
Professional Certificate in Instructional Coaching (Thailand)

Coaching Models And Frameworks

Appreciative Inquiry (related: strengths-based coaching, positive psychology) – A collaborative approach that focuses on identifying what works well in teaching practice. Coaches ask questions that highlight successes, explore possibilities, and envision future improvements. Example: a coach asks a teacher to describe a lesson that engaged all students and then builds on that strength. Challenges include avoiding superficial praise and ensuring deep reflection on underlying practices.

ARC Model (related: Action, Reflection, Consolidation) – A three-phase framework where coaches first support teachers in planning an action, then guide reflective discussion after implementation, and finally help consolidate learning into future practice. Example: a coach assists a teacher in trying a new questioning technique (Action), reviews video footage together (Reflection), and creates a checklist for next use (Consolidation). Challenges involve time constraints and maintaining focus on each phase without rushing.

Autonomous Coaching (related: self-directed learning, empowerment) – A model that emphasizes teacher agency, allowing educators to set their own goals, select resources, and monitor progress with minimal directive input from the coach. Example: a teacher chooses to improve formative assessment and the coach provides a toolbox of strategies while the teacher leads implementation. Challenges include ensuring accountability and providing sufficient support without undermining autonomy.

Backwards Design Coaching (related: Understanding by Design, outcome-based planning) – Coaches guide teachers to start with desired learning outcomes, determine acceptable evidence, and then plan instructional activities. Example: a coach helps a teacher articulate a specific competency, design an assessment rubric, and select learning tasks that align. Challenges arise when teachers are accustomed to lesson-first planning and need to shift mindset toward goal orientation.

Bloom's Taxonomy Alignment (related: cognitive levels, learning objectives) – A framework used by coaches to ensure that teacher-written objectives address a range of cognitive processes from remembering to creating. Example: a coach reviews a lesson plan and suggests adding a synthesis activity to move beyond analysis. Challenges include teachers' unfamiliarity with higher-order verbs and the need for concrete examples.

Coaching Cycle (related: GROW, ARC, reflective practice) – A recurring sequence of pre-observation, observation, post-observation feedback, and goal setting that structures ongoing professional growth. Example: a coach observes a class, shares focused feedback, and the teacher sets a specific target for the next cycle. Challenges involve maintaining consistency and preventing the cycle from becoming a perfunctory checklist.

Cognitive Coaching (related: metacognition, reflective dialogue) – A model that fosters teachers' self-regulation through questioning that prompts planning, monitoring, and evaluating of instructional decisions. Example: a coach asks, "What do you anticipate students will struggle with?" and later, "How did

your prediction align with the outcomes?” Challenges include coaches mastering the art of powerful questioning without providing answers.

COLLAB Model (related: collaborative inquiry, coaching partnership) – Stands for Clarify, Observe, Listen, Learn, Apply, and Build; a step-by-step process that promotes joint sense-making between coach and teacher. Example: during a lesson walkthrough, the coach clarifies the teacher’s goal, observes, listens for cues, learns together, applies insights, and builds a shared action plan. Challenges include ensuring each step receives adequate attention amid busy school schedules.

Culturally Responsive Coaching (related: equity-focused practice, culturally sustaining pedagogy) – An approach that helps teachers integrate students’ cultural backgrounds into instruction, assessment, and classroom climate. Example: a coach works with a teacher to incorporate local Thai folklore into literacy activities, aligning with students’ lived experiences. Challenges involve coaches’ own cultural competence and navigating systemic biases.

Data-Driven Coaching (related: formative assessment, learning analytics) – Utilizes student performance data to identify instructional gaps and inform coaching conversations. Example: a coach analyses quiz results, highlights misconceptions, and co-creates targeted intervention strategies. Challenges include data overload, interpreting data accurately, and protecting student privacy.

Differentiated Coaching (related: personalized professional development, teacher expertise levels) – Tailors coaching support to individual teacher needs, experience, and instructional contexts. Example: a novice teacher receives step-by-step modeling, while an experienced teacher engages in peer-led inquiry. Challenges lie in accurately diagnosing needs and allocating coaching resources equitably.

Effective Questioning Framework (related: Socratic method, reflective dialogue) – A set of question types (clarifying, probing, forward-looking) that coaches use to deepen teachers’ thinking. Example: a coach asks, “What evidence did you gather to assess understanding?” and follows with, “How might you adjust the task next time?” Challenges include avoiding leading questions and maintaining a supportive tone.

