**Meet Some Thought Leaders**

**Michael Fullan**

Michael Fullan is Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto. Recognized as a worldwide authority on educational reform, Michael is engaged in advising policymakers and local leaders around the world in helping to achieve the moral purpose of all children learning. His books have been published in many languages.

Michael Fullan is currently Special Advisor to the Premier and Minister of Education in Ontario. He holds Honorary Doctorates from the University of Edinburgh, Scotland, and from Nipissing University in Canada. His book, *Leading in a Culture of Change* was awarded the 2002 Book of the Year Award by Learning Forward (formerly the National Staff Development Council), *Breakthrough* (with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education, *Turnaround Leadership in Higher Education* (with Geoff Scott) won the Bellwether Book Award in 2009, and *Change Wars* (with Andy Hargreaves) was awarded the 2009 Book of the Year Award by Learning Forward. His latest books are:

**Jim Knight**

Jim Knight is a research associate at the University of Kansas Center for Research on Learning. He has spent more than a decade studying instructional coaching, writing two books on the topic: *Instructional Coaching: A Partnership Approach to Improving Instruction*, published by Corwin Press & NSDC, and *Coaching Classroom Management*, written with Randy Sprick, Wendy Reinke, and Tricia McKale and published by Pacific Northwest Press. Jim’s articles on instructional coaching have been included in publications such as *The Journal of Staff Development, Principal Leadership, The School Administrator,* and *Teachers Teaching Teachers*. Jim directs several research projects, including Pathways to Success, a comprehensive, district-wide school reform project in the Topeka, Kan., and school district. Jim also leads the coaching institutes and annual instructional coaching conference offered by the University of Kansas. Jim is frequently asked to guide professional learning for instructional coaches and has presented and consulted in more than 40 states, most Canadian provinces, and in Japan. He also has won several university teaching, innovation, and service awards.

**Robert Tschannen-Moran**

Bob Tschannen-Moran, IAC-CC, CWC, is President of LifeTrek Coaching International (www.lifetrekcoaching.com), founder of the training program for Evocative Coaching in K-12 schools (www.evocativecoaching.com), and on the faculty at Wellcoaches Corporation (www.wellcoach.com). Since founding LifeTrek in 1998, Bob has assisted many individuals and organizations to improve their performance in life and work using a wide variety of strengths-based approaches.

As a prolific writer, Bob has co-authored Evocative Coaching: Transforming Scholls One Conversation at a Time (2010), co-authored ACSM’s Coaching Psychology Manual (2009) and is a chapter contributor to the Complete Handbook of Coaching (2009). His weekly email newsletter, LifeTrek Provisions, goes out to 20,000 subscribers in 152 countries.

Bob received an undergraduate degree from Northwestern University, a Master of Divinity degree from Yale University, coach training from Coach U, CoachVille, Wellcoaches, and FastTrack Coach Training Academy, appreciative inquiry training from the NTL Institute for Applied Behavioral Sciences, and communication training from the Center for Nonviolent Communication. He is certified by both the International Association of Coaching (IAC-CC) and Wellcoaches Corporation (CWC). Bob is the 2010 President of the IAC Board of Governors.

**Megan Tschannen-Moran**

Meg Tschannen-Moran is a professor of educational leadership at the College of William and Mary School of Education. She prepares prospective school leaders for K-12 building-level and central office positions in the Educational Policy, Planning, and Leadership program. Her research focuses on relationships of trust in school settings and how these are related to important outcomes such as the collective efficacy beliefs of a school faculty, teacher professionalism, and student achievement. Another line of research examines teachers’ self-efficacy beliefs and the relationship of those beliefs to teacher behavior and student outcomes. She has published more than 40 scholarly articles and book chapters in highly regarded journals such as the *Education Administration Quarterly*, the *Journal of Educational Administration*, and *Teachers College Record*. Her book *Trust Matters: Leadership for Successful Schools* (2004, Jossey-Bass) reports the experience of three principals and the consequences of their successes and failures to build trust. Her second book, *Evocative Coaching: Transforming Schools One Conversation at a Time* (2010, Jossey-Bass) co-authored with her husband Bob who is a professional coach, presents a person-centered, no-fault, strengths-based model for supporting teacher professional learning.

**James M. Hunt**

James Hunt is an Associate Professor of Management at Babson College, where he teaches leadership, entrepreneurship and career management and development. He is a Faculty Director of Babson Executive Educations Leadership and Influence Program. He lead the design team for Babson’s Managerial Assessment and Development Course in the Fast Track MBA Program, he designed and co-founded Babson’s Coaching Inside the Organization Program at Babson Executive Education and also co-founded and co-Faculty Directed Babson’s Coaching for Leadership and Teamwork Program.

