

Role-Play Scenarios for an Instructional Coach

ONE

Late November...

Teacher _____ is in her second year teaching at a large urban middle school. She is frustrated that her students don't seem to have mastered the material she's been teaching them. Recently she's begun to make comments about their elementary schools not preparing them for middle school and has questioned why parents aren't more involved. She has been working 10-12 hour days, on average, and is sharing that she's exhausted and feels like giving up. She wants you, the coach, to speak to the principal about some disruptive boys in her last period. She feels like the principal won't listen to her or do anything about them. You have a solid coaching relationship with this teacher.

TWO

You're a third year teacher, fairly effective, but hard on yourself. You're tired, annoyed by your administration, feel like you work harder than everyone else, and a little frustrated with your coach – but you're really afraid to say that. You do a lot of "Yes, but..." So when your coach suggests that something you could do to relieve your mounting stress and work load, you dismiss what he/she says. You're starting to feel like your coach doesn't quite understand how hard things are for you—how much you work, how frustrated you are, how much responsibility you have. You also rely on your coach a lot and do feel generally supported by him/her. But he/she has also let you down a couple times and you're starting to feel like, "I guess I need to just do everything myself and not count on someone else really being there." Some core issues of trust here...You want to raise them—you recognize that you need to—but you're a little afraid.

THREE

Things have been going fairly well with this high-functioning third year teacher. He/she works really hard, takes on extra responsibilities, and most of the time is open to coaching. Your last few sessions have been a little strange and you can't quite tell what's going on. Your client seems to be holding something back, he/she is also clearly exhausted and depleted. You try to offer suggestions for ideas of ways that he/she could cut back on the amount of work/tasks. But something else is going on and you can't figure it out.

Role-Play Scenario for a Leadership Coach

Late November...

Principal _____ is in his second year of leadership at a large urban middle school. He is frustrated by the number of referrals from classroom teachers that are pouring into his

office. Just today, when you (the coach) arrived, you noticed that there were 8 students waiting in the office. Principal _____ is also concerned that the number of African American males who are being sent out of class is disproportionate. Yesterday, he tells you, his 7th grade ELA teacher (a white woman in her first year teaching) sent out half of her students in one period.

Principal _____ is frustrated and angry and wants to take action. He would like to address this situation at his staff meeting after school today.

You—the coach—have been working with Principal _____ for four months. You have a solid coaching relationship.