

**Southern Colorado Writing Project  
2009 Invitational Summer Institute**

**Coaching Guide\***

**The coaching guide provides important reminders for both coaches and invitational summer institute fellows regarding the coaching relationship, the workshop process, and the ultimate outcome of the workshop itself.**

**To summer institute fellows:**

The relationship between you and your coach is one of support and consultation, not evaluation and critique. Your workshop is like the draft of a manuscript—it is up for revision and fine-tuning. Your job is not to defend your workshop, but to think about how to best reach your audience. This is *your* workshop. It should reflect or involve *your* passion. Final decisions rest on your intentions and experience. Your workshop should be viewed, even after its presentation, as a “work in progress.”

**To teacher-consultant coaches:**

The relationship between you and your summer institute fellows is one of support and consultation, not evaluation and critique. Ask probing questions. Avoid being “prescriptive.” The final decisions rest with the presenter, not with you; you are not responsible for the success or weaknesses of the workshop.

**Helpful Questions for the Coaching Process (just to get you started—feel free to modify at will!):**

**FAQs:**

1. What is your FAQ?
2. Why did you select this as your FAQ? What personal experiences have led you to believe that this is important?
3. How will you contextualize your FAQ? Relevant theory? Relevant practice?

**Demonstrations:**

4. What do you want your audience to take away from your workshop that can improve their practice?
5. How much of your workshop actively involves the participants?
6. Have you acknowledged the experience and knowledge your audience brings to your workshop? Have you made your content relevant to them?
7. What would happen if:
  - a) You rearranged the order of your workshop?
  - b) You left out parts and emphasized a narrower focus?
  - c) You relied more on participant involvement?
8. How else might you accomplish your goals?
9. What time constraints have you acknowledged?
10. Are there ways to make your demonstration flexible, so that you can add or subtract an activity if timing becomes an issue?

11. Can you foresee any questions that your audience might have?
12. How will you encourage your audience to take your content into their own classrooms?

**Additional assistance from your coach:**

13. Do you know where to go for research? Do you have enough research? Do you know how to build it into your presentation?
14. Do you need help gathering materials or relevant texts?
15. Do you need perspective about how to apply what you are showing to other contents or grade levels?
16. Do you need an opinion about whether an activity teaches the desired lesson?
17. Do you need to run through the demonstration to check for timing, organization, relevance, effectiveness?
18. Do you need a second set of eyes for final copies of handouts and PowerPoint slides?
19. Do you need help modifying your demonstration for another audience?

\*Adapted from Redwood Writing Project coaching resources.