**Reflection**

The Coaching Conversation is one of the assignments in SPED 854, a course for the KU Master’s Degree in Special Education that revolves around family and interprofessional collaboration in special education. This particular assignment was an opportunity to showcase the knowledge I acquired in the SPED 854 course. We were graded on our ability to address each scenario and how we applied main concepts from the specific module. The rubric aligned with the assignment ensured that we addressed two different scripts and that we apply coaching techniques from the module’s readings. Further, the purpose of this assignment was to write scripts in a professional tone, free from grammatical and spelling errors, which followed page guidelines and provided template that was used as a model to express our comprehension and application of coaching techniques.

　　 My reflection of this assignment revolves around my responsibility to interact with and supervise paraeducators. I was able to explore the unique roles and responsibilities of special educators as we collaborate with paraeducators to deliver the best inclusive education possible for students. I learned valuable coaching conversation practices and strategies that enhance these collaborative partnerships, and I studied the latest research regarding the role and responsibilities of paraeducators. As a special educator, I know that I will be expected to supervise and organize schedules for paraeducators, and from this assignment I learned helpful information to make this arduous task more efficient. I now understand and can apply ways to develop a partnership with paraeducators that focuses on professional development and student growth within a collaborative relationship.

Specifically, I learned how to supervise paraeducators, create lesson plans, coach paraeducators, and build relationships. As I reflect further, I realize I also was trained in partnership communication, creating a thirdspace, asking powerful questions, paraphrasing and summarizing, as well as giving and receiving feedback. All of these are vital to a successful relationship between special educators and paraeducators. My coaching conversation assignment is evidence of my training and instruction of these topics.

As a result of my hard work and dedication, I received 47/50 marks on the assignment with positive feedback from Professor Mariche Llanto. There was feedback to improve or work on my final paper, so I chose to revise. Professor Llanto suggested I could provide more evidence of coaching techniques in one of the scripts. Though she did not say which script, after review I determined she was talking about the second script. Revisions can be seen as highlighted in yellow. Additionally, I did review for grammatical and structural errors. There were none, and so I made sure to examine the unit carefully to determine if there was any other changes I wanted to make that might improve the product.

The coaching conversation assignment allowed me to plan and design my interpretation of a successful way to coach those in need. I used a variety of techniques and resources, such as positivity, preparation, supervision, delegation, meeting, as well as active and authentic listening. As I reflect, I see how important it is to provide relevant, timely, and meaningful feedback so that we successfully coach those in need of feedback and/or professional development.

Overall, this assignment was engaging and valuable. As a special educator, I now know that I need to continuously reflect on how assistants in my classroom should be integrated so as to best support my students, along with how my coaching and conversations impacts their presence in my classroom.