



**Academic Success**

**Coaching Program**

**Toolkit**

**January 2015**







**Steps to an Academic Coaching Session**

1. **Greeting and warm welcome. Build rapport. (Data Collection – already done).**
2. **Open the session by Getting to Know One Another. (Reflection and Learning).**
3. **Intake/Review assessment and Student Academic History & and build on student’s story.**
4. **Listen & Clarify Expectations.**
5. **Review topic(s) to focus on for first session/discussion.**
6. **Build mutual commitment & use positive affirmation.**
7. **Define action plans/next steps and close session.**
8. **Tutor completes reflection/write up the case file.**



**Academic Success Coach Planning Worksheet**

|  |  |
| --- | --- |
| C:\Users\Linda\Downloads\ASC-Logo-Color-Web.jpg | |
| **Step** | **What to plan:** |
| **1** | **Review and reference the Coaching Discussion Checklist and the student “case file.”** |
| **2** | **Decide how best to open your discussion with your student. Which of the Academic Success Concepts do you intend to address in the session?** |
| **3** | **Reference the Academic Success Coaching Program contract as you plan the next steps and upcoming sessions.** |
| **4** | **Anticipate your student’s comments for your next coaching session. Remember to listen with intent to your student and to frame questions to keep the discussion engaging.** |
| **5** | **Schedule your next session, including the topics you will work on together.** |

