COGNITIVE COACHINGSM RESEARCH

Albert, S. (1991). Developing beginning teacher autonomy: Gender differences on observer ratings of Cognitive Coaching elements. Unpublished paper, Federal Way, WA: Federal Way School District.

Aldrich, R. S. (2005). Cognitive CoachingSM practice in online environments (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI NO. AAT 3197394)

Alseike, B. U. (1997). Cognitive Coaching: Its influences on teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9804083)

Awakuni, G. H. (1995). The impact of Cognitive Coaching as perceived by the Kalani High School core team (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9613169)

Batt, E. G. (2010). Cognitive coaching: A critical phase in professional development to implement sheltered instruction. Teaching and Teacher Education, 26, 997-1005. doi: 10.1016/j. tate.2009.10.042

Beltman, S. (2009). Educators' motivation for continuing professional learning. Issues in Educational Research, 19(3), 193-211.

Brooks, G. R. (2000). Cognitive Coaching training for master teachers and its effect on student teachers' ability to reflect on practice. The Delta Kappa Gamma Bulletin, 67(1), 46-50.

Brooks, G. R. (2000). Cognitive Coaching training for master teachers and its effect on student teachers' ability to reflect on practice (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3054851)

Burk, J., Ford, M. B., Guffy, T., & Mann, G. (1996, February). Reconceptualizing student teaching: A STEP forward. Paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Chicago, IL.

Clinard, L. M., Ariav, T., Beeson, R., Minor, L., & Dwyer, M. (1995). Cooperating teachers reflect upon the impact of coaching on their own teaching and professional life. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Clinard, L. M., Mirón, L., Ariav, T., Botzer, I., Conroy, J., Laycock, K., & Yule, K. (1997, March). A cross-cultural perspective of teachers' perceptions: What contributions are exchanged between cooperating teachers and student teachers? Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Coy, L. J. (2004). A case study of a professional development initiative focused on novice teacher mentoring (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3155974)

Donnelly, L. (1988, Spring). The Cognitive Coaching model of supervision: A study of its implementation (Unpublished master's thesis). California State University, Sacramento, CA.

Dougherty, P. A. (2000). The effects of Cognitive Coaching training as it pertains to trust building and the development of a learning community for veteran teachers in a rural elementary school (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3054864)

Edwards, J. L. (1993). The effect of Cognitive Coaching on the conceptual development and reflective thinking of first year teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9320751)

Edwards, J. L. (2003). Cognitive Coaching: Research on outcomes and recommendations for implementation. In I. F. Stein & L. A. Belsten (Eds.), Proceedings of the first ICF coaching research symposium (pp. 20-32). Washington, DC: International Coach Federation.

Edwards, J. L. (2004). The process of becoming and helping others to become: A grounded theory study. In I. F. Stein, F. Campone, & L. J. Page (Eds.), Proceedings of the second ICF coaching research symposium (pp. 69-78). Washington, DC: International Coach Federation.

Edwards, J. L. (2012). Cognitive Coaching: A synthesis of the research (8th ed.). Highlands Ranch, CO: Center for Cognitive Coaching.

Edwards, J. L., & Green, K. E. (1997). The effects of Cognitive Coaching on teacher efficacy and empowerment. (Research Report No. 1997-1). Evergreen, CO: Author.

Edwards, J. L., & Green, K. E. (1999a). Growth in coaching skills over a three-year period: Progress toward mastery. Paper presented at the annual meeting of the American Educational Research Association, Montreal.

Edwards, J. L., & Green, K. (1999b). Persisters versus nonpersisters: Characteristics of teachers who stay in a professional development program. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada.

Edwards, J. L., Green, K. E., Lyons, C. A., Rogers, M. S., & Swords, M. (1998). The effects of Cognitive Coaching and non-verbal classroom management on teacher efficacy and perceptions of school culture. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Edwards, J. L., & Newton, R. R. (1994a). Qualitative assessment of the effects of Cognitive Coaching training as evidenced through teacher portfolios and journals. (Research Rep. No. 1994-3). Evergreen, CO: Author.

