

## Gaining Entry: Establishing Credibility as a Coach

Create a brochure or form of your own design. Study the sample provided; it is unique to my strengths as a literacy coach. Think about the services you can provide. Because you are not an administrator, you must be strategic about encouraging others to pay attention to you and to the issues that you want to raise. The form is one protocol for establishing and/or

reinforcing your credibility. In effect, you are saying, “This is what I have to offer.” If you fail to establish credibility, you will find teachers resistant to accepting your support. Often, they will wonder how you came to be a coach in the first place and may not allow you to enter their classrooms. This is especially true for veteran teachers, who may see you as someone without a classroom and, therefore, without responsibility.



**Suggestion:** Distribute the form personally to EACH teacher and take a few minutes to chat about something personal to ensure that relationships are developed. A week or so later, place another copy in mailboxes (with the permission of the administration). Follow up by visiting the teachers again, individually, to determine if they have completed the form. If not, provide them with another form.

If teachers are reluctant to ask for assistance, ask to be assigned to new or marginal teachers. See the nomination form in this appendix.

**Note:** As you begin to gain entry, think about how you will share what's going on in teachers' classrooms without betraying the confidentiality necessary for your coaching relationship. This is a good opportunity to begin to think about how to empower teachers to form alliances and to request peer support. You may want to meet with your professional learning community: virtual or face-to-face.

Dear \_\_\_\_\_,

My name is \_\_\_\_\_ and I am the coach assigned to your school.  
 I am available for direct assistance INSIDE and OUTSIDE the classroom in one or more  
 of the following areas:

Select	Support Areas	Comment
1.	<b>Establishing Credibility</b> Teaching voice Body language Other	
2.	<b>Demonstrating Care</b> Bonding and connecting activities Bulletin boards Seating plan Collaborative learning/Synergy groups Other	
3.	<b>Creating Systems</b> Syllabus Time management Notebook and folder system Assessment/grading/rubrics Classroom discipline/behavior management Other	
4.	Lesson Planning	
5.	Reading Across the Curriculum Strategies	
6.	Writing Across the Curriculum Strategies/Peer response groups	
7.	Systematic Vocabulary Development	
8.	Project-Based Learning	
9.	Using Technology to ENHANCE Learning (TV, Movies, Web Quests, Social Networks, Search Engine Research, etc.	
10.	Literature/Research Articles	

**Educator's Name**

**Location**