James’ research focuses on personal and leadership development, the creative career and personal sustainability and systems thinking in career management. He is also engaged in research and course material development utilizing the latest digital technologies in the area of sustainability, the environment and entrepreneurship. James has been the co-author of three books, including the best seller, The Coaching Manager: Developing Top Talent in Business now in it’s second edition, as well as The Coaching Organization: A Strategy for Developing Leaders and the Executive Coaching Handbook.

**Joseph Weintraub**

Dr. Weintraub is an Organizational Psychologist who focuses in the areas of individual and organizational effectiveness. He teaches and consults in the areas of leadership development, coaching, team effectiveness, human resources, and performance management. Dr. Weintraub is the Founder and Faculty Director of the Babson Coaching for Leadership and Teamwork Program. His work on coaching has received several awards including the "Management Development Paper of the Year" from the Academy of Management and recognition for innovative practices in business education from the Carnegie Foundation.  He is the co-author of the books *The Coaching Manager: Developing Top Talent in Business* (Sage Publications, 2nd Edition, 2011) and *The Coaching Organization: A Strategy for Developing Leaders* (Sage Publications, 2007).

**Introductory Articles**

* + - School-Based Coaching: A revolution in professional development—or just the latest fad? *By Alexander Russo. (2004). Harvard Education Letter: Research Online* [*http://www2.spokaneschools.org/ProfessionalLearning/Initiatives/InstructionalCoaching/ICResources/27School-BasedCoaching.pdf*](http://www2.spokaneschools.org/ProfessionalLearning/Initiatives/InstructionalCoaching/ICResources/27School-BasedCoaching.pdf)*.*
    - *Instructional Coaching: Key Themes from the Literature*. The Education Alliance: Brown University. [www.alliance.brown.edu](http://www.alliance.brown.edu)
    - **Instructional Coaching: Key Themes from the Literature**

<http://www.lab.brown.edu/pubs/pd/TL_Coaching_Lit_Review.pdf>.

**Introductory Books**

***The Reflective Educator’s Guide of Professional Development: Coaching Inquiry-oriented Learning Communities* (2008). By N. F. Dana & D.** Yendol-Hoppey.

Coaches, as learning facilitators, are frequently master teachers who work in a single or multiple schools. They may also be district based staff, school- or district-based administrators, or external assistance providers who provide classroom- and school-based support to improve instruction, content knowledge, leadership, and student learning. *The Reflective Educator’s Guide of Professional Development: Coaching Inquiry-oriented Learning Communities* drills deeply into the action research process to offer coaching strategies that amplify teachers’ learning at each stage and build a community of professionals.

<http://www.amazon.com/Reflective-Educators-Guide-Professional-Development/dp/1412955807>

***Coaching, Approaches & Perspectives*. J. Cornett, J. Ellison, C. Hayes, J. Killion, J. Kessee, J. Knight, M. Reinke, K. Reiss, R. Sprick. (2009).**

This book has been created in the hope of undoing some of the confusion around what coaching is and what it offers leaders, their school, teachers, and students. The authors are among the leaders of the field of coaching and their task has been to provide, not a complete picture, but an overview of a particular coaching approach or what coaching is and what it can be. We hope the book helps readers better understand coaching’s potential so that they will be able to make better decisions about what kind of coaching best fits the needs of their schools, teaches and students.

*Coaching Educational Leadership: Building Leadership Capacity through Partnership.* Jan Robertson. (2008)

According to the book’s preface, it is about coaching leadership, and it has been written for anyone who is interested in improving educational leadership and learning--their own and others. Although my focus is the field of education, the principles and practices outlined can be, and have been, used effectively in other contexts, such as learning organizations in the corporate world.

Coaching in Educational Leadership will assist individual leaders wanting to reflect on their own leadership, their advisor working with educational leaders in the field, educational leaders in an institution who are responsible for leading others and for developing teaching and learning, and classroom teachers wanting to reflect more effectively on the way they facilitate learning. Most importantly, it will assist those leaders who are interested in establishing coaching relationships for leadership development.

*The Heart of Coaching* "How to Use Transformational Coaching to Create a High-Performance Coaching Culture" by Thomas G Crane.  *Third Edition* – updated January 2010.

Amazon book description: This book presents the powerful process called Transformational Coaching as a comprehensive and systematic way to plan, organize, and conduct coaching conversations. It de-mystifies into easy to understand and follow steps, thus making it a communication tool for leaders and their teams to coach in all directions – Up toward one's Boss, Down toward one's Direct Reports, and Laterally to one's Peers. Huge benefits accrue to the organizations where this becomes a cultural norm…and a true "coaching culture." The third edition includes various additions. The connection between emotional intelligence and the art and practice of coaching is deepened. Organizational context has been added to expectation-setting so coach and coachee better address the big picture framework. Lastly, more effective ways for both to explore accountability and individual roles have been addressed as well as distinctions between executive and collegial coaching.

