

**Table 1.1: Goals of Coaching**

<p><b>To point teachers toward best practices</b></p>	<p>"As the coach leader 'holds up' the standards and expectations that have been determined from a solid research base of 'what works,' it focuses the work on making decisions and acting in ways that have the potential to most dramatically impact results. When we work from a 'standards based' body of research, the possibility of an aspect of the work becoming someone's personal preference or expectation is diminished" (Kee, Anderson, Dearing, Harris, &amp; Shuster, 2010, pp. 46–47).</p>
<p><b>To show teachers what good teaching looks like</b></p>	<p>"Coaches . . . want teachers to know what success looks like and to imagine their own successful handling of situations" (Tschannen-Moran &amp; Tschannen-Moran, 2010, p. 183).                  "Good coaches know how to break down performance into its critical individual components" (Gawande, 2011, p. 5).</p>
<p><b>To help teachers maintain their best performance</b></p>	<p>"The coaching model is different from the traditional conception of pedagogy, where there's a presumption that, after a certain point, the student no longer needs instruction. . . . No matter how well prepared people are in their formative years, few can achieve and maintain their best performance on their own" (Gawande, 2011, pp. 2–3).</p>
<p><b>To help teachers achieve "flow"</b></p>	<p>"Flow happens when teachers are fully immersed in the process of growth and change. To reach that state of full engagement, the activity needs to be intrinsically interesting and just within reach of their abilities. If the activity is too challenging, then it is overwhelming and stressful. If the activity is not challenging enough, then it is boring and tedious. The sweet spot—the flow spot—is where the level of challenge perfectly matches the skills, training, strengths, and resources of the performer. . . . Coaches want to assist teachers to enter that state as often as possible while working on their instructional strategies" (Tschannen-Moran &amp; Tschannen-Moran, 2010, p. 218).</p>
<p><b>To help teachers take risks</b></p>	<p>"A coach leader is one who will challenge his or her educators to break away from the norm, to be creative, to use their imagination, to initiate something new, to act in new ways. A coach leader is a facilitator of a new mindset that is critically needed in schools today" (Kee et al., 2010, p. 11).</p>

### Team Coaching

Although individual coaching can be highly effective, sometimes coaching is needed on a larger scale. Clutterbuck (2010) explained that "coaching an individual without attempting to influence the immediate human systems in which they operate reduces the impact of the coaching intervention" (p. 272). For this reason, Skiffington and Zeus (2000) recommended team coaching, a model where the coach "facilitates problem solving and conflict management, monitors team performance and coordinates between the team and a more senior management sponsor" (Clutterbuck, 2010, p. 272). Team coaches can help groups avoid negative emotions, such as criticism, anxiety, and anger, replacing them with positive emotions that contribute to productivity and allow progress to be made (Kauffman, Boniwell, & Silberman, 2010).