

A Self-Directed Resource for Cognitive Coaching Mastery

Individual and group tools for continuous growth following the Foundation
Seminar®

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Introduction

Everyone who has completed the Cognitive Coaching Foundation Seminar® is well aware that mastery of Cognitive Coaching requires a long-term commitment to practice. Integrating new practice into one's identity takes time and effort. This guide is intended to support its users by offering some ideas and structures to aid ongoing practice and integration. Each section offers ideas for those implementing the structure as an individual and for groups working collaboratively.

Many of us who are trainers offer our own experiences of two years of intentional practice to truly develop identity as mediators and to feel skillful as coaches. May your journey be filled with productive learning and new insights.

First, some ideas are presented that are processes for groups and individuals studying any aspect of coaching.

Second, specific content topics are presented alphabetically with ideas for how to increase your learning in that specific area. Feel free to select in any order that suits your needs as a learner of this work.

- BMIRS, p.7
- Cognitive shift, p.8-9
- Five Forms of Feedback, pp.9-10
- Human Uniqueness, pp. 10-11
- Identity, p.12
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Strategies for General Use

Video

Individual Growth

Perhaps the most useful strategy for supporting one's growth is the use of video, whether it be videos of yourself coaching or of another. This technique has been made easier by the use of smart phones and tablets. If you are going to video yourself coaching, be sure to ask permission of the coachee and explain how the video will be used.

You may want to look at a video of yourself wholistically and then do some self-assessment in order to allow yourself to set goals. A self-assessment is available on the Thinking Collaborative website at https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/d00b6c_fe6d2ac69bf04f81ae80dba857b8cdc5.pdf.

After setting some specific goals, videos are useful as pure data to collect information related to those goals. You can do so with videos of your own or others. Some videos are available on the Thinking Collaborative website at <https://www.thinkingcollaborative.com/cc-sb-videos>.

It is suggested you select one thing to observe on the video, such as paraphrasing, questioning, rapport, etc. You can write notes as you view the video and return to those notes for analysis. The same video can be viewed several times with a different focus for each.

You might also want to keep videos you have done of yourself as a portfolio documenting your own growth.

Group Growth

Videos can be viewed as a group in the same manner as for an individual. The group then compares impressions and reflects together on the data they share. A closure reflection for the group might be,

“As a result of our group analysis, I am more aware of ...”

Book Study

Individual Growth

Select chapters of interest to you and read, *Costa, A. L., & Garmston, R. J. (with C. Hayes & J. Ellison). (2015). Cognitive Coaching: Developing self-directed leaders and learners (Christopher-Gordon New Editions, 3rd ed.). Lanham, MD: Rowman & Littlefield.* Make notes as you go. Create a list of questions you have as a result of reading the book. Ask yourself what is deeper in your understanding as a result of reading the book.

Others books that may be of interest:

Ellison J., & Hayes. (2013). Cognitive Coaching: Weaving threads of learning and change into the culture of an organization. Lanham, MD: Rowman & Littlefield.

Ellison J., & Hayes. (2013). Effective School Leadership: Developing principals through cognitive coaching. Lanham, MD: Rowman & Littlefield.

Group Growth

A study guide is available for the Cognitive Coaching book on the Thinking Collaborative website at no cost.

[https://4deefe9b-2cd7-4227-9bfc-](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/d00b6c_17e8f7b89a984146a59c1046f133757e.pdf)

[3ed4b9a356ea.filesusr.com/ugd/d00b6c_17e8f7b89a984146a59c1046f133757e.pdf](https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/d00b6c_17e8f7b89a984146a59c1046f133757e.pdf)

Join a small group and read a chapter at a time and meet to discuss your readings as the guide suggests.

Journaling

Individual Growth

Keep a personal journal on a weekly basis to reflect on new insights from your practice. It can be simply thoughts you are having or responses to prompts. Here are a two questions to get you started:

1. What is important to me? What makes me want to know more?

2. What is new to me, and what connections am I making to my prior knowledge?

Group Growth

Groups can individually journal and periodically come together to share their thoughts from the individual journals, dialoguing about their new understandings and growth. These sessions might also include some practice, such as having reflecting into planning conversations based on the journals.

Goal Setting

Individual Growth

Goals are one way of focusing our mental attention. By setting a goal, you will find yourself attuning your attention to actions and behaviors in yourself and others related to the goal. For example, when I set a goal to practice paraphrasing, I notice when others don't paraphrase me, the effects of paraphrasing, and my own opportunities to paraphrase. Weekly goals are manageable for most people, but feel free to set a schedule for yourself that is reasonable with the demands on you.

Journaling at the end of the week combined with goal setting is an effective way of making meaning of your experiences around the goal and helping to cement your learnings in your long-term memory.

Group Growth

A group can set a shared goal that everyone agrees to attend to. After an agreed upon time, the group can converse about their experiences and examine common learnings and insights. This is a good activity for busy teams as it doesn't need to take a lot of time and can be done electronically as well as in person.

Integration into Daily Life

Individual Growth

Focus on One Person: When you are a novice coach, it may feel awkward at first. New behaviors usually do. If you select one trusted person with whom you feel psychologically safe to coach, it can help you get over the initial jitters. Let the person know that you are learning and may be less than perfect. Debrief with them and ask them for feedback.

Observe Others: Learning by watching is useful to most of us. If there are other coaches who are accessible to you, ask them if you can sit in on

or watch videos of their coaching. It may be most useful if you choose a specific focus for your observation. Again, permission should always be given by both the coach and coachee.

Isolate Skills:

Given the amount of new learning in the Foundation Seminar®, it is easy to be overwhelmed. Many participants find that choosing one skill at a time to focus on can be freeing of the weight of so much content. For instance, for two weeks commit to just focusing on being a good paraphraser and then select another skill or concept as a new focus. Eventually, as you do these things will begin to integrate into a greater whole.

Self-Coach

Another simple process to use is coaching oneself. This can be done when you are alone and have something on your mind. You can follow one of the maps in your mind or out loud. Or you can just think about some good questions to mediate your own thinking. Another way to self-coach is to ask yourself which of your States of Mind might be high and which are low. As you do this more and more, it will become a natural part of your consciousness.

Reflections with a Meta-coach

The meta-coaching process you learned on Day 4 is another means for raising your craftsmanship and consciousness as a coach. It can be done with a trio serving as coach and meta-coach for one another. A partner can also observe and collect data for you followed by a reflecting conversation. A third method is to video yourself, view the video, and then have a reflecting conversation with a partner who may or may not have watched the video.

Observe an Admired Coach

Ask yourself this question: “Who do I really admire and respect as a fine coach?” Then find ways to observe that coach. After each session, reflect on what it is that makes the person such an effective coach and set goals to try to emulate those characteristics in your own practice.

