

# Online Coaching and Mentoring

Presented by Barbara Bray

## What is Online Coaching and Mentoring?

An on-site coach, trainer, or mentor provides ongoing virtual support for their teachers, administrators, or students. The program can supplement on-site training and is most effective if it blends on-site and online training, coaching and mentoring.

## Is there a difference between coaching, mentoring, and training?

Mentoring is when a subject-matter expert helps people increase their skills and knowledge in that subject. Coaching is when a facilitator guides people to meet their learning goals. Training is when one or more people lead a workshop either on-site or online. One person can be one or all three but each type has certain characteristics.

### *Trainer:*

- subject-matter expert
- leads and differentiates instruction
- prepares resources ahead of workshop
- designs workshop and evaluation procedures

### *Mentor:*

- subject matter expert
- prepares resources on subject
- good listener and empathetic
- schedules calendar with mentee
- assists in developing and meeting learning goals on subject

### *Coach:*

- facilitator or guide
- finds resources based on request
- designs goal and learning plans with group
- facilitates ongoing discussions
- encourages team building and collaboration
- identifies areas of strengths and weaknesses
- shares models and best practices
- assists individuals of group to meet their learning goals

## Who makes the best online coach or mentor?

For any of the roles as coach, mentor, or trainer, there needs to be enough time and resources available for the person to be successful in this role as support provider. A trainer probably spends at least three hours planning and preparing for each hour of a workshop. A mentor needs time to build a repertoire of resources and strategies on their subject so they are prepared for each person they mentor. A coach needs to find appropriate resources and to have enough time to develop an online community for each group. Each role depends on being prepared for anything that comes their way.

Creating an online program means that the coach, mentor, or trainer need expertise in e-learning strategies. Some questions they may ask themselves while building their program:

- When do you use synchronous or asynchronous communication tools?
- How do you design communication and collaboration strategies for one person, small group interactions or for the entire group?
- Do you post information for the group, the community, or the entire Internet?
- How much time do you allot for coaching or mentoring per person?
- When do we use in-house people or outside experts?
- Who will be the coaches or mentors?
- How many people will be in each online group?

### **How do you determine the online program for you?**

- Improving teacher practice (Ken's group)
- Creating leadership skills (SDCOE and NTC)
- Mentoring new teachers (BTSA)
- Encouraging collaboration between people within a district (Forest Hills)
- Developing cross-age cross curriculum models (Pinellas)

### **Improving Teacher Practice**

It is best to start with a face-to-face meeting to:

- Get to know each other
- Build relationships based on trust
- Develop a community of learners
- Develop goals for group together
- Assist in meeting learning goals

*Example:* Mt Baker and Grandview, WA where Ken Bakken as the eCoach set up planning teams of teachers teaching similar subjects and grades. The teachers mapped the math curriculum to determine where there are gaps and decided to focus on one WASL (required standard). Washington TLD Special Ed program where Jill Hallows uses individual learning plans and forums to encourage SpEd teachers to meet their goals.

### **Creating Leadership Skills**

It is best to start with a workshop:

- Mentor Academies
- Plan - Do - Study - Act
- Aligned to CPSELS
- AB 430 three day workshops
- Pre- and Post Assessments

*Examples:*

The New Teacher Center (NTC), UC Santa Cruz runs mentor academies where they customized program with California principal standards and integrated pre- and post-assessments. Hierarchical program with NTC staff supporting Program Lead Coordinators at seven districts who support their mentors who then work with one to four candidates. San Diego County Office

of Education Leadership Services provides AB 430 training on Module 3 for rotating teams. Each team attends a three-day workshop and receives ongoing support. SDCOE eCoaches are redeveloping the AB75/AB430 curriculum as online resources and using the forum and blogs for discourse.

### **Mentoring New Teachers**

- Aligned to SB 2042 Induction Standards
- Review with Mentors Two Year Plan
- Set up project with handouts and resources
- Create Team Page with announcements
- Provide ongoing support

*Example:* East Bay BTSA (Beginning Teacher Support) California mentors meet monthly with over 40 new teachers and provide resources, links, and handouts. Team page is changed often to encourage participation and activities are posted for each meeting.

### **Encouraging Collaboration within District**

Develop coaching program for nine schools

- Train coaches for each school
- Develop goals for program
- Set up teams for each school
- Provide Tablet PCs/Wireless Projects for teachers
- Create model projects and student examples

*Example:* Forest Hills School District, Ohio started a one-to-one Tablet PC initiative and developed a coaching program at each of the nine schools. There are one to two certified eCoaches who are developing models, best practices, and projects using the Tablets and wireless projectors so teachers will move to more constructivist teaching methods.

### **Creating Cross-Age Cross-Curriculum Projects**

Building collaboration K-12

- 38 eMentors with elementary, middle, and high school
- Pilot project integrating laptops and other technology
- Science focus with emphasis on increasing reading skills
- Community service built into six 6 week projects
- Evidence to include images, student work, podcasts, videos

*Example:* Pinellas County Schools set up an innovative cross-age cross-curriculum pilot project where there are six projects involving one or two people from each school. The first project is Living Relationships where grades 1, 7, and 9 students learned about native Florida plants from a collaborative project the teachers developed online. The 1<sup>st</sup> graders viewed a web tutorial on plants and filled out a KWL chart with help from the 7<sup>th</sup> grade students. The 9<sup>th</sup> grade students videotaped the students on their field trip.