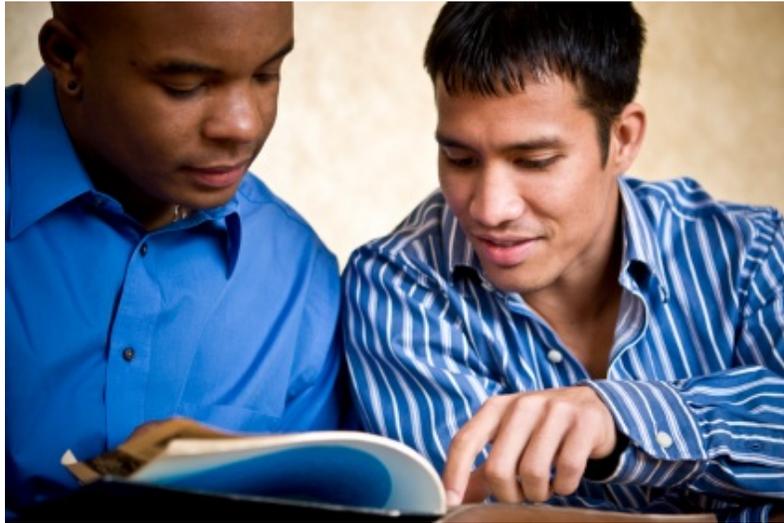


# **Cognitive Coaching<sup>SM</sup> Study Guide**

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**for**

## **Cognitive Coaching: Developing Self Directed Leaders and Learners**

**Arthur L. Costa and Robert J. Garmston  
with Carolee Hayes and Jane Ellison**

## ***Cognitive Coaching<sup>SM</sup> Book Study Guide – 3<sup>rd</sup> Edition***

### Learning Goals

- Believe and commit to continuous improvement of coaching attitudes, skills and knowledge
- Seek out and prioritize opportunities for stretching and growing

### Required Items:

- Cognitive Coaching: Developing Self-Directed Leaders and Learners, 3rd Edition, Arthur Costa and Robert Garmston
- Journal - this may be digital or hard copy. This is a place for you to keep your ideas and thoughts through this journey as well as the activities you will be completing.

### Pre-Assessment

1. You have learned a lot about coaching skills and behaviors during the 8 days of Cognitive Coaching Foundation Seminar®. Using your notes and your reflections from that foundation training, create a graphic organizer of your learning in your journal.
2. Using the self-assessment rubric from your CC<sup>SM</sup> Learning Guide, rate your skills. Consider what might be some areas of stretch or growth for you. As you read specific sections related to that growth area, consider how you might use what you have read to increase your skills. Make notes in your journal.
3. Craft a script you might share with someone who does not understand or see the importance of coaching.

### Introduction

1. Read the introduction to the text, pages xiii through xxiv.
2. What might be some reasons Fullan and Hargreaves encourage you to read this text?
3. The authors refer to their desire to develop schools as “homes for the mind.” Given your background in CC<sup>SM</sup>, what does this look like or sound like for you?

## ***Part 1 - Exploring the Meanings of Cognitive Coaching***

### Chapter 1 - Discovering the Meanings of Cognitive Coaching<sup>SM</sup>

1. The text highlights four support functions that should all lead to self-directedness. As you consider your work life, which support functions do you spend the majority of time in? How might you move to CC<sup>SM</sup> as your default position?
2. The text refers to Bateson's quote "It takes two to know one." Considering your experiences with holonomy, how might you explain this concept?
3. After reading and reflecting upon pages 19-22, "Why Coaching," how might you update or refine your script from the pre-assessment (#3)?

### Chapter 2 – Identity

1. The authors refer to three types of identity: personal, social, and role identity. Create a journal reflection regarding your identity through these three lenses. How has your identity shifted over the years? How has it shifted after taking Cognitive Coaching Foundation Seminar®?
2. As the authors delve into the work of Bateson and Dilts, a pattern emerges regarding learning in systems. Reflect upon what you know of learning through the lens of Bateson and Dilts. What might your schematic look like? Might they be nested, dynamical, linear, or a combination?
3. The "chicken and egg" quandary is often represented in adult learning as "which comes first, behaviors or beliefs?" As you reflect upon the learnings in this chapter, how might this information affect your role and behaviors as a coach? As a participant of professional learning? As a leader of adult learning?

