



Elements of Coaching

August 16, 2018

Conditions for Learning

- In every chair a learner, in every chair a leader
- Speak to be understood, listen to understand
- Return to being present, work to stay engaged
- Maintain a safe space for meaningful conversations
- Take care of yourself, take care of each other

What are your conditions for learning? What do you need to help make this experience successful for you?

WELCOMING RITUAL: GATHERING

Photo Mingle:

- Take out your phone
- Find a picture you would like to share
- Find a partner you have not spent a lot of time with and share your name and where you work
- Decide who is partner “A” and “B”
- Partner “A” shares
- Partner “B” find a photo that they feel **connects** to the photo shared
- Switch roles



What's on your plate?



What's on your plate?

Please decorate your plate with current:

- Activites
- Interests
- Responsibilities
- Work related and non-work related

You may divide your plate in to wedges or go free-style to fill up your plate!



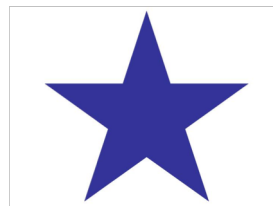
What's on your plate?



- Check the item that energizes you most.
- Put a happy face next to the item you enjoy most.
- Put a clock beside the item which takes up most of your time.
- Star the item that you wish you could spend more time doing.
- Put an X beside the item you could do without.



Group Debrief: In small groups please share 1-2 items from your plates so that we can generate understanding and empathy for each person based on 'what's on their plate!'



Consensogram

Use a scale of

1 2 3 4 5 6 7 8 9
10

OR

10 20 30 40 50 60 70 80 90
100 for percentage questions

Answer each question on a post it with the question # and your rating

Post your ratings on each chart

Consensogram

1. How many years have you been in a coaching role?
2. What percentage of your time is spent working individually with teachers/staff?
3. What percentage of your time is spent working with groups of teachers/staff?
4. To what degree do you engage in helping with planning instruction?
5. To what degree do you feel prepared to use SEL strategies yourself?
6. To what degree do you feel prepared to work with teachers/staff to implement SEL strategies?



Consensogram discussion

What do you notice?

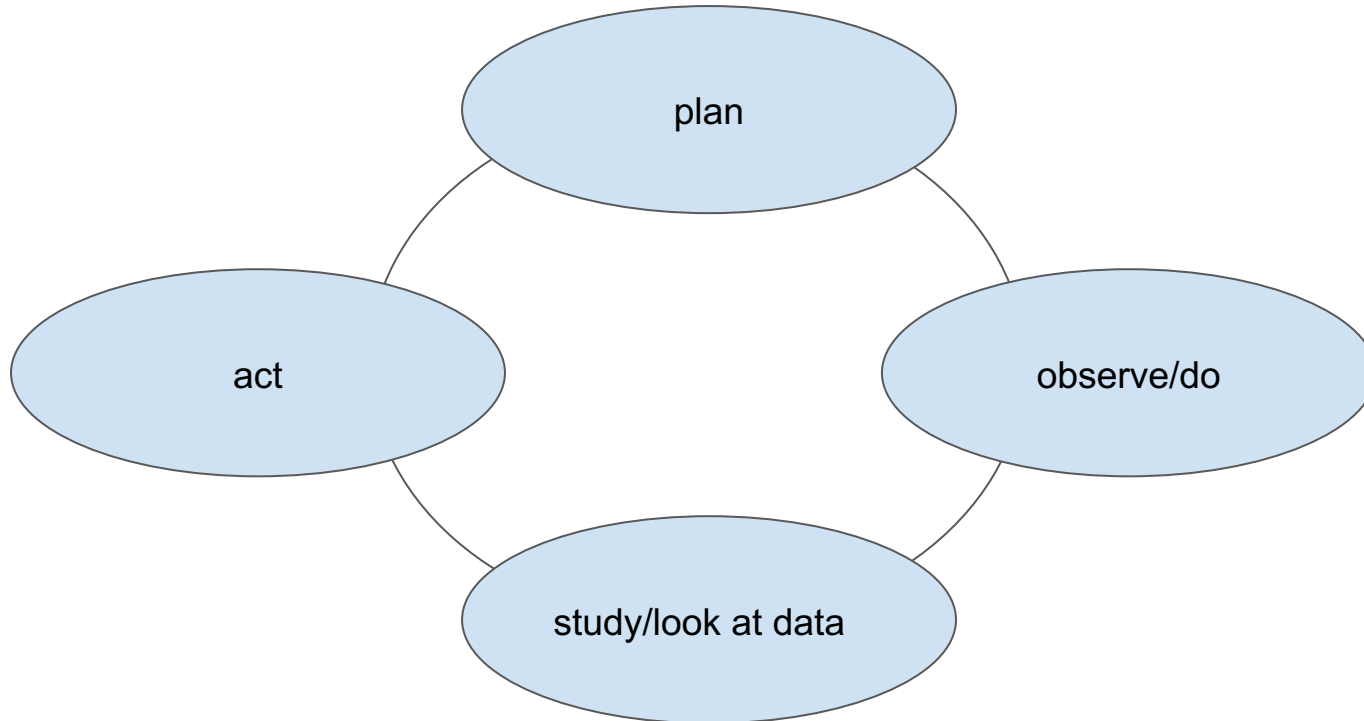
What important points seem to pop out?