***Notes:***

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***Next Steps/Follow Up:***

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**Guided Checklist/Script**

**for Academic Success Coaching Program**

**January 2016**

***First Session Checklist and Script***

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **1** | **□** | * **Greeting and warm welcome. Build rapport. (Data Collection – Assessment #1 – completed).** * Create a positive climate. * Follow the “permission, pleasure and protection” approach.   + Permission to be themselves.   + Pleasure and accomplishment in what they are doing and have already done.   + Protection from negative dynamics. (Strachan, 2007, p. 69)   **Sample Script/Questions:**   * How are you doing today? It is great to meet you and I’m excited about working with you. * Share with me one exciting thing you are doing for yourself this week ….??? |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **2** | **□** | * **Open the session by Getting to Know One Another. (Reflection and Learning).** * **Sharing information (you and the student).** This will give the student and you some insights and continue to develop the comfort zone-integral in working together. * **Offer your experiences/insights to the student.** This can take the form of what “lessons” you have gained in your own academic journey (your story).   **Sample Script/Questions:**   * Are you a first year, second year student? * What is your degree program? How did you decide on that degree program? What other majors did you consider? * Where is your hometown? Where did you attend high school? * What led you to select the University of La Verne? * If you could share so far, what have you enjoyed about La Verne so far this year? * What motivates you today to sit down with me? * What interests do you have outside of studies, that you enjoy? * What are your academic goals? And career goals? |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **2** | **□** | **Sample Script/Questions:**  **Share some of your own experiences.**   * Let me share a little about my time working in the ASC. I am a 3rd year, 4th year? I have been working with the ASC since xxxxx. My degree program is xxxxxx. * What can I share about myself to give you some added insights? * **Important here is building a bond and initial relationship about this process with the student you are supporting.** |
| **3** | **□** | * **Academic History Specific Questions (Data Collection – already done).**   **Discussion: Collect details about the student’s academic history. Remember to listen and clarify as you are reviewing this with the student.**   * **Explore academic experiences.** Ask questions to gain a deeper understanding of how the student’s experiences and self-understanding shape his/her academic behavior. * **Observe and analyze.** How does the student see himself or herself as a student? How do his/her beliefs (about intelligence, about school, about themselves) influence his/her actions? Focus on the Success Concepts (Academic Self-Concept / Self-Efficacy, Fixed vs. Growth Mindset, Locus of Control, Learning Strategies). |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **3** | **□** | * **Academic History Specific Questions** * **Create awareness.** Be mindful of opportunities to help the student notice overlooked aspects of his/her experiences, or to offer alternate explanations/analyses of those experiences. Focus on the Success Concepts. |
| **3A** | **□** | * **Intake and review of the assessment.** * **Thank you for completing the intake form before our session. In this way we will be able to review this together and highlight and discuss some of these points.** * **Let’s go over this assessment and if I could I would like to engage you and ask a few questions.** * **Discuss and ask questions regarding the instrument. Focus on three or four key areas from the chart below:**  |  |  | | --- | --- | | **Your Assessment** | **Topic** | |  | **Academic Self Concept / Self-Efficacy** | |  | **Fixed vs. Growth Mindset** | |  | **Locus of Control** | |  | **Learning Strategies** |  * **Remember to listen and clarify as you are reviewing this with the student.** |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **3B** | **□** | * **After Intake and review of the assessment.**   **Sample Script/Questions:**   * What class have you had the most success in? * Why do you think you succeeded in those courses? * What classes have you had the least success in? Why? * How has college been different for you than in high school? * What approaches to studying for those classes did you use? What did you do to achieve success? * How do you think of yourself as a student? * What incidents or experiences have most shaped who you are as a student? * What class have you found most enjoyable? Why? * What class have you found least enjoyable? Why? * Have you been in a class that you were dreading that you ended up really enjoying? What was special about that class? * What class have you found yourself doing extra work for on your own because you wanted to learn more? * What do you enjoy doing outside of school? How is learning involved with those activities? How are they similar/different from school learning? |
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**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **4** | **□** | * **Listen & Clarify Expectations** * **Understand the hopes and concerns** * **Meeting objectives and outcomes** * Discuss the student’s goals for this coaching relationship and what you as the coach within the ASC envision as well. * Describe the goals for the ASC coaching session series (Goal Setting).   **http://www.mshouser.com/wp-content/uploads/2014/05/Group-Coaching-visual2.png**  **Sample Script Questions:**   * What are your larger academic, professional or higher level goals? * Now that we have talked about some of the academic challenges you face, how do you feel that I can best support your academic goals? |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **5** | **□** | * **Review topic(s) to focus on for first session/discussion.** * Based on your notes and reflections from the discussion about the assessment instrument, generate a conversation about what topics are the most significant for today’s discussion. * Generate interest and feedback from the student. * Frame strong engaging questions and leverage the notes you took from Step 3.   **Sample Script Questions:**   * From the discussion and the assessment, which of these topics (reference the assessment), do you feel we should work on first? * What are the most interesting areas that you feel the assessment helps us to focus our attention today? * What areas do you feel warrant our attention today? * If we only have two areas today to focus on what topics would you feel most helpful to you to discuss? Why? |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **6** | **□** | * **Build mutual commitment and use positive affirmation.** * **Develop the team norms between the two of you (coach and student). These will help improve each subsequent session.** * **Build ownership for this coaching. Use the Coaching Partnership Contract.** * **Decide what ways you as the coach will deliver feedback. This includes being a coach and taking a reality-based approach (i.e., specific and direct).** * **Use questions and reflection**.   **Sample Script/Questions:**   * Let me share what I appreciate about your sharing your story with me: xxxxxxxx. * What did you learn from this situation? * What are some positive outcomes for today’s session that you want to share with me? * From today’s session, let’s reflect on the areas that worked well for you? * What should we change or do differently the next time we come together for our second session? * What other ideas or suggestions do you have for this partnership? * What other reflections do you want to share about today’s session? |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **7** | **□** | **Define action plans/next steps and close session.**   * **Describe and recap the session.** * **Talk in terms of positive outcomes for this first session’s meeting.** * **State something like:** * Thank you for your time today, name of student. We have done a great deal of work in this first opening session. * Ask your student questions to generate what they have experienced in this first session. * Describe some of the positive outcomes from the first session.   Using the name of student ask:   * What insights so far have you gleamed so far from this session? * How can you start doing one or two new approaches to your study habits? * What are some of the best strategies that we talked about during today’s session, that you think you would like to try and use before our next session? |

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |
| **8** | **□** | * **Tutor completes reflection/write up the case file.** * **Describe and recap the session.** * **Reflect and add your comments to the Case File report form.** * **Leverage and look at this student interaction from some of the following criteria:** * **Student interest** * **The four assessment areas below:**  |  |  | | --- | --- | | **Your Assessment** | **Topic** | |  | **Academic Self Concept / Self-Efficacy** | |  | **Fixed vs. Growth Mindset** | |  | **Locus of Control** | |  | **Learning Strategies** |  * How did the student fare in the areas above? * What were the areas improved on by the student? * What did you think you did extremely well during this coaching session? What could be done better by you? * How did the interactionsgo with you and the student? |





**Guided Checklist/Script for Academic Success Coaching**

**January 2016**

***Checklist and Script***

**Academic Success Coaching Discussion Checklist**

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| **Step** | **☑** | **What to Do** |

* **Script enhancements for Study Skills (under development)**
* **Script enhancements for Time Management strategies (under development)**
* **Script enhancements for Reading and Note taking**

