


# Coaching

A stylized illustration featuring a large black hand reaching upwards, holding a cluster of black ovals. A large yellow leaf is positioned at the bottom right. The background is dark purple with faint, light-colored leaf patterns. The word "Coaching" is written in white text on the left side.



“Thoughts are our way of connecting things up for ourselves. If somebody else tells us about the connections she/he has made, we can only understand them to the extent that we do the work of making those connections ourselves.”

Eleanor Duckworth



# Goals

- To learn about roles that mentor teachers play
- To learn tools for building relationships, such as trust, rapport, and reflective questioning
- To discover strategies for guiding reflective conversations







As you think about building a relationship with your clinical teacher, what will your priorities be?



# Coaching the clinical teacher...

How do I start?



# Mentoring Roles

1. Parent
2. Expert
3. Friend
4. Boss
5. Coach



# Putting It All Together



What percentage of time do you spend in each of the mentoring roles?





# Coaching Is...



Many dictionaries suggest that to coach is:

- *To teach*
- *To train*
- *To tutor*
- A set of interactions between two individuals for the purpose of mutual professional growth
- An independent relationship in which we support each other's learning (co-learning)





# Coaching Tools

Rapport

Trust

Reflective questioning



# Rapport

Build rapport through:

- Posture
- Gestures
- Tonality
- Language
- Breathing
- Paraphrasing
- Listening



# When To Apply Rapport Tools

- When you sense that your clinical teacher is tense or anxious
- When a conversation becomes tense or anxiety-ridden
- When you do not understand what the clinical teacher is saying
- When you are unable to pay attention to each other





# Paraphrasing

Paraphrasing communicates that you:

- Have HEARD what the speaker said,
- UNDERSTAND what the speaker meant, and
- CARE about the speaker.

Paraphrasing involves either:

- SUMMARIZING what you heard, or
- RESTATING it in your own words.



# Principles of Paraphrasing

- Attend fully.
- Listen to understand.
- Capture the *essence* of the message.
- Reflect the *essence* of voice tone and gestures.
- Make the paraphrase shorter than the original statement.
- Paraphrase before asking a question.



# Unproductive Listening

When listening to the speaker,  
avoid:

- Autobiographical comments;
- Inquisitive, frivolous questions;  
and
- Easy-fix solutions.





# Possible Paraphrasing Stems

- So...
- In other words...
- While you...
- Given that...
- From what I hear you say...
- I'm hearing many things...
- As I listen to you, I'm hearing...



# Trust

Build trust through:

- Confidentiality
- Consistency
- Interest
- Thinking
- Withholding judgment



# Trust (cont'd)



“When trust exists in a relationship,” I...





# Reflective Questioning

Reflective questions:

- Are open-ended,
- Promote a nonjudgmental process, and
- Encourage self-directed learning and problem solving.



# Reflective Questioning (cont'd)

Reflective questions help the clinical teacher:

- HYPOTHESIZE what might happen.
- ANALYZE what did or did not work.
- IMAGINE possibilities.
- EXTRAPOLATE from one situation to another.
- EVALUATE the impact.



# Effective Question Stems

Some effective question stems:

- What's another way you might...?
- What might you see happening in your classroom if...?
- What options might you consider when...?
- How was...different from or similar to...?
- What criteria do you use to...?