Edwards, J. L., & Newton, R. R. (1994b). The effects of Cognitive Coaching on teacher efficacy and empowerment. (Research Report No. 1994-1). Evergreen, CO: Author.

Edwards, J. L., & Newton, R. R. (1994c). The effects of Cognitive Coaching on teacher efficacy and thinking about teaching. (Research Report No. 1994-2). Evergreen, CO: Author.

Edwards, J. L., & Newton, R. R. (1995, April). The effect of Cognitive Coaching on teacher efficacy and empowerment. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Eger, K. A. (2006). Teachers' perception of the impact of Cognitive Coaching on their teacher thinking and behaviors (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3223584)

Evans, R. E., Jr. (2005). Utilizing Cognitive Coaching to enhance the implementation of recommended middle school instructional strategies (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3189304)

Fine, J. C., & Kossack, S. W. (2002, Winter). The effect of using rubric-embedded Cognitive Coaching strategies to initiate learning conversations. Journal of Reading Education, 27(2), 31-37.

Flores, J. (1991, Spring). Cognitive Coaching: Does it help? Unpublished master's thesis, California State University, Sacramento.

Foster, N. (1989). The impact of Cognitive Coaching on teachers' thought processes as perceived by cognitively coached teachers in the Plymouth-Canton Community School District (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 8923848)

Garmston, R., & Hyerle, D. (1988, August). Professor's peer coaching program: Report on a 1987-88 pilot project to develop and test a staff development model for improving instruction at California State University. Sacramento, CA: Authors.

Garmston, R., Linder, C., & Whitaker, J. (1993, October). Reflections on Cognitive Coaching. Educational Leadership, 51(2), 57-61.

Geltner, B. B. (1993). Integrating formative portfolio assessment, reflective practice, and Cognitive Coaching into preservice preparation. Paper presented at the annual convention of the University Council for Educational Administration, Houston, TX.

Geltner, B. B. (1994). The power of structural and symbolic redesign: Creating a collaborative learning community in higher education. Descriptive Report #141. (ERIC Document Reproduction Service No. ED374757)

González, L. J. (2009). Los cinco estados de la mente en el counseling espiritual (Doctoral dissertation, Universidad Iberoamericana, México, D.F.). Retrieved from http://www.uia.mx/

Hagopian, G., Williams, H. B., Carrillo, M., & Hoover, C. C. (1996, April). The 2-5 collaborative inclass model: A restructuring of the Title I program. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Hart, A. W., Sorensen, N. B., & Naylor, K. (1990). Learning to lead: Reflective practice in preservice education. Paper presented at the annual meeting of the University Council for Educational Administration, Pittsburgh, PA.

Hull, J., Edwards, J. L., Rogers, M. S., & Swords, M. E. (1998). The Pleasant View experience. Golden, CO: Jefferson County Schools.

Johnson, J. B. (1997). An exploratory study of teachers' efforts to implement Cognitive Coaching as a form of professional development: Waiting for Godot (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9729048)

Krpan, M. M. (1997). Cognitive Coaching and efficacy, growth, and change for second-, third-, and fourth-year elementary school educators (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 1384152)

Liebmann, R. (1993). Perceptions of human resource developers from product and service organizations as to the current and desired states of holonomy of managerial and manual employers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9327374)

Lipton, L. (1993). Transforming information into knowledge: Structured reflection in administrative practice. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Mackie, D. J. (1998). Collegial observation: An alternative teacher evaluation strategy using Cognitive Coaching to promote professional growth and development (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9826689)

Maginnis, J. L. (2009). The relationship clinical faculty training has to student teacher self-efficacy (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3387682)

McCloy, D. (2011). Learning teaching reciprocal learning (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3453503)

McDonough, S. (1991, Spring). The supervision of principals: A comparison of existing and desired supervisory practices as perceived by principals trained in Cognitive Coaching and those without Cognitive Coaching training. (Unpublished master's thesis). California State University, Sacramento, CA.