### Chapter 3 - The Mediator's Skills

*This chapter focuses on many of the skills you learned in Cognitive Coaching<sup>SM</sup>. As you reflect on your skill assessment from the Learning Guide, pay particular attention to the areas of the text that you have identified as your growth areas.*

1. In what ways have you noticed the effects of rapport?
2. If rapport is necessary for psychological comfort, how might you "coach" via email or other technology?
3. Watch the videos highlighted on page 46. What are you noticing about rapport in action?
4. Wait time is often one of the areas in which coaches struggle. What might be some of the reasons for that? What might be some strategies you use to encourage wait time?
5. Authentic paraphrasing is one of the most difficult skills to learn. After watching the video referenced on page 49 and thinking about your own skills, what are you learning about the power of the paraphrase?

6. Language precision is an area in which many struggle. As you think about areas needing clarity of language, what are some examples (in addition to those mentioned in the text) that you see in your work?
7. At the top of page 53 there are six facts about effective feedback. Choose two or three of these and journal about your personal experiences related to these facts.
8. During Cognitive Coaching Foundation Seminar®, participants spent considerable time on the characteristics of mediational questions, but focused mostly on the characteristic of “invitational.” As you review the areas of “specific cognitive operation” and “intentional,” what are some new learnings or insights you are gaining about your crafting of mediational questions?

#### Chapter 4 - Mediating for Self-Directed Learning

1. For those coaching conversations that we structure (reference chapter 3 page 56), it is easier to stay in the mediational role. For more informal conversations, it becomes trickier to be “alert to the mediational moment.” What might be some strategies you use to meet those criteria for “The Mediator’s Role” as discussed on page 64?
2. The text expands the four capabilities that were introduced during foundation training. As you reflect on the four capabilities and the connections to identity that were explored in chapter 2, what are the areas that are stretches for you in your growth? How might you strengthen those areas?
3. Page 74 lists the six commitments we make as coaches to refine our identity as mediators of thinking. Reflect on those commitments and journal regarding your alignment with those commitments.

#### Chapter 5 - Repertoire of Support Functions

1. This chapter focuses on the navigation of support functions, what the authors call “Situational Flexibility.” What are some of the strategies you use as you navigate support functions and how do you know what stance works best for each instance?
2. Our brains are wired to make judgements and act on those judgements. The text states: “...when one is free from being judgmental about the individual, judgments about behaviors can be undisclosed.” How might you explain this concept to a colleague?
3. Self-Directed Evaluation Conversations is another of the “maps” in Cognitive Coaching<sup>SM</sup>. One of the precepts of this process is that traditional evaluation does not promote growth. How might you explain/persuade an evaluator that this process is of greater value?
4. Share your thoughts regarding the notion that “the support person with the greatest flexibility in choices and repertoire has the greatest capacity to support growth.”

## ***Part 2 - Sources of Excellence***

### Chapter 6 - Developing and Maintaining Trust

1. After reading and reflecting on this chapter, think about a person with whom you are struggling with. Evaluate your own trustworthiness with this individual and consider what and how you might increase your trust with this person. What might be some of your misconceptions? How might your values and beliefs be getting in the way of the relationship? Journal about your thoughts and ideas.

### Chapter 7 - States of Mind

1. The authors give examples of six different dichotomies we struggle with as we move toward more holonomy in our lives. Choose three that are especially meaningful for you and journal about your polarities and tensions in those areas.
2. Each State of Mind is explored in great detail on pages 110-126. Take some time to reflect on each and its application to you and your work. A suggestion is to explore the States of Mind one at a time and make personal and professional connections. Journal your thinking about each State of Mind. In what areas do you see a need for growth? In which States of Mind are you most at ease in reflecting upon? As you consider various aspects of your home and work life, which areas cause you to stretch beyond your comfort level?

Chapter 8 - Teacher Cognition and Instruction - *for purposes of this study, where the book or study guide refers to "teacher" please consider the noun "educator" as some of our work connects to those educators in other similar, yet different roles to "teacher" (i.e. school counselor, instructional coach, teacher's aide, school nurse, etc.).*

1. The text states "'thinking' is influenced at the intersection of three ways of knowing." Consider these ways of knowing; linguistic, non-linguistic, and affective as cited in the text in your own role as a coach. Think about:
  1. Abstract concepts regarding coaching
  2. Images, sounds, smells or kinesthetic sensations around coaching
  3. Feelings, emotions and moods regarding coaching

Now engage in a coaching conversation with a trusted colleague about your own coaching. In what ways are you stretching your view of coaching? How did this engage you in another mental rehearsal of your role? What might be some of the dispositions of self-directedness where you are stretching as a coach?

2. An easy connection can be made between the four stages of instructional thought and the planning and reflecting conversations and/or the coaching cycle. Having a deep understanding of the stages can help to engage and mediate the teacher's cognitive systems. For each of the four stage (Planning, Teaching, Analyzing, and

Evaluating and Applying), reflect upon your experience in coaching teachers. What might be some areas for you to expand your understanding and application to mediate thinking on a deeper level?

