Coaching Styles: Coach as Collegial Mentor
Intuition and Feeling (NF)

Teacher strengths include starting new programs, motivating others, developing creative projects, engaging students in large-scale creative writing/dramatization/simulation units. Provide space for their creativity and they can become staunch supporters of any strategy.

- These teachers march to their own beat and coaches need to keep this in mind. Engage in conversations to help these teachers use their creativity. Let them generate their own ideas for critique rather than work only from a coach’s suggestions.
- Show them how to communicate with concrete examples of abstract concepts and techniques, providing demonstrations and directions for each technique.
- Demonstrate how to provide structure while still allowing for student creativity. Provide examples of rubrics or objectives that give clear direction yet avoid the over-structuring that NF’s hate.
- Let them talk through several scenarios before deciding on strategies.

Effective Coaching Roles:

- Study groups. NF teachers often like to read about and discuss new ideas. If they prefer Introversion, their best route to change is independent study. They enjoy trying things in their classrooms and then sharing results and student work.
- Collegial observations. NF teachers may appreciate specific feedback when implementing classroom changes. Use a pre-observation conference to identify the information they’d like to receive from you. They are less open to modeling and co-teaching—unless a new strategy is out of their comfort zone.
- Consultant. NF teachers often prefer to go as far as they can on their own with a new idea. Instead of working with them in the early stages of lesson planning or strategy implementation, ask if they’d like to outline their ideas and then run them by you.
- Trouble-shooter. Advertise coaching as assistance for reaching the most reluctant learner, the most difficult class, the subject they least prefer to teach, and so on.

Preferred Information

- The big picture. These teachers are motivated by improving students’ motivation, self-esteem or altruism more than by improving test scores, even though they’re well aware of the importance of data.
- A vision of how each student will be affected. Objective data leaves them cold unless it’s accompanied by qualitative evidence that students will also grow personally.
- Stories of systemic change. They’ll often pursue in-depth knowledge of a model or theory if it’s presented with case studies of how a school changed, or how a targeted group of students embraced academics.