

Professional Development Situation: Coaching

Skill Focus: Making Connections to STEM Careers

Time Required: 15 minutes

LIKE A REAL ENGINEER

Participants will watch Like a Real Engineer learning module and set a smart goal to get youth to connect STEM to careers.

Agenda

See the Skill in Action—10 minutes

- [Like a Real Engineer](#)

Setting Goals— 5 minutes

- [SMART Goals Action Plan](#)

Materials

- Computer, speakers, and internet connection
 - If conducting this session virtually, be sure the participant has access to these as well.
- [Like a Real Engineer](#) learning module
- [SMART Goals Action Plan](#)

Before the Session

- Read this guide.
 - *Italicized text can be used with participants in slides, handouts, or as spoken instructions.*
- Send an email to the participant being coached:
 - *Our coaching session is scheduled for DATE at TIME. We will focus on Making Connections to STEM Careers. Please feel free to contact me with your questions or concerns at CONTACT INFORMATION.*
- Review the learning module, [Like a Real Engineer](#), and review the process of setting SMART goals.
- Print copies of the [SMART Goals Action Plan](#)

During the Session

See the Skill in Action (10 min)

- Work through the steps of the [Like a Real Engineer](#) learning module. As you are watching, use a STOP protocol.
 - *Each time the engineer in the video does something to promote making connections to STEM careers, say “STOP”. Then, I will pause the video and we will have a discussion about how the adults are making connections to STEM careers.*
- Watch the videos in steps 1 and 3.
- Reflect on how this learning module offers ways to bridge activities with the careers youth are interested in.
 - *What strategies did you notice in the video that connect with the concept of making connections to STEM careers?*
 - *How could these strategies impact the youth you work with?*
 - *How does the engineer use the engineering design process with youth? (0:37-0:56)*
 - *What problem solving skills are modeled here? (1:55-2:00)*
 - *If you were a facilitator in this video, **what would you say** to help youth see themselves as an engineer?*
 - Highlight that this video is an example of real practice rather than perfect practice and these facilitators are executing these activities to the best of their ability.

Setting Goals (5 min)

- Make a SMART goal with the participant. Use the [SMART Goals Action Plan](#).
- Remember that SMART Goals should be:
 - **Specific** – It is clear what you are trying to accomplish (what do we care about?)
 - **Measurable** – You will know when you’ve accomplished your goal
 - **Achievable** – You can do this because the goal is not too big or too small
 - **Relevant** – The goal relates to this skill and what you do in your program
 - **Timely** – The goal can be accomplished this month
- Discuss the changes the participant would like to make related to making connections to STEM careers. Be sure to ask how you can help support the participant in making their changes.

A coach’s job isn’t to demand improvement, but rather to create optimum conditions for staff to grow.

After the Session

- Follow up with your participant to see how they are progressing on their action plan. Try to be supportive and helpful, not evaluative.

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: <http://extension.psu.edu/youth/betterkidcare/school-agepractitioners/click2science>

SMART Goals Action Plan

NAME: _____

DATE: _____

Concept/Problem Statement:

Goal Statement:

Specific: What specific action will you take?

Measurable: How will you measure the results?

Attainable: What will be different?

Relevant: The goal relates to this skill and what you do in your program

Timeframe: The goal can be accomplished this month

