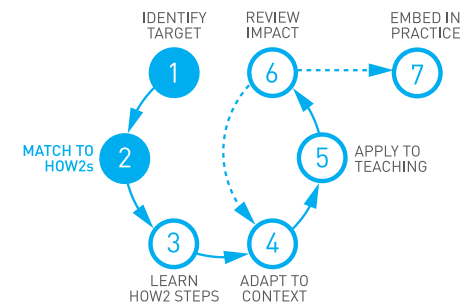
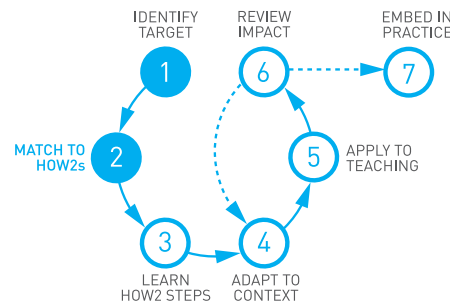
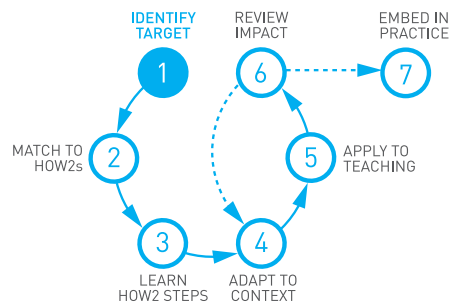


Coaching with HOW2s

Coaching has not proved to be the panacea for rapid teacher improvement. Expensive, time-consuming and distracted by its life-coaching origins, coaching significantly gains in focus and impact when the expertise of the HOW2s are added to the mix.





1



EXPLORE THE TARGET

As the coach, establish with your coachee teacher, the source of the target. Discover if the target was set for the teacher by someone else, with the teacher or by the teacher himself.

FIND YOUR HOW2S

With your coachee, find a few HOW2s that best support the target. Remind the teacher to mark his Status as Considering It.



Create a Set

NAME
Ian Harris for coaching

DESCRIPTION
This set includes the three HOWs we agreed at our second coaching session. The aim is for Ian to try them out by the end of term.

HOW2S
Anonymous Assessment X | Which is Which? X | Why is this Good? X

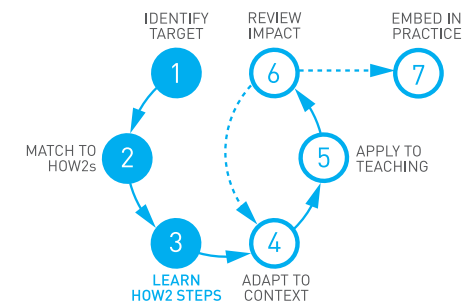
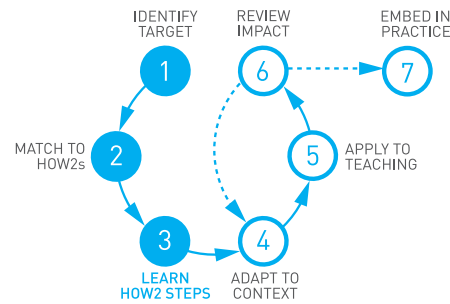
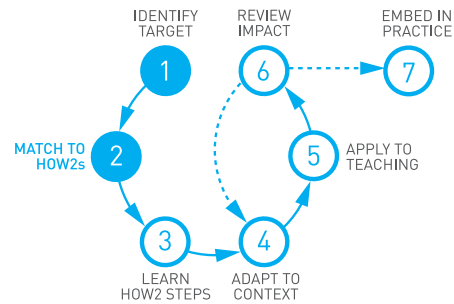
INCLUDE THIS SET IN THE HOW2 LIBRARY FOR ALL OF MY COLLEAGUES

CREATE SET

CREATE A SET OF SELECTED HOW2S

Put the selected HOW2s into a Set, and create a Nudge for the coachee outlining the dates you have agreed by when he will attain the next two Statuses.