Make a Daily Commitment and Affirmation

As you begin your day, simply say to yourself, “What am I committing to do in my coaching today?”

At the end of the day, ask yourself, “What can I affirm for myself about my growth as a coach?”

Self-Assessment

Keep a chart that looks like this:

Unconsciously Incompetent	Consciously Incompetent
Consciously Competent	Unconsciously Competent

Begin by writing topics that represent your awareness level in each box. As you progress in your growth, cross out topics in the top two boxes and move them to the lower boxes. Celebrate your journey!

Weekly Logs

Keep a weekly log of how many times you've coached.

For each session record, "New questions I am asking myself," and fill in the following blanks:

"I thought I knew _____, and now I know _____."

Group Growth

Focused Group

Establish a group with others who are seeking to improve their coaching practices. Select four to five areas where each member would like to work. For a week or month commit to one of those topics. Periodically come together to discuss successes and challenges.

Observe Others

With a group of trusted colleagues, establish a regular time to get together when one person will model a coaching conversation with another group member. After the model, the group can debrief the conversation with observations and questions. Conclude the session with a round robin, "I am learning..."

Content-Based Strategies for Individuals and Groups

BMIRS (Behavioral Manifestations of Internal Response States)

Quick Review

BMIRS are the verbal and non-verbal externalization of our inner thoughts and emotions. They can be observed as changes in gestures, facial expression, skin flushing, postural changes, etc. They can also be heard in voice tone, strong words, expressive speaking, etc. Very profound BMIRS may be indicators of Cognitive Shift and serve as important cues to the coach.

Individual Growth

- Watch a video of yourself coaching. As you view it, make notes about the coachees BMIRS as well as your own. Reflect on insights you gain from the observation.
- For a week, select a friend or family member and observe their BMIRS. Notice what patterns are emerging, both verbally and non-verbally.

Group Growth

- Work in pairs with one person recording verbal BMIRS and the second person recording non-verbal BMIRS as you view a video or live coaching conversation. Compare and share your observations.
- Coach one another and share your observations about the coachee's BMIRS.
- Close with reflections on your increased awareness of BMIRS.

Cognitive Coaching Capabilities

Quick Review

Capabilities are metacognitive guidelines we hold in consciousness as one attends to the coachee. They assist us in maintaining the support function of Cognitive Coaching.

Individual Growth

- Take the self-assessment section on Capabilities and think about how you might want to improve your practice. See Appendix 1.
- Recall the four capabilities, using your Learning Guide as needed. Select one of the four where you feel you are most skilled. Record real examples when you have demonstrated this capability. Note what things went on in your consciousness that allowed you to be so successful.
- Select one of the capabilities that is more challenging for you. Consider what you might do to make it more conscious for yourself.

Group Growth

- Use the Stir the Classroom strategy from Adaptive Schools to review the 4 capabilities. https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf

Here are some possible questions for the three rounds.

Round 1: Recall the four capabilities together and explain what they mean to each other.

Round 2: Which capability are you most attentive to right now in your coaching and what strategies are you using to stay conscious about that one?

Round 3: What do you notice in yourself when others don't practice the capabilities with you, e.g., giving you their own experiences? How does that contribute to your increased consciousness?

- Pairs coach one another. As the conversation proceeds, and the coach is aware of a need to set aside, the coach pauses and says,

“I am setting aside my autobiographical thought,”

or, “I am setting aside some solution listening.” or

“I am avoiding asking an inquisitive question.”

After completing the conversation, reverse roles and repeat the process.

Cognitive Shift

Quick Review

Cognitive shift usually occurs as a result of a question or paraphrase that stimulates a breakthrough in thinking. The coachee achieves new insights and points of view. The coachee usually observes a significant BMIR when this occurs.

Individual Growth

- Think of a time when you have had a cognitive shift. Recall what might have caused that to occur.
- Think of a time when you invited cognitive shift in another. What are you aware of that you did to create that shift?
- Review the Cognitive Shift Strategies in the Learning Guide. Reflect on ones you might use in a current coaching relationship.
- Select one or two strategies you would like to use more and work to integrate those in your practice this week. At the end of the week tell a friend how you did or write in your journal about your experiences.

Group Growth

- Pairs use the “Say Something” strategy at https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/6a5cc9_ed28b325ab6a4362b834f4bbf295d408.pdf to review the page on Cognitive Shift in the CC Learning Guide.
- Pairs work together to review the Cognitive Shift strategies in the Learning Guide. Using the scenarios below, consider which strategies might be productive.

Since returning from online, my students seem disengaged and I've lost the positive culture I usually have had in my classroom.

I have an upcoming parent conference with a difficult parent. I feel intimidated and don't want to get steamrolled.

I've lost the passion I had when I first started teaching. Some days I just have no energy.

- Regroup to form new pairs. One person offers an issue to the group with which they are struggling. Pairs offer questions until there is a cognitive shift.



Five Forms of Feedback

Quick Review

There are different forms of feedback described by Costa and Garmston, each having an impact on perceptions of the recipient of the feedback. In Cognitive Coaching, we use data and questions only. This type of feedback is most likely to develop self-directedness.

Individual Growth

- Review your notes in your Learning Guide on Five Forms of Feedback. Then read and highlight the article, “Feedback on Giving Feedback,” in Appendix 2. Write down six things you want to remember from the article that will support you most in your coaching.

Group Growth

- Individually read and notate the article, “Feedback on Giving Feedback.” Use the following notations:

√ This is new to me

? I have a question to consider about this

Form a group of 5-6 and share your √’s and questions, dialoguing on your thinking as you go.

- Using 5 cards, make a heading for each of the Forms of Feedback. Using Appendix 3, cut the statements into strips. In pairs or small groups, place them under the label that you think best fits the Form of Feedback. A second method is to just go through the list and label them as you go. On ones you are not sure, hold them out or make a note and have a large group dialogue about where they might best fit.

Human Uniqueness

Quick Review

Our brains act as filters, causing us to pay attention to some things and not to others as well as making our own unique interpretations. Many filters (including age, gender, ethnicity, and cultural background) cause us to distort and delete data and to make inaccurate generalizations. In Cognitive Coaching we explore two filters: cognitive style and educational beliefs.

Individual Growth

- Write in your journal about what you have become aware of about how your belief systems and cognitive style affect your work. What is working for you and how might you become more flexible. How is your coaching impacted by these?
- What aspects of human uniqueness are most challenging for you in your current workplace? What do you want to learn to support yourself in using this in your coaching? Find a partner to have a planning conversation about these questions.

Group Growth

•Educational Belief Systems

Begin by brainstorming all of the programs in your school, curricular or extracurricular, e.g., community service, reading programs.

After generating a list, divide the list among small groups. Put a chart on the wall for each of the belief systems. Each small group will dialogue about which belief system(s) are most reflected in each program and write it on the chart.

Make charts visible to all for a gallery walk. Then dialogue about insights from the activity.