McDonough, S. (1992, Spring). How principals want to be supervised. Visions, 9(3), 4-5, 7b.

McLymont, E. F. (2000). Mediated learning through the coaching approach facilitated by Cognitive Coaching (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT NQ59634)

McLymont, E. F., & da Costa, J. L. (1998, April). Cognitive Coaching: The vehicle of professional development and teacher collaboration. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

McMahon, P. J. (1997). Cognitive Coaching and special education advanced practicum interns: A study in peer coaching (Master's thesis). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 1385959)

Moche, R. (1999). Cognitive Coaching and reflective thinking of Jewish day school teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9919383)

Moche, R. (2000, Fall / 2001, Winter). Coaching teachers' thinking. Journal of Jewish Education, 66(3), 19-29.

Muchlinski, T. E. (1995). Using Cognitive Coaching to model metacognition during instruction (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9538459)

Phillips, M. D. (1996). The curriculum consultant as proactive staff developer (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT MM13446)

Powell, W., & Kusuma-Powell, O. (2007). Coaching students to new heights in writing. Educational Leadership: Engaging the Whole Child (online only), 64(Summer 2007).

Reed, L. A. (2007). Case study of the implementation of Cognitive Coaching by an instructional coach in a Title I elementary school (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI NO. AAT 3270804)

Rennick, L. W. (2002). The relationship between staff development in balanced literacy instruction for kindergarten teachers and student literacy achievement (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3051831)

Robinson, B. K. (2010). Building a pathway to support through professional development and induction: A case study examining an induction program for novice educators (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3426698)

Robinson, J. M. (2011). Supporting National Board candidates via Cognitive CoachingSM conversations and communities of practice (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3449849)

Schlosser, J. L. (1998). The impact of Cognitive Coaching on the thinking processes of elementary school teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9821080)

Slinger, J. L. (2004). Cognitive Coaching: Impact on students and influence on teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3138974)

Smith, M. C. (1997). Self-reflection as a means of increasing teacher efficacy through Cognitive Coaching (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 1384304)

Sommers, W., & Costa, A. (1993). Bo Peep was wrong. NASSP Bulletin, 77(557), 110-113.

Tarnasky, R. F. (2000). Instructional supervision in selected Colorado community colleges: The role of the department chair in working with part-time and full-time faculty (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9973923)

Townsend, S. (1995). Understanding the effects of Cognitive Coaching on student teachers and cooperating teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9544000)

Ushijima, T. (1996a). Five states of mind scale for Cognitive Coaching: A measurement study (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9720306)

Ushijima, T. (1996b). The impact of Cognitive Coaching as a staff development process on student question asking and math problem solving skills. Honolulu, HI: Author.

Uzat, S. L. (1998). Cognitive Coaching and self-reflection: Looking in the mirror while looking through the window. Paper presented at the annual meeting of the Mid-South Educational Research Association, New Orleans, LA.

Uzat, S. L. (1999). The relationship of Cognitive Coaching to years of teaching experience and to teacher reflective thought (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9947709)

Yust, J. (August, 1997). Cognitive Coaching: A multiple case study. (Unpublished master's thesis). Brock University, St. Catharines, Ontario. Retrieved from www.archive.org/details/cognitive-coachin00yustuoft

Weatherford, D., & Weatherford, N. (1991). Professional growth through peer coaching: A hand-book for implementation (Unpublished master's thesis). California State University, Sacramento.

COGNITIVE COACHINGSM RELATED LITERATURE

Archon, M. (2008). Cognitive Coaching: An effective communications tool for teacher librarians. CSLA Journal 32(1), 11-12.

Arredondo, D. E., & Rucinski, T. T. (1998, Summer). Using structured interactions in conferences and journals to promote cognitive development among mentors and mentees. Journal of Curriculum and Supervision, 13(2), 300-327.

