**Da Vinci Collegial Coaching**

*The practice of Collegial Coaching is intended to help all of us* reflect on current practices and to expand, to refine, and build new skills *at Da Vinci. The Collegial Coaching model finds that the education, training, and background of the onsite staff is our school’s strongest resource available. Collegial Coaching formats a process in which faculty pairs assist one another by enriching and sharing their knowledge and expertise.*

**Why Collegial Coaching?**

Statistical support for collegial coaching comes from many sources. Bruce Joyce states the following figures:

* 5% of learners will transfer a new skill into their practice as a result of theory
* 10% will transfer a new skill into their practice with theory and demonstration
* 20% will transfer a new skill into their practice with theory and demonstration, and practice within the training
* 25% will transfer a new skill into their practice with theory and demonstration, and practice within the training, and feedback
* 90% will transfer a new skill into their practice with theory and demonstration, and practice within the training, feedback, and coaching

**Who is a good coach?**

Any team member or colleague can be a good coach. The following prerequisites are helpful:

* + - * Own experience in a similar situation
* Capacity to understand and analyze situation
* Ability to reframe an experience
* Empathy with others

**Guide for a Reflective Conversation**

**Paraphrase**: The purpose of the paraphrasing is to establish rapport. After the answers to each of the following questions, select an appropriate paraphrase stem in response.

**Paraphrase stems:** So, in other words…In other words…What I hear you saying…So you are saying…

• How do you think your lesson went?  
• To what extent did the students learn what you intended?  
• What led you to these conclusions? (evidence)  
• To what extent do you think you were successful in achieving your focus? What led you to this conclusion?

**Clarify:** The purpose of clarifying is to gather information, make connections and develop points for consideration. Ask the following clarifying questions to move the reflective conversation toward you coaching considerations.

**Clarification stems:** Would you tell me a little more about…? I’d be interested in hearing more about…? I am intrigued by… I am interested in…Tell me what you mean by…I wonder… In what ways did your lesson plans/instructional strategies produce the intended outcomes? What steps did you take to achieve you lesson’s focus? What steps were the most effective?

**Mediation:** The purpose of mediation questions is to consider what worked and what did not, to imagine possibilities and arrive together at steps that might be taken into consideration in the future.

**Mediation stems:** You said earlier… I heard you say…One of the important points you made…

• What did you learn from teaching this class?  
• What areas do you want to improve/change? How might you do that?  
• What is another way you might…?  
• Have you ever considered…? **•** What might you see happening in your class if…?

*Excepts taken from Tom Fehrenbacher, Teacher at High Tech High in San Diego and from SDC Knowledge Management Toolkit on Collegial Coaching*