

Coaching Accessorizers

Accessorizers “are teachers who initially are very involved with and excited about” the topic, but “never develop beyond a surface and somewhat inaccurate understanding.” They may rearrange the furniture but not change their instructional practices. They are happy with their classrooms as they are.

Their characteristics include:

- Being an outspoken advocate of the new practices but never implementing them in their own classes
- Becoming adept at using the language publicly
- Shallow understanding (or serious misunderstanding) of the principle behind the practice
- Misdirecting others because of their misunderstanding or unwillingness to take the time to study the issue
- Limited ability for reflection
- Teaching students the names of strategies but not helping them understand their purpose or how to use them for their own learning
- High perception of personal competence, often reinforced by parents, administrators, and students

Accessorizers require a delicate balance between affirming efforts and providing honest feedback.

- They may not have the background knowledge to understand or implement new practices.
- They may not be accustomed to reflecting.
- They may not know the purpose for their instruction.
- They may enjoy the “showy” quality of teaching but not tap into the depth.
- They may be enthusiastic, charming, popular, and have a genuine desire to do the right thing for students.

What to do

--Adapted from Hertberg, Holly & Brighton, Catherine (2005). “Room to Improve.” *Journal of Staff Development*. pgs. 32-47.