• Cognitive Style

Ideas for small group dialogue

How does your knowledge of cognitive style connect with other types of style inventories you might know?

What have you noticed about how your own style can be an asset or a detriment?

What are some ways you pay attention to Cognitive Style when you are coaching?

• Human Uniqueness

“Predictive listening” occurs when we assume things by what we see before we even speak with another person. An example might be seeing a person with a lot of piercings. Write down some things you are aware of in your own “seeing” that might become triggers for predictive listening. In a small group share your lists and talk about how these become biases that interfere with your listening.



Identity as a Mediator

Quick Review

Identity is who we believe ourselves to be at our core. When we change our identity, it changes our values, beliefs, and behaviors. The goal of the Foundation Seminar® is to, “develop identity and capacity as a mediator of thinking.” That is contrasted with other identities such as fixer, advice-giver, helper, friend, boss, etc.

Individual Growth

- “A masterful coach is a leader who by nature is a vision builder and value shaper, not just a technician who manages people to reach their goals and plans through tips and techniques. To be able to do this requires that the coach discover his or her own humanness and humanity, while being a clearing for others to do the same.” (Robert Hargrove)

What does the above quotation mean to you?

- Brainstorm a list of words you might associate with having an identity as a mediator. When you have completed the list, write a short statement for yourself about having an identity as a mediator.
- Think about three people you are currently supporting. What would you say about your identity in those interactions? What goals might you set for your identity with those three people?

Group Growth

- Individuals journal on what stops you from mediating thinking. Consider times when you didn't mediate thinking and later wondered if that had been a better strategy for interaction.
 - Pairs conduct 10–15-minute reflecting conversations regarding decision-making about when to mediate and when to take another support function. Be sure to surface learnings about one's self and one's metacognition. Consider conditions that tend to enhance the choice to mediate and those which detract.
-

Leading

Quick Review

Once the coachee has established a goal in the desired state of the Problem-Resolving Map, the coach shifts from just paraphrasing to questioning, pausing and paraphrasing to “lead” the person to their internal resources in the States of Mind. This continues in relation to the goal until cognitive shift occurs or the person is more resourceful.

Individual Growth

- Take the self-assessment section on Leading and think about how you might want to improve your practice. See Appendix 1.
- Begin by reviewing the guide for Leading, Appendix 4. This is a new addition to the Learning Guide in 2022 so it may not look familiar. What do you remember from your Foundation Seminar®? What might be new to you?
- Using the P.R.O. acronym strategies on the chart, first write a possible goal and then write a lead question to mediate resourcefulness for 5 or so of the statements below. Or if you prefer, choose scenarios from your own setting.

1. I'm having so much trouble with transitions. When the class lines up, they're too rowdy. And when I go to settle down the rowdies, the rest of them get out of line. I can't seem to get my class from one activity to another or from one place to another without everything falling apart.

2. My students are just not very good writers. When I'm teaching, they're right there with me learning. But when they have to write about their learning in their journals at the end of my lesson, they can't seem to write what they learned.

3. I'm having a very hard time getting students to do their homework. I have the homework for each period listed on the board, and they know that they're supposed to write it down. I need my time in class to teach. It's the students' responsibility to copy the assignment off the board and get it done!

4. My district requires spelling tests. This is really in conflict with my own philosophy of how to best teach literacy.

5. I have three kids now and I am exhausted from trying to keep up with everything at home and at school. Some days I feel like something has to give and I wonder if I am cut out to do this.

6. I'm very nervous about a parent conference that I have after school today. Mrs. Brown called to say that Jim is having trouble in school, and I just can't understand it. He seems to be doing OK to me. He never asks any questions or tells me anything is too hard for him. Mrs. Brown seemed upset, and I don't want to get into an argument.

7. Physical science is not my area of specialty. Now all ninth graders are required to take it, so I had to move from my area of environmental science to teach physical science. I'm just not prepared and I don't feel inspired to learn all of the stuff. I loved environmental science. Besides, my three colleagues in the department who have taught physical science for years seem unwilling to spend time with us rookies. Sure, they share some of their material, but it's not enough to give us confidence.

8. I'm not very excited about being at this staff development workshop. Don't take this personally, however. This is a bad day to be having district-wide workshops. We just completed final exams, and I have a stack of papers this high to read and grade. Frankly, my mind isn't totally focused here.

9. I don't know about this fifth-grade magazine project. It's taking a lot of time. I really appreciate how thoroughly the directions and guide sheets have been laid out and how much time was spent developing them. However, I don't see the real purpose in all of this and it seems like busy work to me.

10. What do you do with an AP Science teacher who refuses to do labs? Whoever heard of such an absurd thing? His argument is that the AP exams have no lab component, and his kids always perform well on them. He claims that if he took time out from his instruction to conduct labs, his students wouldn't do as well on the exams. All of his instruction is from the book. His "success" is hard to argue with. He sees the course as preparing students for the AP exam rather than for becoming scientists.

11. How do we move into new technologies? I have a math teacher in my building who refuses to use calculators in her algebra class. She is from the Old School and is absolutely brilliant, so she talks circles around me when I bring up the topic of calculators. She insists that kids should learn to do all of the calculations on paper and in their heads. She argues that if they become too dependent upon calculators, they'll not know how the calculations are computed. However, as a teacher leader, I believe that calculators should be a familiar tool for all students, so I want her to begin using them.

12. I have always felt that it was not developmentally appropriate to teach the properties of matter to first graders. However, it's in the text, and it is supposed to

be covered. So I tried to think about how I could teach it this year and be truly age-appropriate. I wanted to keep the kids engaged and have them feel successful. I am frustrated out of my mind.

Group Growth

- In Round Robin fashion each member of the group responds first to, “What I know for sure about the lead is...” In the second round, each person shares a wondering or question they are having about the lead.
- Trios practice pacing to goal and then offering lead questions with two co-coaches working together. After each of the three rounds, debrief learning.

Listening Set Asides

Quick Review

Many humans are egocentric in their listening, seeking to share information about themselves, asking for information about which they are curious, or offering their best thinking about the issue. In Cognitive Coaching, those are incongruent with the identity of a mediator of thinking and should be consciously set-aside by the coach.

Individual Growth

- Take the self-assessment section on Capabilities and think about how you might want to improve your practice. See Appendix 1.
- Watch a TV comedy or drama or read a novel and notice when set-asides are not used in the conversations. How does that affect the dialogue or impact the person?
- For the first day, notice which set-asides you use or do not use in three or four conversations and make note of your findings. On the next day, pick one to consciously pay attention to and apply for that day. Record the effects it had on your identity as a mediator. Do the same for the next two days with the other two set asides.

Group Growth

- Group into pairs. One person talks for about 4 minutes about a challenge or issue of concern. When the person finishes, the other member of the pair tells the person where they might have had to use which set-asides in coaching the person. Next have a ten-minute conversation in response to what the person introduced. Switch roles and repeat the process.

