them build systems of support that foster student success. Through her work, Dawn continues to advocate for a vision of education that is collaborative, inclusive, and focused on providing every student with the high-quality education they deserve.

Foreword

There is compelling evidence from educational research indicating that instructional coaching can have a significant positive impact on classroom instruction, and thereby on student achievement, in settings ranging from early childhood through post-secondary. Coaching works! It is quite likely that those of you who are planning to read this book already have this understanding about the value of coaching. Your question is a practical one: *How do I make this happen?* You have a wonderful tool in your hands that can help you effectively support coaching in schools and reap its numerous benefits!

The authors of the book, Daryl Michel and Dawn Brookhart, both have decades of experience as school leaders who have supported coaching across numerous educational settings. Whether you are a school leader, a teacher, or a coach, you will find that this book provides the guidance you need. Why *this* book about coaching? Because Daryl Michel and Dawn Brookhart bring a deep understanding of the most effective model for coaching: Student-Focused Coaching (SFC). SFC has been developed through empirical work at two universities and now has decades of successful implementation in schools in the U.S. and internationally.

I (Jan) am deeply honored that Daryl and Dawn have collaborated to write a book that centers the SFC model for instructional coaching. I helped develop this model from its origins in a training program I ran for educational consultants at the University of Oregon and later at Texas A&M University. I have written about the SFC model in articles and books over several decades so, needless to say, I know it well! I had the pleasure of coauthoring a book in 2021 that updates and refines the model (*Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration*) with Daryl. Daryl Michel is an amazing coach and educational leader who works with schools across the U.S. and internationally to help them understand the SFC model and to use it effectively in their own settings. We both have known Daryl and Dawn for many years and are highly impressed with their skills and knowledge about leadership in schools setting. What a team they are! So, while I know and believe deeply in the SFC model and how it can positively impact student achievement, I also know that implementing any coaching model in the complex environment of schools is a big challenge. We are delighted that together Daryl and Dawn have crafted a highly practical book that helps build an understanding of successful coaching using the SFC model in real-world settings.

A key message of the book is that a strong partnership between the supervisor and coach can boost students' learning. The value of this book is the detail with which the authors so clearly describe the actual steps a leader should take to create a climate in which coaching can succeed and thrive. Importantly they also detail the possible pitfalls that can occur when a supervisor may unwittingly engage in certain behaviors that can unintentionally undermine the coaches' efforts. Knowing both what to do and what *not* to do is so helpful!

Through clear descriptions and numerous examples and anecdotes they show how—and why—school leaders can optimally support high-impact coaching skills and strategies, and they highlight ways to strengthen how coaches work with leadership and with colleagues to enhance student outcomes. The format of the book supports the reader’s learning through application exercises and reflection questions in each chapter. These authors also know through their own direct experience that a big challenge leaders face in schools is how to build capacity to scale and sustain systems, despite how effective and valuable those systems might be. As you will see, another significant plus of this book is how it incorporates activities in every chapter to directly address the challenge of sustainability.

As busy educational professionals we are always grateful for a book that helps us acquire practical knowledge to address an important aspect of our challenging jobs. This book is particularly valuable because it actually does TWO things exceedingly well. It details the multiple aspects of how leaders can support coaches, and it also serves as a superb book on leadership itself! In every chapter, filled with examples from these authors’ vast personal experiences, the rationale and the process for providing the necessary leadership is outlined for you.

This is a wonderful book, and we are happy to introduce it to you.

Jan Hasbrouck, Ph.D.

Sharon Vaughn, Ph.D.

Acknowledgments

To the many leaders, educators, and instructional coaches, nationally and internationally, who teach and help me grow each day; thank you! To David for always supporting me in this work that I love doing; thank you! To my parents who always encouraged me to pursue my interests and who always stressed that relationships matter; thank you!

