THE ART OF COACHING

EFFECTIVE STRATEGIES FOR SCHOOL TRANSFORMATION

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Contents

APPENDIX A

The Coach's Optical Refractor (the Coaching Lenses)

	Assumptions	Questions
Inquiry	The way we pose the question determines the nature of the answer.The way we define the problem dictates how we define the solution. The questions we ask are as important as the answers we find. People can create their own knowledge and solutions. Seemingly intractable problems can be addressed. It is easier to engage and enroll people to address inequities when we affirm that we don't yet know everything we need to know to create transformed systems, but we have a responsibility to do so, so we must ask questions together and move forward. If you own the question, you will take responsibility for the answer. Evidence and data are critical to making informed decisions and judgments. Multiple forms of data, including authentic and qualitative measures produced by multiple constituencies, are necessary for effective decision making. Knowledge is socially constructed. We never know everything we need to know, but we need to act anyway.	Who is defining the problem? Whose question is this? What data do we have on this problem? What problems do that data say we should address? Is this a question I really care about? Who does care about this question? From what perspective am I seeing this? What other perspectives would help me understand this? How is this connected to other things?

	Assumptions	Questions
Change Management	Beneficial change is possible. Conditions and strategies can be manipulated to get the system to produce different outcomes. Change can be studied, understood, and influenced. Analysis of conditions for change is necessary for effective implementation. Certain elements need to be present for successful change to occur: leadership, vision, skills, incentives, resources, and a clear plan of action. People need to have the will, skill, knowledge, and capacity to change.	What are the conditions for change here? What are the strengths that can be built on? What is working? Where are the opportunities for leveraging change? What threats to change are present? What is the vision that people are working toward here? What skills are required of people to achieve the vision? What knowledge is necessary? Do people have the skills and knowledge necessary to implement change? Does the will for change exist here? Where? Who are the likely "early adopters" of a change initiative? What incentives are in place for people to change? To improve their practice? What resources are available to support change?
Systems Thinking	What we observe, whatever is happening in this moment, is exactly what is supposed to happen in the system as it is. Everything we observe is the result of a complex set of interactions. We must seek to understand these interactions in order to intervene effectively to change them. Process and product are part of the same whole. Conflict and tension are necessary and natural. Complexity and diversity are good, healthy things. All energy moves in cycles.	How is the current system designed to produce these results? Why did that happen? What happens when this happens? What happens when that happens? What are the relationships between things here? Where is the energy here? Where are the stuck points? If I did this here, what would happen over here?
Adult Learning	Problems of change are problems of learning. People can only be where they are. Every human being is "on a path" from somewhere to somewhere, and it is important to find out both where people have been and where they're going. Each of us enters the work of equity and justice from a very different starting point. If you don't acknowledge progress, you lose people's trust. Adults have had a lot of life experiences that affect how they continue to learn.	What is the goal or objective? What came before? What is the gap between the goal and what is? What progress has been made? Is there evidence of prior learning? Does the will for learning exist?

	Assumptions	Questions
	Adults must feel safe to learn.	
	Adults want to be the origin of their own learning; they want to control certain aspects of it.	
	Adults want and need feedback.	
Systemic Oppression	Oppression and injustice are human creations and can therefore be undone. Systemic oppression exists and negatively affects relationships and the educational process in multiple ways.	Who is at the table? Who isn't? Who has power here? What is that power based on here?
	Oppression and systematic mistreatment (such as racism, classism, sexism, and homophobia) are more than just the sum of individual prejudices.	How are power relations affecting the truth that is told and constructed at any given moment?
	Systemic oppression has historical antecedents; it is an intentional disempowerment of groups of people based on their identity in order to maintain an unequal power structure that subjugates one group over another.	Where and how does each person locate himself or herself in a conversation?
		How are oppression, internalized oppression, and transferred oppression playing out right here, right now (in this school, group, organization, or district)?
	Systemic oppression manifests in economic, political, social, and cultural systems.	How safe is it here for different people to share their truth?
	Systemic oppression and its effects can be undone through recognition of inequitable patterns and intentional action to interrupt inequity and create more democratic processes and systems supported by multicultural, multilingual alliances and partnerships.	Does the truth telling connect to shared purposes and commitments for action?
		How can I build the alliances needed to move forward here?
		How is leadership constructed here? What forms does it take? Who is missing?
	Discussing and addressing oppression and bias will usually inspire strong emotional responses.	What can we do to make room for different cultural constructions of leadership?
		How do I understand my practice as an antiracist, antibias educator, given my differences from and similarities to my colleagues? What about the differences from and similarities to the people I am serving?
		How can I build my practice as a leader for equity, starting with who I am and what I bring because of who I am?

	Assumptions	Questions
Emotional Intelligence	We are all born with a certain level of emotional intelligence, and we can further develop these skills and capacities. The emotional intelligence of a leader is a primary act of leadership. There are four areas of emotional intelligence: self-awareness, self-management, social awareness, and relationship management. An effective leader can speak about her emotions, welcomes feedback, and knows when she needs help. An effective leader manages her emotions by demonstrating self-control and by being candid about her beliefs and actions. Adaptability and flexibility are indicators of high emotional intelligence. A high degree of emotional resiliency is an indicator of emotional intelligence—an effective leader sees adversity as opportunity. Demonstrating empathy is an expression of social awareness. Organizational awareness and understanding of power relationships are indicators of emotional intelligence. Managing relationships between people is a primary skill of an emotionally intelligent leader.	**Self-Awareness** When does he recognize that his feelings are affecting him at work? How does he speak about his feelings? When does he recognize his limits and strengths? How does he invite or welcome feedback? Is he aware of the times when he needs help? **Self-Management** How does she respond to disturbing emotions? How does she manage high stress? Is she candid about her feelings, beliefs, and actions? Can she admit mistakes or faults? How does she adapt to new challenges? Does she welcome and create new opportunities? Or does she wait for them? How does she deal with changes and setbacks? **Social Awareness** Can he sense the unspoken emotions in a person or group? Can he detect social networks and key power relationships? How does he recognize political forces in an organization? How does he cultivate an emotional climate that ensures that people are getting what they need? How does he monitor the satisfaction of those he serves? **Relationship Management** How does she create resonance and move people with a compelling vision or shared mission? How does she model what she wants from others? How does she try to appeal to different stakeholders? How does she try to enroll key people? When does she seem to be genuinely interested in developing her people? How does she learn about their goals, strengths, and areas for growth? Does she give feedback that is useful and well received? If so, when?

