



## Coaching Framework – Quick Reference Case Study Coaching & Mentorship

### The Appreciative Inquiry Philosophy

The SEE-KS program has adopted the philosophy of appreciative inquiry to guide our coaching and mentorship. This philosophy is based on the premise that a collective discussion of “what’s working” in a classroom lesson fosters an ability to imagine “what could be” and a collective development of an action plan for “next steps.” This process reduces the need for an “expert” model of consultation that is based upon more coercive or persuasive mechanisms for planned change and rather focuses on the positive psychology to enhance learning. The following guidelines are offered to foster a productive and emotionally regulating peer-to-peer coaching session:

1. **Describe the process of appreciative inquiry (5 minutes):** Please remind those involved that we are not looking for “deficiencies” or “problems.” Rather, we are focusing on identifying the instructional elements that are already effective at fostering active engagement and then identifying opportunities for increasing *initiation, independence, and emotional investment – the 3 I’s*.
2. **Engage in initial conversation (5 minutes):** Provide an opportunity for the educator and/or co-teacher to share perspectives on the target activity and students by discussing the overall goals, what has worked to foster engagement, and identifying questions for consideration that relate to student engagement (the 3 I’s).
3. **Discuss and record ‘what’s working’ (10 minutes):** Provide a structured time to use the SEE-KS Coaching Checklist to identify “what’s working” in each area. Remind mentors to hold off on discussing “next steps” until after these successful elements have been noted, recorded and shared. Target educators should be active participants in this self-reflection.
4. **Select the question(s) that are mutually agreed upon by the group (5 minutes):** Revisit questions for consideration related to student engagement to develop a question(s) for exploration in the collaborative discussion of next steps; such as, “I wonder if there are opportunities to increase independence...increase emotional investment...or increase initiation...”
5. **Collaborate to discuss possible ‘next steps’ (10 minutes).** Allow wait time to ensure that the teacher and/or co-teacher initiate a collective discussion. Questions to stimulate collaboration might include, “How might providing information in multiple ways be helpful...How might allowing multiple options for action and expression be helpful...”. Allow this discussion to flow as ideas may be shared in a brainstorm format to enhance overall creativity and possibility.
6. **Identify an action plan of next steps and who is responsible for action.**

SEE-KS Coaching Guidelines: ① ② ③ ④ ⑤ ⑥