Ashton, P., Webb, R., & Doda, C. (1983). A study of teachers' sense of efficacy. Gainesville, FL: University of Florida.

Association of California School Administrators. (1987). A practical guide for instructional supervision: A tool for administrators and supervisors. Burlingame, CA: Association of California School Administrators.

Barnett, B. G. (1995). Developing reflection and expertise: Can mentors make the difference? Journal of Educational Administration, 33(5), 45-59.

Bryk, A. S., & Schneider, B. (2005). Trust in schools: A core resource for improvement. New York, NY: Russell Sage Foundation.

Calhoun, E. F. (1985, April). Relationship of teachers' conceptual level to the utilization of supervisory services and to a description of the classroom instructional improvement. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Chang, J.Y., Bautista, R., Filibeck, K.M., Wong, S.S., Nishimura, S., & Hishinuma, E.S. (2011). Habits of Mind Inventory: 2005-2010: Technical report summary of results. Honolulu, HI: University of Hawai'i at Manoa, Asian/Pacific Islander Youth Violence Prevention Center (APIYVPC), Department of Psychiatry.

Cleary, T., & Zimmerman, B. J. (2004). Self-regulation empowerment program: A school-based program to enhance self-regulation and self-motivated cycles of student learning. Psychology in the Schools, 41(5), 537-550.

Clinard, L. M., & Ariav, T. (1997). What mentoring does for mentors: A cross-cultural perspective. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Cochran, B., & DeChesere, J. (1995). Teacher empowerment through Cognitive Coaching. Thrust for Educational Leadership, 24(5), 24-27.

Coladarci, T., & Breton, W. A. (1991, April). Teacher efficacy, supervision, and the special education resource-room teacher. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Colantonio, J. N. (2005). On target: Combined instructional supervision and staff development. Principal Leadership, 5(9), 30-34.

Costa, A., & Garmston, R. (1977). Teaching as process. In A. Costa & R. Liebmann (Eds.), Supporting the spirit of learning: When process is content (pp. 35-46). Thousand Oaks, CA: Corwin Press.

Costa, A., & Garmston, R. (1985, February). Supervision for intelligent teaching. Educational Leadership, 42(5), 70-80.

Costa, A., & Garmston, R. (1986, March). Reviewing the difference between supervision and evaluation. In K. Tye & A. Costa (Eds.), Better teaching through instructional supervision: Policy and practice (pp. 9-12). Sacramento, CA: California School Boards Association.

Costa, A., & Garmston, R. (1986, December). Cognitive Coaching: Supervision for intelligent teaching. Wingspan, 3(1), 38-42.

Costa, A., & Garmston, R. (1987, Fall). Student teaching: Developing images of a profession. Action in Teacher Education, 9(3), 5-11.

Costa, A., & Garmston, R. (1991, Fall). Cognitive Coaching: Developing the individual and the school. Leadership, pp. 72-77.

Costa, A., & Garmston, R. (1992, Spring). Cognitive Coaching: A strategy for reflective teaching. Journal for Supervision and Curriculum Improvement.

Costa, A., & Garmston, R. (1993, Spring-Summer). Cognitive Coaching for peer reflection. CASCD Journal, 5(2), 15-19.

Costa, A., & Garmston, R. (1994). Cognitive Coaching: A foundation for Renaissance schools. Norwood, MA: Christopher-Gordon.

Costa, A., & Garmston, R. (1995, Spring). The five human passions: The origins of effective thinking. Cogitare, 9(2), 1-5.

Costa, A., & Garmston, R. (1997). The process of coaching: Mediating growth toward holonomy. In A. Costa & R. Liebmann (Eds.), The process-centered school: Sustaining a renaissance community (pp. 143-158). Thousand Oaks, CA: Corwin Press.

Costa, A., & Garmston, R. (Spring, 1998). Maturing outcomes. Encounter: Education for Meaning and Social Justice, 11(1), 10-18.

Costa, A., & Garmston, R. (1998, October). Five human passions. Think: The magazine on critical and creative thinking, 9(1), 14-17.