Formative Assessment Coaching (related: feedback loops, learning checkpoints) – Guides teachers in designing and using formative assessments to inform instruction. Example: a coach helps a teacher embed exit tickets and interpret results to modify the next lesson. Challenges involve teachers’ time constraints and misconceptions about the purpose of formative assessment.

Goal-Setting Framework (related: SMART goals, action planning) – Provides structure for teachers to create Specific, Measurable, Achievable, Relevant, and Time-bound objectives. Example: a teacher sets a goal to increase student participation in discussions by 20% within one month. Challenges include teachers setting overly ambitious goals or lacking follow-up mechanisms.

Growth Mindset Coaching (related: Carol Dweck, resilience) – Encourages teachers to adopt a belief that abilities can develop through effort, modeling this stance to students. Example: a coach shares strategies for praising process over product and reflects on teacher’s self-talk. Challenges include deep-seated fixed-mindset beliefs and cultural expectations about failure.

HOD Coaching Model (related: leadership coaching, instructional leadership) – Focuses on Head of Department (HOD) roles in supporting teacher teams, aligning curriculum, and fostering collaborative inquiry. Example: a coach works with a HOD to develop a department-wide action plan for integrating technology. Challenges include balancing administrative duties with instructional coaching responsibilities.

Instructional Coaching (related: classroom-focused support, peer coaching) – A professional development approach where a coach works closely with teachers to improve instructional practice through observation, feedback, and co-planning. Example: a coach co-designs a lesson on fractions, observes its delivery, and debriefs with the teacher. Challenges include establishing trust, aligning schedules, and measuring impact.

Instructional Rounds (related: lesson study, observation protocol) – A systematic process where teachers and coaches visit classrooms, focus on a specific instructional focus, and discuss observations collectively. Example: a group of teachers examines how questioning techniques are used across classes. Challenges involve maintaining focus on the agreed observation lens and avoiding evaluative language.

Integrated Coaching Model (related: blended learning, technology integration) – Combines face-to-face coaching with digital tools such as video analysis platforms, e-portfolios, and online collaborative spaces. Example: a coach records a lesson, uploads it to a shared drive, and conducts a virtual debrief. Challenges include digital literacy gaps and ensuring equitable access to technology.

Journaling for Reflective Practice (related: reflective journals, professional learning notebooks) – Encourages teachers to maintain written reflections on their instructional decisions, student responses, and coaching interactions. Example: after a lesson, a teacher records insights and shares highlights with the coach. Challenges include consistency, depth of reflection, and time allocation.

KIPP Coaching Model (related: Knowledge Is Power Program, high-expectation coaching) – A framework used by KIPP schools emphasizing data analysis, rigorous instructional standards, and frequent feedback cycles. Example: a coach reviews benchmark data, sets high-impact goals, and monitors progress weekly. Challenges involve adapting the model to different cultural contexts and resource levels.

Learning Walks (related: walkthrough protocol, instructional focus) – Brief, frequent classroom visits where coaches observe specific teaching behaviors and provide quick feedback. Example: a coach conducts a 10-minute walk focusing on student engagement strategies. Challenges include avoiding superficial observations and ensuring follow-up.

Mentoring vs Coaching (related: novice support, professional development) – Distinguishes mentoring (often longer-term, career-oriented) from coaching (goal-oriented, practice-focused). Example: a veteran teacher mentors a newcomer on school culture, while a coach assists with implementing differentiated instruction. Challenges include role clarity and avoiding overlap that confuses teachers.

Model-Practice-Analysis Framework (related: demonstration, reflective critique) – Involves the coach first modeling a teaching strategy, the teacher practicing it, and then jointly analyzing the outcome. Example: a coach demonstrates a think-pair-share routine, the teacher tries it, and they review student work together. Challenges include ensuring the teacher's practice is authentic rather than a rehearsed performance.

Needs-Based Coaching (related: diagnostic assessment, professional growth plans) – Tailors support according to identified teacher gaps through surveys, interviews, or observation data. Example: a coach conducts a needs analysis, discovers a gap in formative feedback, and designs targeted coaching sessions. Challenges include accurate data collection and preventing a one-size-fits-all approach.

