

# Student-Centered Coaching: The Moves

Sweeny, D., & Harris, L. (2017)

More impact on a student

Less impact on a student



	<b>Student-Centered Coaching</b>	<b>Teacher-Centered Coaching</b>	<b>Relationship-Driven Coaching</b>
<b>Role</b>	The coach partners with teachers to design learning that is based on a specific objective for student learning.	The coach moves towards implementing a program or a specific set of instructional practices.	The coach provides support and resources to teachers.
<b>Focus</b>	The focus is on using data and student work to analyze progress and collaborate to make informed decisions about instruction that is differentiated and needs based.	The focus is on what the teacher is, or is not, doing and addressing it through coaching.	The focus is on providing support for teachers in a way that doesn't challenge or threaten them.
<b>Use of Data</b>	Formative assessment data and student work are used to determine how to design instruction. Summative assessment data is used to assess progress toward mastery.	Summative assessment data is used to hold teachers accountable, rather than as a tool for instructional decision making.	Data is rarely used in relationship-driven coaching.
<b>Materials</b>	Textbooks, technology, and curricular programs are viewed as tools to moving student learning to the next level.	The use of textbooks, technology and curricular programs are the primary objective of the coaching.	Sharing access and information to textbooks, technology, and curricular programs is the primary focus of the coaching.
<b>Perception of the Coach</b>	The coach is viewed as a partner who is there to move students towards mastery of the standards.	The coach is viewed as person who is there to hold teachers accountable for a certain set of instructional practices.	The coach is viewed as a friendly source of support that provides resources when needed.
<b>Role of Relationships</b>	Trusting, respectful, and collegial relationships are a necessary component for all forms of coaching.		