Pair with another pair and share what you are learning about yourself and about set-asides.

- Pairs decide on a planning, reflecting, or problem-resolving conversation.

As the conversation proceeds, and the coach is aware of a need to set aside, the coach pauses and says,

“I am setting aside my autobiographical thought,” or, “I am setting aside some solution listening.” or “I am avoiding asking an inquisitive question.”

After completing the conversation, reverse roles and repeat the process.

Mediative Questioning

Quick Review

The capability of, “Know one’s intentions and choose congruent behaviors,” guides us in offering questions. Mediative questions engage thinking. They are purposeful in activating cognitive operations which assist in specifying thinking or exploring thinking. Coaches invite thinking by using approachable voice, plural forms, tentative language, positive presuppositions, and open-ended questions.

Individual Growth

- Take the self-assessment section on Posing Mediative Questions and think about how you might want to improve your practice. See Appendix 1.
- As you view a video of yourself coaching, record your questions and analyze them for elements of invitational questions. Rewrite those that may not have those elements as a means for practicing that pattern.
- Think of an upcoming coaching opportunity. Practice writing questions you might want to ask. After writing, assess them for their mediative qualities. Consider which States of Mind are addressed in each question.

Group Growth

- Work in trios with a meta-coach collecting data on the coach's questions. Share the data and have reflecting conversations with each person in the trio after coaching.
- As a group, watch a video of a coaching conversation, focusing on questions. Together dialogue about how the coach used the pattern of pause, paraphrase, pause, pose a question. Consider the mediative quality of the questions and the effects on the coachee's thinking.

Pacing

Quick Review

Pacing is one of the tool clusters in the Problem-Resolving Map. The four elements of the pace are emotion, content, goal, and pathway. The intention of the pace is to acknowledge the current state and emotions while calming the activity in the amygdala. By stating a goal, the coach assists the coachee in activating cognition in the prefrontal cortex to envision a desired state.

Individual Growth

- Take the self-assessment section on Pacing and think about how you might want to improve your practice. See Appendix 1.
- Review the four elements of the pace and label what type of paraphrase (acknowledging, organizing, abstracting) the coach is using for each element.

Speak out loud to provide a practice pace for each of the following:

- *My kids are so behind since we were online last year.*
- *We have to wear masks, which is a battle every day.*
- *The curriculum that we have to teach is a mismatch for my students.*
- *I don't understand how parents can be so mean and disrespectful.*
- *This job is not what I expected. I am unable to keep up with the demands.*

Group Growth

- Together, review the elements of the pace. Share what is most challenging in doing effective pacing.
- Practice in trios with two co-coaches pacing the third person. Debrief at the end of each pace. Switch roles until everyone has been paced.

As a group, share what you are taking away from this session and how you will apply it.

Paraphrasing

Quick Review

The paraphrase is the premier tool of a coach's repertoire, reflecting back to the coachee so that they hear their own thinking. It sends a message that the coach is trying hard to understand the person and that the person is important and being listened to carefully. It usually begins with "you" to reflect empathy. There are three types of paraphrases: acknowledging, organizing, and abstracting.

Individual Growth

- Take the self-assessment section on Paraphrasing and think about how you might want to improve your practice. See Appendix 1.
- Watch a video of your own coaching. As you view the video analyze the paraphrases and make notes regarding your use of the Principles of Paraphrasing described in your Learning Guide:
 - Attend fully.
 - Listen with the intent to understand.
 - Capture the essence of the message.
 - Reflect the voice tone and gestures.
 - Make the paraphrase shorter than the original statement.
 - Paraphrase before asking a question.
 - Use the pronoun "you," instead of "I."
- Play the video a second time, scripting your paraphrases. Label them as acknowledging, organizing, or abstracting. What do you notice about the patterns and use of the three types?

Take some time to respond to the following after viewing and analyzing your video:

Here's what I learned...
 So what does it mean...
 Now I want to...

- Choose a movie to watch that you can pause. Practice paraphrasing by pausing the movie and then paraphrasing the character's thoughts. The paraphrase should always be shorter than what was said by the coachee and should reflect the essence of what was said, not the details.
- Practice by being certain to paraphrase on phone calls, in meetings, and in responses to emails.

Group Growth

- Make three cards with the label of the three types of paraphrases, one on each. Form groups of 4-5. Select a topic of interest to the group and begin a conversation. Before a person paraphrases in the conversation, they point to the card that indicates the kind of paraphrase they are about to use. Continue the conversation for about 15 minutes. Debrief by thinking together about your observations and insights.
- Practice in a trio with a meta-coach scripting the coach's paraphrases. Share the data and have reflecting conversations with each person in the trio after coaching.

Pausing

Quick Review

Pausing provides space for both the coach and the coachee to have time to think. There are three kinds of pauses in Cognitive Coaching: after the coach poses a question, after the coachee responds, and before the coach responds.

Individual Growth

- Take the self-assessment section on Pausing and think about how you might want to improve your practice. See Appendix 1.
- Isolate the tool of pausing in your daily life by taking a week to consciously use the pause in all of your conversations. Note the effects in a journal entry that describes how the pause challenged you and what you learned from practicing it.

- Observe a video of yourself coaching. What do you notice about your own pauses and the pauses of the coachee? How did you make decisions about when to pause? How might you apply your insights from the video to your coaching?

Group Growth

- Observe a video together with a group focusing on the pauses. Debrief the coaching conversation paying attention to the types of pauses you noticed and how the pauses impacted the thinking of the coachee.
- Practice in a trio with a meta-coach scripting the coach's pauses. Share the data and have reflecting conversations with each person in the trio after coaching.

Planning

Quick Review

The Planning Conversation map provides a template for a structured conversation that invites first thinking about the goal of the event, a consideration of what success looks like, and a defined set of strategies for achieving the goal. The fourth region of the map shifts to an internal focus and explores the coachee's own growth. The fifth and final region invites reflection on the coaching process.

Individual Growth

- Take the self-assessment section on the Planning Conversation Map and think about how you might want to improve your practice. See Appendix 1.
- It is important to internalize the five regions of the Planning Conversation Map. One way to do so is to have daily planning conversations with yourself. For example, as you drive to a meeting, say each region to yourself and create a plan for yourself in the meeting. Sit at your desk and talk through the map about any upcoming event, personal or professional.
- Write questions for yourself for each region of the map for practice or to prepare for an upcoming conversation.

- Watch a video of yourself conducting a planning conversation and analyze your use of the five regions. Consider what decisions you made consciously as you navigated the map in this conversation.