—*Daryl*

This book is dedicated to the mentors and teacher leaders who have shaped and inspired me to be a disruptor of the status quo in education. I see YOU, and I thank you from the bottom of my heart for being servant leaders. It is an honor to build on the work of Dr. Jan Hasbrouck and Dr. Daryl Michel. I'm grateful to my coauthor, Dr. Daryl Michel, who is an extraordinary mentor and friend. My life and career have been an incredible journey thanks to my family, friends, and coworkers. I am blessed to have the best copilot, my husband. Wayne, Jordan, and Kyla, you are my everything, and I love you. Thank you for being my best teachers and for igniting a fire to make a difference for every child.

—*Dawn*

We are thankful to have the support and guidance from Drs. Jan Hasbrouck and Carolyn Denton as we continue to build on the original model of Student-Focused Coaching. To Rachel Word, Tess Hoffman, and Liz Gildea for their feedback and recommendations as we wrote this book. To Jamie Larson, Jodie Wymore, Wayne Brookhart, and so many others who reviewed content, shared their thoughts, and provided recommendations as we wrote this book. And to Jan and Sharon for writing the Foreword.

—*Daryl and Dawn*

Introduction

Educational supervisors must manage the health and safety of individuals in their schools and organizations, connect and develop relationships with students and teachers, support families and community members, respond to directives from superiors, manage and hold staff members accountable for their roles and responsibilities, and show results for student learning. They must lead instruction such as learning about and successfully helping teachers bridge research- and evidence-based practices to classroom instruction, modeling their learning and expectations for others, and shaping the conditions for successful coaching (Fullan, 2014; Hasbrouck & Michel, 2022). They also have a responsibility to guide the work of cafeteria workers; custodial staff; academic and behavior specialists; social workers; speech-language pathologists; and—the focus of this book—Student-Focused Coaches.

Supervisors play a critical role in the successful implementation of the Student-Focused Coaching (SFC) model. This includes learning about and implementing instructional coaching skills and strategies, understanding how to partner with a coach, and deciding how to measure the impact coaching has on instruction. Each of these can be a challenging task for a supervisor. How will you develop, communicate, and adhere to the roles and responsibilities of an instructional coach? How, if necessary, will you involve an existing coach in modifying their current roles and responsibilities? How will you build capacity in others to sustain coaching? What success criteria will you use to determine if coaching is effective? How will you, the supervisor, learn about coaching and use this learning to develop or increase your leadership skills?

We use the term “coach” throughout this book to refer to any individual who provides coaching to their colleagues (e.g., instructional coach, department chair, lead teacher) and “supervisor” as a general term for a person whose primary purpose is to manage and lead a school or organization (e.g., school principal, head teacher, assistant superintendent). From our experiences nationally and internationally, we know that coaching can be rewarding and challenging. It is rewarding when teachers seek out support to improve their craft, when they adjust instructional practices to meet diverse student needs, and when these changes lead to student growth. However, coaching can become challenging when 1) there is a lack of clarity or transparent communication about the coach’s roles and responsibilities, 2) administrative duties take a coach away from coaching, or 3) a supervisor wants a coach to share confidential information after collaborating with a teacher. As a supervisor, you can remove these challenges by including others (e.g., existing coach, an individual who has knowledge of coaching research) when developing and defining the coach’s roles and responsibilities and then clearly communicating and adhering to these roles and responsibilities. You can also remove challenges by ensuring that teachers understand that coaches will not share specific details from their work with colleagues.

Although you might, on occasion, ask a coach to assist with an administrative task (e.g., teach an intervention class; help with bus or lunch duty to ensure the safety of children), routinely expecting a coach to complete these tasks takes them away from their primary responsibilities of supporting teachers with successfully implementing research- and evidence-based instructional practices. When there's clarity for what the coach will do and not do, then you have the necessary knowledge to protect their time to provide coaching. Maintain open lines of communication with your coach so you stay informed about how they spend their time, and create a supervisor and coach partnership to show others how you work together with a focus on enhancing student learning.

