

Coaching suggestions for Adult Education Indicators

Note: these are common and/or generalized look-fors and suggestions that may be used for discussion or reflection. Coaching feedback should be individualized and specific for each educator and situation.

Goals for feedback:

- Specific
- Accurate/aligned
- Actionable
- Timely

Rapport and Positive Social Interactions

- Greet students
- Call students by name (ask students to help you with correct pronunciation or nicknames)
- Be sensitive to feelings, show empathy
- Correct errors privately or tactfully without embarrassing student(s)
- Use appropriate specific praise or affirmation for behavior, effort, work
- Show interest about students' interests and life outside the classroom
- Be nice: respectful, friendly, treat others as you wish to be treated

Respect for Learner Diversity

- Ask students to help you pronounce names accurately
- Be aware of special life circumstances to *reasonably* adjust strategies and expectations (homeless, refugee, family or work obligations)
- Learn more about cultural norms (sense of self/space, communication style, time consciousness, dress/appearance, age and position status, dealing with conflict, group versus individual, gender roles, etc.)
- Mix in different types of activities to address different learning styles (visual, auditory, tactile)
- Offer materials at different reading levels when possible
- Use precise language and descriptive language that do not communicate value judgments
- Understand that our own cultural identity filters our perceptions of the world

Environment Supportive of Intellectual Risk-Taking

- Praise effort and risk-taking
- Correct errors privately or tactfully without embarrassing student(s)
- Emphasize different pathways, approaches or answer possibilities by asking students to explain answers and thinking rather than focusing on right or wrong
- Ask extending questions to tease out desired and accurate information
- Ask students to provide evidence for answers

- Allow students to work collaboratively or in groups to discuss, prepare, rehearse answers before responding or sharing out

High Expectations for Student Learning

- Set performance targets
- Express confidence and belief that students can be successful
- Use “not yet” as a grade for students who need further revision before work is acceptable
- Connect current work to future use, relevance
- Recognize that work is challenging and concentrate on strategies and supports to access difficult content
- Focus on planning for long term goals, set up benchmarks and periodic checks for incremental progress

Precision of Delivery

- Chunk/pace content that be able to remain on task, while still allowing for responsiveness to student needs
- Check accuracy of information shared to make sure it is up-to-date and correct

Feedback to Learner

- Don't overwhelm the student with a "laundry list" of suggestions-pick or prioritize a few key points and make sure student has the capacity and resources to follow up
- Be very specific about data (what did you see/hear), what needs to change/improve and a concrete plan with follow up and accountability
- Be compassionate and caring
- Check for understanding to make sure student has heard and correctly interpreted feedback

Adjustment to Service Delivery

- Listen carefully to the student to determine if plan for services is viable for the situation
- Be willing to schedule an additional meeting to get additional resources, re-group or assure readiness

Maintenance of Records

- Be aware of responsibilities and deadlines
- Ask for clarification on any process issues
- Observe protocols for accessing records to maintain confidentiality

Strategies, Tasks, Questions

- The person doing the work is doing the learning. Encourage students to turn and talk, use metacognition to explain answers and thinking, generate examples
- Be aware of multiple intelligences and plan activities using a variety of instructional modalities (visual, auditory, tactile)
- Make a purposeful, explicit connection to the real world, career, authentic context for problem solving and immediate relevance for students
- Give options for approaching a task and demonstrating knowledge/mastery
- Plan some activities that relate to student interests
- Use Depth of Knowledge (DOK) or Bloom stems or question starters to elicit higher level questions and responses
- Use a framework such as the Question Formulation Technique (QFT) or Inquiry Design Model (IDF) to encourage student generated question to build interest and inquiry skills
- Assess for and build on prior knowledge and student background or experiences
- Plan for simple differentiation: content, process, product, learning environment for at least high/low

Instructional Resources and Flexible Groupings

- Incorporate technology to enhance instruction (visuals, text read aloud, music, classroom response clickers for polling, search engines for research, etc.)
- Use books on tape or text to speech to make print resources more accessible
- Take advantage of text sets that present content at multiple Lexiles/reading levels
- Use a combination of whole group, small group, individual and cooperative learning experiences
- Consider a variety of texts: print: books/newspapers/magazines, visual: photos/images/art/movies/cartoons, audio: recordings/music/interviews

Student Responsibility and Independence

- Allow for adequate wait time
- Allow students to struggle productively with content (don't do for them or enable)
- Support metacognition: encourage students to think aloud and share thoughts and problem-solving strategies
- Provide students with a learning plan for a unit that includes periodic checks and benchmarks as interim deadlines and let them monitor their own progress
- Allow students to form collaborative groups to break down the learning task and divide work among group members with coaching and facilitation of group process by teacher
- Minimize teacher directed activities such as lecturing and teacher created worksheets