**Basic Concepts**

* ***Coaching Culture Creation***

Creating a Coaching Culture

We often hear nowadays that organizations want to create a coaching culture. Indeed, a surprising number already claim to have one, which in our observation is an over-estimation based on lack of clarity as to what it actually means.

So what is a coaching culture?

Coaching is about driving performance. So a coaching culture is one where individual, team and organizational performance enhancement is prioritized at both strategic and operational levels. This will mean something different for different environments, and part of growing an effective coaching culture within an organization is to get clear exactly what it is that you want to achieve, i.e. what outcomes you want coaching to support.

<http://www.coachingoncall.com/coaching-services/creating-a-coaching-culture>

**Developing a Coaching Culture**

Can you imagine just for a moment a working environment where:

* Office politics is replaced by genuine cooperation and teamwork
* The focus moves from correcting ‘what’s wrong’ to bolstering ‘what’s right’
* Innovation arises automatically from within the team rather than through special projects
* Every team members arrives for work enthusiastic and ready to contribute
* The good news is that you don’t need to only imagine this becauseyour organization can be like this.
* You’ll find it’s what can happen when all your key managers, supervisors and team leaders learn genuine coaching skills.

<http://www.integrativeleadershipgroup.com/corporate-services/developing-a-coaching-culture/>

**Contexts of Application**

Instructional - According to a 2007 article by Judy Kowal and Lucy Steiner titled Instructional Coaching published by the Center for Comprehensive School Reform and Improvement and Learning Point Associates at <http://www.centerforcsri.org/files/CenterIssueBriefSept07Coaching.pdf>:

For the purposes of this discussion, an instructional coach is defined as someone whose primary professional responsibility is to bring practices that have been studied using a variety of research methods into classrooms by working with adults rather than students. Instructional coaches, as described here, may spend some time working with groups of teachers and may have other administrative responsibilities, but they set aside a significant portion of their time to offer classroom modeling, supportive feedback, and specific observations of individual teaching practices.

Academic Coaching - According to the Academic Coaching Institute (ACI) the academic coach is similar to the athletic coach who assists with setting goals, building motivation, and fine tuning skills. Academic Coaching puts the focus on the student, providing the training and support necessary to achieve better study habits while increasing the student's time to pursue other interests.

**Resources**

National Staff Development Council

Education Week

Education Matters

National Clearinghouse for Comprehensive School Reform

North West Regional Educational Laboratory

National College for School Leadership

Consortium for Policy Research in Education

The Education Alliance

**Websites to Know**

<http://www.wabccoaches.com/bcw/2005_v1_i1/feature.html>

[www.brief**coaching**solutions.com/tag/education/](http://www.briefcoachingsolutions.com/tag/education/)

[www.educatiionnext.org](http://www.educatiionnext.org)

[www.alliance.brown.edu](http://www.alliance.brown.edu)

**What’s New**

Books

Quality Teaching in a Culture of Coaching, 2nd Ed. By Stephen G. Barkley. (2010)

Unmistakable Impact: A Partner ship approach for Dramatically Improving Teaching. J. Knight. (2011)

Articles

The Coaching of Teaching by Bruce Joyce & Beverly Showers (1982)

**Journal Top Picks**

* Educational Leadership
* [An International Journal of Theory, Research and Practice](http://www.tandf.co.uk/journals/rcoa)
* Journal of Language and Literacy Education
* Journal of Staff Development
* The Journal of Educational Research
* Academy of Educational Leadership
* Journal of Evidence-based Coaching
* Teaching & Learning

**It’s About Results**

Instructional Coaching: Key Themes in Literature.

* Jennifer Borman, & Stephanie Feger. (2006) <http://www.lab.brown.edu/pubs/pd/TL_Coaching_Lit_Review.pdf>. The Education Alliance: Brown University.
* Lessons Learned from Experienced Specialist Teachers: Coaching Model Use to Improve Teaching Practices: Review of Literature. Patricia H. Marino (2010).
* Academic Coaching for the Gifted Learner. Stuart, Dansinger. (2000)
* A Comparative Analysis of Coaching Programs Offered by the Graduate School Alliance for Executive Coaching. (GSAEC). Kimberly A. Perry. (2008)
* The Effects of Student Coaching in College: An Evaluation of a Randomized Experiment in Student Mentoring. Dr. Eric P. Bettinger, Stanford University School of Education Rachel Baker, Stanford University School of Education. (2011)