

## Coaching Quadrants for Supervision

Use this reference tool, derived from Carl D. Glickman's (2002) model of supervision, to support successful supervisory conversations by reviewing the developmental levels of educators and their fit within the four quadrants and using this knowledge to tailor your Coach Leadership approach.

Modified Developmental Levels	
<b>Beginning (Novice) Teachers</b>	In addition to needing structured support and directive supervision, these teachers often lack confidence and may be unaware of effective teaching practices. Thus, clear modeling and scaffolded experiences are crucial to building foundational skills and preventing them from feeling overwhelmed.
<b>Developing Teachers</b>	These educators are moving toward independence but still benefit from guided reflection. Collaborative (coaching) supervision helps them refine their pedagogy and build a stronger professional identity through shared inquiry and feedback.
<b>Experienced (Mature) Teachers</b>	Mature teachers thrive on professional autonomy and innovation. They benefit from supervision that offers intellectual stimulation (coaching), questions that push their thinking, encouragement to take risks, recognition of their expertise, and the promotion of continuous professional renewal.

Quadrants of Supervision	
Quadrant 3 Low Commitment—High Abstraction	Quadrant 4 High Commitment—High Abstraction
<ul style="list-style-type: none"> <li>• Uses a collaborative or directive approach to timelines</li> <li>• Rekindles strengths and leadership through coaching</li> </ul> <p><b>Goals:</b> Increase commitment and maintain high levels of abstraction. (Reengage!)</p>	<ul style="list-style-type: none"> <li>• Uses a coaching approach and leadership development</li> </ul> <p><b>Goals:</b> Maintain commitment, maintain a coaching approach, and use frequent reflective feedback. (Value and grow!)</p>
Quadrant 1 Low Commitment—Low Abstraction	Quadrant 2 High Commitment—Low Abstraction
<ul style="list-style-type: none"> <li>• Says phrases like “Get them good or get them gone”</li> <li>• Attempts collaboration, but if not responsive, changes to a directive approach</li> <li>• Gives plenty of supervisory feedback</li> </ul> <p><b>Goal:</b> Increase commitment to work and learning. (When it's not working, release!)</p>	<ul style="list-style-type: none"> <li>• Provides clear expectations, supportive professional learning, and a collaborative and coach-like autonomy (ideal for supporting new and enthusiastic teachers)</li> <li>• Leads with coaching</li> </ul> <p><b>Goals:</b> Maintain commitment and increase abstraction. (Grow, support, and develop!)</p>

### Three Components of Supervisory Conversations

<b>Diagnosis</b>	Seek to answer what is working and what is not working, what standards are being met or not, how the curricular scope and sequence are being followed or not, and so on. All diagnoses are supported with data that indicates what is working or not.
<b>Prescription</b>	Set the direction for improvement or continuing a teacher's best practices. Prescription always addresses what could (or must) change.
<b>Timeline</b>	Establish a timeline and targets when behaviors or strategies must change based on standards and expectations. The timeline may vary by the teacher's previous evaluations, conversations, contract, years of teaching, attitude, or changes in behavior.

Source: Adapted from Kee, K., Anderson, K., Dearing, V., & Shuster, F. (2017). Results Coaching next steps: Leading for growth and change. Corwin Press.

### REFERENCE

Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. ASCD