Costa, A., & Garmston, R. (2002). Cognitive Coaching: A foundation for Renaissance schools (2nd ed.). Norwood, MA: Christopher-Gordon.

Costa, A. & Garmston, R. (2008). Cognitive Coaching: Conversations that mediate self-directed learning. In A. Costa (Ed.), The school as a home for the mind (pp. 127-140). Thousand Oaks, CA: Corwin Press.

Costa, A., Garmston, R., & Lambert, L. (1988). Evaluation of teaching: The cognitive development view. In W. J. Popham & S. J. Stanley (Eds.), Teacher evaluation: Six prescriptions for success (pp. 145-172). Alexandria, VA: Association for Supervision and Curriculum Development.

Costa, A., Garmston, R., & Zimmerman, D. (1988). Helping teachers coach themselves (Videotape script). Alexandria, VA: Association for Supervision and Curriculum Development.

Costa, A. L., & Kallick, B. (Eds.). (2008). Learning and leading with habits of mind: 16 essential characteristics for success. Alexandria, VA: Association for Supervision and Curriculum Development.

Costa, A. L., & Kallick, B. (Eds.). (2009). Habits of mind across the curriculum: Practical and creative strategies for teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

Daniels, D. C. (2002). Becoming a reflective practitioner: What research says. Middle School Journal, 33(5), 52-56.

Dobbs, D. (May-June, 2006). A revealing reflection. Scientific American Mind, 17(2), 22-23.

Dyer, J., & Fontaine, O. (1995, Spring). Can a zebra change its spots? Some reflections on Cognitive Coaching. Education Canada, 35(1), 19, 28-32.

Edwards, J.L. (2004). Cognitive Coaching: Research on outcomes and recommendations for implementation. In I. Stein (Ed.), Proceedings of the first ICF coaching research symposium (pp. 20-32). Mooresville, NC: Paw Print Press.

Edwards, J.L. (2010). Inviting students to learn: 100 tips for talking effectively with your students. Alexandria, VA: ASCD.

Edwards, J. L., Green, K. E., & Lyons, C. A. (1996). Factor and Rasch analysis of the School Culture Survey. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Edwards, J. L., & Green, K. E., & Lyons, C. A. (1996). Teacher efficacy and school and teacher characteristics. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.

Edwards, J. L., Green, K. E., & Lyons, C. A. (2002). Personal empowerment, efficacy, and environmental characteristics. Journal of Educational Administration, 40(1), 67-86.

Ellison J., & Hayes, C. (2003). Cognitive Coaching: Weaving threads of learning and change into the culture of an organization. Norwood, MA: Christopher-Gordon.

Ellison J., & Hayes, C. (2006). Effective school leadership: Developing principals through Cognitive Coaching. Norwood, MA: Christopher-Gordon.

Ekman, P. (2003). Emotions revealed. New York, NY: Henry Holt and Company.

Ekman, P., & Friesen, W. (2003). Unmasking the face: A guide to recognizing emotions from facial clues. Cambridge, MA: Malor Books.

Evans, M., & Hopkins, D. (1998). School climate and the psychological state of the individual teacher as factors affecting the utilization of educational ideas following an in-service course. British Educational Research Journal, 14(3), 211-230.

Feuerstein, R., et.al. (2010). Beyond smarter: Mediated learning and the brain's capacity for change. New York: Teachers College Press.

Foran, C., & Doylend, C. (2004). Fresh pathways to performance management. College Quarterly, 7(4).

Garmston, R. (1986, November/December). Improve conference results . . . not performance. Thrust for Educational Leadership, 16(3), 34.

Garmston, R. (1987, February). How can administrators support teachers who coach? Special Education Resource Network News, 4, 12.

Garmston, R. (1987, February). How administrators support peer coaching. Educational Leadership, 44(5), 18-28.

Garmston, R. (1987, March). Teachers as coaches: Training for peer coaching success. Special Education Resource Network News, 5, 13.

