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2020

Coaching the Resistant Teacher

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ABOUT THIS PROFESSIONAL LEARNING MODULE

Team Members: Mallory Bricker, Gwendolyn Johnson, and LaShaunda Plain-Mamon

PLM Title: Coaching The Resistant Teacher

PLM Hours: The module will take 3 hours to complete. You will gain an additional 2 hours by completing the Digging Deeper Sections.

PLM Link: <https://mbricker25.wixsite.com/instructionalcoach>

Description Section: This site provides a relationship building for coaching framework that can be used to improve relationships for instructional leaders. This module also provides research, reflective and thought-provoking resources. Those resources are inclusive of but not limited to reflection journal and activities, videos, case studies, and assessments. These resources are meant to assist the instructional leader in becoming more self-aware of barriers that may keep them from building trusting relationships with resistant teachers. The goal is to give the instructional leader an opportunity to harness their relationship building skills to invoke transformational change in themselves and to improve the professional capacity of the coachee.

Subjects Section: instructional leader, instructional coach, building relationships, trust, empathy, body language, listening, common ground, dialogue

Terms of Use: The learning cycle featured in this project is based on the STAR Legacy Cycle developed by the IRIS Center (2013; <http://iris.peabody.vanderbilt.edu>), and based on the work of Dr. John Branford and colleagues (National Research Council, 2000).

About the Authors:

Mallory Bricker

Mallory is a doctoral candidate at Gardner-Webb University. Her current research focuses on instructional coaching and it's connection to teacher perception and teacher efficacy as related to students who have been affected by trauma. Mallory earned her BA in Elementary Education from the University of North Carolina at Charlotte in 2008 and her Masters in Curriculum and Instruction from Gardner-Webb University in 2018. She currently serves as an instructional coach and math teacher at Forest Hills High School in Union County, North Carolina. In addition to her academic work, Mallory spends time with her husband and four kids enjoying the outdoors, running, and swimming.

ABOUT THIS PROFESSIONAL LEARNING MODULE

Gwendolyn Johnson

Gwendolyn Johnson is a doctoral candidate at Gardner-Webb University located in Boiling Springs, North Carolina with a focus on Curriculum & Instruction. Her research interest are as follows: instructional and executive coaching, administrative teams and evaluations. Gwen graduated from North Carolina A&T State University in 1994 with a BS in Secondary Math Education and in 2011 she obtained her Masters of School Administration from North Carolina State University. She has twenty-five years of experience in education serving as a high school Math Teacher, Math Department Chair, Math Coach, Learn & Earn Facilitator, Testing Coordinator, and Assistant Principal. Currently, Gwen serves as School Coach for Guilford County Schools.

LaShaunda Plain-Mamon

LaShaunda is a doctoral candidate in Curriculum and Instruction at Gardner-Webb University in Boiling Springs, North Carolina. Her research interests include culturally responsive teaching and teacher efficacy. She has 18 years of experience in education, serving as a Special Education Teacher, Community College Instructor, Testing Coordinator, and Curriculum Coordinator. She earned a bachelor's degree from Grambling State University and a master's degree in School Administration from Gardner-Webb University. Currently, she serves as an elementary school Assistant Principal in North Carolina.

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