



# COACHING TOOL

Strategic Approaches to Girls' Education



**CBE Accelerated Learning Program**

## STAGE Coaching and Modeling

Within the CBE Accelerated Learning Program (ALP), one supervisor can be assigned to a maximum of 10 facilitators. The role of the supervisor is:

- To monitor the progress made by the facilitator in the ALP in regard to his or her pedagogical skills.
- To monitor the progress made by the girls during the ALP.
- To provide coaching and modeling techniques to further improve the quality of the teaching and learning.

All facilitators should have received an initial training in the beginning of the ALP but this is only the beginning of the learning process. It is very important for the facilitator to continue his/her professional development on site, in the ALP. The conditions in the ALP Learning Center are very different to the training site and it is crucial to follow up and continue practice there with support from the Supervisor. Each facilitator should be visited at least 1 time per month for a coaching visit.

### **Before the visit:**

Each month the supervisors and implementing organization sit down to plan which facilitators will be visited.

Before this visit the supervisor should:

1. Announce the day and time of your visit.
2. Seek to know the sessions that the facilitators plans to give during the visit. This is important because the supervisor should prepare well and should know the steps of the sessions.
3. Check the notes of the previous visit to know:
  1. Strengths of this facilitator.
  2. Points to improve based on information written in the coaching conversation.

### **On the day of the visit:**

Supervisors should arrive at least 15 minutes before the start of the session in the Learning Center to greet the facilitator and students. During the coaching, the supervisor should sit in the back of the learning center to complete the coaching tool and to not distract the students. The following suggestions can serve as a guide:

1. At the beginning of the session, the facilitator presents the coach; *Today we will have 2 facilitators.* (Avoid the suggestion that you are there to evaluate someone.)
2. The supervisor sits behind the students.
3. Following the orientation of the given session, the supervisor checks if the facilitator does all activities as written in the CBE guide or Facilitator manual.

4. If the facilitator shows difficulties, the coach can decide to model specific routines.
    - The supervisor raises his/her hand
    - The facilitator must allow for the intervention.
    - The supervisor models, shows the right routine (without explaining to the facilitator or verbal correction!)
    - After the modeling, the supervisor returns to his place.
    - The facilitator repeats the routine in the manner the supervisor has demonstrated.
  5. The supervisor completes the coaching sheet throughout the session.
  6. At the end of the ALP, the supervisor should sit down with the facilitator to discuss the sessions using the observations. Complete the coaching sheet noting strengths and points to improve that are discussed between the facilitator and the supervisor.
    1. What worked well?
    2. What can we improve?
    3. How could I, as a supervisor, help you?
- A few things are important during the conversation:
- Let the facilitator talk first.
  - Mix positive observations with more critical comments.
  - Complete the questions below and try to establish joint strengths and aspects to improve before the next coaching visit.
  - Also ask the facilitator to mention successes and challenges outside of the ALP but still related to his/her work.
  - Ask the facilitator to sign the coaching tool as well.
7. Save the coaching form in your archive to review before next time.

Some important aspects regarding modeling:

- Do not model more than 3 times during 1 session.
- **Only do modeling when you are sure it will greatly improve facilitation.**
- Never make a verbal correction throughout the session but do this, if necessary, during the conversation before the session.

## Coaching Tool STAGE

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<b>Date</b>		<b>Name of facilitator</b>			
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1	The Learning center has teaching and learning material visible.				
2	Girls are seated in organized rows on chairs, benches or trunks				
3	Girls with visual and hearing impairments are seated in front.				
4	Girls with physical impairments are provided with the arrangements to participate actively in the ALP.				
5	All girls have their student books and pencil or pen.				
6	There is evidence that the facilitator has organized the ASER Literacy and Numeracy (completed registration sheets)				
7	The ALP attendance register has been completed up to date.				
<b>The facilitator</b>			<b>Yes</b>	<b>No</b>	<b>N/A</b>
8	Involves girls seated in various parts of the learning center in individual practice or by responding to questions				
9	Follows the session plan for life skills/literacy/numeracy				
10	Establishes a positive learning environment, complimenting girls and motivating them when they have difficulties.				
11	Encourages other girls to act as a peer by having them work in pairs or as a tutor.				
12	Writes on the blackboard and paper using print letters				
13	Avoids oral repetition but asks girls to read out text individually				
14	Uses the I do, we do, you do routine, involving individual girls and helping them decode the text when needed				
15	Involves girls in group work and/or paired work in each session observed				

16	Uses the facilitator guide throughout all sessions (looking into it for orientations and guidance)			
17	Asks many individual girls to demonstrate reading, mathematics and life skills routines throughout the sessions			
18	Completes the session within the set time.			

## Coaching Conversation

1. What worked well?
2. What can we improve?
3. How could I, as a supervisor, help you?
Other notes

\_\_\_\_\_  
Signature Facilitator

\_\_\_\_\_  
Signature Supervisor

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23. What can we improve?
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Signature Supervisor

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<b>Community</b>		<b>Name of supervisor</b>			
<b>Date</b>		<b>Name of facilitator</b>			
<b>Preparation</b>			<b>Yes</b>	<b>No</b>	<b>N/A</b>
1	The Learning center has teaching and learning material visible.				
2	Girls are seated in organized rows on chairs, benches or trunks				
3	Girls with visual and hearing impairments are seated in front.				
4	Girls with physical impairments are provided with the arrangements to participate actively in the ALP.				
5	All girls have their student books and pencil or pen.				
6	There is evidence that the facilitator has organized the ASER Literacy and Numeracy (completed registration sheets)				
7	The ALP attendance register has been completed up to date.				
<b>The facilitator</b>			<b>Yes</b>	<b>No</b>	<b>N/A</b>
8	Involves girls seated in various parts of the learning center in individual practice or by responding to questions				
9	Follows the session plan for life skills/literacy/numeracy				
10	Establishes a positive learning environment, complimenting girls and motivating them when they have difficulties.				
11	Encourages other girls to act as a peer by having them work in pairs or as a tutor.				
12	Writes on the blackboard and paper using print letters				
13	Avoids oral repetition but asks girls to read out text individually				
14	Uses the I do, we do, you do routine, involving individual girls and helping them decode the text when needed				
15	Involves girls in group work and/or paired work in each session observed				
16	Uses the facilitator guide throughout all sessions (looking into it for orientations and guidance)				

17	Asks many individual girls to demonstrate reading, mathematics and life skills routines throughout the sessions			
18	Completes the session within the set time.			

### Coaching Conversation

40. What worked well?
41. What can we improve?
42. How could I, as a supervisor, help you?
Other notes

\_\_\_\_\_  
Signature Facilitator

\_\_\_\_\_  
Signature Supervisor

<b>Community</b>		<b>Name of supervisor</b>			
<b>Date</b>		<b>Name of facilitator</b>			
<b>Preparation</b>			<b>Yes</b>	<b>No</b>	<b>N/A</b>
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18	Completes the session within the set time.			

### Coaching Conversation

43. What worked well?
44. What can we improve?
45. How could I, as a supervisor, help you?
Other notes

\_\_\_\_\_  
Signature Facilitator

\_\_\_\_\_  
Signature Supervisor

Community			Name of supervisor				
Date			Name of facilitator				
Preparation					Yes	No	N/A
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The facilitator					Yes	No	N/A
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### Coaching Conversation

46. What worked well?
47. What can we improve?
48. How could I, as a supervisor, help you?
Other notes

\_\_\_\_\_  
Signature Facilitator

\_\_\_\_\_  
Signature Supervisor