Assumptions	Questions
	When does she recognize the need for a change and aim for transformation? When does she strongly advocate for change, even in the face of opposition? How does she find practical ways to overcome barriers to change?
	When there's a conflict, how does she understand different perspectives? How does she surface the conflicts, acknowledge views from all sides, and then redirect the energy toward a shared ideal?
	In what ways does she model respect, concern, and collaboration? How does she build relationships, identity, and spirit?

Coaching Sentence Stems

Active Listening Stems

So . . .

In other words . . .

What I'm hearing, then, . . . Is that correct?

What I hear you saying is . . . Am I missing anything?

I'm hearing many things . . .

As I listen to you, I'm hearing . . . Is there anything else you feel I should know?

Clarifying Stems

Let me see if I understand . . .

I'm interested in hearing more about . . .

It would help me understand if you'd give me an example of . . .

So are you saying (or suggesting) . . . ?

Tell me what you mean when you . . .

Tell me how that idea is similar to (or different from) . . .

To what extent is . . . ?

I'm curious to know more about . . .

I'm intrigued by . . .

I'm interested in . . .

I wonder . . .

Nonjudgmental Responses

I noticed how when you . . . , the students really . . . (to identify something that worked and why it worked)

What did you do to make the lesson so successful?

I'm interested in learning (or hearing) more about . . .

Probing Stems

What's another way you might . . . ?

What would it look like if . . . ?

What do you think would happen if . . . ?

How was . . . different from (or similar to) . . . ?

What's another way you might . . . ?

What sort of an effect do you think . . . ?

What criteria do you use to . . . ?

When have you done something like . . . before?

What do you think . . . ?

How did you decide . . . (or come to that conclusion)?

FACILITATIVE COACHING

Cathartic Stems

I'm noticing that you're experiencing some feelings. Would it be OK to explore those for a few minutes?

What's coming up for you right now? Would you like to talk about your feelings?

Wow. I imagine I'd have some emotions if that happened to me. Are you experiencing strong feelings?

Catalytic Stems

Tell me about a previous time when you ... How did you deal with that?

I hear you're really struggling with ... How do you intend to start?

It sounds like you're unsatisfied with ... What would you do differently next time?

You've just talked about five different things you want to work on this week. The last thing you mentioned is ... How important is this to you?

Supportive Stems

I noticed how when you ... the students really ... (to identify something that worked and why it worked)

It sounds like you have a number of ideas to try out! It'll be exciting to see which works best for you!

What did you do to make the lesson so successful?

I'm interested in learning (or hearing) more about ...

Your commitment is really inspiring to me.

It sounds like you handled that in a very confident way.

You did a great job when you ...

I'm confident that you'll be successful.

DIRECTIVE COACHING

Confrontational Stems

Would you be willing to explore your reasoning about this?

Would you be open to examining the assumptions behind your reasoning?

I'd like to ask you about ... Is that OK?

What's another way you might … ?

What would it look like if … ?

What do you think would happen if … ?

How was … different from (or similar to) … ?

What sort of an effect do you think … would have?

I'm noticing (some aspect of your behavior) … What do you think is going on there?

What criteria do you use to … ?

Informative Stems

There's a useful book on that topic by …

An effective strategy to teaching … is …

You can contact … in … department for that resource …

Your principal will be in touch with you about that.

Prescriptive Stems

I would like you to discuss this issue with your supervisor.

You need to know that the school's policy is …

Have you talked to … about that yet? Last week you said you planned on doing so.

Would it be OK if I shared some advice that I think might help you? You're welcome to take it or leave it, of course.

I'd like to suggest …

Transformational Coaching Rubric

Beginning	The coach is talking about the strategies, demonstrating awareness of them, and may occasionally try them out.
Emerging	The coach has begun to use these strategies, but is inconsistent in usage and effectiveness.
Developing	The coach consistently uses these strategies and approaches; employing these practices leads to meeting some coaching goals.
Refining	The coach's usage of the strategies and approaches is deeply embedded in the coaching practice and directly results in meeting goals.
Modeling	The coach's practice is recognized as exemplary and is shared with other coaches; the coach shares and creates new knowledge and practice.

1. Knowledge Base Coach understands and applies a set of core coaching knowledge components. **Element**	Beginning	Emerging	Developing	Refining	Modeling	**Evidence**
a. Coach has knowledge of the discipline around which he or she coaches (literacy, math, leadership, classroom management, school transformation, or other).	○	○	○	○	○	
b. Coach has knowledge of a range of coaching approaches, including directive, facilitative, cognitive, and ontological, and can apply them as needed.	○	○	○	○	○	

Element	Beginning	Emerging	Developing	Refining	Modeling	Evidence
c. Coach demonstrates understanding of adult learning theory and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
d. Coach demonstrates understanding of systemic oppression and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
e. Coach demonstrates understanding of systems thinking and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
f. Coach demonstrates understanding of an inquiry lens and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
g. Coach demonstrates understanding of emotional intelligence theory and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
h. Coach demonstrates understanding of change management theory and applies it in analyzing coaching situations and working with clients.	○	○	○	○	○	
2. Relationships Coach develops and maintains relationships based on trust and respect and demonstrates cultural competency in order to advance the work.	**Beginning**	**Emerging**	**Developing**	**Refining**	**Modeling**	
Element						**Evidence**
a. Coach enrolls the client in a coaching relationship and monitors enrollment throughout the work.	○	○	○	○	○	
b. Coach builds trust with client and sustains it over time; coach maintains confidentiality at all times.	○	○	○	○	○	
c. Coach demonstrates cultural competence and the ability to effectively coach across race, ethnicity, gender, class, sexual orientation, age, and language background.	○	○	○	○	○	
d. Coach demonstrates empathy and compassion.	○	○	○	○	○	

