



Empowering Students in the Classroom

(using **coaching** tools)





today's slides
<https://tinyurl.com/nhkaubta>

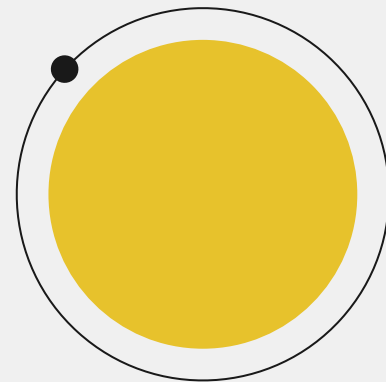
Ashley Watkins, ACC, M.A.T.

- Associate **Certified Coach** through Coach Training EDU, credentialed through the **International Coaching Federation**
- Founder of Ashley Watkins Coaching
- Former high school English and Journalism **teacher** (9 years at Kapaun Mt. Carmel in Wichita, 9 years at Halstead High School)
- Part time **Professional Learning Consultant** with HMH

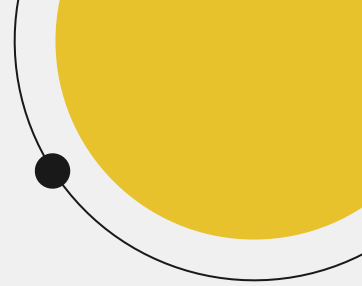




Who are you when you are **resilient**?



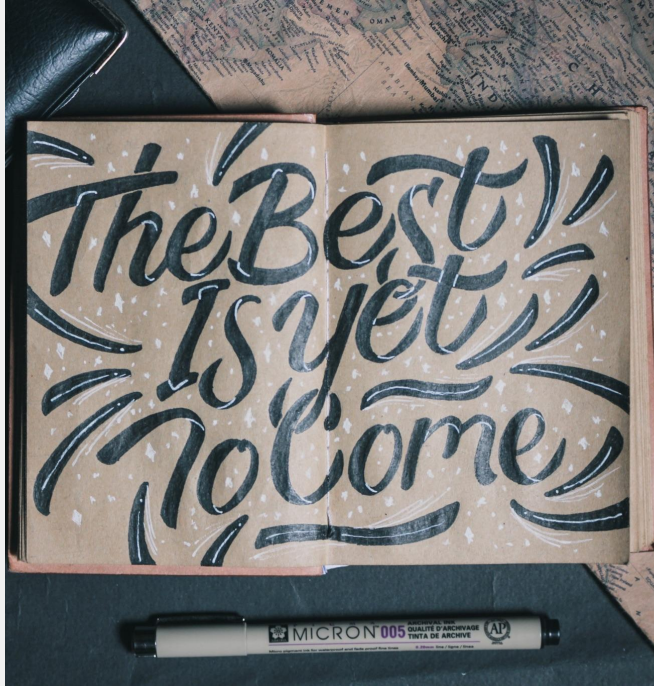
What is Coaching?



- **Empowering**
- Driven by **powerful questions** and **empathetic listening**
- Increases **self-awareness**
- Generates **learning**
- Helps the students identify and accomplish **meaningful goals**
- Tools, exercises, and approaches designed **specifically** for working with students
- **Personalized**



Statistics and Theories

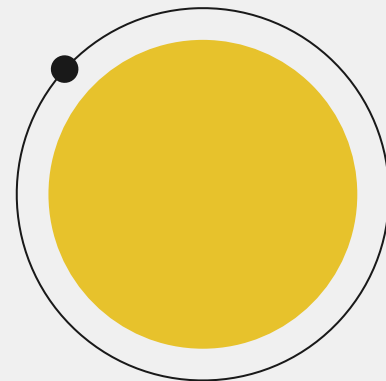


- 38.6% of full-time students and 41.3% of part-time students who participated in academic coaching had an intervention semester **GPA of at least a 2.00 or higher (38.6%) as compared to non-participants** (17.1% full-time, 19.8% part-time) (*Exploring the Effectiveness of Academic Coaching for Academically At-Risk College Students from Innovative Higher Education* - 2019)
- Students who met with a success coach were roughly **13% more likely to be retained and complete their coursework** from the Fall to Spring semester. (*The Outcomes of Success Coaching from Watermark Insights* - 2022)
- Vincent Tinto - theory of student engagement and retention
 - goal setting/clarity** of intention and commitment
 - meaningful **relationship** with coach, faculty, or advisor
 - academic **skill set**



“When we **listen**, we hear someone into existence.”

—**Laurie Buchanan, PhD**



Tools for Your Toolbox



01

Values and Strengths

Unique to each individual, these add layers of depth to goals and decisions



02

Well-designed Actions

Because a goal without a plan is just a wish



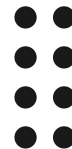


Values and Strengths

If someone really knew you, what would they know about you?