In their SFC book, Hasbrouck and Michel (2022) shared a summary from coaches with whom Jan Hasbrouck and Carolyn Denton worked in Kansas: "If administrators/supervisors created a climate and culture for student success and inspired all teachers with a desire to do their very best to help all students, then the job of the coaches would be far easier" (p. 204). Our purposes in authoring this book are to empower and encourage educators at all levels to serve as leaders, build a collaborative and sustainable coaching system aligned with implementation science, and cultivate collective leadership to navigate the complex changes needed for lasting educational improvement. This is done while also building your knowledge of coaching, demonstrating how coaching skills and strategies can strengthen the support you provide, and highlighting ways to deepen collaboration among coaches, leaders, and colleagues to enhance student learning. This book supports supervisors at all levels—early childhood centers through postsecondary schools—who spend at least some of their time working in partnership with a coach or leading others. As a supervisor or an aspiring leader who wants to learn more about instructional coaching or how to successfully implement a coaching model, this book can be your guide to success.

From our experiences, it is important that a supervisor understands that an instructional coach can have a significant impact on classroom instruction (Kraft et al., 2018) if the

- Right person is chosen
- Coach's roles and responsibilities are clearly defined, communicated, and adhered to
- Coach and supervisor participate in sustained professional learning to learn about and implement a coaching model
- Coach supports teachers with implementing research- and evidence-based instructional strategies
- Supervisor and coach work together

We have witnessed the best of intentions from supervisors who want to implement a coaching model to support their teachers. For many supervisors, developing a coaching program can be intimidating. Often, supervisors receive little to no formal training in coaching, so they are unable to apply what they've seen or learned from others when developing their own coaching program. In many cases, this results in a program that resembles clinical supervision from the 1970s when a coach conducts a preconference, observes, and then provides feedback during a postconference. This doesn't translate to an SFC coach who is expected to take a nonevaluative, nonsupervisory approach when working with colleagues.

We have witnessed school districts planning to hire a coach as part of a grant program or provide a stipend for someone to serve as a coach. Prior to hiring a coach or providing a stipend, we encourage you to create a sustainability plan. A well-thought-out sustainability plan can help to ensure that these positions will remain or that peer colleagues will be able to take over if or when a grant concludes or budgets are reduced. The sustainability plan should clearly define a coach's roles and responsibilities, including how a coach will build capacity in others to sustain research- and evidence-based practices (e.g., how to accurately assess and teach a curriculum standard, implementing the SFC Collaborative Problem-Solving Process). We encourage you to plan for who will take care of noncoaching roles and responsibilities (e.g., a contact for technology issues; a person who will run data reports for grade-level or department meetings; a person who will attend subject-specific curriculum, instruction, or assessment training). We realize that instructional coaches are often asked to perform each of these noncoaching tasks; however, we caution against this. Whether a supervisor or coach, it is an unrealistic expectation to think that any one person can know all things technology, curriculum, instruction, or assessment at all age levels and subject disciplines.

We have also witnessed supervisors choose a coach because the person's students achieved high test scores, they were more experienced or considered a veteran teacher, or they were well-liked by others. Although these are well-intentioned hiring decisions, we recommend that prior to making a decision that supervisors clearly define what the coach will be doing. With clearly defined roles and responsibilities, you'll be able to make a well-informed decision on the most qualified candidate because you'll base your decision on all expectations of a coach rather than a single data point or observation.

One overarching goal with this book is to help you learn about the instructional coaching role, including research- and evidence-based practices to support a coach's work, and to help you build or increase your leadership skills and knowledge to support others when using these same practices. As you continue reading, you will encounter application exercises and reflection questions in each chapter to challenge you to think about how you model learning and create conditions for successful coaching to take place. At the end of each chapter, we provide recommendations to assist you with building capacity to scale and sustain systems that can lead to enhanced student learning. For example, this includes how you might communicate your learning to a school board or governing agency member, teacher, or family member. We recommend that you complete these activities as you read each chapter, use any prior knowledge to complete the application exercises or reflection questions, and adjust your approach or thinking as you gain new knowledge or insights. By completing these activities as read, you can be creating your sustainability plan.