3. Strategic Design Coach develops strategic work plans based on data and a variety of assessments. Coach is continually guided by the work plan, makes adjustments as necessary, and monitors progress along the way.	Beginning	Emerging	Developing	Refining	Modeling	
Element						**Evidence**
a. Coach gathers a variety of data and engages client in assessing data in order to coconstruct work plan.	○	○	○	○	○	
b. Work plan aligns to school or district vision and larger context.	○	○	○	○	○	
c. SMARTE goals drive the work with client; coach regularly gathers data to demonstrate progress toward goals and engages client in this reflection.	○	○	○	○	○	
d. Coach develops a theory of action for coaching each client and applies theory in conversations and actions.	○	○	○	○	○	
e. Coach breaks down the learning into chunks and identifies high-leverage coaching strategies; a plan for gradual release of responsibility is articulated.	○	○	○	○	○	
4. Coaching Conversation Coach demonstrates a wide range of listening and questioning skills. Coach is able to effectively move conversations toward meeting the client's goals.	Beginning	Emerging	Developing	Refining	Modeling	
Element						**Evidence**
a. Coach plans for and structures coaching conversations to ensure that they align with client's goals and that they are moving the client toward meeting the goals.	○	○	○	○	○	
b. Coach uses a variety of questioning strategies with clients.	○	○	○	○	○	
c. Coach listens for high-leverage entry points that could deepen the conversation and uses them.	○	○	○	○	○	
d. Coach effectively uses a range of conversational coaching approaches in order to push client to find new possibilities for action to meet goals.	○	○	○	○	○	

	Beginning	Emerging	Developing	Refining	Modeling	Evidence
e. Coach listens with empathy and uses nonjudgmental language in coaching conversations.	○	○	○	○	○	
f. Coach listens without attachment to outcome.	○	○	○	○	○	
g. Coach shows up as a calm, grounded presence.	○	○	○	○	○	
5. Strategic Actions Coach implements high-leverage strategic actions that support client in reaching goals and uses a gradual release of responsibility model to develop a client's autonomy. **Element**	Beginning	Emerging	Developing	Refining	Modeling	**Evidence**
a. Coach observes client in various contexts, gathers data, and offers feedback based on what the client has asked for.	○	○	○	○	○	
b. Coach guides client to develop reflective capacities when receiving feedback.	○	○	○	○	○	
c. Coach engages client in analyzing data (student work, survey data, test scores, and so on) and responding to data.	○	○	○	○	○	
d. Coach models best practices (delivering a lesson, facilitating a meeting, providing professional development, giving difficult feedback, and so on) and engages client in reflecting on the demonstration.	○	○	○	○	○	
e. Coach engages client in other coaching activities (role-playing, visualizing, gathering surveys, using video, and so on) that move the client toward goals.	○	○	○	○	○	
f. Coach works within a client's ZPD and gradually releases responsibility to enable the client to meet his or her goals.	○	○	○	○	○	
g. Coach supports client to identify needs, access resources, and build relationships that can help meet those needs.	○	○	○	○	○	

6. Coach as Learner Coach consistently reflects on his or her own learning and development as a coach and actively seeks out ways to develop his or her skill, knowledge, and capacity.	Beginning	Emerging	Developing	Refining	Modeling	
Element						**Evidence**
a. Coach solicits feedback from clients and takes action based on feedback.	○	○	○	○	○	
b. Coach gathers a variety of data (notes, audio recordings, video, and so on) and utilizes a variety of strategies to reflect on coaching practice. Reflection leads to development of practice.	○	○	○	○	○	
c. Coach seeks out professional learning opportunities and consultations with other coaches to develop coaching practice; also stays informed of current research on best practices.	○	○	○	○	○	
d. Coach collaborates effectively with colleagues by supporting their professional growth.	○	○	○	○	○	
e. Coach demonstrates awareness of his or her own emotional intelligence and works to develop emotional resiliency.	○	○	○	○	○	
f. Coach models transformational leadership and demonstrates awareness of how he or she is perceived by others.	○	○	○	○	○	
g. Coach attends to his or her own personal transformation.	○	○	○	○	○	

APPENDIX D

Cheat Sheets and Lists

ESSENTIAL FRAMEWORKS FOR TRANSFORMATIONAL COACHING

The Ladder of Inference. To understand how beliefs are constructed and why we do what we do (Chapter Three).

- *Use this* to help a client deconstruct beliefs and find other ways of seeing a situation.

The Coach's Optical Refractor. An analytical tool that uses six lenses to provide insight into a current reality or dilemma (Chapter Four).

- *Use this* to plan for coaching sessions, to understand problems and dilemmas that arise, and in reflection.

Coaching stances. These are different ways of engaging in coaching conversations and activities (Chapters Nine, Ten, Eleven, and Twelve).

- *Use these* to plan coaching conversations, make decisions during the conversation, and guide the next steps we take.

COACHING FOR SYSTEMS CHANGE

1. Look for the fires
2. Identify root causes and reflect on the impact
3. Plan some changes
4. Communicate those plans
5. Implement the plan
6. Gather data and reflect

TIPS FOR USING DIFFERENT APPROACHES

Tips for Using a Cathartic Approach
- Always ask permission to invite feelings in
- Acknowledge the role that emotions play
- Affirm the value in processing and releasing emotions

Tips for Using a Catalytic Approach
- Nudge gently through questions
- Notice metaphor and symbolic language, then explore them

Tips for Using a Supportive Approach
- Be authentic
- Be specific
- Highlight micromovements of growth

Tips for Using a Confrontational Approach
- Listen for rut stories and interrupt them
- Guide clients down the Ladder of Inference
- Identify mental models that are fixed and constricting
- Rebuild models and mind-sets and create river stories

Tips for Using an Informative Approach

- Be sure to coach within the client's zone of proximal development

- Release responsibility gradually, but as soon as possible

- Offer a selection of resources and guide the client to make decisions

Tips for Using a Prescriptive Approach

- Use this approach to direct behavior around legal, safety, or ethical issues

- Use when the client lacks confidence or can't direct her own learning

- Use with caution

Tips for Shifting Mental Models

- Listen for stories

- Interrupt rut stories and ask, "What are the unintended consequences of this story?"

- Step back and observe facts, then ask, "What are other ways to view what happened?"

- Create a river story

THE COACHING CONVERSATION

Planning for a Coaching Conversation

1. Where does my client need to go?

2. Who do I need to be?

The Arc of a Coaching Conversation

1. Check in and chat

2. Create a plan for the conversation—"What's on your mind?"

3. Check in on previous commitments—"How'd that go?"

4. Engage in coaching stances and approaches

5. Determine next steps

6. Reflect on conversation and ask for feedback

FIVE STEPS FOR A MIDYEAR OR END-OF-YEAR REFLECTION

1. Coach: review work plan and coaching notes and evidence
2. Coach: reflect on data
3. Coach: plan conversation
4. Coach and client: determine the when and where for reflection conversation
5. Coach and client: engage in reflection conversation

Recommended Resources

This section presents a short list of places to go for more information.

