

## Professional Development Situation: Coaching

### Skill Focus: Creating STEM Learning Environments

Time Required: 20 minutes

# WORKING THROUGH ISSUES IN SPACE

Participants will go on a STEM Learning Environments walk-through to learn to get youth actively engaged in STEM learning.

## Agenda

Walk-throughs—15 minutes

Setting Goals—5 minutes

- [SMART Goals Action Plan](#)

## Materials

- [SMART Goals Action Plan](#)
  - 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.
  - *Italics indicate text that can be read aloud or emailed to the participant.*
- Send an email to the participant being coached:
  - *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.
- **Arrange to visit other STEM learning environments**— indoors, outdoors, at your site or elsewhere— during your visit. The environment may or may not have children present, but you should get permission from other staff before the walk-through.

## During the Session

### Walk-Throughs (15 min)

- For this portion of the activity, you will walk through other STEM learning environments.
  - *We are going to go look at other instructors' STEM learning environments. We are going to think about the learning environments in three ways: 1) is it safe? 2) does it encourage collaboration/movement/STEM activity? and 3) what adjustments would you want to make to the space?*
- Go through the learning space together. If possible, take notes on what you see. You might note:
  - Cord management
  - Location of eyewash station or safety goggles
  - How desks/tables are configured
  - Any natural features like plants, photos of outdoors, window.
- After the walk-through, debrief with participant(s).
  - *What is a particular strength of this space?*
  - *What could be done better in this space?*

### Setting Goals (5 min)

- Make a SMART goal for designing learning environments with the participant. Use the [SMART Goals Action Plan](#).
- Help the participant try to keep focused on safe, positive, STEM-rich learning environments... and this might even mean **going outside!**
- Remember that SMART Goals should be:
  - **Specific** – It is clear what you are trying to accomplish (what do we care about?)
  - **Measurable** – You will know when you've accomplished your goal
  - **Achievable** – You can do this because the goal is not too big or too small
  - **Relevant** – The goal relates to this skill and what you do in your program
  - **Timely** – The goal can be accomplished this month

## 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.

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://www.click2sciencepd.org/web-lessons/about>

# SMART Goals Action Plan

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Concept/Problem Statement:

---

---

Goal Statement:

---

---

Specific: What specific action will you take?

---

---

Measurable: How will you measure the results?

---

---

Attainable: What will be different?

---

---

Relevant: The goal relates to this skill and what you do in your program

---

---

Timeframe: The goal can be accomplished this month

---

---