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First, I assess how teachers learn

Q What do you do to meet individual teachers' needs?

I use a differentiated coaching approach. If I advocate differentiating in the classroom for kids, I can't give teachers all the same thing in the same way. I can't just give a strategy and say, "Go and run with it."

I want to know what is appropriate for the teachers' learning. Do they need to reflect? Do they need to be involved? Do they need to talk it out? It makes a big difference in their success. From Jane Kise's work (*Differentiated Coaching: A Framework for Helping Teachers Change*, Corwin Press, 2006), I created an inventory based on her suggested questionnaire, and I have the teachers take it in the beginning of the year. There are a lot of resources in the book about revealing teachers' strengths, what they are challenged by, how they prefer to be coached depending on their personality type. I use that as my guide.

I do a get-to-know-you where I go to the class-

room and talk to the teachers about their students, how long they've been teaching, their background, and those types of things. One of the tools I use is the inventory. I tell them it will help me understand what will be most helpful to them and help me support them in our working relationship.

I'm very upfront with the tool. I tell teachers that it helps me learn more about them. The tool helps me understand how they process information, what they value — I look through that lens. Do they want to preview something ahead of time? Do they want to wait and talk about it out loud? Do they want the big picture or a step-by-step? Would they rather see examples of what something looks like? Others would like to brainstorm their own ideas. Then I can frame my questions better. That helps with my guidance.

They see this as a learning profile. It's modeling — me getting to know them, just as they would get to know their students. It sparks conversation. I think it's honoring teachers where they are, for who they are, and how they approach learning. ♦

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