What seems surprising or unexpected?

What is something you want to explore further?



Elements of Coaching



Elements of coaching

- Observing
- Listening
- Responding

Observing

Styles of Observations

Purposes of Observations

Listening

Non-Verbal Communication

- Facial expression
- Eye contact
- Tone of voice
- Body language; gestures, posture, movements, touch
- Space

Listening Traps

Common Listening Trap	Pay Attention To	Suggested Strategy
Jumping to Conclusions Rushing Getting ahead of the speaker	Feelings of urgency, anxiety about time, wanting to jump in, preoccupation with your own perspective	Wait for a pause in speech; ask clarifying questions. Clarify your goal (listening to understand). Take a deep breath; those five seconds will save you time later.
Concentrating on the impression I am making	Wanting to look like an expert, wanting to impress	Change to a neutral topic; focus on the task at hand; take the emphasis off <i>you</i> .
Topping the speaker's story	A strong urge to share your own perspective or to connect with the speaker	Pause to ask yourself if what you are about to say will benefit the speaker or task; ask clarifying questions.

Responding

- Paraphrasing
- Clarifying Questions
- Mediational Questions
- Suggestions
- Affirmations

Paraphrasing - I HEAR. I UNDERSTAND. I CARE.

Paraphrasing involves:

- Acknowledging
- Organizing
- Summarizing
- Shifting the level of abstraction up or down

Some possible paraphrasing stems include:

In other words....

You're concerned about..

Clarifying Questions - communicate you want to understand

Clarifying involves questions to:

- Gather more information
- See connections
- Develop or maintain focus

Some possible clarifying questions include:

I'm wondering about....

Tell me what you mean when you...

Mediational Questions

Mediational questions help to:

- Hypothesize what might happen
- Analyze what worked or didn't
- Imagine possibilities
- Compare and contrast what was planned and what happened

Some mediational question stems include:

What would it look like if...?

How might you....?

Suggestions

Open suggestions...

- Are invitational, with positive language and tone
- Are often expressed as a question
- May provide information about the coach's thinking

Some suggestion stems are:

Sometimes it's helpful for me if....

Do you think _____ might work for you

Affirmations

Affirmations...

- Are positive noticings
- Are process-centered
- Are data-based

Some affirmation stems include:

I noticed that you

Students responded _____ when
you _____

Your Turn

In your group of three, decide who will first be the coach, the coachee, and the observer. (you will each be each one)

When you are the coachee, share an issue or dilemma that coaching would help you with.

When you are the coach, use the tools we have talked about today to help the coachee come to their own solution.

When you are the observer, note the types of questions or statements used - take notes so you can share back what you heard.



Questions and Statements

Paraphrasing

Clarifying questions

Mediation questions

Suggestions

Affirmations

Debrief

What was hard for you about each role?

What was easier for you?

How might you apply these skills?