COACHING WITH HOW2s



2



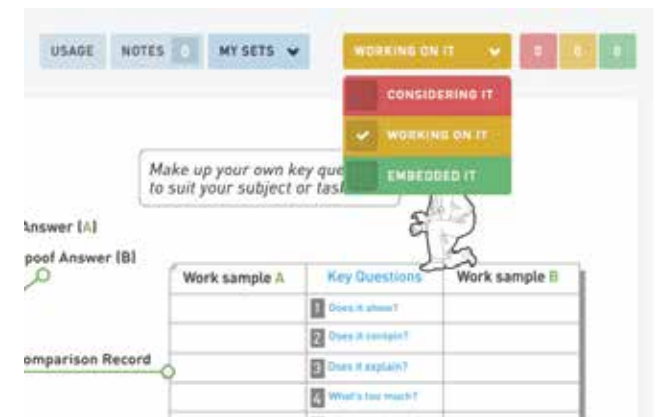
SEND A NUDGE

After the meeting, the coachee looks at his Home page where the Set and Nudge have arrived.



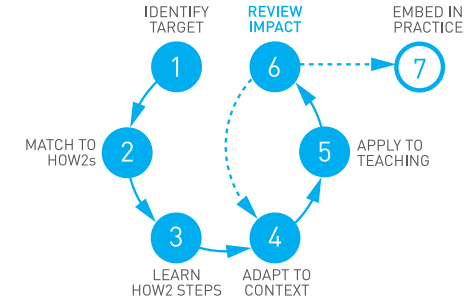
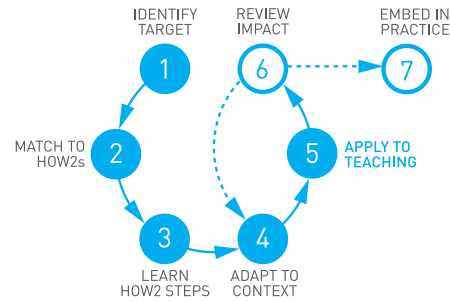
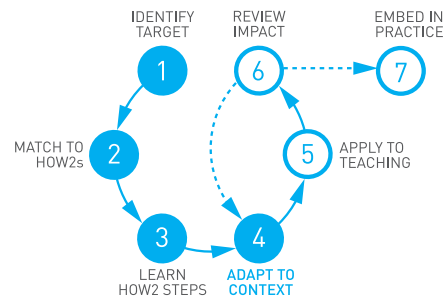
STUDY THE HOW2S

The teacher now studies the HOW2s in their three formats. He views them with an eye to any potential problems if the HOW2 were used with no adaptations made for his class. He captures his thoughts in the Notes.



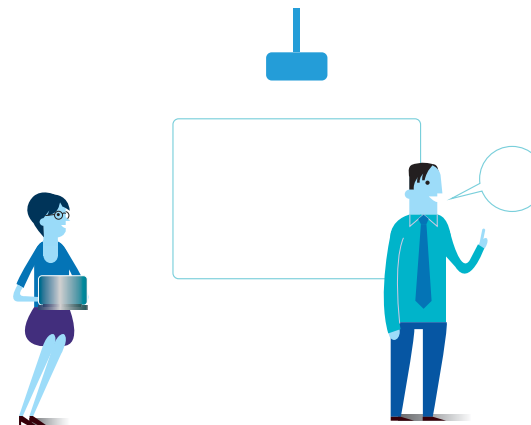
CHANGE STATUS

The teacher changes his Status to Working On It.



TWEAK THE HOW2

Join your coachee in finding adaptive solutions to the HOW2 to suit his class. Ask him to outline as precisely as he can, the reasoning for the adaptations based on his knowledge of his students. Capture these plans in the Notes.



TRY OUT THE HOW2

Observe the teacher use the adapted HOW2 either at his first attempt or later after a few trials, as agreed.



FEEDBACK TIME

Give the teacher feedback on your observation, comparing yours with his own evaluation of the effectiveness of the adaptations. Add your comments to his Notes.