Coaching using the Four Attributes ... with Faculty

Coaching for Voice

In a personalized learning, every student is seen as a respected and valued participant; they are the stewards of their own learning. Empowerment comes from an environment in which students recognize the power of their own ideas and recognize and recognize the shift that can happen by being exposed to others' ideas.

Regular student participation and engagement in co-creating performances and actions constitutes an opportunity to flex their innovative and creative muscles.

Reflective Prompts

- In what ways do you invite students to express their thoughts and opinions?

- In what ways do you create an environment of safety for students to respectfully disagree with one another (and you)?

- In what ways do you give students the opportunity to advocate for a position?

- In what ways do you encourage students to raise questions that are skeptical or out of the box?

Possible Actions

- Teach students the Habits of Mind, specifically *Listening with Understanding and Empathy; Questioning and Problem Posing; and Communicating with Accuracy and Precision.*

- Be a role model by exercising Habits of Mind — students need to experience what it feels like to be *really* listened to for the sake of better understanding their ideas, point of view, or responses.

- Establish "rules of engagement" with students when having 1:1, small group or whole class conversations. They should play an active role in the generation and consensus of the rules.

- Periodically check in through student surveys. There can be subtle or seismic shifts throughout the year in the lives of students, dynamics amongst their peers, and how they feel about certain topics/resources. This can continue to update the "rules of engagement" as well as shape how you connect with students and how you understand what is important to them.

Coaching for Co-Creation

Teacher and student **co-create** performances that are challenging, possible, and worthy of the attempt. Students assume a significant design role in the development of the idea, challenge, problem, or inquiry. They are being invited to the design table to co-create a personalized plan using "backward design" principles.

The student works with the teacher to develop a challenge, problem, or idea, clarify what is being measured (learning goals), envision the product or performance (task) and outline a plan to be successful on that performance so that the desired results are achieved (learning actions).

Students can be active participants by selecting from a set of choices, they can be generating alongside the teacher as co-creators, or they can be more autonomous to design given a set of parameters as drivers.

Reflective Prompts

• To what extent do you provide choice for students in WHAT they can pursue (e.g., question, topic, or idea)?

• To what extent do you provide choice for students in HOW they can pursue it (e.g., collaboration with peers, consulting outside expertise, seeking out and using resources)?

• To what extent do you provide choice to students for HOW they demonstrate learning (e.g., selection of forms for performance, public vs. private audience)?

• To what extent do you provide the opportunity for students to develop checkpoints and monitor progress in relation to their goal?

• To what extent do you create exhibitions for student performances or products that focus on what they learned — about the topic and about themselves?

Possible Actions

• Teach students the Habits of Mind, specifically *Questioning and Problem Posing; Creating, Imagining and Innovating, Thinking Flexibly, and Taking Responsible Risks*.

• Use protocols and/or design tools to help students become more skillful in their questioning, generation of ideas, and taking action.

• Be flexible when it comes to student support (e.g., checkpoints, direct instruction, additional scaffolds, learning location).

Coaching for Social Construction

Students build ideas through relationships with others as they theorize, investigate, and develop in pursuit of a common goal.

There is real power in feeling that you are not alone, a sense of camaraderie when you are working to cause a change, create a performance, or build a prototype.

The synergy of individual bits of knowledge, ideas and actions that produce a bigger impact that is so much larger than the individual is magical.

Reflective Prompts

• In what ways do you encourage students to seek others to help give their work more meaning?

• In what ways do you offer opportunities for students to seek outside of the expertise that is within the classroom?

• In what ways to you provide students with the opportunities to test their ideas and see whether they hold up to the scrutiny of other's perspectives?

Possible Actions

• Teach students the Habits of Mind, specifically *Thinking Interdependently, Questioning and Problem Posing, Communicating with Clarity and Precision, and Remaining Open to Continuous Learning.*

• Use your PLN (Personalized Learning Network), parents, and community contacts to seek out experts that can provide students feedback when the work is under construction.

• Develop a scoring tool with/for students so that they have guidance on what quality work looks like and a feedback tool to use to guide improvements.

• Create protocols with students to generate a good first impression and lasting impression when interviewing/working with another (e.g., peer, teacher, community member)

Coaching for Self-Discovery

Students come to understand themselves as learners and know more about what they want to do both in the world as well as in future learning. They reflect on the development of ideas, skill-sets, knowledge, and performances to help envision what might come next. Our ultimate aim is for students to become self-directed learners who know how to manage themselves in a variety of situations.

Students need to know enough about themselves to be able to make wise decisions as they navigate through the turbulence of a rapidly changing environment.

Reflective Prompts

- In what ways do you provide students with the opportunity to reflect on their learning and how it affects who they are becoming as a learner?

- In what ways do you provide the opportunity for students to know more about the ways that they learn best?

- In what ways do you provide the opportunity for students to see the growth of their work over time?

- To what extent do you create exhibitions for student performances or products that focus on what they learned — about the topic and about themselves?

Possible Actions

- Teach students the Habits of Mind, specifically *Applying Past Knowledge to New Situations, Thinking about Your Thinking, Remaining Open to Continuous Learning, Persisting, and Responding with Wonderment and Awe.*

- Assign some type of journal where students regularly generate ideas, collect artifacts, document challenges, and reflect on how they are feeling about the work.

- Create a public exhibition that showcases their work and provides insight into challenges and discoveries when working on this design. This can be done virtually (e.g., portfolio) and/or physically (e.g., presentation to a panel, student-led conferences)