Garmston, R. (1987, December). Support peer coaching. School Administrator, 11(44), 36-37.

Garmston, R. (1988, August). A call for collegial coaching. The Developer, 1, 4-6.

Garmston, R. (1989, Spring-Summer). Cognitive Coaching and professors' instructional thought. Human Intelligence Newsletter, 10(2), 3-4.

Garmston, R. (1989, July). Peer coaching and professors' instructional thought. Wingspan, 5(1), 14-16.

Garmston, R. (1990). Is peer coaching changing supervisory relationships? Some reflections. California Journal of Curriculum and Supervision, 3(2), 21-27.

Garmston, R. (1991). Cognitive Coaching: Leadership beyond appraisal. Instructional Leader, 4(1), 1-3, 9.

Garmston, R. (1991, April). The Cognitive Coaching post conference. Instructional Leader, 4(2), 10-11.

Garmston, R. (1992). Cognitive Coaching: A significant catalyst. In A. Costa & J. Ballanca (Eds.), If minds matter: A foreword to the future (pp. 173-186). Palatine, IL: Skylight.

Garmston, R. J. (2001). Newly hatched. Journal of Staff Development, 22(4), 54-55.

Garmston, R. J. (2005). The presenter's fieldbook: A practical guide. Norwood, MA: Christopher-Gordon.

Garmston, R.J. (2011). I don't do that anymore: A memoir of awakening and resilience. Chalreston, SC: CreateSpace.

Garmston, R.J. (with von Frank, V.A.). (2012). Unlocking group potential to improve schools. Thousand Oaks, CA: Corwin.

Garmston, R., & Garmston, S. (1992, Summer). Supporting new teachers. Kansas Association for Supervision and Curriculum Development Record, 10(1), 9-16.

Garmston, R. J., Lipton L. E., & Kaiser, K. (1998). The psychology of supervision. In G. Firth & E. Pajak (Eds.), Handbook of research on school supervision (pp. 242-286). New York, NY: Simon & Schuster Macmillan.

Garmston, R. J., & Wellman, B. M. (2009). The adaptive school: A sourcebook for developing collaborative groups (2nd ed.). Christopher-Gordon: Norwood, MA.

Garmston, R. J., & Wellman, B. M. (2009). The adaptive school: A sourcebook for developing collaborative groups—Syllabus (5th ed.). Christopher-Gordon: Norwood, MA.

Garmston, R., & Wellman, B. (Revised by M. Dolcemascolo & C. McKanders). (2012). Adaptive schools foundation seminar learning guide (1st rev. ed.). Highlands Ranch, CO: Center for Adaptive Schools.

Gibson, S., & Dembo, M. H. (1984). Teacher efficacy: A construct validation. Journal of Educational Psychology, 36(4), 569-582.

Gilliam, E. S. (1990). Metacognitive processes and learning behavior evidenced by teachers of varying cognitive styles during self-regulated learning (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAD90-30018)

Glanz, J., & Sullivan, S. (2000). Supervision in practice: 3 steps to improving teaching and learning. Thousand Oaks, CA: Sage.

Glenn, R. A. (1993). Teacher attribution: Affect linkages as a function of student academic and behavior failure and teacher efficacy (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9414958)

Glickman, C. D., & Tamashiro, R. T. (1982, October). A comparison of first-year, fifth-year, and former teachers on efficacy, ego development, and problem-solving. Psychology in the Schools, 19(4), 558-562.

Goff, L. (2000). Power of the portfolio: Collaborative analysis of student learning process. Journal of Staff Development, 21(4), 44-48.

Goleman, D. (2006). Social intelligence. New York, NY: Bantam.

Grinder, M. (with Yenik, M.). (2007). The elusive obvious: The science of non-verbal communication. Battle Ground, WA: Michael Grinder & Associates.

Harrington-Lueker, D. (1996). Chuck the checklist. Executive Educator, 18(6), 21-24.

Harwell, K., & Hawkins, L. (1994, January). Cognitive Coaching: An alternative to the Texas teacher appraisal system. Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, TX.