Research on Coaching (Chapter One)

Allen, Joseph P., and others. "An Interaction-Based Approach to Enhancing Secondary School Instruction and Student Achievement." *Science*, Aug. 2011, 1034–1037.

Anastos, J., and Ancowitz, R. "A Teacher-Directed Peer Coaching Project." *Educational Leadership*, 1987, *45*(3), 40–42.

Barr, K., Simmons, B., and Zarrow, J. "School Coaching in Context: A Case Study in Capacity Building." Paper presented at the American Educational Research Association annual meeting, Chicago, Apr. 2003.

Brown, C., Stroh, H., Fouts, J., and Baker, D. *Learning to Change: School Coaching for Systemic Reform*. Seattle: Bill and Melinda Gates Foundation, 2005.

Burkins, J. M. *Coaching for Balance: How to Meet the Challenges of Literacy Coaching. Newark*, Del.: International Reading Association, 2007.

Center for Collaborative Education. *The Role of the Coach at CCE*. Boston: Center for Collaborative Education, n.d. www.ccebos.org/coaching_intro.doc

The Elementary School Journal, 2010, *3*(1). Contains eight articles about the effectiveness of coaching. It includes the article "Assessing the Value-Added Effects of Literacy Collaborative Professional Development on Student Learning," by G. Biancarosa, A. S. Bryk, and E. R. Dexter.

Elish-Piper, L., and L'Allier, S. K. "Examining the Relationship Between Literacy Coaching and Student Reading Gains In Grades K–3." *Elementary School Journal*, 2011, *112*(1), 83–106.

Lockwood, J. R., McCombs, J. S., and Marsh, J. "Linking Reading Coaches and Student Achievement: Evidence from Florida Middle Schools." *Educational Evaluation and Policy Analysis*, 2010, *32*(3), 372–388.

Marsh, J. A., McCombs, J. S., and Martorell, F. "How Instructional Coaches Support Data-Driven Decision-Making: Policy Implementation and Effects in Florida Middle Schools." *Educational Policy*, 2010, *24*(6), 872–907.

McCombs, J. S., and Marsh, J. "Lessons for Boosting the Effectiveness of Reading Coaches." *Phi Delta Kappan*, 2009, *90*(7), 501–507.

Neufeld, B., and Roper, D. *Coaching: A Strategy for Developing Instructional Capacity*. Washington, D.C.: The Aspen Institute Program on Education and the Annenberg Institute for School Reform, 2003.

von Frank, V. "Coaches Root out Deep Bias." *Journal of Staff Development*, 2010, *31*(4), 20–25. Reports on the National Equity Project's coaching model.

Race, Racism, and Systemic Oppression (Chapters One and Four)

Boykin, A. Wade, and Noguera, Pedro. *Creating the Opportunity to Learn*: *Moving from Research to Practice to Close the Achievement Gap*. Alexandria, Va.: ASCD, 2011.

Delpit, Lisa. *Other People's Children: Cultural Conflict in the Classroom*. New York: The New Press, 1995.

Delpit, Lisa. *The Skin That We Speak: Thoughts on Language and Culture in the Classroom.* New York: The New Press, 2002.

Hooks, Bell. *Teaching to Transgress*: *Education as the Practice of Freedom*. New York: Routledge, 1994.

Horton, M., Freire, P., Bell, B., Gaenta, J., and Peters, J., eds. *We Make the Road by Walking*: *Conversations on Education and Social Change*. Philadelphia: Temple University Press, 1990.

The National Equity Project offers powerful and engaging workshops: www.nationalequity project.org

Rios, Victor. *Punished*: *Policing the Lives of Black and Latino Boys*. New York: NYU Press, 2011. An essential book to read to gain an understanding of the larger systemic oppression that manifests in our criminal justice system.

Steele, Claude. *Whistling Vivaldi and Other Clues to How Stereotypes Affect Us*. New York: Norton, 2010.

Tatum, Beverly D. *"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations About Race.* (Rev. ed.) New York: Basic Books, 1999.

Wise, Tim. *White Like Me*: *Reflections on Race from a Privileged Son*. Berkeley, Calif.: Soft Skull Press, 2008.

Coaching Models (Chapter Two)

Bloom, Gary, Castagna, Claire, Warren, Betsy, and Moir, Ellen. *Blended Coaching*. Thousand Oaks, Calif.: Corwin, 2005. A classic in this field. It's a foundational read for all coaches and extremely useful for leadership coaches.

Costa, Arthur, and Garmston, Robert. *Cognitive Coaching*: *A Foundation for Renaissance School*. Norwood, Mass.: Christopher-Gordon, 1994. Costa and Garmston are the pioneers of cognitive coaching.

Hargrove, Robert. *Masterful Coaching*. San Francisco: Jossey-Bass, 2003. Those interested in transformational coaching might start by reading this core text.

Killion, Joellen, and Harrison, Cindy. *Taking the Lead*: *New Roles for Teachers and School-Based Coaches*. Oxford, Ohio: National Staff Development Council, 2006. Very useful for those setting up coaching programs.

Knight, Jim. *Instructional Coaching*: *A Partnership Approach to Improving Instruction*. Thousand Oaks, Calif.: Corwin, 2007.

Knight, J., ed. *Coaching Approaches and Perspectives*. Thousand Oaks, Calif.: Corwin, 2009.

Psencik, K. *The Coach's Craft*: *Powerful Practices to Support School Leaders*. Oxford, Ohio: Learning Forward, 2011. A recent contribution to the field of coaching leaders in education.

Reeves, D. B., and Allison, E. *Renewal Coaching: Sustainable Change for Individuals and Organizations*. San Francisco: Jossey-Bass, 2009.

Tschannen-Moran, Bob, and Tschannen-Moran, Megan. *Evocative Coaching*. San Francisco: Jossey-Bass, 2010. An excellent resource for coaches with a few years of experience to help deepen their practice.

Wahl, Christine, Scriber, Clarice, and Bloomfield, B., eds. *On Becoming a Leadership Coach*. New York: Palgrave MacMillan, 2008. A volume of twenty-three brilliant, insightful essays that are not specific to education but are incredibly useful.

