

## *Studying teacher coaching: Underpinned scenarios and good teacher coaching practices*

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Coaching student on developing a professional identity and making choices from the perspective of the Engineer they would like to become can be really valuable for students. Teacher coaching is the means to realize this. However, different studies and curriculum evaluations demonstrate that teacher coaching is not implemented as intended and that the role of the teacher coach is not clear enough for both teachers and students. Across departments it appears that the frequency of meetings is low, that both students and teachers are focused on information provision and the student-satisfaction rates are quite low. In short, there is a clear need for a different approach when it comes to realizing the content goals of coaching, but how can they be reached? What are good practices? How can teacher coaching be arranged in a way that works?

This project focuses on two studies in the BC: Industrial Design and Computer Science. These two studies can provide a wealth of specific information and input on the research questions and on how to develop new (training) tools for coaching.

Nevertheless, the importance of the goals of teacher coaching and coaching as the tool to realize these goals are widely shared in literature and also some Program Directors have stated to be enthusiastic about teacher coaching in their faculties. Pilots around coaching have also started: at Mechanical Engineering by using alumni to coach second-year students (2014-2015) and at Computer Science by making students more responsible by letting them choose from three coaching profiles that each asks a different level of commitment (just started). Also Industrial Design has implemented Teacher Coaching.

In this project we studied for both Computer Science and Industrial Design how teacher coaching was intended by the program management, how teachers implemented and perceived the concept and how students experienced the teacher coaching. We processed the outcomes of the project in a booklet for Program Directors, education developers and teachers, who are considering the (further) design and implementation of teacher coaching within their department. With this booklet we give insight into how teacher coaching has been implemented in different ways at two departments of the TU/e, and how including teacher coaching in the curriculum can enrich student development, without large costs in terms of time and money. Then, we present theory to because we think this contains aspects that are important to take into account when designing and implementing teacher coaching. Next, experts shortly interpret the cases we presented from and present to you different strands and scenarios for teacher coaching. Following, we provide a list of questions to be asked when designing teacher coaching. Furthermore, we add links to videos with examples of teachers coaching their students. The main focus of these videos is on how to help students reflect on their development and to make plans for future development. A final deliverable of this project is a validated questionnaire that appeared to be sufficiently reliable. The questionnaire can be used for evaluation purposes and is available at request. Both programs expressed their wish to proceed. The

project will likely be continued. Both programs expressed their will to continue. In particular because for a complete evaluation a cohort should be followed from beginning to the end of the Bachelor Program to experience the full teacher coaching program.