## Chapter 9 – The Knowledge Base of Teaching and Learning

In the first paragraph of this chapter, it is suggested that “Continual inquiry into the knowledge base of teaching and learning is important to persons providing support to teachers.” What might be some methods you have to continually develop your craftsmanship in this area?

1. Reflect upon your knowledge of the six domains of professional inquiry. Explore and consider each of those six questions in the coaching process:
  1. What’s worth learning about coaching? (Content Knowledge)
  2. What works in coaching? (Pedagogy)
  3. What factors maximize coaching? (Knowledge of Educators and How They Learn)
  4. Who am I and who am I becoming? (Self-Knowledge)
  5. How might I stretch to higher levels of cognitive complexity? (Knowledge of Cognitive Processes of Instruction)
  6. How might collegial interactions be continually strengthened and enhanced? (Knowledge of Collegial Interactions)

## Part 3 – *Engaging in Coaching*

### Chapter 10 – Human Diversity in Meaning Making

1. One of the authors' early points in this chapter is that our perceptions are not trustworthy. What might be some of your thoughts on this notion?
2. Reflect upon your own specific variables in the following areas:
  1. Cognitive Styles
  2. Educational Belief Systems
  3. Race, Ethnicity, Nationality and Culture
  4. Gender
  5. Adult Development: Different Ways of Making Meaning
  6. Career Stages
3. In what ways do your own perceptions get in the way of being a coach? How might you become more conscious of those perceptions to assist others in making meaning?

### Chapter 11 – The Maps of the Planning and Reflecting Conversations

1. Review the text with regards to the planning and reflecting conversations. Watch the videos of the two conversations. Considering your expertise in this area, what is becoming clearer for you? What might you want to focus on for your growth in coaching around the maps?

### Chapter 12 – Resolving Problems: The Third Coaching Map

1. In your own words, explain why this map is called Problem Resolving rather than Problem Solving.
2. Refer back to your self-assessment. After reading this chapter, what are some specific ways you can experience growth in coaching someone in the problem-resolving conversation?
3. Reflect upon this statement: “When cognitive shift is facilitated, the coach has added a dimension totally unavailable to the teach on his or her own” (p 226). What are some of your thoughts regarding the facilitation of cognitive shift?

### Chapter 13 – The Calibrating Conversation

*This map is not included in the Cognitive Coaching Foundation Seminar®. It is included here to help you to understand the map at a limited level.*

1. The text mentions that “Calibrating is based on the assumption that a teacher is a continuing learner interested in refining her/his craft (craftsmanship) and as a result turns to other sources and research to do so” (p 241). What implications does this statement have for those teachers uninterested in refining her/his craft?

2. After reading about this conversation and watching the video, what might be some areas you wish to explore more fully?

## ***Part 4 – The Impact of Cognitive Coaching<sup>SM</sup>***

### **Chapter 14 – Research on Cognitive Coaching<sup>SM</sup>**

1. Dr. Jenny Edwards cites several research studies pointing to the effects of Cognitive Coaching<sup>SM</sup> in schools. What were some of the findings that resonated with you?
2. At the end of the chapter, twelve recommendations are listed that would promote the effectiveness of Cognitive Coaching<sup>SM</sup> implementation. Analyze your own agency to determine the “agility” of that organization for implementation of Cognitive Coaching<sup>SM</sup> systemically.

### **Chapter 15 – How Leaders Support Learning in an Agile Organization**

1. At the beginning of the chapter, the authors state their “higher purpose” is that schools are communities in which:
  - a. Self-directedness is the dominant value,
  - b. That learning, not teaching is the central aim,
  - c. That developing the cognitive capacity of each inhabitant is a realized vision,
  - d. That leadership is the responsibility of all the members of the learning community,
  - e. That the States of Mind inform the life, direction, and values of the school, and
  - f. That teachers find schools as communities of support, inspiration, and individual and collective efficacy.As you reflect upon those six elements, consider your agency. To what degree is your agency a community in which those elements thrive? Write and reflect about each, exploring the evidence you have to support your belief.
2. What might be some strategies you could use in your agency to increase the agility of the organization?

### **Post-Assessment**

1. You have added to your knowledge about Cognitive Coaching<sup>SM</sup> throughout this study guide. Look back at your pre-assessment and consider how you might update or refine your:
  1. Graphic Organizer,
  2. Self-assessment
  3. Script about the importance of coaching.
2. With a partner, enter into a coaching conversation regarding your reflection of where you have been as a coach and what your plan is for continued growth as you move forward.