Observational Protocols (related: classroom walkthrough, rubric) – Structured tools that guide coaches in systematically recording instructional practices. Example: a coach uses a rubric to note the frequency of open-ended questions. Challenges involve ensuring inter-rater reliability and preventing the protocol from feeling punitive.

Peer Coaching (related: collaborative inquiry, professional learning communities) – Teachers pair up to observe each other’s practice, share feedback, and co-construct improvement plans. Example: two teachers schedule reciprocal classroom visits and debrief using a shared template. Challenges include balancing critique with collegial support and managing power dynamics.

Personalized Learning Coaching (related: student-centered instruction, differentiated pathways) – Helps teachers design instruction that meets individual learner needs, often using flexible grouping and adaptive technology. Example: a coach assists a teacher in creating tiered reading tasks based on student proficiency levels. Challenges involve resource limitations and ensuring alignment with curriculum standards.

Practice-Based Coaching (related: action research, instructional experiments) – Emphasizes real-time experimentation in the classroom, followed by reflective analysis. Example: a teacher tries a new classroom management cue, and the coach collects data on student response. Challenges include managing risk and ensuring experiments are purposeful.

Reflective Dialogue Model (related: coaching conversation, metacognitive questioning) – Structures conversations around three loops: describing practice, interpreting meaning, and planning next steps. Example: a coach asks, “What happened?” “What does that tell you?” “What will you try next?” Challenges include keeping dialogue focused and preventing it from becoming a simple reporting session.

Results-Based Coaching (related: outcome measurement, impact evaluation) – Aligns coaching activities with measurable student achievement outcomes. Example: a coach sets a target to increase reading fluency scores by 10% and monitors progress through periodic assessments. Challenges involve attributing student gains directly to coaching interventions.

Rigor-Relevance Framework (related: academic challenge, authentic contexts) – Guides coaches to help teachers balance high academic standards with culturally relevant content. Example: a coach assists a teacher in designing a science project that uses local environmental issues while maintaining scientific rigor. Challenges include navigating curriculum constraints and teacher comfort with novel content.

Scaffolded Coaching (related: gradual release, support withdrawal) – Provides teachers with decreasing levels of assistance as they gain competence. Example: the coach initially models a strategy, then co-teaches, then observes while the teacher leads. Challenges involve timing the release appropriately and ensuring teachers do not become overly dependent.

Self-Assessment Rubrics (related: reflective practice, professional standards) – Tools that enable teachers to evaluate their own instructional practices against defined criteria. Example: a teacher uses a rubric to rate the effectiveness of questioning techniques and shares results with the coach. Challenges include honesty in self-rating and aligning rubrics with school expectations.

SMART Goal Framework (related: goal setting, performance indicators) – Encourages Specific, Measurable, Achievable, Relevant, and Time-bound objectives for instructional improvement. Example: a teacher aims to increase the proportion of students who can articulate a main idea from 60% to 80% within six weeks. Challenges include setting realistic timelines and ensuring measurable evidence.

Solution-Focused Coaching (related: positive psychology, future orientation) – Directs conversations toward what is working and how to expand it, rather than diagnosing problems. Example: a coach asks, “When did you see the most student engagement, and how can we replicate that?” Challenges include ensuring that underlying issues are not ignored.

Strategic Coaching Cycle (related: planning, implementation, evaluation) – A model that aligns coaching activities with school improvement plans, ensuring coherence across initiatives. Example: a coach maps coaching goals to the school’s literacy improvement strategy and tracks alignment quarterly. Challenges involve maintaining flexibility while adhering to strategic timelines.

Student-Voice Integration (related: learner feedback, co-construction) – Encourages teachers to incorporate student perspectives into lesson design and evaluation. Example: a coach facilitates a focus group where students discuss what helps them learn best, and the teacher adapts instruction accordingly. Challenges include interpreting varied feedback and managing expectations.

Summative Coaching Review (related: end-of-year evaluation, impact reporting) – A comprehensive assessment of coaching outcomes, often involving data synthesis, teacher reflections, and stakeholder feedback. Example: at the school year’s end, the coach compiles a report highlighting growth in instructional practices and student achievement. Challenges include attributing outcomes accurately and avoiding bias.

Sustainable Coaching Practices (related: capacity building, long-term impact) – Strategies that embed coaching principles into school culture so improvements persist beyond the coach’s presence. Example: a coach trains teacher leaders to lead peer-coaching cycles, creating a self-sustaining system. Challenges involve resistance to change and maintaining fidelity over time.

