Characteristics and Consequences of Coaching Practices

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Abstract

This bibliography contains selected references to the operational characteristics of coaching practices. Coaching is an adult learning strategy that promotes a learner's knowledge, reflection, and deep understanding of desired practices. The sources of information included provide a basis for understanding the characteristics and consequences of coaching that support an adult learner to improve existing abilities and develop new skills.

This *CASEmaker* bibliography includes selected references to different conceptual and operational features of coaching practices. Coaching is an adult learning strategy where a coach promotes a learner's ability to reflect on his or her actions as a means to determine the effectiveness of an action or practice and develop a plan for refinement and use of the action in immediate and future situations (Rush & Shelden, 2005; Rush, Shelden, & Hanft, 2003).

The primary role of a coach is to provide a supportive environment where the learner and coach jointly examine and reflect on current practices, develop new skills and competencies with feedback, and problem-solve challenging situations. The coach's and learner's primary goal is for the learner to demonstrate the competence and confidence for him or her to engage in self reflection, self correction, and generalization of newly acquired skills and strategies to situations as appropriate without ongoing coaching (Hanft, Rush, & Shelden, 2004; Rush et al., 2003). The Prescription for Practice lists five references that readers should find especially helpful in terms of fully understanding the characteristics and consequences of coaching practices.

Coaching Practices

Conceptualization

The references included in this section provide background information about the meaning and definition of coaching (Rush, 2003; Rush et al., 2003). Conceptualization provides a basis for differentiating coaching from other approaches to adult learning and professional development (e.g., mentoring, consultation, supervision).

Ackland, R. (1991). A review of the peer coaching literature. *Journal of Staff Development, 12*(1), 22-27.

Dunst, C. J., & Trivette, C. M. (1996). Empowerment, effective helpgiving practices and family-centered care. *Pediatric Nursing, 22*, 334-337, 343.

Gallacher, K. K. (1997). Supervision, mentoring, and coaching: Methods for supporting personnel development. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 191-214). Baltimore: Brookes.

Gersten, R., Morvant, M., & Brengelman, S. (1995). Close to the classroom is close to the bone: Coaching as a means to translate research into classroom practice. *Exceptional Children, 62*, 52-66.

Joyce, B., & Showers, B. (1982). The coaching of teaching. *Educational Leadership, 40*(1), 4-8, 10.

Rx   Prescription for Practice Rx

Improve your knowledge and understanding of coaching practices by reading and mastering the following:

Ackland, R. (1991). A review of the peer coaching literature. *Journal of Staff Development, 12*(1), 22-27.

Gallacher, K. K. (1997). Supervision, mentoring, and coaching: Methods for supporting personnel development. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Reforming personnel preparation in early intervention: Issues, models, and practical strategies* (pp. 191-214). Baltimore: Brookes.

Hanft, B. E., Rush, D. D., & Shelden, M. L. (2004). *Coaching families and colleagues in early childhood.* Baltimore: Brookes.

Kinlaw, D. C. (1999). *Coaching for commitment: Interpersonal strategies for obtaining superior performance from individuals and teams.* San Francisco: Jossey-Bass.

Rush, D. D., Shelden, M. L., & Hanft, B. E. (2003). Coaching families and colleagues: A process for collaboration in natural settings. *Infants and Young Children, 16,* 33-47.

Joyce, B. R., & Showers, B. (1981). Transfer of training: The contribution of "coaching." *Journal of Education, 16*, 163-172.

Trivette, C. M., Dunst, C. J., & Hamby, D. W. (1996). Characteristics and consequences of help-giving practices in contrasting human services programs. *American Journal of Community Psychology, 24*, 273-293.

Operationalization

A recently completed research synthesis of the coaching literature (Rush, 2003) found that coaching consists of five key characteristics (joint planning, observation, action, reflection, and feedback). Descriptions of the key characteristics and elements of coaching practices can be found in the following sources:

Donegan, M. M., Ostrosky, M. M., & Fowler, S. A. (2000). Peer coaching: Teachers supporting teachers. *Young Exceptional Children, 3*(3), 9-16.

Flaherty, J. (1999). *Coaching: Evoking excellence in others*. Boston: Butterworth-Heinemann.

Hanft, B. E., Rush, D. D., & Shelden, M. L. (2004). *Coaching families and colleagues in early childhood*. Baltimore: Brookes.

