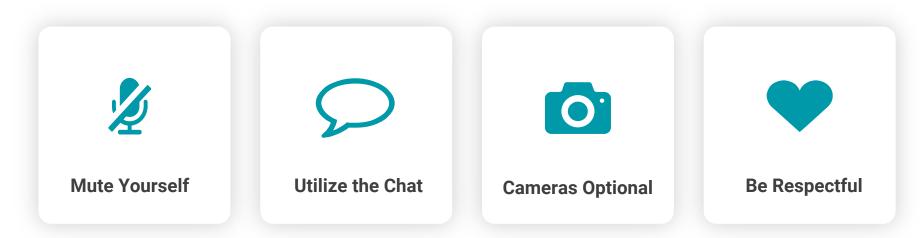


#### BEFORE WE BEGIN

**BEST PRACTICES** 

This is for YOU - the Coaches. Please ask questions when you have them.





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Team Engagement

Resides in Florida

STEAM Educator, K-12

Art, K-12

Technology, K-5

STEM/Robotics, K-8

Robotics coach and mentor, 2014-Present

Elementary - High School

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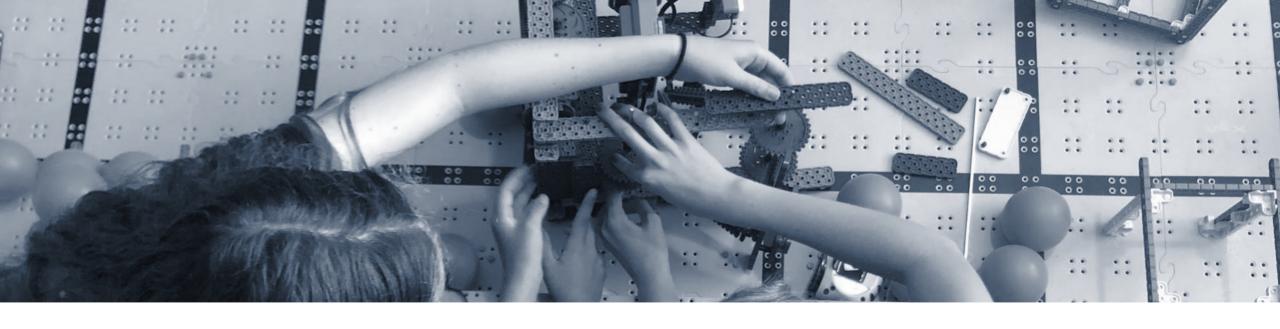
## WELCOME

SCAFFOLDING FOR COACHING

20 REC FOUNDATION
— COACH—

SUMMIT

**Ashley Phipps** 



# Important Aspects of Coaching

- Student-Centered Focus
- Goal Setting
- Differentiation



#### SCAFFOLDING FOR COACHING

A how-to on working with students with a variety of skills and knowledge base to build and coach your most successful teams.









A method where coaches offer specific support to participants while they learn and develop a new skill or concept.

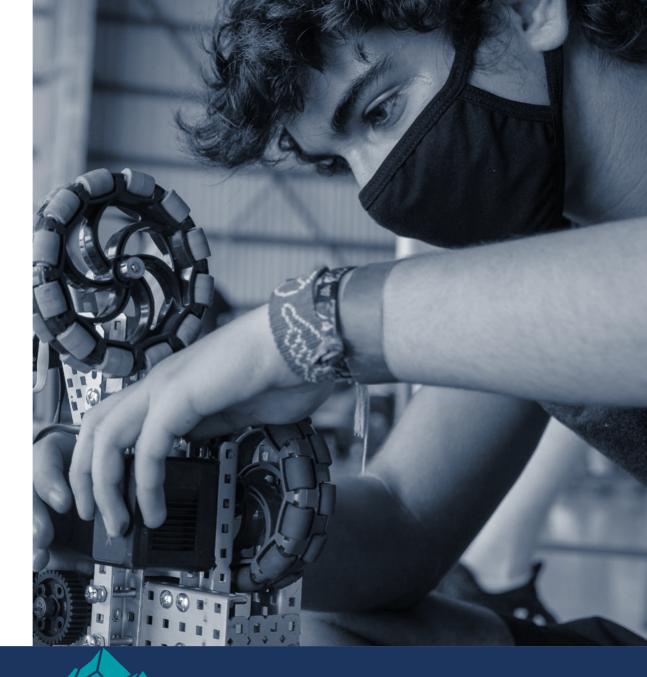
Scaffolding usually involved breaking up the learning into smaller, more manageable tasks and lessons. This support model is meant to be adaptive and occurs simultaneously through macro, meso and micro levels.



### Student-Centered Strategy

"Students have ownership on how their robot is designed, built, programmed, and utilized in match play with other teams and Robot Skills matches."

- Prioritize learning over winning
- Encourage peer-to-peer mentorship
- Act as facilitator



#### Goal Setting Strategy

"For students, learning to set and meet goals is an important competency that, over time, places the responsibility of meeting academic objectives squarely in their hands." Macro level goal setting is developed with the team as a whole to provide guidance in the general planning process and overall sequencing for the season. This can also help teams to define roles and responsibilities early.

**Meso and micro** level goal setting focuses on specific learning objectives and individual contributions.

Goals set by the team and individuals should be documented and reflected upon in the team's **Engineering Design Notebook.** 





#### Differentiation Strategy

"Differentiation relates more to addressing students' different phases of learning from novice to capable to proficient rather than merely providing different activities to different (groups of) students."

~ John Hattie, Visible Learning for Teachers

- Consider blending novice and experienced students on a single team.
- Have team members share roles and responsibilities, while assigning different levels to the roles.
- Encourage students to mentor each other, or mentor younger/more novice teams.
- Ensure that "key roles" are divided up equitably.





## Strategy Dictates Design

Skills for assessing resources, rule examination, scoring breakdown, and prioritizing development



