

Effective Coaching

Building high quality programming while
developing positive relationships

ON-LINE, ON TARGET STEM PROFESSIONAL
DEVELOPMENT RESOURCES FOR OUT OF
SCHOOL TIME PROVIDERS





What is Coaching?



Coaching
Coaching is a...
provides positive s...
standards and me...
a coach



A Working Definition of Coaching

A means of providing personalized *professional support* to teachers through discussion about their practice.

Lofthouse, Leat, and Towler (2010)



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Coaching...What it is...What it isn't

Differences between:

Coaching and Supervision

Coaching and Mentoring

Coaching and Friendship



Types of Coaching

Peer to Peer

Instructional/Expert



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Role of the Coach

Being Present

Remaining Unbiased

Active Listening

Reflective Supervision

Supporting the Process



Role of the Coachee

Committed to the Process

Flexible

Open to Change



Coach-Coachee Relationship

Strong, Positive
Relationships
are Key



Building Trust Activity

Coaching for Impact

Dedicated Time

Goal Setting and Action Plans

Understanding necessary elements

Joint Planning when possible

Observations

Use of Video





A Model for the Coaching *Process*



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The Self-Reflection

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CLICK 2
SCIENCE pd



Asking Purposeful Questions Self-Reflection

Consider each of the statements below. Circle the number that best describes you.

There are no right or wrong/good or bad responses.

1= not at all true 3=somewhat true 5= very true

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | I ask open-ended questions throughout the STEM activity. |
| 1 | 2 | 3 | 4 | 5 | I ask questions related to the context. |
| 1 | 2 | 3 | 4 | 5 | I use questions, actions, or comments to get children to talk about, share, reflect on, and develop their ideas. |
| 1 | 2 | 3 | 4 | 5 | I use wait time when asking questions. |
| 1 | 2 | 3 | 4 | 5 | I respond to youth with additional questions to help them dig deeper into the concepts. |
| 1 | 2 | 3 | 4 | 5 | I ask probing or suggestive questions, but do not direct. |
| 1 | 2 | 3 | 4 | 5 | I use Motivational Interviewing strategies– I listen first. |
| 1 | 2 | 3 | 4 | 5 | I have conversations that are student driven (students take the lead). |
| 1 | 2 | 3 | 4 | 5 | I act as a facilitator while implementing STEM experiences. |
| 1 | 2 | 3 | 4 | 5 | I give students opportunities to self-guide and dig deeper in conceptual learning. |

Self-Reflection Form



Identifying Goals and Developing Action Plans

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**Asking Purposeful Questions
Goal Setting and Action Plan**

Review the Asking Purposeful Questions Self-Reflection. For items you scored 1-3, consider focusing on them for future growth.

Identify 1-3 areas you want to focus on for future growth around Active Learning:

1. _____

What's one thing you will do this week? _____

2. _____

What's one thing you will do this week? _____

3. _____

What's one thing you will do this week? _____

Goal Setting and Action Plan

Based on the
Self-Reflection



The Click Learning Modules

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Learning Modules

- RESOURCES
- Planning STEM Learning Experiences
 - Interacting with Youth During STEM
 - Building STEM Skills in Youth
 - Professional Development
 - News and Events
 - Community
 - Blog
 - Newsletter

Coaching Resources

Skill Asking Purposeful Questions

Reflecting on My Practice

CATEGORY: Coaching Resources
CVIII - Asking Purposeful Questions

Virtual - Reflecting on My Practice

CATEGORY: Coaching Resources

Identifying One Thing

CATEGORY: Coaching Resources
CVIII - Asking Purposeful Questions

Reinforce the skill
through
video and reflection



The Coaching Observation

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Coach _____

Coaching Observation
Skill: Asking Purposeful Questions

Coachee/Staff Person _____
Goal/s _____
Date _____

Observation	Things to Ask/Follow-up	Ways to Extend/Support	Action Items Completed (Y/N)

Coaching Observation Tool

Finding the Skill
“in Action”

Coaching Observation Considerations

Skill: Asking Purposeful Questions

The Coaching Observation can be done either prior to beginning the Coaching Process (to determine strengths and needs) or at any time during the Coaching Process. It can be used as a point of consideration of progress of the skill or continued needs.

The following should be considered (looked for) before/while completing a Coaching Observation for the Asking Purposeful Questions skill:

- 1) What Action Plan Goals did the Coachee/Staff Person identify?
 - a. These should be used focused on during the Coaching Observation.
- 2) What are the components of the skill?
 - a. These should be clearly identified in the Coaching Observation.
 - i. If they are not observed, this should also be noted.