Hayes, C. (1994, November). Promoting professional dialogue through Cognitive Coaching. The Developer, 3.

Hayes, C. (1995, Spring). Public coaching as a tool for organization development. Journal of Staff Development, 16(2), 44-47.

Hensley, T. L. (1999). The impact of training in reflective practices upon reform-oriented principals (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 9923914)

Hunt, D. E., Butler, L. F., Noy, J. E., & Rosser, M. E. (1978). Assessing conceptual level by the paragraph completion method. Toronto, ON: Ontario Institute for Studies in Education.

lacoboni, M. (2008). Mirroring people. New York, NY: Farrar, Straus and Giroux.

Karr-Kidwell, P. J. (1998). Improving the "quality of life" in school and business organizations: Historical and contemporary trends. (ERIC Document Reproduction Service No. ED417481)

L'Allier, S., Elish-Piper, L, & Bean, R.M. (2010). What matters for elementary literacy coaching? Guiding principle for instructional improvement and student achievement. Reading Teacher, 63(7), 544-554. doi.org/10.1598/RT.63.7.2

Langer, G. M., & Colton, A. B. (1994). Reflective decision-making: The cornerstone of school reform. Journal of Staff Development, 15(1), 2-7.

Lindsey, D. B., Martinez, R. S., & Lindsey, R. B. (2006). Culturally proficient coaching: Supporting educators to create equitable schools. Thousand Oaks, CA: Corwin.

Lipton, L., & Wellman, B. (1998). Pathways to understanding: Patterns and practices in the learning-focused classroom (3rd ed.). Sherman, CT: MiraVia.

Lipton, L., & Wellman, B. (with Carlette Humbard). (2001). Mentoring matters: A practical guide to learning-focused relationships. Sherman, CT: MiraVia.

Marzano, R. J. (2001). Designing a new taxonomy of educational objectives. Thousand Oaks, CA: Corwin Press, Inc.

Maskey, C. L. (2009). Cognitive Coaching has an exciting place in nursing education. Teaching and Learning in Nursing, 4(2), 63-65. doi.org/10.1016/j.teln.2008.05.003

McGatha, M. (2008). Levels of engagement in establishing coaching relationships. Teacher Development, 12(2), 139-150. doi.org/10.1080/13664530802038147

Midlock, S. (1990). Peer coaching of high school teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. 9118771)

Mott, M. (1992, April). Cognitive Coaching for nurse educators. Journal of Nursing Education, 31(4), 188-189.

Naylor, J. (1991). The role and function of department chairpersons in the collegial peer coaching environment (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9136682)

Nisbet, R. I. (1990). The relationship between cognitive developmental level and the concerns of teachers (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9110198)

Olson, K.L. (2010). The craftsmanship of critical thinking. (Unpublished doctoral dissertation). Argosy University, Seattle, WA.

O'Neil, J. (1993, August). Supervision reappraised. Update, 35(6), 1, 3, 8.

Oja, S. N. (1979). A cognitive structural approach to adult ego, moral, and conceptual development through in-service education. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Ortiz, F. I. (2002). Professionalizing principals: Leading diverse schools. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Pajak, E. (1993). Approaches to clinical supervision: Alternatives for improving instruction. Norwood, MA: Christopher-Gordon.

Perkins, S. J. (1998, Spring). On becoming a peer coach: Practices, indentities, and beliefs of inexperienced coaches. Journal of Curriculum and Supervision, 13(3), 235-254.

Peterson, P., & Clark, C. (1986). Teachers' thought processes. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., p. 10). New York, NY: MacMillan.

Piercy, T.D. (2007). Compelling conversations: Connecting leadership to student achievement. Englewood, CO: Advanced Learning Press.

Poole, W. L. (1994). Removing the 'super' from supervision. Journal of Curriculum and Supervision, 9(3), 284-310.