# Questioning Tips

1. Have a specific intention for the question.
2. Use the context to shape the question.
3. Use exploratory language.



# Questioning Tips (cont'd)

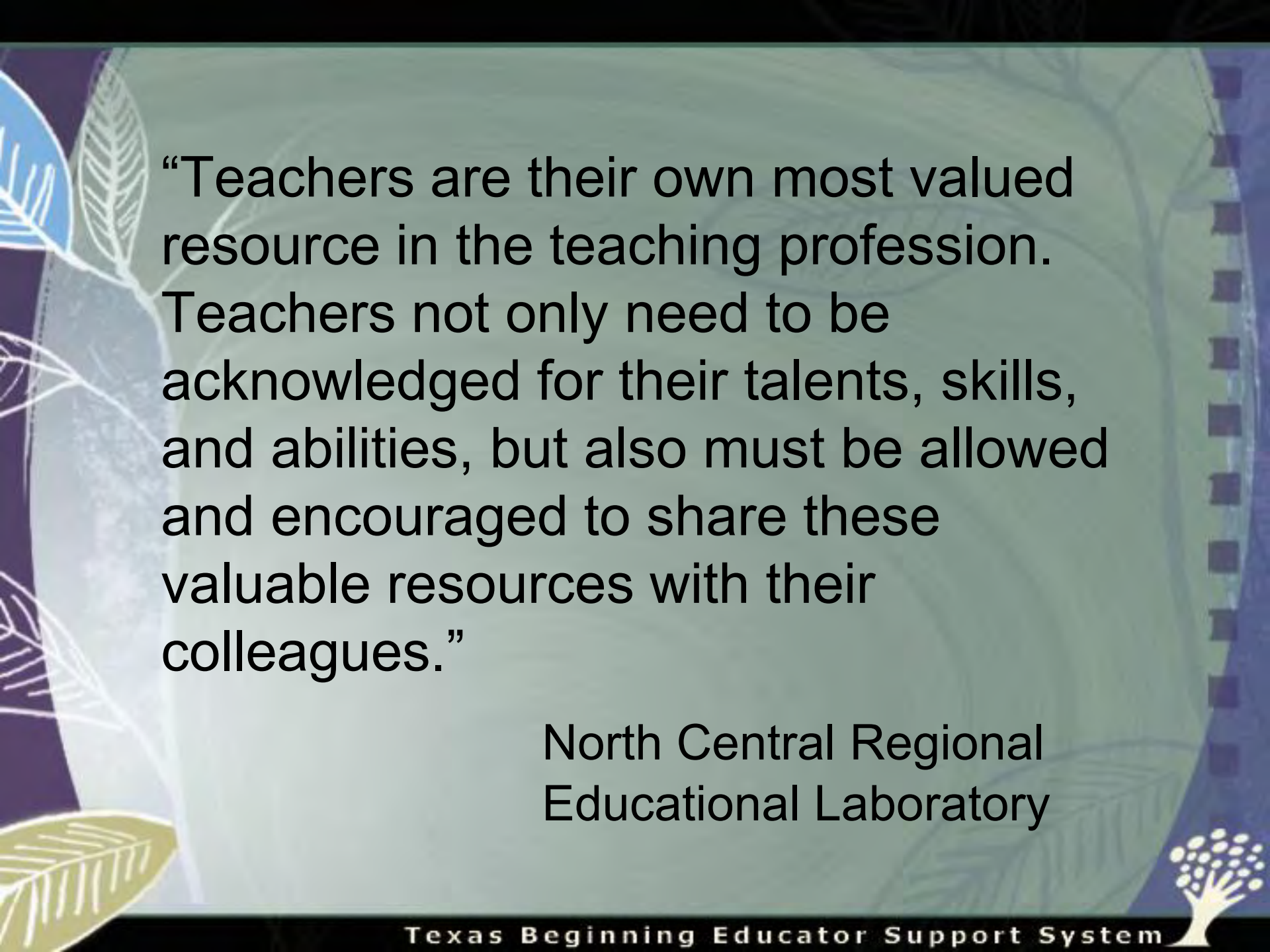
4. Use introductory phrases.
5. Use plural nouns.
6. Eliminate “why?”
7. AVOID:
  - Do you...?
  - Can you...?
  - Will you...?
  - Have you...?



# Consider this...

If you know the answer to the question you are about to ask, you are not coaching.





“Teachers are their own most valued resource in the teaching profession. Teachers not only need to be acknowledged for their talents, skills, and abilities, but also must be allowed and encouraged to share these valuable resources with their colleagues.”

North Central Regional  
Educational Laboratory



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