Beliefs (Chapter Three)

Coyle, Daniel. *The Talent Code: Greatness Isn't Born, It's Grown. Here's How*. New York: Bantam, 2009.

Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Ballantine, 2006.

Senge, Peter. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday, 1990.

Theoretical Foundations for Transformational Coaching (Chapter Four)

Argyris, Chris, Putnam, R., and Smith, D. *Action Science*. San Francisco: Jossey-Bass, 1985.

Argyris, C., and Schön, D. *Theory in Practice: Increasing Professional Effectiveness*. San Francisco: Jossey-Bass, 1975.

Goleman, Daniel, Boyatzis, Richard, and McKee, Annie, *Primal Leadership*. Boston: Harvard University Press, 2002.

Heath, Chip, and Heath, Dan. *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books, 2010.

Senge, Peter. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday, 1990.

Senge, Peter. *The Fifth Discipline Fieldbook*. New York: Doubleday, 1994.

Vella, J. *Learning to Listen, Learning to Teach: The Power of Dialogue in Educating Adults*. (Rev. ed.) San Francisco: Jossey-Bass, 2002.

Wheatley, Margaret. *Leadership and the New Science: Discovering Order in a Chaotic World*. (3rd ed.) San Francisco: Berrett-Koehler, 2006.

Wheatley, Margaret. *Turning to One Another: Simple Conversations to Restore Hope to the Future*. San Francisco: Berrett-Koehler, 2009.

Wheatley, Margaret. *Perseverance*. San Francisco: Berrett-Koehler, 2010.

Wheatley, Margaret, and Frieze, Deborah. *Walk Out, Walk On: A Learning Journey into Communities Daring to Live the Future Now*. San Francisco: Berrett-Koehler, 2011.

Trust (Chapter Five)

Anthony S. Bryk and Barbara Schneider's work on relational trust is essential to understand the role of trust and system change. I recommend starting with "Trust in Schools: A Core Resource for School Reform." *Educational Leadership*, 2003, *60*, 40–45.

Covey, Stephen M. R *The Speed of Trust*. New York: Free Press, 2008.

Stephenson, Susan. *Leading with Trust*. Bloomington, Ind.: Solution Tree, 2009. Includes a wealth of research about trust and very useful reproducible ideas.

Personality Assessments (Chapter Six)

Dr. Martin Seligman's website: www.authentichappiness.sas.upenn.edu

The National School Reform Faculty website: www.nsrfharmony.org

Goal Setting (Chapter Seven)

O'Neill, Jan, and Conzemius, Anne. *The Power of SMART Goals*. Bloomington, Ind.: Solution Tree, 2006.

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APPENDIX F

Glossary

Achievement gap: The disparity between the academic performance of groups of students, especially groups defined by race/ethnicity, gender, and socioeconomic status. However, when structural, economic factors are causing the gap in performance, then the *achievement gap* may actually be an *opportunity gap*.

Active listening: A communication strategy where the listener feeds back what the speaker said by restating or paraphrasing what was heard. The listener seeks confirmation that he understood what the speaker was saying.

Adult learning: A theory holding that there are key differences between the ways adults learn and the ways children learn. Adults want to be the origin of their own learning and want control over the what, who, how, why, and where of their learning. They need to see that what they are learning is applicable to their day-to-day activities and problems. Adults also need direct, concrete experiences to apply what they have learned to their work.

Beliefs: Strongly held opinions; we often think they are truths.

Capacity: A person's potential to learn or retain knowledge; their potential for growth, development, or skill building.

Change management: A lens that suggests an analysis of the conditions for change; reminds us to consider a person's will, skill, knowledge, and capacity to change; and reminds us that beneficial change is always possible.

Coaching: Professional development.

Cognitive coaching: Coaching that addresses ways of thinking in order to change the way we behave.

Compassion: The ability to suspend judgment of ourselves and others, appreciating that each of us makes choices based on the information and skills we have at any given time.

Core values: Deeply held personal codes that reflect our ethics and what is most important to us; they are usually deeper than our beliefs and are a source for resilience.

Deep listening: Nonjudgmental listening for the purpose of the speaker so that he can process thoughts, feelings, experiences.

Directive coaching: Coaching that focuses on changing behaviors. Also called instructive coaching.

Equity: Every child gets what he or she needs in our schools—*every child* regardless of where they come from, what they look like, who their parents are, what their temperament is, or what they show up knowing or not knowing. Every child gets what he or she needs every day in order to have all the skills and tools that he or she needs to pursue whatever he or she wants after leaving our schools, to live a fulfilling life. Equity is about outcomes and experiences—for *every child, every day*.

Emotional intelligence: A set of competencies and dispositions; the capacity to recognize our own feelings and those of others, to motivate ourselves, and to manage emotions well in ourselves and in our relationships.

Enrollment: The process in coaching of inviting a client to buy into coaching and be open to the possibilities that might come as a result.

Facilitative coaching: Coaching that builds on changes in behavior to support someone to develop ways of being, or explores beliefs in order to change behaviors.

Gradual release of responsibility: Also known as "scaffolded" instruction. When a learner is in the zone of proximal development, if he is provided with appropriate assistance and tools—the scaffolding—then he can accomplish the skill. Eventually the scaffolding can be removed, the responsibility can be released, and the learner can complete the task independently.

Heron's coaching stances: An analytical framework to apply in coaching conversations; six approaches (cathartic, catalytic, supportive, confrontational, instructive, and prescriptive) that can be used for different reasons and have different effects. See Chapter Nine.

Inquiry thinking: A stance, or lens, that values asking questions as much as finding answers. It suggests that the way we define the problem dictates how we define the solution; it encourages us to collect multiple forms of data.

Instructive coaching: Coaching that focuses on changing behaviors. Also called *directive coaching*.

Ladder of Inference: An analytical framework used to explore how beliefs are formed and to help a client unpack belief systems.

Mental model or mind-set: Our beliefs, assumptions, and ideas about how things work. Mental models are often hidden, even from ourselves. Made up of our values and beliefs and a series of assumptions about how the world works.

Ontological coaching: Coaching that focuses on our way of being which shows up in our language, emotions, and body. Our way of being contains deep-seated attitudes and is the underlying driver of our behavior and communication.

Optical refractor for coaches: The set of six coaching lenses based on theoretical frameworks introduced in Chapter Four.

Paraphrasing: Rendering the message a speaker shared using similar words and phrases as the one used by the speaker.

