Professional Development Situation: Coaching

Skill Focus: Creating STEM Learning Environments

Time Required: 15 minutes

CREATING LEARNING ENVIRONMENTS THAT ARE OUT OF THIS WORLD

Participants will compare in-school and out-of-school-time learning environments in order to design engaging OST spaces.

Agenda

Comparing School and Out-of-School Learning Environments—10 minutes
- Comparing OST and School Learning Spaces handout

Conclusion— 5 minutes

Materials
- Chart paper and markers
- Copy of Comparing OST and School Learning Spaces
    - o If conducting this session virtually, be sure the participant has access to these as well.

Before the Session
- **Read this coaching guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style.
    - o *Italics indicate text that can be read aloud or emailed to the participant.*
- Send an email to the participant being coached:
    - o *Our coaching session is scheduled for DATE at TIME. We will focus on "Creating STEM Learning Environments". Please feel free to contact me with your questions or concerns at CONTACT INFORMATION.*
- Gather all materials needed for the coaching session.

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During the Session
Comparing OST and In-School Learning Spaces (10 min)

- Pass out the Comparing OST and School Learning Spaces handout
    - *We're going to think about ways that our program is different than traditional school STEM spaces with this Venn diagram. Think especially about the materials and organization of our spaces.*
    - *Let's complete it together.*
- **Optional**: If possible, this would be best done on a shared surface like chart paper or a whiteboard.
- As the participant call out ideas, you will write them on the whiteboard.
- Possible responses:
    - School environments are very structured, offer credit, desks in rows, each student regularly attends, and objectives are set by teacher.
    - OST environments are more learner-driven, less structured, more youth talking, more freedom to move around, fewer time constraints, no bell structure and less time structure overall, should connect with youths' feelings and interests

Conclusion (5 min)

    - *Think of the things that represent your learning environment. Star the ones that you might like to try out and underline things you might like to change.*
- Encourage the participant to try out these elements to make their learning environment a more physically safe and exciting place for learning.

After the Session

- Follow up with your participant to see how they are progressing on their action plan. Try to be supportive and helpful, not evaluative.

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Comparing OST and School Learning Spaces

In-School
Learning
Spaces

Out-Of-School Learning

Spaces