Group Growth

- A pair, trio, or quartet (depending on the group's size) takes one region of the map and prepares a chart that explains the intention of that region and offers a graphic reminder of the region. Example: Personal Learning Focus – a picture of The Thinker.
- At a regular and ongoing meeting of your group, invite a member of your group to model a planning conversation. Debrief the conversation by having group members provide data and questions for the person modeling. For example, “You asked questions about strategies and then asked a question about the goal. How did you decide to do that?” Repeat at each meeting with a different person modeling.
- Make coaching in pairs or meta-coaching trios a regular part of your meeting agendas.

Problem-Resolving

Quick Review

The Problem-Resolving Map supports the coachee in moving from an existing state of high emotion and low capacity for self-directedness to a more resourceful desired state. Two additional tool clusters of pacing and leading facilitate navigation of this map.

Individual Growth

- Take the self-assessment section on the Problem-Resolving Map and think about how you might want to improve your practice. See Appendix 1.
- Make a list of situations (for yourself and others) where the Problem-Resolving Map might be useful. What criteria are you using to make choices about using this map?
- For each situation on your map, write what might be the existing state (empathy and content) and the desired state (goal). Return to each situation and write possible lead questions for each situation.
- Listen for authentic opportunities to practice the map on a daily basis.

Group Growth

- Pairs or trios share recent experiences with the Problem-Resolving Map, recording common themes. Share with the large group. Individuals set goals for upcoming practice.
- Trios practice: One person paces a coachee to goal and pauses. Group debriefs and returns to revise goal if needed. Coach starts the lead and then the second person paraphrases and gives a new lead question. Continue taking turns until cognitive shift occurs or the person seems more resourceful. Switch roles and continue as time permits.

Rapport

Quick Review

We establish rapport by aligning ourself with another both physically and verbally in order to create psychological safety in a coaching conversation. When attention is intentionally given to rapport, it creates a sense of connection and allows the brain to relax.

Individual Growth

- Take the self-assessment section on Rapport and think about how you might want to improve your practice. See Appendix 1.
- Select one of the elements of rapport for each day of the work week and observe it in others, noting interesting or unique observations.
 - Monday – posture
 - Tuesday – gesture
 - Wednesday – intonation
 - Thursday – language
 - Friday – breathing

At the end of the week reflect on the following questions:

- What things am I more aware of about rapport?
- What do I want to be more conscious of in my own coaching to build greater rapport?
- How will I skillfully build those things into my daily practice?

Group Growth

You will need a cell phone or tablet with video capability for each member of the group for this exercise.

Form trios.

Two people conduct a coaching conversation for five minutes while the third person, keeping some distance and out of rapport, makes a video of the conversation.

Round 1 – A coaches B, C records video

Round 2 – B coaches C, A records video

Round 3 – C coaches A, B records video

The trio then regroups and shares insights and observations.

Reflecting

Quick Review

The Reflecting Conversation is the companion to the Planning Conversation, giving the coachee the opportunity to make meaning from an experience and consider how it went compared to the actual event. It is the opportunity to construct new insights which inform future actions and decisions. Like planning, the reflecting conversation has five regions, beginning with an overall impression and a grounding in data. The map requires the most time be spent on analyzing the experience in order to make meaning and acquire learning. The final step is the same as planning in that the coachee reflects on the process.

Individual Growth

- Take the self-assessment section on the Reflecting Conversation Map and think about how you might want to improve your practice. See Appendix 1.
- Many people learning this map have a difficult time staying in the past tense in the analysis region, instead moving to the planning conversation. Watch a video of yourself, paying particular attention to the analysis region. What tense were your questions? How close did you come to the recommended 3-5 analysis questions? Think back on your own thinking and consider what decisions you made in choosing your questions. How satisfied are you with your questions?
- Use the Reflecting Conversation Map to have self-mediated conversations about important experiences in your life at least once a week. Doing so will assist you in making the map more natural and internalized so that you will be able to focus your energy on the coachee rather than having to work to remember the map.

Group Growth

- As a group, watch a video or live model of a reflecting conversation. As you observe, make a note of when the coach transitions between regions. Also script the analysis questions. Pair and share notes and data you collected and think together about how

the coach used the map. Study the analysis questions. Pair with another pair to form a quartet and discuss your thinking. For closure, invite each person to describe their learning and identify one action to increase their skill with this map.

- Conduct trios meta-coaching with emphasis on questions for data collection by the meta-coach. Use the reflecting meta-coaching conversation to analyze use of the map and specific insights regarding the analysis region.

States of Mind

Quick Review

The States of Mind are unique to the work of Costa and Garmston and are central to effective Cognitive Coaching. The five States of Mind represent the internal resources and capacities within each of us. They are abstractions of our current state of resourcefulness and vary from moment to moment. The job of the coach is to locate and enhance these resources by mediating thinking, providing the coachee with greater ability to be self-directed.

Individual Growth

- Take the self-assessment section on States of Mind and think about how you might want to improve your practice. See Appendix 1.
- Recall each of the five States of Mind. Think of people you know who tend to be consistently high and low in each. What are some indicators that cause you to think that?
- Watch a video of yourself coaching and analyze it for how you mediated for States of Mind. What paraphrases and questions were most impactful? What were you conscious of about States of Mind during the conversation?
- For a week or two, keep a journal about States of Mind. After a conversation or meeting, write what you noticed about high and low States of Mind. For instance, “The low flexibility and interdependence of the teacher I coached was evidenced in their unwillingness to try some strategies their teammates found successful.” After noting the low States of Mind, write a question which might mediate to higher resourcefulness.

Group Growth

- Post a chart for each State of Mind split in half and labeled on one half with High and one half with Low. Do a quick Carousel Review of the States of Mind by asking groups

of two or three to start with one chart and move to the next when signaled until all charts are visited. At each chart the group records quotations of things they have heard or might hear that indicate high and low States of Mind. When they return to the original chart, have them write a synthesizing statement about that State of Mind on a new chart.

- Practice in trios with any of the three maps. One person is coachee, one is coach, and one is observer who makes notes regarding evidence in the coach and coachee about States of Mind. At the end of the conversation, the observer shares thoughts knowing these are tentative impressions. The trio dialogues about these and the coach and coachee reflect on their own internal thoughts. Repeat three times as time permits.

Trust

Quick Review

Trust is fundamental to psychological safety in a coaching relationship. It takes time to build trust where as rapport happens in the moment. When trust doesn't exist, the human brain is unable to function at full capacity, but instead puts its energy into self-protection. Trust is an abstract concept and is individualized in how it is built and perceived. It is always the goal of the coach to act in ways which continually grow trust.