Prejudice: A preconceived judgment or opinion, usually based on limited information. We are continually exposed to misinformation about others—which is how we end up with prejudices. Stereotypes, omissions, and distortions all contribute to the development of prejudice.

Racism: A system of advantage based on race; a personal ideology and a system of institutional policies and practices that manifest in the beliefs and actions of individuals. Racism is prejudice plus power—racial prejudice combined with social power (access to resources and decision making) leads to an institutionalization of racist policies and practices. Racism is more than just a set of individual beliefs and attitudes; it is systemic.

Reframing: Helping people change the way they see things to find alternate ways of viewing ideas, events, or situations.

Resilience: The ability to emerge from adversity stronger than before; an emotional quality that can be learned and developed.

River stories: A river story is a commitment to learn and grow; it doesn't limit us.

Rut stories: A story that develops when people use defensive reasoning to protect themselves. A rut story is constricting and usually leaves us feeling somewhat powerless.

Scaffolding: When a learner is in the zone of proximal development, if he is provided with appropriate assistance and tools—the scaffolding—then he can accomplish the skill. Eventually the scaffolding can be removed and the learner can complete the task independently. Scaffolded instruction is also known as a gradual release of responsibility.

SMARTE goal: A goal that is strategic and specific, measurable, attainable, results-based, time-bound, and equitable.

Stories: Interpretations of what happens to us. Coaches help people surface, question, and redefine their stories when the current story is called into question or breaks down.

Systemic (or structural) oppression: The theory that oppression resides in systems and structures (such as our education system and school structures), as well as within individual consciousness.

Systems thinking: A conceptual framework for seeing interrelationships and patterns of change, rather than isolated events. It helps us identify the structures that underlie complex situations and discern high- and low-leverage changes.

Theory of action: A theory for change that directs our actions; often framed as if-then statements.

Transformation: A change so massive, thorough, and comprehensive that the result is almost unrecognizable from its previous form; it is almost unimaginable.

Transparency: An authentic openness to others about one's feelings, beliefs, and actions.

Unattachment to outcome: A stance in which a coach isn't attached to a client's decisions or choices.

Webs of belief: The interconnected threads of beliefs that mutually reinforce one another and guide our actions; together they form a mind-set (Drath and Van Veslor, 2006).

Zone of proximal development (ZPD): The difference between what a learner can do without help and what he can do with help. It is the range of abilities that he can perform with assistance, but cannot yet perform independently. A learner needs "scaffolding" in order to move out of the ZPD.

Essential Frameworks for Transformational Coaching

I offer three frameworks that I suggest are essential in transformational coaching.

	Framework	Description
1	The Ladder of Inference (See Chapter Three)	A framework to help us understand what's underneath behaviors that we observe and to help us deconstruct beliefs. This is based on the work of Peter Senge.
2	The Coach's Optical Refractor (See Chapter Four)	A set of analytical tools that can help us see a situation in many different ways. There are six lenses which help us look at evidence from different perspectives. These are based on the work of the National Equity Project and Daniel Goleman.
3	Coaching Stances (See Chapters Nine–Twelve)	An analytical framework for coaching conversations and activities. These can help us plan coaching conversations, make decisions during the conversation, and guide the next steps we take. These are based on the work of John Heron.

The Appendixes offer a glossary of commonly used terms and recommended resources on topics raised in each chapter. On my website, www.elenaaguilar.com, you'll find a bank of additional tools and tips.

Transformational coaching is a process that explores the following:
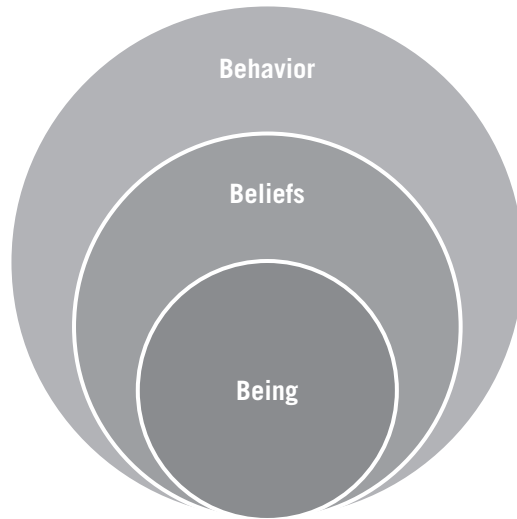
It is also a product or outcome:

| Coach's attention to own transformation | + | Coaching of an individual's behaviors, beliefs, being | + | Coaching for institutional systemic transformation | = | Transformational coaching |

Figure 2.1. What Is Transformational Coaching?

Figure 3.1. The Ladder of Inference

Table 4.1. Coaching Conversation: Debrief Plan

Teacher observed: <u>Mr. Delgado</u>

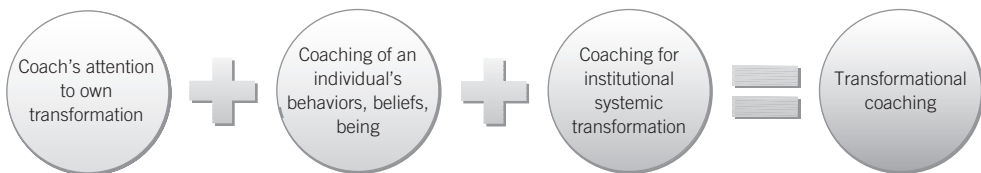| 1	**Question: How are you feeling about today?**	
	My Thinking	***Lenses Used***
	This will reveal some information about Mr. Delgado's emotional intelligence: What language does he use to discuss what happened? How does he name his own emotions? Or does he bypass that topic and move into other topics? I want to start our conversation by opening this space because in order to have a discussion about other areas, we often need to clear emotions first. This is what makes coaching unique and effective—we acknowledge the presence and role of emotions, we attend to them, and we support our clients in processing them.	Emotional Intelligence
2	**Question: How do you see the problem or the challenge in that incident? What do you think was going on?**	
	My Thinking	***Lenses Used***
	I want to understand how Mr. Delgado sees "the problem." Is it his own management skills, as the principal believes? Is it the students and the disruptive student, as teachers sometimes feel? Does he feel that someone else (the principal) has defined "the problem" and determined that *Mr. Delgado* is the problem?	Inquiry
	If Mr. Delgado talks about the students' behavior, I may ask if there are groups of students in specific periods that he struggles more with.	Inquiry
	I am curious how Mr. Delgado will speak about the students' emotional expressions—how does he name their feelings? How does he interpret them? Did he recognize Davontae's frustration level when he entered the room? How does Mr. Delgado deal with students' feelings? Did he recognize his own increasing frustration?	Emotional Intelligence
	I will be listening in this conversation for how Mr. Delgado talks about power, if he does at all. Does he see power as residing within the classroom teacher? Does he feel students have "too much power" or none at all? I may ask him directly where he feels that the power lays, if he doesn't address this question.	Systemic Oppression
	I am also wondering if Mr. Delgado makes any connection between his own instructional skills and student behavior. I wonder if there's an entry point here for instructional coaching, which could incorporate everything from instructional objectives to his vision for himself as an instructor.	Inquiry