We know that you may face many challenges related to establishing a successful coaching model. This book provides strategies to address some of the challenges you may experience. We encourage you to identify others who can support your learning and lean on the research and strategies included in this book. Despite the challenges you may face, use the tools, processes, and skills as you can and apply them to your context. Always remember that successful coaching can result in the implementation of research- and evidence-based practices that leads to enhanced student learning, and this is why it is important that you understand the coaching role and be able to clearly communicate the coach's roles and responsibilities to others.

We believe that one of the first priorities, and maybe the most important priority, is to develop a well-defined list of coaching roles and responsibilities. Ideally, this happens before you hire a coach because this will give you and the person interested in the position knowledge about what they will be doing. However, we know that this may not always be the case and that you'll need to work with your coach to define the roles and responsibilities. Regardless, know that a clearly defined list brings clarity to the coaching role. This includes what a coach does, what a coach does not do, how a coach will spend their time, and how a colleague should contact a coach to receive support. A coach may spend time with an individual teacher, a small group, or the entire school; provide consultation and strategic problem solving to address a student's needs; or provide differentiated, sustained professional learning to target a school goal or priority. Remember, however, that all forms of professional learning require ongoing support, modeling, and feedback as needed and not just a 1-day or abbreviated professional development session (see Chapter 7). As a supervisor, you play a vital role in creating the conditions for this continuous learning to take place.

Several models or approaches to instructional coaching are discussed in Chapter 1. Some models are specific to a program or initiative, some are broadly used to reflect on teacher practice, some follow a clinical supervision approach known as a coaching cycle, some are direct, and some are indirect, and you might find that some models overlap. SFC shares attributes with other models, yet the goal of SFC will always be to establish a process for providing coaching support to teachers in real-world contexts. SFC is designed to be flexible, versatile, and focused on meeting students' academic, behavioral, or social-emotional needs to improve academic outcomes, and this will become evident when you learn about the systematic, structured, four-phase Collaborative Problem-Solving Process (Hasbrouck & Michel, 2022) in Chapter 8 and consider how you can use this process as a supervisor. In this process, all decisions are grounded in multiple sources of student data or evidence (i.e., data triangulation)—not just one test score or what a peer colleague wants to work on. After collecting data or evidence and identifying patterns that emerge, a problem definition is written, a goal(s) is set, the goal(s) is evaluated to ensure it addresses the problem definition, strategies are identified, and a Targeted Action Plan is created. The plan is set for a few weeks to a couple of months but usually not for an entire year. The length of time depends on the complexity of the problem.

STUDENT-FOCUSED COACHING

Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration was written by Dr. Jan Hasbrouck and one of the authors of this book, Dr. Daryl Michel, to support instructional coaches. You might find that Hasbrouck and Michel's book, alongside this book that you are currently reading, can be used to create a comprehensive view of coaching and the necessary collaboration between a supervisor and coach.

In *Student-Focused Coaching*, Hasbrouck and Michel (2022) defined SFC as a "cooperative, ideally collaborative, professional relationship with colleagues mutually engaged in efforts that help maximize every teacher's skills and knowledge to enhance student learning" (p. xi). This definition includes several key words and phrases that we have found to be essential for a coach and that we describe subsequently. In this book, we've revised and expanded this definition to reflect our belief that coaching is not limited to supporting teachers alone. We'll highlight these key words and phrases in Chapter 1.

Cooperative, Ideally Collaborative

SFC coaches are colleagues who work with and alongside their peer colleagues to influence student learning; they are not supervisors or evaluators. Teachers take full control over the coaching process—they can choose to work with a coach or not. SFC is not a hierarchical, expertise-based model, and you can encourage a partnership but not mandate one. For example, after meeting with a teacher to provide feedback after an observation, you can recommend that the teacher reach out to the coach as a resource who can provide support. This is vastly different from telling a coach to go help the teacher make corrections as though they can “fix” the problem. As a supervisor, your approach is especially important because a coach should always remain in a neutral role without being seen as part of an evaluation process.

