

What Are Coaching Strategies?

Coaching strategies describe how the coach interacts with the teacher and children during the observation and the debrief meeting.

Below you will find a list of essential strategies all coaches will use. On the second page, you will also find some enhancement (optional) strategies. Please review the enhancement strategies with your teachers to see which strategies they would feel comfortable using during the observation and the debrief.

Observation: While observing, the coach takes notes about the teacher's use of Step Up AT teaching practices and sees the teacher's actions and practices without using other coaching strategies.

Reflective Conversation: Discussion between the coach and teacher designed to prompt thinking about Step Up AT teaching practice use.

Supportive & Constructive Feedback: Supportive feedback emphasizes teacher strengths that support use of Step Up AT teaching practices with children. Constructive feedback includes suggestions or supports for using Step Up AT teaching practices with fidelity or as intended.



Providing Resources/ Materials: Offering additional items that may help the teacher learn more about Step Up AT teaching practices and other recommended practices.

Goal Setting: The coach helps the teacher to identify and write Step Up AT teaching practice Action Plan goals once per cycle.

Graphic Feedback: Graphic feedback includes a visual display of teacher data or child data and specific verbal information to the teacher about her/his use of Step Up AT teaching practices.

Live or Video Demonstration with Narration: The coach will demonstrate (i.e., show and tell) how to prepare, program, and use AT in the classroom. Demonstrations can take place during observations and/or debrief sessions. The coach may also use a Step Up AT video to demonstrate.

Preferred Coaching Strategies Checklist

Instructions: Please mark your preferred enhancement coaching strategies for the observation and debrief using the checklist below. Please feel free to add comments as well! Shaded boxes note the strategy is not applicable during observation or debrief.

Teacher ID: _____ Date: _____

Enhancement Coaching Strategies	Yes	No
1. Modeling: Verbal, gestural, physical, or signed actions that demonstrate how to use Step Up AT teaching practices during the observation or debrief meeting.	<input type="checkbox"/>	<input type="checkbox"/>
2. Side-by-Side Verbal or Gestural Support: Verbal or visual actions used by the coach to guide the teacher's use of Step Up AT teaching practices. When providing verbal or gestural support, the coach stands or sits close to the teacher in the classroom while s/he is using Step Up AT practices.	<input type="checkbox"/>	<input type="checkbox"/>
3. Environmental Arrangements: The coach helps the teacher to rearrange or enhance the classroom environment and available materials to set the occasion for the teacher to use Step Up AT teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>
4. Problem-Solving Discussion: A systematic process involving identifying the problem, generating options, deciding on a possible solution, and evaluating potential strengths and challenges of the selected solution (i.e., a child who is not making growth, when or how to teach a target, how to motivate a target child).	<input type="checkbox"/>	<input type="checkbox"/>
5. Project-Developed Video: Watching a short video clip of another participating teacher that focuses on using Step Up AT teaching practices or using a particular AT device.	<input type="checkbox"/>	<input type="checkbox"/>
6. Role-Play: In a role-playing situation, the teacher may take on the role of the child while the coach demonstrates a strategy, or the coach may take on the role of the child while the teacher practices a strategy.	<input type="checkbox"/>	<input type="checkbox"/>
7. Other: In what other ways would you want your coach to help?		