

## Case # 1

When Instructional Coaching was introduced at Kim Wilson's inner-city middle school, Kim, a Language Arts teacher, wasn't impressed. Kim had been at the school for more than 25 years, and, as she stated almost daily, she was three years away from retirement. Since Kim had been at the school for many years, she was a real leader and shaper of school culture, but she did not always lead the school in a direction that was best for students.

When she heard about coaching, Kim stated bluntly that she did not want any of what ever her Instructional Coach, Alison Shanahan was offering. Kim refused to meet her coach, telling her straight-up, "I don't need anyone to help me teach my class, and I'd appreciate it if you'd refrain from wasting my time." When Alison tried to set up an interview with Kim just to better understand Kim's concerns, Kim pointedly replied, "I'd prefer not to have anyone spying on me if you don't mind." Alison knew that she would have to get Kim on board, but she wasn't sure what she would need to do next ...

## Case # 2

Kelli Bradley seemed to be very enthusiastic about using Content Enhancement. Whenever she met with her Instructional Coach Tom Doby, she was a bit ambivalent, but she always said she liked the Unit Organizer. Although Kelli had been unable to meet in the first few months since she was tied up coaching tennis, she did meet with Tom once the season was over. When she met with Tom, at first, she showed up for a meeting, but didn't bring her curriculum materials, even though Tom had asked her to bring them. They decided to meet the next week, and together they created a unit organizer for her next unit. Tom then came into Kelli's class and provided a model lesson in two classes; then he watched Kelli teach the unit effectively.

Tom was confident Kelli was on her way with the organizer. However, when Tom emailed Kelli about meeting, she didn't return his email. Two days later, when Tom dropped into Kelli's class, she said that she just didn't have time to do that unit organizer. Maybe next semester, she said, but not right now. Tom went back to his office and wondered what he could have done, if anything, to better support Kelli.

### Case # 3

Tricia Harris was an outstanding presenter, and she was looking forward to providing a Content Enhancement presentation at Holy Smokes Middle School. Her enthusiasm was tempered slightly, however, when she started to present. Just as she began her session, four men enter the room talking loudly, and sat at the back of the room. Two had brought copies of the *USA Today* sports section, and one carried what looked to be a football playbook. Fairly quickly, the teachers found a table near the back of the room, and sat down to reading their books and paper.

Tricia, being a skilled facilitator, tried to involve them right away. She learned that they were social studies teachers. When she asked them to turn to their neighbor and discuss Content Enhancement, the group ignored her request and began a discussion about college basketball. Tricia then asked the group, what they thought of Content Enhancement. One of the four, loudly blurted out, “Frankly, this is a waste of time. We’ve done graphic organizers before, and it is just a flippin’ waste of time. Let’s face, if the kids want to learn, they will, if they don’t want to, they won’t. It’s a simple as that.”

There was a short pause after his little speech, and the other men jovially congratulated him on speaking the truth. During the pause, Tricia realized that the entire session was getting away from her. She wondered just what she needed to do next...

