Effective Coaching

Building high quality programming while developing positive relationships
What is Coaching?

Coaching is a process that provides positive support to enhance standards and meet the needs of 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)
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
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
The Self-Reflection
## 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 2=somewhat true 3= very true

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

Identifying Goals and Developing Action Plans

- Identifying Goals
- Develop Action Plan
- Implement Plan
- Review Learning Module
- Self Reflection
- Observation

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

CLICK 2 SCIENCE pd
Askig 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
Learning Modules

Reinforce the skill through video and reflection
The Coaching Observation
## Coaching Observation Tool

Finding the Skill “in Action”

<table>
<thead>
<tr>
<th>Coach</th>
<th>Coaching Observation</th>
<th>Coachee/Staff Person</th>
<th>Goal/s</th>
<th>Date</th>
<th>Action Items Completed (Y/N)</th>
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<tbody>
<tr>
<td></td>
<td><strong>Skill: Asking Purposeful Questions</strong></td>
<td>____________________</td>
<td>__________</td>
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<tr>
<td><strong>Observation</strong></td>
<td><strong>Things to Ask/Follow-up</strong></td>
<td><strong>Ways to Extend/Support</strong></td>
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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.
The Coaching Session
Let’s Practice—An Observation
Questions?
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