

Building Trust With Teachers

Below are examples of coaching practices that build trust or break trust with the teachers.

<i>Coaching Practices</i>	<i>Do This</i>	<i>Not That</i>
Value teachers' time If a meeting or conversation goes longer than was scheduled...	You tell the teacher you would love to continue the discussion but you know how important a teacher's time is. Then ask if you can schedule a time to continue the meeting or discussion for another time.	You tell the teacher you know that you are out of time, but what you are discussing is important and you want to make sure you wrap up the conversation or meeting today.
Respect confidentiality If a teacher vents about frustrations or concerns with other teachers or administration....	You listen, respond with concern and don't share what was said with anyone else.	You tell your principal and/or staff what the teacher said and who said it.
Avoid inferring that you were a "perfect teacher" When discussing important instructional practices with teachers....	You share quality teaching practices you've noticed when observing other teachers or strategies you've done research on.	You avoid saying things like, "When I was a teacher, this is what I did."
Be Consistent If a teacher cancels meetings with you or avoids setting a time to work with...	You find a time to stop by the teacher's room right away. Then let them know how much you are looking forward to working with them and set up a time to meet together within the next day or two.	You know the teacher is reluctant to work with you, so you delay meeting with them for several weeks, so you don't feel like you are coming off as pushy
Support your school and/or principal's initiatives A teacher or grade level team complains about this year's goals or instructional changes...	You listen and let them know that change is difficult. Then you share some of the things you like about the change and how it will benefit students.	You listen and add some of your own complaints and explain why you think the new initiatives will be hard for teachers to implement.
Use data to build teams or teachers up A grade level team has a disturbing drop in scores on a benchmark measure...	You share the work you've seen the teachers doing to improve this skill in their classroom. Then lead a discussion about why the team hasn't seen the results in the data they were hoping for and what tweaks they could make in their practice to help the students.	You ask why their instructional strategy isn't working for this measure? Then you tell them they need to totally change their practice because this one score wasn't what it should be.

