

COGNITIVE COACHINGSM SELF-ASSESSMENT

Name: _____ **Date:** _____

1-Unaware; 2-Aware, not evident in practice; 3-With conscious effort; 4-With automaticity

TOOLS	1	2	3	4
<i>Uses a wide repertoire of nonjudgmental response and invitational behaviors to maintain trust and promote thinking:</i>				
<i>Establish rapport by matching:</i>				
• posture				
• gesture				
• tonality/volume/pace				
• language				
• breathing				
• filters of perception				
- representational systems				
- cognitive style				
- educational belief systems				
<i>Pause to:</i>				
• give partner time to think				
• take time for self to craft responses				
<i>Paraphrase:</i>				
• paraphrase emotion				
• paraphrase prior to posing questions				
• use a range of stems				
• acknowledging				
• organizing				
• abstracting				
<i>Pose questions for specificity</i>				
• generalizations (universal quantifiers)				
• rule words (modal operators)				
• vague verbs				
• vague nouns/pronouns				
• comparisons (incomplete comparators)				
<i>Pose questions for exploration</i>				
<i>Provide data</i>				

MEDIATIVE QUESTIONS	1	2	3	4
<i>Intentionally ask questions that:</i>				
• use invitational stems				
- approachable voice				
- plural forms				
- exploratory/tentative language				
- positive presuppositions				
• invite specific cognitive processes				

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MAPS	1	2	3	4
Apply regions of the Planning Conversation Map				
• clarify goals				
• specify success indicators				
• anticipate approaches, strategies, decisions and how to monitor them				
• identify personal learning focus				
• reflect on the process and explore refinements				
Apply regions of the Reflecting Conversation Map				
• summarize impressions				
• recall supporting information				
• analyze causal factors				
• construct new learning				
• commit to application				
• reflect on the process and explore refinements				
Apply regions of the Problem-Resolving Conversation Map				
• Pace				
- empathy				
- content				
- goal (broad, destination, 1st party)				
- pathway				
• Lead				
- start with SOM question				
- continue guided by responses				
- maintain empathy and rapport				
- use cognitive shift strategies				
- recognize and respond to BMIRS				

STATES OF MIND	1	2	3	4
<i>Use language to engage and activate internal resources:</i>				
• efficacy				
• flexibility				
• craftsmanship				
• consciousness				
• interdependence				

CAPABILITIES	1	2	3	4
• Know one's intentions and choose congruent behaviors				
• Set aside unproductive patterns of listening, responding and inquiring				
• Adjust one's style preferences				
• Navigate between and within coaching maps and support functions to guide mediational interactions				

When using rubric to observe (e.g., video/DVD):

1-not observed; 2-inconsistent; 3-consistent; 4- transforming