Hendrickson, J. M., Gardner, N., Kaiser, A., & Riley, A. (1993). Evaluation of a social interaction coaching program in an integrated day-care setting. Journal of *Applied Behavior Analysis, 26*, 213-225.

Kinlaw, D. C. (1999). *Coaching for commitment: Interpersonal strategies for obtaining superior performance from individuals and teams.* San Francisco: Jossey-Bass.

Kurtts, S. A., & Levin, B. B. (2000). Using peer coaching with preservice teachers to develop reflective practice and collegial support. *Teaching Education, 11*, 297-310.

Rush, D. D., Shelden, M. L., & Hanft, B. E. (2003). Coaching families and colleagues: A process for collaboration in natural settings. *Infants and Young Children, 16*, 33-47.

Outcomes and Benefits

Evidence now indicates that coaching promotes learner use of desired practices, including, but not limited to, the adoption of new instructional innovations, increased use of effective teaching practices and decreased use of ineffective practices, and promotion of sustained behavioral change (Rush, 2003). Studies that include findings from coaching interventions include the following:

Hendrickson, J. M., Gardner, N., Kaiser, A., & Riley, A. (1993). Evaluation of a social interaction coaching program in an integrated day-care setting. *Journal of Applied Behavior Analysis, 26*, 213-225.

Huntington, D., Anderson, D., & Vail, C. O. (1994). The effects of peer coaching on practicum students in a supervised field experience. *Issues in Teacher Education, 3*(1), 37-49.

Kohler, F. W., Crilley, K. M., & Shearer, D. D. (1997). Effects of peer coaching on teacher and student outcomes. *Journal of Educational Research, 90,* 240-250.

Kohler, F. W., McCullough, K., & Buchan, K. (1995). Using peer coaching to enhance preschool teachers' development and refinement of classroom activities. *Early Intervention and Development, 6,* 215-239.

Miller, S. P. (1994). Peer coaching within an early child-

hood interdisciplinary setting. *Intervention in School and Clinic, 30*, 109-113.

Miller, S. P., Harris, C., & Watanabe, A. (1991). Professional coaching: A method for increasing effective and decreasing ineffective teacher behaviors. *Teacher Education and Special Education, 14*, 183-191.

Morgan, R. L., Gustafson, K. J., Hudson, P. J., & Salzberg, C. L. (1992). Peer coaching in a preservice special education program. *Teacher Education and Special Education, 15*, 249-258.

Munro, P., & Elliott, J. (1987). Instructional growth through peer coaching. *Journal of Staff Development, 8*(1), 25-28.

Phillips, M. D., & Glickman, C. D. (1991). Peer coaching: Developmental approach to enhancing teacher thinking. *Journal of Staff Development, 12*(2), 20-25.

Rush, D. (2003). *Effectiveness of coaching on adult learning.* Synthesis in preparation.

Showers, B. (1985). Teachers coaching teachers. *Educational Leadership, 40*(7), 42-48.

Conclusion

The coaching process consists of five key characteristics necessary for operationalizing the practice in order to achieve desired results. Research now indicates that coaching is an effective adult learning strategy for strengthening the use of existing skills and the development of new abilities (Rush, 2003). This *CASEmaker* bibliography included selected references useful for conceptualizing and operationalizing coaching as an adult learning method (Brookfield, 1986; Knowles, Holton, & Swanson, 1998).

References

Brookfield, S. D. (1986). *Understanding and facilitating adult learning: A comprehensive analysis of principles and effective practices*. San Francisco, CA: Jossey-Bass.

Hanft, B. E., Rush, D. D., & Shelden, M. L. (2004). *Coaching families and colleagues in early childhood*. Baltimore: Brookes.

Knowles, M. S., Holton, E. F., III, & Swanson, R. A. (1998). *The adult learner: The definitive classic in adult education and human resource development.* (5th ed.). Houston, TX: Gulf.

Rush, D. (2003). *Effectiveness of coaching on adult learning*. Synthesis in preparation.

Rush, D., & Shelden, M. (2005). Evidence-based definition of coaching practices. *CASEinPoint, 1*(6). Available at: http://www.fippcase.org/products

Rush, D. D., Shelden, M. L., & Hanft, B. E. (2003). Coaching families and colleagues: A process for collaboration in natural settings. *Infants and Young Children, 16*, 33-47.

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