

Twinning! Discovering the Similarities Between Coaching and Teaching

Kim Press, Shayna Pond
Published by *K20 Center*

This work is licensed under a Creative Commons CC BY-SA 4.0 License

Time Frame 60-90 minutes

Essential Question(s)

- Why do coaches make great teachers?
- How are the roles of coaching and teaching similar?
- What characteristics and strategies work for both coaching and teaching?

Summary

Research indicates that teachers will likely bear additional duties and responsibilities outside the classroom. These added hours can potentially lead to stress and strain. This session is designed to bridge the two roles of coaching and teaching by understanding their similarities. Participants will engage in instructional strategies that promote a student-centered classroom while exploring the successful overlap of the two roles.

Learning Goals

- Participants will identify similarities between the roles of coaching and teaching.
- Participants will examine and participate in student-centered strategies they can use in their classrooms to promote active engagement.

Attachments

- Magnetic Statements—Twinning.docx
- Magnetic Statements—Twinning.pdf
- Note Catcher—Twinning.docx
- Note Catcher—Twinning.pdf
- S-I-T—Twinning.docx
- S-I-T—Twinning.pdf
- Session Slides—Twinning.pptx
- Stop and Jot 5 Reasons Why Coaches Make the Best Teachers—Twinning.docx
- Stop and Jot 5 Reasons Why Coaches Make the Best Teachers—Twinning.pdf
- Two Stars and a Wish—Twinning.docx
- Two Stars and a Wish—Twinning.pdf

Materials

- Session Slides (attached)
- Magnetic Statements (attached)
- Note Catcher handout (attached; one per participant)
- S-I-T handout (attached; one per participant)
- Stop and Jot handout (attached; one per participant)
- Two Stars and a Wish handout (attached; one per participant)
- Sticky notes
- Pencils
- Tape
- Devices with internet access

20 minutes

Engage

Facilitator's Note

Before participants arrive, place the attached Magnetic Statements around the room. When participants arrive, they should be organized into small groups, and receive a copy of the attached **Note Catcher** handout, **S-I-T** handout, **Stop and Jot** handout, and the **Two Stars and a Wish** handout.

Welcome participants and briefly introduce yourself and the professional development session using the attached **Session Slides**.

Show **slide 3**. Explain the Magnetic Statements strategy. Ask participants to move around the room, read the 6 quotes posted, and stand by the one that most attracts them. Before participants move, explain to them that once they have discovered the quote that most attracts them, think about the questions:

1. *Why were they attracted to the quote?*
2. *How can the quote be applicable in the classroom?*

- *"The greatest gift you can give your children is to believe in them."*
  – Jim Valvano, basketball
- *"Most people get excited about games, but I've got to be excited about practice, because that's my classroom."*
  – **Pat Summitt, basketball**
- *"As the leader, part of the job is to be visible and willing to communicate with everyone."*
  – **Bill Walsh, football**
- *"There may be people that have more talent than you, but there's no excuse for anyone to work harder than you do."*
  – **Derek Jeter, baseball**
- "*You will always miss 100 percent of the shots you don't take*."
  – **Wayne Gretzky, hockey**
- "*It doesn't matter what your background is and where you come from. If you have dreams and goals, that's all that matters.*"
  – **Serena Williams, tennis**

Once participants have selected the statement that most attracts them, remind them of the two questions and ask them to discuss with their small group:

1. *Why were they attracted to the quote?*
2. *How can the quote be applicable in the classroom?*

Following the discussion, small groups will share their answers to the large group.

Make sure each participant has a copy of the **Note Catcher** handout. Encourage participants to use it to write down their ideas for personalizing an instructional strategy they can use in their classrooms. When the new strategies are modeled, allow time for participants to reflect on how to use these strategies.

Allow a moment for participants to write about the Magnetic Statements activity. Ask them how they might adapt it for use in their classrooms.

Show **slides 5–6** and review the essential questions and the session objectives. This will provide clear insight into the session and let participants know the expectations of the session.

20 minutes

Explore

Show **slide 7**. Introduce the S-I-T strategy to participants.

Ask participants to look for one *surprising* fact or idea, one *interesting* fact or idea, and one *troubling* fact or idea as they watch the video on **slide 8**.

Have participants use the **S-I-T** handout to add their video reflection responses.

Embedded video
https://youtube.com/watch?v=0MM-psvqiG8

Play the video (stop after 6:39). Providing time to complete the S-I-T handout, ask participants to share their responses with an Elbow Partner. Ask for volunteers to share their responses to the large group.

Allow a moment for participants to write about the S-I-T activity on their Note Catcher. Ask them how they might adapt it for use in their classrooms.

20 minutes

Explain

Show **slide 9**. Have participants take out the **Stop and Jot** handout based on the article titled, "5 Reasons Why Coaches Make the Best Teachers." Review the Stop and Jot strategy. Have participants use the Stop and Jot strategy by reading the excerpts on the left side of the table and answering the questions (see below) on the right side of the handout.