(*continued*)

Table 4.1. (*Continued*)

3	Question: What are your strengths as a teacher? What areas would you like to work on?	
	My Thinking	*Lenses Used*
	Although I believe that I'll need to start this conversation by addressing what I observed today, I would like to shift it at some point (fairly early if I can) into a broader conversation about Mr. Delgado's strengths and areas for growth. I really want to know what he feels he's bringing as an educator—I want to start building on these immediately. I also want to know what areas he identifies as areas for growth.	Change Management and Adult Learning
	Based on what he identifies as areas for growth, I will let him know that I'm going to explore what resources there are available to support him. It's important that he not feel that he needs to grow but that there are no supports.	Change Management
	I will also listen carefully throughout our conversation for indicators of his will to change and what areas he seems more willing to work on. When exploring the area of will, I'll pay close attention to the tone of voice he uses, his cadence, the words he chooses, his body language and all nonverbal cues as to how he feels. Will is very tricky to explore.	Change Management and Adult Learning
4	Question: I don't know much about your background. Could you tell me a little story about why you got into teaching and when you've felt successful as a teacher?	
	My Thinking	*Lenses Used*
	These questions will give me some valuable background on Mr. Delgado. If I'm going to coach him I not only need this information but I want him to know that I'm interested in it, that I want to know who he is and what he's done well. In order to get to a goal setting place, we need to get this information on the table first. I also need to understand his perspective—based on his age, gender, ethnicity and life experiences—in order to support him.	Adult Learning Emotional Intelligence
5	Question: I'm also curious about your feelings and beliefs about classroom management—what have you seen that's effective with young people?	
	My Thinking	*Lenses Used*
	This question might allow me to explore how Mr. Delgado views himself within a system of management, or oppression. It will also give me insight into what his knowledge base is, what kinds of skills he has in this area, and what his will to change might be.	Systemic Oppression Change Management

Table 4.1. (*Continued*)

6	Question: I know that you're new to this school this year. Can you tell me a little about how you learned the behavior management system this school uses?	
	My Thinking	*Lenses Used*
	I'm curious about how the administration made their expectations clear for teachers; how was Mr. Delgado brought into a system?	Systems Thinking
7	Question: I'm also wondering about how students are assigned to Spanish. What's your understanding of this process?	
	My Thinking	*Lenses Used*
	Another question to explore the school's systems and Mr. Delgado's understanding of how this system is set up and run.	Systems Thinking
	Depending on his answers and understanding, I want to let him know that I'd like to ask the principal and counselor some questions about how schedules are made and student assignments determined.	Systems Thinking and Inquiry
8	Question: How has it been for you coming to work at this school? What's been challenging? What are you enjoying?	
	My Thinking	*Lenses Used*
	I'm curious whether Mr. Delgado will address any factors around age, race, ethnicity and background. I know they play a role—within a system that is inherently oppressive, they always place a role. Does Mr. Delgado raise any of these issues? If not, I may ask him what it's been like to be a man of African descent teaching African American students, what his relationship is like with his male students—does he think they see him as an ally? Or do they engage in power struggles with him?	Systemic Oppression
	I will also pay attention to how Mr. Delgado describes his emotional experience of being at this school and facing the challenges he's dealing with. Does he feel that he can grow and learn from facing these challenges? Does he want to? Does he seem optimistic?	Emotional Intelligence

Exhibit 5.1. Questions to Pose in Your First Meeting with a New Client

The following questions should be incorporated in such a way that the meeting proceeds more like a conversation than an interview or an interrogation. Not all of them need to be asked at every meeting. You can also return to this list in your second or third meeting with a new coachee.

Background

1. Can you tell me about why you went into teaching and/or administration? What drew you to this field?
2. What do you enjoy about your position?
3. What is challenging about it?
4. What do you think are your strengths?
5. What do you think are your areas for growth?
6. Outside of work, what are your interests and passions?

Relationships

1. How would you describe your relationship with your principal?
2. How would you describe your relationship with your colleagues?
3. How would you describe your relationship with your students?
4. How would you describe your relationship with your students' parents?
5. Do you have colleagues (on-site or off-site) that you trust? That you feel good about collaborating with?

Professional Development and Coaching Experience

1. How do you feel that you learn best? Can you tell me about a powerful learning experience you've had over your time as an educator?
2. Have you worked with a coach before? Describe that experience. What worked well? Were there things that didn't work for you?
3. What's prompted you to explore coaching now?
4. What is your understanding of what coaching is? Of my role?
5. What are your hopes and fears for our work?

6. What do you need from me as a coach?
7. Is there anything I should know that would help me in my work with you? That would make our work together more effective?
8. Is there anything you'd like to know about me that would help make our work more effective?
9. What do you anticipate might be a challenge or get in the way of our working together?
10. How can I support you when those challenges arise?
11. What would you like me to hold you to, as far as your engagement with coaching?

Additional Questions for Administrators

1. What grade level(s) and content area(s) did you teach?
2. What other roles have you held?
3. What's surprised you about being a leader?
4. What are this school's or network's strengths? What does it have going for it?
5. What are the big issues and challenges for this school or network right now?
6. Are there any other big issues that you anticipate might come up this year?
7. How would you describe your relationship with teachers? With other staff? With your colleagues? With your students and their parents?

Exhibit 5.2. Coaching Log

Coach _____

Coachee _____

Date	Time	Topic	Activity
9/15/11	12:00–1:00 p.m.	Classroom management: entry procedures	Coaching conversation
9/21/11	9:00–9:30 a.m. and 3:30–4:30 p.m.	Classroom management: entry procedures	Classroom observation and debrief of observation

Exhibit 5.3. Coaching Agreement

Coach _____

Client _____

Coaching will begin on _____ and will end on _____.