Team-Based Coaching (related: collaborative planning, shared accountability) – Focuses on supporting an entire teaching team rather than individuals, fostering collective responsibility for instructional quality. Example: a coach works with a grade-level team to develop common assessment rubrics. Challenges include coordinating schedules and balancing diverse expertise levels.

Technology-Enhanced Coaching (related: video analysis, digital portfolios) – Leverages digital tools to capture, share, and reflect on instructional practice. Example: a coach records a lesson, uploads it to a secure platform, and annotates timestamps for feedback. Challenges include ensuring data security, teacher comfort with being recorded, and technical reliability.

Three-Stage Coaching Model (related: pre-observation, observation, post-observation) – A classic structure where the coach and teacher set goals, the coach observes the lesson, and then they debrief to refine practice. Example: a teacher identifies a goal to increase student questioning, the coach observes, and they discuss evidence of progress. Challenges involve maintaining focus on the pre-set goal and avoiding digressions.

Transformative Coaching (related: change leadership, cultural shift) – Aims to shift teachers' underlying beliefs about learning, assessment, and equity. Example: a coach facilitates a series of workshops on culturally responsive pedagogy that lead to changes in classroom discourse. Challenges include confronting deeply held assumptions and navigating institutional inertia.

Triadic Coaching Model (related: teacher-coach-leader collaboration) – Involves three participants: the teacher, the instructional coach, and a school leader, each contributing perspectives for comprehensive support. Example: a principal joins a coaching session to align resources with the teacher's improvement plan. Challenges include coordinating schedules and ensuring each participant's role is clear.

Universal Design for Learning (UDL) Coaching (related: accessibility, multiple means of representation) – Assists teachers in designing instruction that meets diverse learner needs through multiple representation, engagement, and expression pathways. Example: a coach helps a teacher create audio, visual, and text resources for a lesson on fractions. Challenges include avoiding tokenistic implementation and ensuring depth of design.

Value-Added Coaching (related: impact measurement, growth analytics) – Uses statistical models to estimate the contribution of coaching to student learning gains, adjusting for prior achievement. Example: a coach reviews value-added scores to demonstrate the effect of a new feedback strategy. Challenges involve the complexity of calculations and potential misinterpretation of data.

Video-Based Coaching (related: self-review, micro-analysis) – Incorporates video recordings of classroom practice as a central tool for reflection and feedback. Example: a teacher watches a 5-minute clip of a discussion, pauses to identify moments of student thinking, and discusses observations with the coach. Challenges include time required for editing, teacher discomfort, and ensuring focus on instructional moments rather than production quality.

Vision-Driven Coaching (related: school mission, strategic alignment) – Aligns coaching goals with the broader vision and values of the school community. Example: a school's vision emphasizes lifelong learning; the coach helps teachers embed inquiry-based projects that reflect this vision. Challenges include translating abstract vision statements into concrete classroom actions.

Walk-Through Protocol (related: quick observation, focus lens) – A brief, structured observation where the coach focuses on a single instructional element (e.g., student engagement) and records evidence on a checklist. Example: a coach spends 5 minutes noting the frequency of teacher praise. Challenges involve limiting observations to avoid superficial judgments and ensuring follow-up conversations.

Wenger's Communities of Practice Model (related: learning communities, shared repertoire) – Encourages the formation of teacher communities that develop shared practices, resources, and meanings. Example: a

coach facilitates a community where teachers co-create a set of inquiry questions for science units. Challenges include sustaining participation and preventing the community from becoming a social club rather than a learning hub.

Yin-Yang Coaching Balance (related: supportive vs challenging, relational dynamics) – Metaphor for maintaining equilibrium between empathy and accountability in coaching relationships. Example: a coach offers reassurance while also challenging the teacher to stretch practice. Challenges include cultural expectations about authority and the risk of leaning too heavily toward either support or challenge.

Zero-Based Coaching Planning (related: budget-friendly, resource optimization) – Starts from a “zero” point, asking teachers to design instruction without assuming existing resources, thereby fostering creativity and resourcefulness. Example: a teacher plans a math lesson using only manipulatives they can create from recycled materials. Challenges involve ensuring alignment with curriculum standards and managing limited material availability.