

Resources for Implementation

Chapter 8 Applied Learning Activity: Fostering Strong Educator-Coach Relationships

Chapter 8 illuminates the importance of a positive educator-coach relationship. Relationships characterized by trust and respect provide a strong foundation for critical conversations about practice and often inspire growth among educators. Coaches can use the tool below to reflect on additional aspects of high-quality relationships.¹

Warm and Emotionally Supportive	Involve Positive Feedback	Predictable and Consistent	Psychologically Safe
<ul style="list-style-type: none">• How do your words, body language, and behaviors convey warmth?• How do you maintain a warm and emotionally-supportive approach when there is a disagreement or conflict?• How do you validate the educator's feelings and emotions?	<ul style="list-style-type: none">• Do you consistently give specific, positive feedback? How?• How do you ensure feedback is centered on goals and his/her selected areas of growth?• How do you provide the educator with the opportunity to reflect on what s/he's doing well?	<ul style="list-style-type: none">• How do you ensure your interactions with educators are consistent? What schedule, structures, or processes do you routinely use before, during, and after an observation visit?• When your schedule changes or you shift a coaching approach, how do you communicate these changes to the educator?	<ul style="list-style-type: none">• In psychologically-safe relationships, both parties express concerns, ask questions, share ideas, and understand mistakes are part of the learning process. How do you respond when an educator makes a mistake?• How do you encourage the educator to express concerns, ask questions, and share ideas?

¹ Based on Bailey, Jones, and Partee (2015). "SEL Pyramid and Problem-Solving Tool: A Synthesis of Evidence-Based Best Practices for Supporting Social- Emotional Development in Classrooms and Individual Students." Harvard Graduate School of Education: Cambridge, MA. <https://easel.gse.harvard.edu/>