Individual Growth

- Think about coaches or mentors in your life who have built trust with you. Recall how the process developed over time and when you became aware of feeling safe and able to share openly. How does this compare developmentally with your current coaching relationships?
- Megan Tschannen-Moran (2004) speaks to Facets of Trust: Benevolence, Honesty, Openness, Reliability, and Competence. Read the definition of these in your Learning Guide on the section on trust. Consider your strengths in current coaching relationships and evidence of those strengths. What areas might be more challenging? How do these reflections inform areas where you might want to improve trust? What are some strategies that might accomplish that?
- In your next planning and reflecting coaching conversations, consider asking a question in the last region that assists you with consciousness about trust in the relationship, e.g., "What are some things that are happening in our conversations that are helping us to build a truly trusting relationship?"

Tschannen-Moran, M. (2004) *Trust Matters*. San Francisco, CA: Jossey-Bass.

Group Growth

- Bryk and Schneider(2004) suggest four criteria for discerning whether we find a person to be trustworthy: respect, competence, personal regard for others, integrity. Break your group into four groups and have each group generate behavioral examples that have developed each of the four criteria. Have each group share the highlights of their examples. Invite each group member to then pick one of the four to journal on about a current relationship and how that criteria might be developed in the relationship.
- Overall trust in schools as organizations is often low. Have a small group dialogue about how you have navigated building trust in individual relationships when trust is low in the environment.

Bryk, A., & Schneider, B. (2004). *Trust in Schools*. A core resource for improvement. New York, NY: Russell Sage Foundation.

Appendix

Appendix 1 Self-Assessment

The Cognitive Coaching Self-Assessment is available on the Thinking Collaborative website at https://4deefe9b-2cd7-4227-9bfc-3ed4b9a356ea.filesusr.com/ugd/d00b6c_0d0bee2091524429ac9fcf6b87d90f7a.pdf.

Appendix 2

“Feedback on Giving Feedback”
Doreen Miori-Merola
Co-Director of Thinking Collaborative

People don’t resist change; they resist being changed.
Peter Senge

Costa and Garmston in the third edition of their *Cognitive Coaching: Developing Self-Directed Leaders and Learners* (2016), say this about feedback: “To become self-directed, teachers need opportunities to generate data and to self-evaluate. They must learn how to compare their current performance to previous performances, and they must learn how to analyze their performance in terms of benchmarks for effective performance” (53). The authors describe five forms of feedback: mediative questions; providing *nonjudgmental data*; inferences, causality, and interpretations; personal opinions and preferences; and evaluations and judgments (53 – 54). They emphasize that the goal of feedback is this: The coach uses data and mediative questions so that the thinker/coachee can arrive at his or her own judgments, inferences and personal observations. This emphasis on self-directed evaluation is crucial for change and growth. There is increasing evidence that external evaluation is detrimental to modifying behavior, and, at best, it is only successful with a small percentage of the population.

Recently, Marcus Buckingham and Ashley Goodall reviewed some of the research around evaluations in “The Feedback Fallacy” (March -April 2019, Harvard Business Review). The authors speculate on how best to get employees to improve their job performance. The authors cite various experiments in “radical transparency,” in other words, when individuals are given harsh feedback on a fairly regular basis in the hopes that their employees will “thrive and excel.”

The “Feedback Fallacy” authors maintain that there are differences between imparting factual or procedural knowledge versus telling people what they need to do to achieve excellence in more abstract areas of performance. For example, Buckingham and Goodall differentiate by clarifying that checklists in a cockpit or in an operating room tell people what steps to follow and offer an articulation of

what factual knowledge someone needs in order to do a job well. For example, a driving instructor can impart actionable feedback to a student driver. Or, a nursing supervisor can give specific instructions and feedback on the steps to set up an I.V

On the other hand, all too often, “feedback is about telling people what we think of their performance and how they should do it better...” Regarding that approach, Buckingham and Goodall say the research is clear: “Telling people how we think they should improve actually hinders learning.”

Buckingham and Goodall write that feedback is based on three accepted assumptions.

- **Theory of the source of truth:** Other people are more aware than you are of your weaknesses and the best way to help you is for them to show you what you cannot see yourself.
- **Theory of learning:** You lack certain abilities that you need to acquire so your colleagues should teach them to you.
- **Theory of excellence:** That great performance is universal, analyzable, and describable and once defined it can be transferred from one person to another.

These three theories have self-centeredness and personal bias in common, and furthermore, research reveals none of these are true. What does that harsh statement mean? Dr. Leon F. Seltzer hypothesizes in his article, “*What You Should Know about Advice-Givers*,” (Psychology Today, August 14, 2013), that chronic advice givers “typically betray a powerful need to prove to themselves that they could deal with your difficulties better than you” and elevates the advice-giver’s status and power.

The Source of Truth Theory:

In fact, humans are unreliable raters of other humans. People do not have the objectivity to hold in their heads a stable definition of an abstract quality which is highly subjective and bias-dependent. Feedback is often more distortion than truth. This type of feedback *reflects the raters* more than *those being rated*. The authors state that there are two types of measurement errors: Random and Systematic. Random errors are fluctuations in either direction because of precision limitations of the assessment device. A researcher can collect more data and average the results to minimize deviations. Systematic errors are often the result of problems throughout the whole experiment, and they cannot be analyzed statistically. Assessment errors are systematic not random. “What the research has revealed is that we’re all color-blind when it comes to abstract attributes, such as *strategic thinking, potential, and political savvy*. Our inability to rate others on them is predictable and explainable—it is systematic. We cannot remove the error by adding more data inputs and averaging them out, and doing that actually makes the error bigger” (Buckingham and Goodall). The authors call this the *idiosyncratic rater effect*.

The Theory of Learning

Many individuals and organizations believe that feedback contains useful information, and that information will accelerate someone's learning. "Learning is less a function of adding something that isn't there than it is of recognizing, reinforcing, and refining what already is. There are two reasons for this" (Buckingham and Goodall):

1. We grow more in our areas of greater ability – strengths are our development areas. Your brain creates more synaptic connections and neurons where they already have the most. Learning starts by an individual finding his/her strength areas and building from and on them. "Learning rests on our grasp of what we're doing well, not on what we're doing poorly, and certainly not on what someone else believes we are doing poorly" (Buckingham and Goodall).
2. The detrimental effects of external evaluation are described this way. Getting attention to our strengths from others catalyzes learning, whereas receiving attention to our weaknesses smothers it." Using fMRI scientists watched what was happening in the brain when one group was given positive coaching and the other group was asked about what they were doing wrong and what they needed to do to fix it. In the group that was asked about deficits, the "flight or fight" response area of the brain lit up. In other words, the brain reacts to critical feedback by going into survival mode. At that point, the prefrontal lobe is not engaged, and that is where planning, decision-making, higher level cognitive processes, problem-solving and other executive functions occur.