Poole, M. G., & Okeafor, K. R. (1989, Winter). The effects of teacher efficacy and interactions among educators on curriculum implementation. Journal of Curriculum and Supervision, 4(2), 146-161.

Ray, T. M. (1998, April). Implementing the NCTM's standards through Cognitive Coaching. Teaching Children Mathematics, 4(8), 480-483.

Robbins, P., & Gerritz, B. (1986). Four training programs for principals. Journal of Staff Development, 7(2), 91-99.

Saban, J. M., Wensch T. P., Costa, A. L., Garmston, R. J., Battaglia A., & Brubaker, W. (1998, Spring). Designing the holonomous school building. Journal of School Business Management, 10(1), 35-39.

Sanford, C. (1995). The myths of organizational effectiveness. At Work, (Sept/Oct.), 10-12.

Salzman, J. A. (1999). With a little help from my friends: A course designed for mentoring induction-year teachers. Mid-Western Educational Researcher, 12(4), 27-31.

Schuman, S. A. (1991). Indicators of teachers' autonomy: Cognitive Coaching rating scale. Federal Way, WA: Federal Way Public Schools.

Shavelson, R. (1973). The basic teaching skill: Decision-making. Stanford, CA: Stanford University.

Shulman, L. S. (1986). Paradigms and research programs in the study of teaching: A contemporary perspective. In M. C. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 3-36). New York, NY: MacMillan.

Simmons, J. M., Sparks, G. M., Starko, A., Pasch, M., & Colton, A. (1989). Pedagogical language acquisition and conceptual development taxonomy of teacher reflective thought: Interview and question format. Ypsilanti, MI: Author.

Sommers, W. (1991, January). Cognitive Coaching sustains teaching strategies. Minnesota Association of Secondary School Principals Newsletter, 7.

Sparks, D. (1990, Spring). Cognitive Coaching: An interview with Robert Garmston. National Staff Development Council Journal, 11(2), 12-15.

Sprinthall, N., & Thies-Sprinthall, L. (1983). The teacher as an adult learner: A cognitive-developmental view. In G. Griffin (Ed.), Staff development: 82nd yearbook of the National Society for the Study of Education, Part II (pp. 13-35). Chicago, IL: University of Chicago Press.

Stoner, M., & Martin, L. (1993, November 18). Talking about teaching across the disciplines: How cognitive peer coaching makes it happen. Paper presented at the 79th annual conference of the Speech Communication Association, Miami, FL.

Swartz, R.J., Costa, A.L, Beyer, B.K., Reagan, R., & Kallick, B. (2008). Thinking-based learning: activating students' potential. Norwood, MA: Christopher-Gordon.

Tschannen-Moran, M. (2004). Trust matters: Leadership for successful schools. San Francisco, CA: Jossey-Bass.

Tschannen-Moran, B., & Tschannen-Moran, M. (2010). Evocative coaching: Transforming schools one conversation at a time. San Francisco, CA: Jossey-Bass.

Tye, K. A., & Costa, A. L. (1986). Better teaching through instructional supervision: Policy and practice. Sacramento, CA: California School Boards Association.

Vincenz, L. (1990). Development of the Vincenz empowerment scale (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 9031010)

Wellman, B., & Lipton, L. (2004). Data-driven dialogue: A facilitator's guide to collaborative inquiry. Sherman, CT: MiraVia.

White, D. (1996). Stimulating innovating thinking. Research Technology Management, 39(5), 31-35.

Williams, B. (2001). Adult learning theory: The mentoring connection. (ERIC Document Reproduction Service No. ED450101)

Wood, S. W. (1991, March/April). Cognitive Coaching: Leadership style for the 21st century. The Principal News, 19(4), 12.

Zimmerman, D. (1988). Trust—intentions are the message. In Another set of eyes: Conferencing skills (Trainer's Manual). Alexandria, VA: Association for Supervision and Curriculum Development.

Zoller, K. V. (2008). Nonverbal patterns of teachers from five countries: Results from the TIMSS-R video study (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (UMI No. AAT 3283067)