

Definition as a Coach:

**Group
1:**

A counselor; someone who will help you develop and enhance your skills

Someone who guides you to meet your desired outcomes

An accountability partner

Motivator; cheerleader - someone to motivate you

Someone supportive in your corner that will tell you the truth and help you create a plan to move forward

**Leadership -
skills the
leader has -
anyone can be
the leader**

**Be an active
listener so you
can get to the
common goal**

A person who is knowledgeable of the content and possesses the skills of sharing the knowledge and provides intentional and individual support.

Teachers need to know: Their expertise is respected

Active listening

Nodding, handshake, eye contact, "I" statements, specific encouragement

Using supportive language - I understand what you are trying to do.

Rather than giving the answer to the teachers, asking them what has worked for them in the past in implementing the teaching practice.

Teachers need to know: You (the coach) understand the children's strengths, needs, and cultures

**Spending time
in the
classroom and
interacting
with the
children**

**Being able to have
relevant discussions
with the teachers
about the children**

Teachers need to know: You (the coach) are knowledgeable about child development, curriculum, and professional learning

**Modeling, support
the teachers with
articles and videos
relating to the
classroom and
practices**

Teachers need to know: You will follow through with supports

Restate action steps to gain clarity and confirm what is needed.

Create reminders and deadlines with staff to ensure support needs are met.

Having one-to-one monthly meetings or schedule reflective meetings, meeting commitment and have a deadline for the action plans.

Teachers need to know: You will provide role clarity, transparency, and clear expectations within the larger context (supervisors, directors, etc.)

Coaching Agreement- Define roles and responsibilities

Written Feedback - Giving objective feedback on teacher's practices without penalty.

Manage the time properly and provide clear instruction; having the coaching session expectation

Factors that contribute:

High Motivation:

Encouragement

Past experiences

Co-teacher willing to join in the coaching process

Successful experience

Administration - Managers

Challenging behaviors in the classroom - want help to "fix" the behaviors

Willingness to change

Low Motivation:

Past experiences

Co-teacher not willing to join in the coaching process

Challenging behaviors in the classroom - overwhelmed

Not a successful experience

Willingness to change - stuck in old habits/ways of thinking

Too much going on in personal life to take on new ideas/tasks

Administration - Managers

Sentence Starters for Each Coaching Strategy:

Facilitator:

Tell me more.

Have you thought about...

What have you done in the past that has worked?

What have been successful?

What does ... mean or look like to you?

Collaborator:

How could we solve this problem?

Let's take a look at this together.

Let's share some ideas.

How do you feel about...?

What do you think if...?

Let's look at it together.

What do you have to share from your experiences?

Let's set some goals.

Explainer:

This is how the curriculum talks about interactions during LGT. (sharing a page in the Essentials book)

Let's look at what the curriculum book says

Let's review this video and tell me how they implemented...? (use a checklist or page from the curriculum)

What do you think about the High Scope article that I share with you?

Reflective Questions:

What do you think your biggest challenge is?

How do you feel about...

How would do differently next time?

What went well?

What worked well?

How did your teaching strategy affect the children?

What part was more beneficial?

How confident do you feel in implementing this new strategy?

What does this goal mean to you?

What does this goal look like in your classroom?

What challenges do you find in this practice?

What would you like you end result to be?

What changes do you think do you think you can make to make it better?

How I see myself as a trainer and coach:

NOW

LATER

Future---Confident



High / Low

High / High

Nervous but excited

Confident and accomplished

Intermediate

Stronger, more confident

I believe in our teachers, and I want to be that positive support to help them excel in the curriculum and beyond.

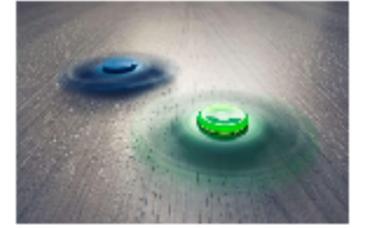
A cheerleader with resources



Walking in my purpose

Confident

Present mind



Aiming to be one