1. *Why is encouraging failure important in the classroom and on the field?*
2. *How can coaches and teachers acknowledge individual progress?*
3. *Are setting goals necessary in the classroom and on the field?*
4. *How can promoting teamwork in the classroom be as effective as on the field?*
5. *Why is the value of struggle a critical factor of success?*

When participants have completed their note-taking, ask them to discuss their responses to the questions with their Elbow Partners followed by partners' sharing to the whole group.

Allow a moment for participants to write about the Stop and Jot activity on their Note Catcher. Ask them how they might adapt this strategy for use in their classrooms.

10 minutes

Extend

Show **slide 10**. Introduce participants to the instructional strategy of Two Stars and a Wish.

Share the following statement: *Effective coaches make effective teachers; effective teachers make effective coaches.*

Ask participants to use the **Two Stars and a Wish** handout to reflect on the statement. Invite them to write down two ideas that they like or feel positive about the statement (two stars). Next, ask them to write down one way they can improve in their roles as a coach and teacher (one wish). When finished writing their responses, ask participants to share their two stars and a wish with an Elbow Partner or to the whole group.

Provide a moment for participants to write about the Two Stars and a Wish instructional strategy on their Note Catcher. Ask them how they might adapt the strategy for use in their classroom.

10 minutes

Evaluate

Facilitator's Note

TREK evaluations will be used in place of the evaluation activity when available. If TREK is available, you may use the Exit Ticket Strategy as a follow-up activity. Be sure to hand out sticky notes before you begin the Exit Ticket. If you do not have access to a TREK evaluation continue with the activity below.

Show **slide 11**: "Keep Calm and Evaluate."

Ask the participants to use a sticky note to explain a strategy they learned today as an Exit Ticket at the end of the session. Ask them to complete the following sentence: "This week, I plan to use _____ strategy."

Ask them to briefly explain (on the sticky note) how they will implement the strategy in their classroom. Post the sticky notes on the wall or poster paper for all participants to see as they leave the session.

Research Rationale

Teachers are likely to bear additional duties and responsibilities outside of their classroom. In fact, more than "forty percent of all full-time secondary educators have some type of coaching responsibility" (Fletcher, 2013). According to Chu, males may devote 65.3 hours per week to these duties, while females may devote 50.1 hours. These added hours can potentially lead to role conflict. Role conflict is defined as "the experience of role stress and role strain due to the conflicting multiple demands of teaching and coaching" (Figone, 1994).

To minimize this conflict and added stress, it is imperative to bridge the two roles of coaching and teaching by understanding their similarities. Bloom et al, argue that "[e]ducators are role models for learners at all levels, providing guidance and teaching life lessons from their experiences. Coaches also act as role models and mentors for their athletes through their willingness to invest time in their learners" (1998). Discovering similar characteristics, strategies, and traits, educators can better manage the two roles of coaching and teaching.

Resources

- Bloom, G., Durand-Bush, N. Schinke R., & Salmela, J. (1998). The importance of mentoring in the development of coaches and athletes. *International Journal of Sport Psychology, 20*(3), 267–281. https://www.researchgate.net/publication/257650860_The_Importance_of_Mentoring_in_the_Development_of_Coaches_and_Athletes
- Chu, D. (1981). Teacher/Coach orientation and role socialization: A description and explanation. *Journal of Teaching in Physical Education, 3*(2), 3–8.
- Cutler, D. (2014, June 2). 5 reasons why coaches make the best teachers. *NAIS Connect.* https://connect.nais.org/blogs/david-cutler/2014/06/02/5-reasons-why-coaches-make-the-best-teachers
- Figone, A. (1994). Teacher-Coach role conflict: Its impact on students and student-athletes. *Physical Educator, 51*(1), 29–34.
- Fletcher, S. (2013). Touching practice and physical education: Deconstruction of a contemporary moral panic. *Sport, Education and Society, 18*(5), 694–709.
- Janes, W. C., Silvey, D., & Dubrowski, A. (2016). Are educators actually coaches? The implication of teaching and learning via simulation in education in healthcare professions. *Cureus, 8*(8), e734. https://doi.org/10.7759/cureus.734
- K20 Center. (n.d.). Bell Ringers and Exit Tickets. Strategies. https://learn.k20center.ou.edu/strategy/125
- K20 Center. (n.d.). Elbow Partners. Strategies. https://learn.k20center.ou.edu/strategy/116
- K20 Center. (n.d.). Magnetic Statements. Strategies. https://learn.k20center.ou.edu/strategy/166
- K20 Center. (n.d.) S-I-T (Surprising, Interesting, Troubling). Strategies. https://learn.k20center.ou.edu/strategy/926
- K20 Center. (n.d.). Stop and Jot. Strategies. https://learn.k20center.ou.edu/strategy/168
- K20 Center. (n.d.). Two Stars and a Wish. Strategies. https://learn.k20center.ou.edu/strategy/83
- Saffici, C. (2015, March 20). Teaching & Coaching: The challenges and conflicts of dual roles. *The Sports Journal, 22.* https://thesportjournal.org/article/teaching-coaching-the-challenges-and-conflicts-of-dual-roles/
- Wooden, J. (2009, March 26). The difference between winning and succeeding [Video]. Ted Talk. YouTube. https://www.youtube.com/watch?v=0MM-psvqiG8