

Coaching Philosophy



Through my instruction, I want to facilitate relationships that inspire others to move forward with their own ideas in Arts Integration. I want to be perceived as a guide throughout their learning process, not an instructor that tells them what to do, think, or feel. I want them to gain their own insights on their strengths and weaknesses and use that to create learning opportunities that will best support their own instructional style. Educational and Social Emotional Impact data will be used as a measurement to assess the arts integration strategies that are implemented but will not be the only measure that I utilize to define success. Success is also measured in the following ways. . . Do you trust me and my professional opinion and guidance.? Did I inspire you to move forward without me? Did I inspire you to want to learn and grow more? Did the students grow academically because of your coaching experience with me? Great coaches: listen, show empathy, show guidance, admit mistakes, are great communicators, teach other how to be self-sufficient, are creative, are adaptable, are honest, are reliable, and open minded. My own professional mission statement, create, inspire, learn, lead, and love encompasses my beliefs in my coaching philosophy. Create- Use creativity and inspire creativity in my workshops, individual sessions, and resources that I provide educators. Creating is critical to my own personal happiness, and I feel that this is an important part of who I am. I want to be hands on with them, and not merely a spectator or announcer through their process. Inspire I want to inspire others to find and explore their own ideas and viewpoints are within a program that I teach. If they are not intrinsically inspired, it makes it more difficult to ensure that they will participate in any training program long term. Learn- Using communication, collaboration, and cooperation, I want to have a mutual relationship where both the educators and I are learning from each other. I want to continue to learn as I teach others. I want to reflect on the process and progress that the educators and I make and be flexible and intuitive enough to know when to adjust parts of the instructional process. Lead- I want to lead with integrity, honesty, and kindness always having an open mind with the educators that I work with. I want to be emotionally and psychologically available for them as they go through the learning process. I want to foster an environment of mutual respect. Love- I want to project a love or passion for what I am doing. I want other educators to know that I am invested and love what I am doing. Classrooms that use arts integration have students that are engaged in their learning (actively listening, communicating, and participating). They are showing mastery of assignments and assessments that are based equally on the content standards and the art standards. The arts integrated content taught naturally align, allowing for greater real-world connections. Classrooms that use arts integration are better able to meet the needs of diverse learners, including those with learning disabilities or other academic deficits. With the use of arts integration, negative behaviors decrease, as there are more expressive outlets that students are engaged in during their learning.