Using the Master Adaptive Learner Framework in Coaching
What is a Master Adaptive Learner?

A learner who can work and learn effectively by balancing efficiency and innovation.

Supporting Framework

Conclusions
What worked?
What needs to be changed?
Is this scalable to new situations

State the goal
Articulate the measures
Outline the steps to be taken

Patterns seen?
Right measures?
Goals met?
What did you learn?

Execute your plan
Make planned observations
Reflect on need to modify plan

Act
Plan
Study
Do
Adjusting  Planning
Assessing  Learning
Planning
- Gap identification
- Prioritization
- Goal Setting
- Identifying Resources

Learning
- Cycles of learning
- Resource appraisal
- Trying new approaches
- Incorporating learnings

Assessing
- Uses what is learned
- Forms opinions
- Informed self-reflection
- External feedback

Adjusting
- Incorporate learnings
- Relevance to future situations
- Scope of change needed
Coaching

Curiosity

Motivation

Mindset

Resilience

Planning

Gap identification

Prioritization

Goal Setting

Identifying Resources

Adjusting

Incorporate learnings

Relevance to future situations

Scope of change needed

Assessing

Uses what is learned

Forms opinions

Informed self-reflection

External feedback

Learning

Cycles of learning

Resource appraisal

Trying new approaches

Incorporating learnings

Incorporate learnings

Relevance to future situations

Scope of change needed

Uses what is learned

Forms opinions

Informed self-reflection

External feedback

Cycles of learning

Resource appraisal

Trying new approaches

Incorporating learnings
Critical skills for a Master Adaptive Learner

- **Critical Thinking:** *intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action*

- **Reflection:** *a metacognitive process that occurs before, during and after situations with the purpose of developing greater understanding of both the self and the situation so that future encounters with the situation are informed from previous encounters*
Goals for the Coach: Foster Reflection, Critical Thinking and Resilience in the student

Target areas:

Planning: Goal setting & prioritization

Learning: Critical appraisal of resources; trying new approaches

Assessing: Interpreting/synthesizing feedback

Adjusting: Determining next steps
Aligning with your student... where are they in their process?
## Planning Phase

<table>
<thead>
<tr>
<th>Learner activities</th>
<th>What you might hear</th>
<th>Coaching Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify learning gap</td>
<td>• Notices a deficit in their performance</td>
<td>• Help identify learning gaps</td>
</tr>
<tr>
<td>• Select learning Opportunities</td>
<td>• Unsure how to take next steps</td>
<td>• Assist in recognizing “Teachable Moments”</td>
</tr>
<tr>
<td>• Search for Resources</td>
<td>• Overwhelmed and not sure what is important</td>
<td>• Facilitate goal setting &amp; goal prioritization</td>
</tr>
<tr>
<td>• Prioritization</td>
<td>• Unsure what resources to use or learning opportunities to pursue</td>
<td>• Maintain Student “Locus of Control”</td>
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<tr>
<td></td>
<td></td>
<td>• Balance Performance vs Development Goals</td>
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</table>
# Learning Phase

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<th>Learner activities</th>
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<tr>
<td>Engages in learning - Critically appraise resources - Identifies learning strategies</td>
<td>• Identifies learning resources and opportunities but not sure how to appraise them • Seeks new learning strategies • Outlines current strategies</td>
<td>• Foster reflection &amp; curiosity about what works and doesn’t work for the student • Assist in appraisal of resources &amp; learning strategies</td>
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## Assessing Phase

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<td>Tries out what was learned: applies to a situation and gathers data</td>
<td>Unsure how to respond to external feedback</td>
<td>Foster reflection</td>
</tr>
<tr>
<td>- Self assessment</td>
<td>Unsure how to determine own progress</td>
<td>Quality and quantity of feedback</td>
</tr>
<tr>
<td>- External feedback</td>
<td>Self assessment not discerning or absent</td>
<td>What does the feedback tell you?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assist incorporating external feedback and self-evaluation into learning</td>
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</tbody>
</table>
## Adjusting Phase

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<tr>
<td>• Incorporates what’s been learned into daily practice</td>
<td>• Comfortable with current situation</td>
<td>• Foster reflection &amp; resilience</td>
</tr>
<tr>
<td>• Applies learning to novel situations</td>
<td>• Curious about new scenarios</td>
<td>• Supports activities leading to change</td>
</tr>
<tr>
<td></td>
<td>• Not sure how to apply to the next setting</td>
<td>• Supports next steps and new learning</td>
</tr>
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</table>

Example:
Applying Key Coaching Skills

► Level 3 Listening
► Establish the agenda
► Ask great questions to find out where they are in their learning cycle
► Create an alliance
► Maintain your coaching presence
Practice

- Move to groups of 3 people
- There are three scenarios to work through
  - Student in the learning phase
  - Student in the assessing phase
  - Student in the adjusting phase
- Everyone should try coaching, observing and being coached.
- Have some fun with this!
Group Learnings
Bibliography