Professional Relationship With Colleagues

Positive and trusting relationships are essential to establishing a coach and colleague partnership. Each person brings knowledge to contribute to a coaching conversation, including biases, perspectives, and teaching philosophies. An SFC coach is nonjudgmental and nonevaluative and focuses attention on supporting research- and evidence-based instructional practices to enhance student learning. Teachers must understand that their work with a coach is confidential and that conversations will not be shared with the supervisor. There are exceptions, however, such as if or when a coach sees or hears any type of abuse or neglect that requires mandatory reporting. As a supervisor, you play a significant role in communicating this message to teachers. If a teacher finds out that the coach goes back to you and shares confidential information, then trust between the coach and colleague is broken. This could result in others no longer trusting the coach or wanting to work with them in the future.

Mutually Engaged

An SFC coach and colleague are equal players in the coaching process. They work together to write a problem definition, decide on a goal, and determine a plan to address a student concern. The plan includes what the teacher will do to achieve the goal and what role the coach will play to support successful implementation. Because someone has the title “coach”—or “supervisor,” for that matter—does not mean they know everything about curriculum, instruction, or assessments at every grade level and for all subject disciplines. We all have our limitations. It is important to explicitly communicate that when a teacher chooses to work with a coach, they should not expect the coach to provide a quick fix, solution, or resource.

Maximize Every Teacher’s Skills and Knowledge

Each teacher brings knowledge and skills to a coaching conversation, and it is up to the coach to create the conditions that allow for teacher input to solve a problem. Phase 2 of the Collaborative Problem-Solving Process includes both the teacher and coach recommending strategies to solve a problem that a student(s) is experiencing. Deciding on strategies comes after the coach supports the teacher in setting their own goal(s) related to a problem definition. We caution against a coach or supervisor offering a recommendation right away because there’s a chance that the problem presented is unclear or only partially defined. If solutions are offered

without all of the necessary knowledge, then you might find that you are offering the wrong solutions to the wrong problem.

Also know that when you have the urge or impulse to tell someone what to do, then you could be creating an environment where others are unmotivated to participate in a solution and just let you solve their problems. This doesn't build capacity in others nor is it sustainable. Think about yourself when setting a goal. Do you want someone telling you what your goal will be, or do you feel more inspired to achieve a goal when you set it? Our experiences suggest that most people prefer the latter. As the supervisor, you will need to communicate to teachers that working with a coach includes authentic dialogue, and in the end, the teacher takes ownership of the goal(s) that is set and actively works toward meeting that goal.

Enhance Student Learning

Focusing all decisions on student data or evidence is at the heart of the SFC model. Maintaining a focus on student behaviors often reduces a teacher's anxiety of working with a coach because conversations are always about student performance. This may be a new approach for teachers, especially if their past experiences have always been targeted toward their behaviors. As a supervisor, it is important to ensure that teachers understand this approach and that you continue to emphasize that a coach is a peer colleague and not an evaluator.

Responsibilities

An SFC coach guides and supports the planning and implementation of effective practices to support optimal student progress. This includes developing and delivering differentiated, sustained professional learning experiences that focus on the implementation of research- and evidence-based instructional practices. Coaching can be challenging and demanding; however, with a supervisor's support and knowledge of coaching, many barriers for a coach can be removed.

As previously mentioned, a clearly defined list of roles and responsibilities that is communicated and adhered to is essential for the implementation of a successful coaching model. We've worked with several school districts to align a coach's job description with the roles and responsibilities found in *Student-Focused Coaching*. Districts often include examples and non-examples, as well as an expected outcome for each responsibility (see Table I.1 for an example). If a department chair or lead teacher takes on the role of coach, you might read Jeremy Peacock's (2014)

Table I.1. Instructional Coach Responsibilities

Responsibilities	Examples	Non-examples
Developing and delivering differentiated, sustained professional learning activities for various stakeholder groups (e.g., teachers, family members) Outcome: Enhanced student learning by implementing research- and evidence-based instructional practices	Assisting colleagues with analyzing student data or evidence from at least three data sources to identify a skill or strategy to focus on Planning strategic, ongoing professional learning that includes study, demonstrations, and practice on how to teach the skill or strategy with diverse students	Analyzing the data alone Delivering one professional development session focused on a skill or strategy and then monitoring implementation Distributing resources on a skill or strategy and expecting the resources to be used without proper training or support

article, “Science instructional leadership: The role of the department chair.” Peacock compiled a list of instructional leadership practices, qualities, and skills for a science department chair; however, we think you will find the categories generalizable to any subject discipline.