- Open-ended questions asked.
- Questions asked related to the context of what is happening.
- Questions, actions, or comments are used to get children to talk about, share, reflect on, and develop their ideas.
- Wait time is given when asking questions.
- Youth provided with additional questions to help them dig deeper into the concepts.
- Probing or suggestive questioning used, but not direct. Examples:
 - Why do you think that happened?
 - What do you think would happen if you...?
 - What did you observe?
 - What surprised you?
 - What did you predict would happen?
- Motivational Interviewing strategies used— listening first.
- Conversations are student driven (students take the lead).
- Adult acts as a facilitator while implementing STEM experiences.
- Students are given opportunities to self-guide and dig deeper in conceptual learning.

Coaching Observation Considerations

Helps Guide Coach and Focus on Components of the Skill

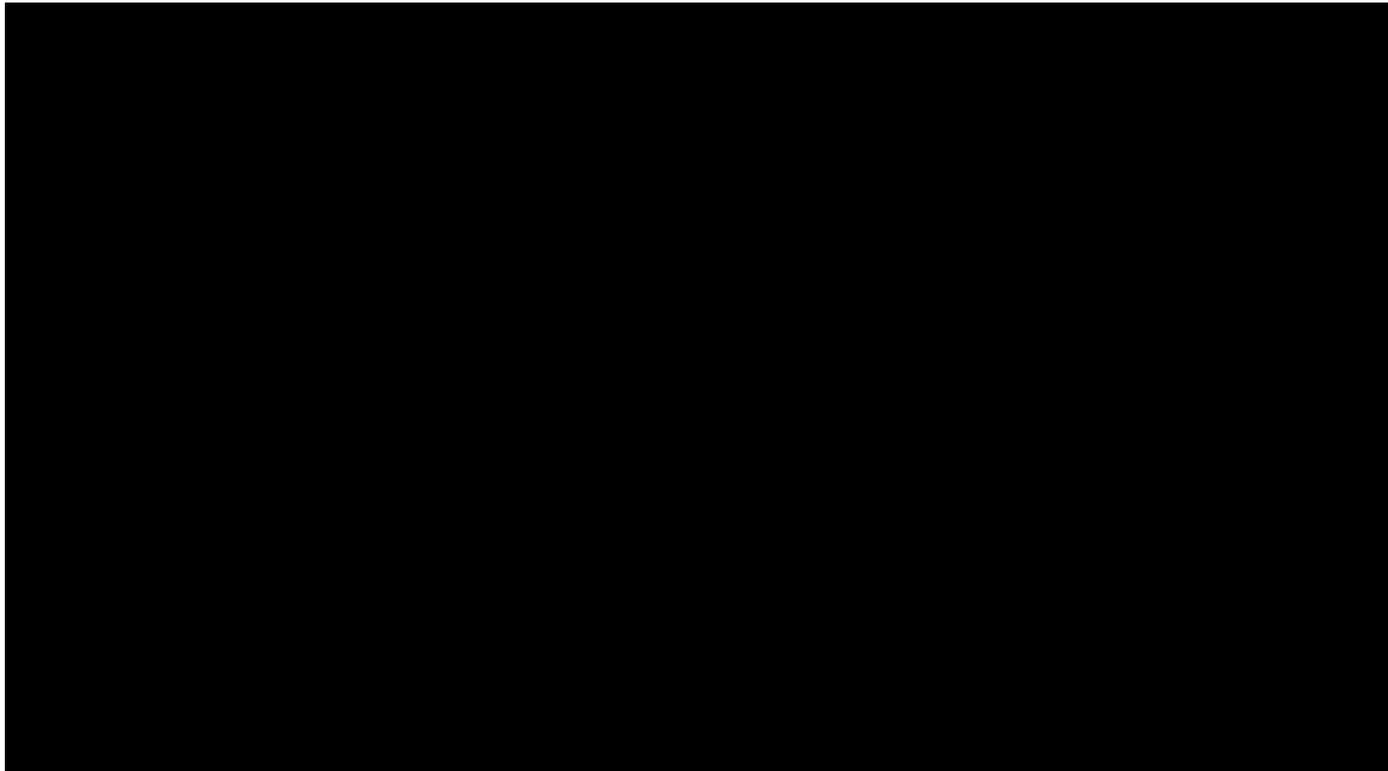


The Coaching Session

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Let's Practice—An Observation



Questions?

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