**Academic Success Coaching Sessions**

**Sample Meeting Agendas**

|  |  |
| --- | --- |
| **Meeting 1** | **Meeting 2** |
| * Getting to know one another. Share briefly about each other. * Share the student story and reflect on their academic journey. * Discuss topics for the sessions. Define what you will cover today and in the other sessions. * Outline the mutual expectations of this coaching. * Review the areas of commitment and set the “contract”. * Discuss confidentiality. * Highlight ways your student will measure the success of these coaching sessions. * Reflection on this 1st meeting. * Set up the next meeting. * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Reset the meeting and check in - What’s new for each of you? * Talk about: * How are things going this week? * What are some of the accomplishments this week? * What reflections do you have about this last xxx weeks? * What are other academic study strategies you want to share/discuss? * What are new goals, challenges you would like to discuss/work on? * Discuss progress steps and milestones. * Reflection on this 2nd meeting. * Set up the next meeting. * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Closing Comments**  Review these:   * Action Items Accomplished. * Action Items to continue. * Reflection on the Academic Success Coaching Experience. * Integration of learning’s to work/life. * Next Steps in the Coaching session * Celebration of the process and continued action. | |

***Adapted from Way (2011) Tools for Effective Mentoring Programs, p. 20***

**Academic Success Coaching Sessions**

**Sample Meeting Agendas**

***Adapted from Way (2011) Tools for Effective Mentoring Programs, p. 20***

|  |  |
| --- | --- |
| **Meeting 3** | **Meeting 4** |
| * Reset the meeting and check in - What’s new for each of you? * Talk about what went well this week. * How are things going this week? * What are some of the accomplishments this week? * What reflections do you have about this last xxx weeks? * What are other academic study strategies you want to share/discuss? * What are new goals, challenges you would like to discuss/work on? Discuss progress steps and milestones. * Reflection on this 3rd meeting. * Set up the next meeting. * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Reset the meeting and check in - What’s new for each of you? * Talk about what went well this week. * How are things going this week? * What are some of the accomplishments this week? * What reflections do you have about this last xxx weeks? * What are other academic study strategies you want to share/discuss? * What are new goals, challenges you would like to discuss/work on? Discuss progress steps and milestones. * Reflection on this final meeting. * Set up the next meeting. * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| * **Additional Areas of focus** * Discuss other academic and/or planning tools to share both on line and in person. * Brainstorm other ways to manage work-life balance. * Disclose other potential learning opportunities. * Converse about ways to translate theory to practice. * Other resources to share. * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   ***“Everyone has a transferable commodity-knowledge. Sharing your unique expertise and making introductions for someone creates a lasting legacy.”*  Marsha Blackburn** | |

**Academic Success Coaching Program Contract** 

During the period from \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_, as a student/coach working collaboratively in the Academic Success Coaching Program:

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (student) and

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (coach)

Agree to the following commitments that we will work toward to ensure this Academic Success relationship works as a true partnership and collaboration.

***Areas of Commitment:***

* **Major Action DATE  
  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
* **Major Action DATE**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **Minor Action DATE**

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***Other Actions and Norms:***

* Ensure confidentiality between us as part of this Academic Success Coaching relationship
* Seek support and guidance from the Academic Success Center when necessary (Director: Matt Nelson).
* Commit to be supportive and open to suggestions and ideas, even if these ideas are not used or implemented.
* Keep one another informed of changes to meeting times and goals.
* Value one another in terms of commitment, idea exchange and respect.
* Share/notify the Academic Success Center about any changes in this Coaching Partnership. We will agree to meet: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(You may state the frequency or just the starting date

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Name/Signature Date Coach Name/Signature Date**

**Please return a copy to the Academic Success Center, c/o Director: Matt Nelson and retain a copy (coach/student)**

**Academic Success Coaching**



**Coach’s Notes Log**

**Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coach’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Today’s Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Session Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Highlights of Key areas of focus for the Coaching Session: Comment on the area of focus for this session.**

|  |  |
| --- | --- |
| **Topic** | **Your Assessment Notes** |
| **Academic Self Concept / Self-Efficacy** |  |
| **Fixed vs. Growth Mindset** |  |
| **Locus of Control** |  |
| **Learning Strategies** |  |

**General Notes and Highlights:**

**Comment on student’s improvement areas:**

**Place this in the student’s case file (electronic) folder.**

**Referrals/Resources List**

**Under development.**

**References**

Bens, I. (2000), *Facilitation at a Glance! A pocket guide of tools and techniques for effective meeting facilitation, (2nd ed.).* San Francisco, CA: Jossey Bass

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Kaner, S. Lind, L., Toldi, C., Fisk, S. and Berger, D., (2007), *Facilitator’s guide to participatory decision-making.* (2nd ed.). San Francisco, CA: Jossey Bass – Wiley & Sons, Inc.

Kinlaw, D. C. (1999). Coaching for commitment: Interpersonal strategies for obtaining superior performance from individuals and teams, (2nd ed.). San Francisco, CA: Jossey Bass/Pfeiffer

McGuire, S. Y. with McGuire, S. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metagcognition, study skills and motivation.* Sterling, VA: Stylus

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