Regardless of the format or content you include, clearly communicate the details to both coaches and teachers and then adhere to these same details. Although a coach might, on occasion, complete a task listed under the non-example heading, you should monitor this so it doesn’t become a habit. A coach should focus their attention on research- and evidence-based professional learning to support peer colleagues.

CONCLUSION

The SFC process is not a directive or top-down approach, with the coach trying to fix the teacher or make teachers do anything. An SFC coach has no power or authority; they are teachers, working in a different role, who provide support to their peer colleagues to enhance student learning. With your support, an SFC coach can focus on developing and delivering differentiated, sustained professional learning and providing ongoing assistance to support colleagues with successfully implementing research- and evidence-based instructional practices with their students. This partnership between or among you, a coach, and teachers can lead to the creation of the necessary conditions for shared leadership and result in individuals throughout your system feeling empowered.

We hope that what you have read thus far reflects the coaching program you want to achieve and provides some insight into how the SFC model can support a supervisor, coach, and peer colleagues to work together to create a climate and culture for student success. In Chapter 1, you will learn more about instructional coaching; how you can grow in your knowledge of coaching; and how this knowledge can help you, as an instructional leader, model learning and create the conditions for successful coaching. Chapter 2 provides an overview of the SFC model, including how to foster a coaching culture and climate. Chapter 3 describes how a supervisor and instructional coach can establish a trusting, supportive partnership that promotes shared leadership across the system and maximizes teacher skills and knowledge to enhance student learning. Chapters 4 through 6 focus on leading change, systems thinking, and effective communication. Chapter 7 focuses on the similarities and differences between professional development and professional learning. Chapters 8 and 9 describe the Collaborative Problem-Solving Process and Team Collaborative Problem-Solving Process. Chapter 10 highlights the importance of learning about and understanding implementation science and practice. Finally, Chapter 11 serves as a conclusion where we pull together content from earlier chapters as a means to build a sustainable coaching model.

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“This important book offers practical suggestions for coaching that fosters student achievement...and reflects the authors’ extensive experience in implementing effective coaching models.”

—Joan Sedita, M.Ed., Founder & CEO of Keys to Literacy,
author of *The Writing Rope* and *The Essentials of Adolescent Literacy*

Student-Focused Coaching (SFC) is a highly effective way to improve educator professional development and learning and student outcomes—but to succeed, coaches need to be empowered to lead alongside supervisors and other teacher leaders. Building on Hasbrouck & Michel’s widely used guide *Student-Focused Coaching*, this book shows educational leaders how to develop and lead a sustainable coaching model. It emphasizes that leadership isn’t defined by a title—anyone with insight, commitment, and a student-focused mindset can support the success of SFC in their school and make a lasting impact.

Aligned with implementation science and developed by two internationally known consultants, this is *the* practical guidebook educational leaders need to build their knowledge of SFC and master their critical role in the coaching system as instructional leaders. Administrators, supervisors, and other leaders will learn how to

- **Create the conditions and culture** to implement and sustain a coaching model
- **Establish clear and open communication** about roles and responsibilities
- **Prioritize de-implementation of ineffective practices** before introducing new initiatives
- **Plan and execute professional learning** to ensure transfer of research- and evidence-based skills to the classroom
- **Lead complex change** by modeling expectations through shared leadership, collaboration, and continuous learning
- **Use a structured Collaborative Problem-Solving Process** to strengthen teamwork

Filled with expert guidance and strategies, purposeful exercises, and engaging activities, this thought-provoking book will help educational leaders grow sustainable coaching programs that bridge the research-to-practice gap and cultivate student success.

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