Dolcemascolo, Ellison, and Miori-Merola, in "Self-Directed Evaluation Conversations: A Growth-Producing Process" write: "Relevant research is being conducted by Richard Boyatzis (Kropko, 2010), distinguished university professor, and professor of organizational behavior, cognitive science and psychology at Case Western Reserve University. Dr. Boyatzis has used fMRI to track the diametrically opposed reactions in the human brain to both compassionate and critical coaching methods. If the individual being coached focuses on options, goals, and desired states—hallmarks of the Cognitive CoachingSM model—instead of weaknesses, shortcomings, or criticism, positive areas in the brain light up and stay lit for five to seven days. Even more importantly, the research showed that by "trying to fix a person," or by pointing out shortcomings in the person, the brain sends out messages to defend itself from the perceived attack. People start to shut down and resist change." Therefore, giving external critical feedback is contrary to the human brain's neuroscience.

The Theory of Excellence

Buckingham and Goodall write that "Excellence in any endeavor is almost impossible to define, and yet getting there, for each of us, is relatively easy." Excellence is subjective, unique, and idiosyncratic, and it has its own pattern. "Show a new teacher when her students lost interest and tell her what to do to fix this, and while you may now have a teacher whose students don't fall asleep in class, you won't have one whose students necessarily learn any more... Therefore, telling people how we think they should improve or excel does not improve people's performance, it actually hinders learning."

Coaching conversations should be non-hierarchical or based on status. The coach has to set aside the need to offer solutions or become evaluative. It is the non-judgmental dialogue between two colleagues that will be instructive and growth-producing. The climate for these conversations is important, and to this end, Costa and Garmston discuss what they call “structuring.” “Structuring is defined as the many ways in which a coach clearly communicates expectations about purposes, and the use of such resources as time, space, and materials. Where the coach and colleague sit during a coaching conversation can influence a feeling of a co-creating or a supervisory relationship” (56). Additionally, Dolcemascolo, Ellison, and Miori-Merola cite David Rock’s work as a resource in their article “Self-Directed Evaluation Conversations.” The authors write, Rock (2009), offers such support. He asked us to imagine “what it is like when you interact with someone who makes you notice what’s good about yourself, who is clear with his expectations, who lets you make decisions, who connects with you on a human level, and who treats you fairly” (Rock, pp. 196-197). Rock asserts that the brain has social needs that must be met to function at its best. He developed the acronym, S.C.A.R.F., to assist us in remembering and understanding the critical social needs of the human brain. The social needs are Status, Certainty, Autonomy, Relatedness and Fairness.” In particular, status must be considered in a positive, growth-producing conversation. An individual seeks status in an organization. “In an evaluation system where feedback includes answers and solutions, the evaluator’s status is raised and the teacher’s status is lowered. Providing feedback in the form of data and questions allows teachers to find their own solutions and increases the personal sense of status” (Dolcemascolo, Ellison, Miori-Merola).

Interestingly, even data may not be enough! Two of the four Assumptions of Cognitive CoachingSM are that “All Behavior is directed by our individual and subjective perceptions,” and that “To skillfully change behavior requires a change in perception” (Cognitive Coaching Seminars® Foundation Training Learning Guide, 2018, 14). These two assumptions are supported by the research revealing the futility around giving “constructive” or, even worse, critical-based feedback. Elizabeth Kolbert’s article in the *New Yorker* (February 19, 2017), cites ample research regarding “Why Facts Don’t Change Our Minds.” Two Stanford studies were highlighted, and in each case, a group of subjects were told a “fact” and later, those facts were refuted. Even after the intentions of the study were revealed, the subjects were unwilling to let go of the “facts” that they were told, and the researchers concluded that “once formed impressions are remarkably perseverant.” Kolbert writes, “Even after the evidence for their beliefs has been totally refuted, people fail to make appropriate revisions in those beliefs... In this case, the failure was ‘particularly impressive,’ since two data points would never have been enough information to generalize from.” Confirmation Bias is the “tendency people have to embrace information that supports their beliefs and reject information that contradicts them” (Kolbert, 2017). So, it is not an individual’s weakness and flaws that the observer sees; it is the weakness and flaws in the one *doing the observation*. Kolbert also cites “The Enigma of Reason” by the cognitive scientists Hugo Mercier and

Dan Sperber. Mercier and Sperber prefer the term “myside bias” to “confirmation bias” because “presented with someone else’s argument, we’re quite adept at spotting the weaknesses. Almost invariably, the positions we’re blind about are our own” (Kolbert, 2017). Therefore, individuals doing external evaluations will be thwarted by the “myside bias” of those being observed and evaluated.

Garmston, Costa, and Wellman emphasize that by providing data in a “third point” dialogue is enhanced. Two-point communication is “eye contact” communication between two individuals – teacher to student or supervisor to teacher, for example. Normally, this intimate direct conversation is preferred because of proximity and rapport. However, with particularly sensitive or difficult conversations, offering data in the form of a visual is recommended. Three-point communication (data that is “neutral” and offered visually) separates the “message from the messenger” and with particularly difficult data, removes the facilitator from being “part of the problem” and promotes a conversation about the issue versus the person. There are many ways to collect the data that will support the dialogue. The Cognitive Coaching Seminars® Foundation Training Learning Guide offers a plethora of possible methods of data collection: interviews/discussions, observe teacher-student interactions, review student artifacts, administer written surveys, and video and audio records, to list a few (2018, 76). Additionally, Dolcemascolo, Ellison, and Miori-Merola, state that it is not the evaluation instrument, but the evaluation process, particularly the communication between the evaluator and the teacher, that will determine whether or not evaluation supports growth and learning.”

In response to Buckingham and Goodall, FORBES published *“Feedback Is Not A Waste Of Time: What ‘The Feedback Fallacy’ Got Wrong,”* by Hanna Hart (March 11, 2019). Hart addresses some of the main points of the Harvard Business Review article, and in particular, elaborates on each one of the “theories” of truth, learning, and excellence. Hart also acknowledges that the authors are correct in calling attention to the pitfalls of critical feedback. She writes, “However, there is good evidence that a high feedback culture promotes high performance. The real correction for biased, destructive feedback is a humility, curiosity and a good model for skillful feedback that focuses on specific behavior and its results.” She then stresses the importance of delivering feedback with humility to counterbalance the “status” factor. Focusing on specific behaviors and avoiding judgment, presuming positive intentions and motivations, and being intellectually curious and open are, in her estimation, additional requisites. Hart also recognizes the potential of downshifting from the cortical part of the brain to the “flight, fight, or freeze” reptilian brain when she admonishes the feedback provider to “Watch for signs that the recipient is shutting down and hit the pause button as needed.” Ultimately, we must heed Peter Senge’s admonition, “People do not resist change; they resist being changed.” The individual must become self-managing, self-monitoring, and, most importantly, self-modifying – in other words, self-directed -- to enhance performance.

Buckingham, M. & Goodall, A. *The Feedback Fallacy*. Harvard Business Review. March-April 2019. <https://hbr.org/2019/03/the-feedback-fallacy>

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Hart, H. “*Feedback Is Not A Waste Of Time: What 'The Feedback Fallacy' Got Wrong,*” (March 11, 2019).