List of Values



Accountability	Efficiency	Intuition	Security	Collaboration	Grace	Order	Truth
Achievement	Environment	Job security	Self-discipline	Commitment	Gratitude	Parenting	Understanding
Activism	Equality	Joy	Self-expression	Community	Growth	Patience	Uniqueness
Adaptability	Ethics	Justice	Self-respect	Compassion	Harmony	Patriotism	Usefulness
Adventure	Excellence	Kindness	Serenity	Competence	Health	Peace	Vision
Altruism	Fairness	Knowledge	Service	Confidence	Heritage	Perseverance	Vulnerability
Ambition	Faith	Leadership	Simplicity	Connection	Home	Personal fulfillment	Wealth
Authenticity	Family	Learning	Spirituality	Contentment	Honesty	Power	Wellbeing
Balance	Financial stability	Legacy	Stewardship	Contribution	Hope	Pride	Wholeheartedness
Beauty	Forgiveness	Leisure	Success	Cooperation	Humility	Recognition	Wisdom
Being the best	Freedom	Love	Teamwork	Courage	Humor	Reliability	
Being a good sport	Friendship	Loyalty	Thrift	Creativity	Inclusion	Resourcefulness	
Belonging	Fun	Making a difference	Time	Curiosity	Independence	Respect	
Career	Future generations	Nature	Tradition	Dignity	Initiative	Responsibility	
Caring	Generosity	Openness	Travel	Diversity	Integrity	Risk-taking	
Co-creation	Giving back	Optimism	Trust				

Write your own:

Instructions:

1. Make a list of 10 values that are important to you
2. Choose the three-five most important ones to do some additional reflection on

Identifying topic and process values

Examples:

Topic Value: Creativity

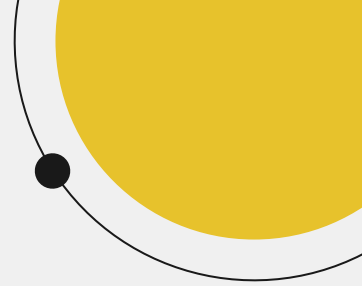
Process Value: Feeling tired at the end of the day in a good way (**good tired**)

Topic Value: Humor/Fun

Process Value: Laughing and enjoying adventures with the people I care about (**fun adventure**)

Identify three to five topic values and make them “sticky” by writing out their corresponding process value. Try to then get your process value down to just two or three words.

Things to Keep in Mind



- Once you have a solid list of values, put them in order of **importance**
- Shrinking down the process value to just a couple words makes it **easier to remember and apply**
- Values serve as a **guide** for making decisions and well-designed actions



Bonus: VIA Character Strengths



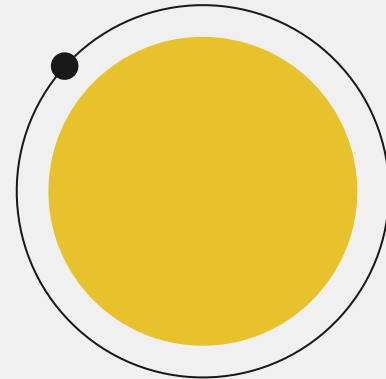
VIA Character Strengths Survey Results and Reflection

Explore your reaction to your top six strengths. Read the following questions and write a short answer for each one.

- Do the top strengths seem like the “real you” – the core of who you are? Why?
- What surprises you most about the results? Explain.
- Which strengths are you most interested in learning more about?
- Consider your past or current personal role models, living or dead. What strengths did they display? How did they express them?
- Which of these six strengths are you more interested in building upon and expanding?
- Which strengths might you use in order to reach your goals and/or to create a better future for yourself?



Take a minute: What could this look like in your classroom/life?

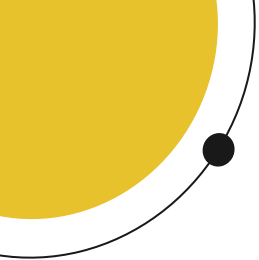




Well-designed Actions

What do you need to do before you do anything else?





Well-designed actions must be...

1. Stated in the positive
2. Getting started and the success (or failure) of the outcome depends entirely on you
3. Bite-sized action
4. Measurable

Examples

Goal: To get all A's

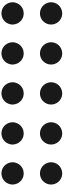
Well-designed action: To study for all my tests for one hour or more TWO days before the test date.

Goal: To not get a bad grade

Well-designed action: To write in my planner each class, and if I don't have any homework I will write no homework.

Goal: To not get yelled at by my parents

Well-designed action: To ask my parents to do something fun this weekend.



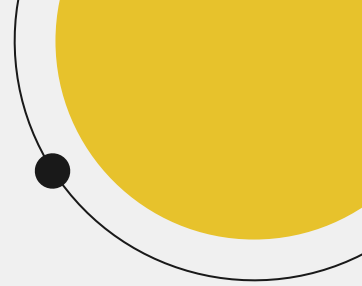
Activity

- What is the desired outcome?
- What structure or system do you need that will help make this outcome easier to accomplish? (This is the well-designed action.)
- How will you know that you have accomplished this outcome?

Things to Keep in Mind

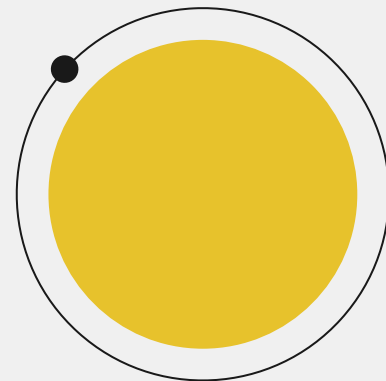


- Well-designed actions **empower** the creator with full control of the success or failure of the outcome
- May want to combine with **circle of control** exercise (example for third grade classroom)
- The best well-designed actions become **habits**



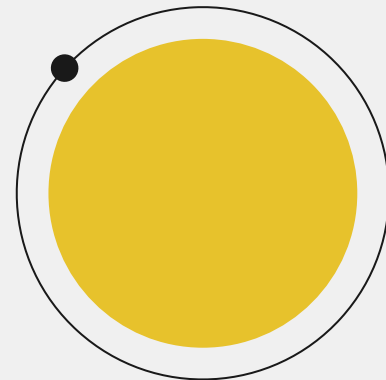


Take a minute: What could this look like in your classroom/life?





What's one thing you're taking with you today?



Thanks

Questions?

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session survey

<https://tinyurl.com/yrvb7tz2>

