Coaching and Mentoring for Continuous Professional Growth

A presentation by:

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Welcome and Setting the Stage

• Facilitators’ introduction

• Context and Goal Setting

• STARTALK: A Professional Learning Community
Assessing Prior Knowledge
Tea Party Activity

• Form two lines with partners facing each other.
• Greet your partner and briefly discuss the question that is posed by the facilitator and shown on the screen.
• Be prepared to share the outcomes of your discussion.
• One line remains in place, and the other line shifts to the right.
• Repeat the process with each new question.
Assessing Prior Knowledge/Building Community: Question #1

Introduce yourself to your partner/colleague and jointly reflect on a time in which you mentored or coached someone.

How did this process benefit you as you played the role of coach or mentor?
Assessing Prior Knowledge/Building Community: Question # 2

This time, please reflect on a time in which you were either mentored or coached by someone.

*How did this process benefit you in increasing your confidence and competence as a professional educator?*
Assessing Prior Knowledge/Building Community: Question # 3

As you reflected on your experiences as either playing the role of coach or being coached:

**What elements were common to both experiences?**
Assessing Prior Knowledge/Building Community: Question # 4

Again, reflecting on your experiences of either coaching or being coached:

**What were the critical features that either enhanced or hindered the process?**
Assessing Prior Knowledge/Building Community: Question # 5

Based on your personal and professional experience, why do you believe that integrating the concepts of coaching and/or mentoring might be beneficial to your STARTALK program?
Brief Debriefing of Tea Party Activity

What did this activity do to facilitate and foster:

• Peer Interaction and Sharing
• Reflection
• Colleague Collaboration
• Community and Trust Building
Embracing a Culture of Mentoring and Coaching in Every Aspect of Your STARTALK Program

- Goal Setting
- Recruitment Efforts
- Curriculum Planning
- Program Delivery
- Continuous Program Improvement
Key Principles of Mentoring/Coaching

• Requires a trusting, confidential relationship based on mutual respect

• Coaching is not evaluation, but a process for enhancing professional knowledge and skills
Key Principles of Mentoring/Coaching

• Areas of growth for coaching are determined by both parties and framed as a mutual learning experience.

• Coaching is a continuous process, not just for novice or teachers new to the field.
Models of Coaching/Mentoring

• General Coaching/Education
• Peer Coaching
• Cognitive Coaching
• Online Coaching
• Colleague Collaboration
• Mentoring
General Coach/Coaching/Education

“To guide, support classroom teachers with the implementation of a specific curriculum, instructional resources, or subject matter.”
General Coach/Coaching/Education

• Most often conducted by a veteran teacher and to support novice teachers or those identified to need support.

• Examples: Literacy Coach, Mathematics Coach, Technology Coach, etc.
Peer coaching is an **effective** **in-service** model for teachers at all experience levels making it attractive for use with pre-service, novice, and seasoned teachers, (Hasbrouck & Christen, 1997).
Peer Coach/Coaching

• Most often involves two teachers rotating roles and focuses on teachers reflecting on their practices.

• Examples: Any two or more teachers identifying areas of professional growth and committing to support each other to mutually attaining them.
Online Coaching

Online coaching is increasing in popularity and enables educators to engage in analyzing either their lessons or the lessons of others and gain insight into alternative practices for teaching a given concept. (Lesson Lab, Stigler)
Online Coaching

• Most often employed by teachers of science and mathematics in funded NSF project designed to enhance the teaching of STEM

• Examples: Project Directors sharing and analyzing the STARTALK Video collection and/or Annenberg Library, or videotaped participant lessons
Colleague Collaboration focuses on supporting two peers with the implementation of new concepts or skills in the classroom. It relies on a third party to support the process in the beginning, but he or she “fades away” once the process is underway. (Wingard)
Colleague Collaboration

• Most often employed to support follow-up activities after a professional learning experience
• Examples: STARTALK Project Directors/Presenters supporting participants following the summer program
Mentoring

Someone who advises and guides a sometimes younger and less experienced person; a wise and trusted counselor or teacher; an influential, loyal friend and advisor
Mentoring

• Most often employed to guide the educational and career pathways and to assist new members to navigate the culture of the organization

• Examples: STARTALK Project Directors/Facilitators to guide the education, certification and careers pathways of participants
Common Processes of Coaching Models

- A continuous cycle of improvement
- Three components
- Promote a sense of renewal

Plan → Reflect → Teach
Common Features of Coaching Models

All models promote:

• Reflective thinking
• Respectful interaction
• Collaborative efforts
• Professional growth
• Effective practices
• Improved results
STARTALK Community

• Think/Pair Share Activity:

Reflect on the idea of STARTALK as a Professional Learning Community and identify those individuals who are now or might play the role of:

• General Coach
• Peer Coach
• Online Coach

• Colleague/Collaborator
• Mentor
Potential Outcomes to Your STARTALK Program

• Greater sense of connectedness
• Increased teacher collaboration
• Enhanced trust and professional relationships
Potential Outcomes to Your STARTALK Program

• More consciously competent Participants
• Higher levels of engagement
• More vibrant professional learning community
Final Thought

How do we develop the dispositions, competence and support system to support a culture of reflective practice, coaching and mentoring as an integral feature to further develop and sustain of STARTALK’s Professional Learning Community?
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