Kolbert, E. “Why Facts Don’t Change Our Minds.” *New Yorker* (February 19, 2017).

Appendix 3

I like the way you immediately shifted your assignment when you noticed that the students were not ready to complete that independently.

I’ve noticed that you have been very responsible. You’ve been getting yourself to football and work on time all on your own.

May I make some suggestions?

You need to leave. It’s more important to see your son after his first day of school.

You played very well!!! Nice job!! How did you feel about your performance?

Thank you for your presentation. I like how you get straight to the point and are direct.

I can tell you worked hard on this.

Thank you. This is useful for me.

That lesson was a real hit!

She is good and even better this year than last year.

You are really good at dealing with them and you are so patient.

When thinking about the progress of your students, what benefit is it to have a set testing window?

That was the best inservice in 4 years!

You know, if this fails, it's on you!

I think that sounds like a good idea.

Teachers need more time to visit and discuss new information with peers at their tables during inservice.

You can't do that because you'll invite too many teachers in to have something to complain about. Keep answers short and sweet.

Make sure you go over these instructions many times so they understand.

That looks amazing!!

She did a great job!

What do you want?

I really like the inservice this year. It is nice to share our common stories.

She's well above average.

You did a very good job on the CIP. We definitely won the warm-up.

That was good.

I really appreciate all you've done for us this year. I don't envy you your job.

In what ways does your purpose affect your cause?

Use your best judgment.

I'm proud of you!

I was so confused I didn't know how to move forward.

Now that we've had this conversation, I know what my next steps are. Thank you for helping me clarify my thinking.

The inservice was relevant and worthy of our time.

You did a nice job of following through with what you've practiced.

Are your answers recorded in the way your teacher expects them?

You did a great job, but we need to get more students in your class.

If your team doesn't start running and quit playing lazy soccer, you will lose all your games.

You need to set the stage for your lesson.

I think that's ok. It could even be called elegant.

You're perceptive.

I like the use of technology you integrated into your lesson.

Maybe use more visual aids such as charts or posters. It could help some students.

Good job.

It was really helpful the way you helped pick up toys.

May I keep your video tape to show to student teachers?

The lesson was too long and the kids were bored.

What are some possible alternatives that you could use to assess student learning?

Wow! You are very organized.

I worry if the students aren't seeing value in homework.

Good classroom management.

The magnet metaphor/simile was a good idea. I never thought of it.

Good questioning techniques.

Use student generated work on word wall.

I enjoyed the way you walked around the room and assessed your students.

What strategies will you use to meet his needs?

Since he is 2 grade levels above the rest of the class, I might use ACM and develop lessons on his level—or ask teachers in my team to group students working on a similar level.

Have you thought that maybe he might have the same kind of problem?

I hadn't thought of it like that. He is having the same problem.

You have a great grasp of the content.

Every student was engaged.

Enjoyed the power point but color choice is questionable.

Modeling the procedure was a key for the students understanding the activity.

Your directions are so explicit for the children.

I really appreciated seeing how you got all of the students involved in the task.

I appreciate the resources. Keep them coming.

It looks good, but I need more clarification.

Good job on this meal.

You can't be out of the building again.

I need you to fix my computer. No one else fixes it like you do.

We got the grant.

You were professional, focused on student issues. You identified adult issues.

How do you think that went?

You have the ability. Don't let your doubt stop you from trying.

I always enjoy stopping by your room. You exude so much energy!

I really like the way you are doing reading groups.

Thanks for helping me out with my student yesterday.

I really liked the way you are moving around the room and monitoring your students' work.

You really helped support my thinking.

I truly enjoyed observing the engagement of your students.

Your passion really comes through.

Thank you for doing what is best for students!

Thank you for letting us come in today. Your students were highly engaged and your lesson was right on track with state standards.

Your experiences really help you see the big picture that I don't see.

You are a master teacher.

You have a real talent for organizing and covering all the details.

What ways could you have made that more engaging for the learners?

I like the way you structured this. It made sure all were involved.

I wasn't sure how that activity would go, but it went great!

How do you feel the lesson went today?

I really thought the children were actively engaged.

Your content was wonderful. Go back and check it for APA style.

I noticed that you stayed in line all the way to lunch.

Wow! What a good job!

That didn't work.

That was much better.

How does it make you feel when your lesson goes as well as it went today when I was in your room?

Good job on completing that on time.

The kids loved the activity. They were so focused.

We hate jigsawing.

I'd like to know more about what you do doing working with words because your kids seem to be so engaged and enthusiastic about it.

What part of your lesson do you feel went well?

You are good at paraphrasing!

How could you have handled that differently?

What patterns are you seeing in the data?

You were not very flexible on adjusting your lesson plans to include the surprise guest speaker.

Our debriefing session went really well this afternoon. The changes we made really paid off.

LEADING

WHERE DO I START? P.R.O.			
Initiate a lead question intended to access and illuminate a State of Mind.		Outcome Structure Begin with the 3 rd party, then shift the focus to the person being coached. • "If you could wave a magic wand and have him/her behave exactly as you'd like, what would you see and hear?" Continue with other 3 columns of the Outcome Structure	
Probe a word in the goal • "How do you define _____?" (Cr) • "What criteria might you use to determine that you have _____?" (Cr)	and /or	Relive/Recall a previous success • "When you've faced situations like this before, what was effective?" (Con, Flex, Eff) • "When you are feeling _____, what do you need?" (Con, Flex)	or
If first question is unproductive, explore other States of Mind. Continue questioning guided by the colleague's responses, maintaining empathy and rapport.			

WHERE DO I GO FROM THERE?			
Paraphrase at abstracting level. (belief, value, identity, concept label) • "A belief you hold is _____" • "So it's important to you that _____." • "You're a _____." • "This is about _____."	and /or	Pose questions to specify thinking "Specifically, what does _____ mean?" and explore thinking • "What beliefs/values might be connected to . . .?" • "Who might you need to be in this situation?"	and /or
Pose questions from cognitive shift strategies. • "What makes this important to you?" (Con) • "Which of your skills does this call for?" (Eff) • "What resources might you have?" (Int) • "What long-range effects might this have?" (Flex) • "What criteria might you use to _____?" (Cr)			
Observe BMIRS throughout the conversation: <ul style="list-style-type: none"> - Major, sudden shifts in voice quality, posture, breathing, gesture, muscle tone, and/or skin tone. - Congruence between speech content and nonverbal messages. - Manifestations of cognitive dissonance as in shifts from certainty to uncertainty or sudden insights. 			

HOW DO I KNOW WHEN I'M DONE?		
Cognitive shift occurs.	or	The coachee is feeling more resourceful.
Close the conversation and leave thinking open by: Asking a take-away question or Reflecting on the process and explore refinements.		