The Work Plan

- The work plan will be created by the coach and client and will be finalized by
  _____.

- The coach will reflect monthly on our work plan. This reflection will be shared with the coach's manager. (Documents written by the coach are shared with the coach's manager *only if* that manager is not *also* the client's supervisor.)

- A separate document, the coach's monthly report, will be completed by the coach, approved by the client, and shared with the client's supervisor every month.

- We will review our work plan midway through our work together on _____. The coach will write a reflection on this work and will share it with his or her manager.

- We will reflect on our work plan at the end of our designated time together. The coach will write a reflection on this work and will share it with his or her manager.

Meeting Logistics

- We will meet for ___ hours per month.

- Our meetings will take place on _____, from _____ to
  _____.

- The location for our meetings will be _____.

- Our time will be documented on the coaching log, which can be shared with our supervisors or kept on an online platform that our supervisors can view.

- If one of us has to cancel a meeting, whenever possible we will give the other person at least twenty-four hours' notice. We also recognize that unexpected things come up and that sometimes we are forced to cancel without notice.

- If the coach cancels a meeting, he or she will make every possible effort to reschedule as soon as possible.

- If the client cancels a meeting, the coach will make an effort to reschedule, but cannot always promise that this will happen due to his or her other commitments.
- If cancellations become a pattern, the coach and client agree to review the coaching agreement.

Feedback

- The coach welcomes feedback from the client at any time. The client is encouraged to share feedback.
- The coach will ask the client for formal feedback midway through the coaching contract and at the end of their work together. If possible, the coach will also provide an online link for an anonymous survey on his or her services.

We agree to work together under the above-described conditions. We understand that doing so will increase the likelihood of serving children and transforming our schools.

Coach signature _____

Client signature _____

Date _____

Exhibit 6.1. Storytelling Prompts for the Exploration Stage

- What's been your favorite place to live, and why?
- Where was the most difficult place you lived and why?
- Where is home to you?
- What's the most significant thing that's happened in the last month in your life?
- What's the best thing about your life right now? What's one thing you'd love to change?
- Tell me a story from your life that would give me a picture of who you really are. What is an event that shaped you as a person?
- Tell me about someone who has helped you become the person you are today. Who has really influenced your life, and how?
- If you could go back in time and meet any historical figure, who would it be, and why?

Exhibit 6.2. Survey for Staff (When a Principal Is the Client)

1. What do you appreciate most about your principal?
2. What do you think are his or her strengths? What does he or she do best?
3. When have you felt appreciated by your principal? How does he or she show his or her appreciation?
4. What would you like to see your principal do more of?
5. What do you enjoy most about your job?
6. What would you like to do more of in your job?

Exhibit 6.3. Data-Gathering Tool for a Teacher or a Principal Client

This information can be gathered from state, district, or site databases, if available, as well as by interviewing and/or surveying staff members.

Data on Students

Student enrollment data for previous five to ten years
- How many students were enrolled ten years ago?
- How many students are enrolled this year?
- Have there been any changes in where the student population is coming from?
- What explanations are there for these changes?

Student enrollment data by ethnicity, socioeconomic status, and language fluency for the previous five to ten years
- Have there been significant changes in any of these areas in the last five to ten years?

Student attendance data for previous three to five years
- Are there any grades that struggle with chronic absences—less than 90 percent attendance over the year?
- Are absence rates higher for boys or girls? For any racial/ethnic subgroup or other student population?

Student suspension and expulsion data
- Have there been any significant changes in these data over the last three to five years?
- Are suspensions or expulsions higher in any grade level?
- Are rates disproportionate for boys or girls, for any racial and ethnic subgroup, or for any other student population?

Annual test scores for previous five to ten years
- Annual test scores for previous five to ten years disaggregated by race and ethnicity, gender, socioeconomic status, language fluency, and special education designation

Data on Staff

Teacher assignments and demographics for past five to ten years
- What is the site's annual turnover rate?
- How many teachers have been at the site for over seven years? For over four years? For less than two years?
- How often have those who have been at the site for over four years changed grade level or subject area? Do teachers frequently change positions?
- What is the racial and ethnic composition of the teaching staff? Gender composition? Age breakdown?
- What percentage of the teaching staff has a background similar, in some way, to the student population?

Administrative—principal, assistant principal, dean, and other—assignments and demographics for the past five to ten years
- How long have the current principal and assistant principal been in their roles?
- What is the site's history with respect to administrators? Do administrators turn over often? Have staff played a role in selecting their administrators?
- What is the racial and ethnic and gender breakdown of the administrators at the site? Do any of them share similar backgrounds with the student population?

Collaboration
- How do teachers collaborate with each other? How often? In what configurations?
- What happens during collaboration time?
- How often and for what purpose do administrators meet with teachers?

Documents and Artifacts

Any of the following will help construct a deeper understanding of the site:

School's vision and mission statements

School site plan

School's goals: student achievement, attendance, culture, and climate

Instructional areas of focus for year and goals

School's master schedule and bell schedule

School's discipline policy and behavior expectations

School calendar

Professional development plan and calendar; professional development providers
and partners

Staff roster or staff roles and responsibilities document

Staff organization chart

Descriptions of different teams that exist at the site—leadership teams, parent organizations, and so forth

Also ask: Are there any other documents that would help me develop a deeper understanding of your school?

Reflection on Data Gathering: Stage of Exploration

Observations of Client

1. When and where have you observed your client? What did you notice?
2. What strengths and positive qualities did you notice?
3. What kinds of power dynamics did you notice?
4. What questions are coming up for you about your client?

Observations of Meetings

1. What kinds of meetings have you observed?
2. What stage of team formation have you observed in different teams?
3. Where are the bright spots in teams and meetings?

Informal Conversations

1. Who have you had informal conversations with?
2. What kinds of things have you asked and heard?

Interviews

1. Who have you formally interviewed?
2. What are some patterns in the comments you have heard?
3. What surprised you, what questions came up for you, and what do you want more information about?

Surveys

1. What are some patterns in survey responses?
2. What surprised you, what questions came up for you, and what do you want more information about?

Formal Data

1. How does your client feel about data?
2. What kinds of data are used at this site? How are they used?

Documents

1. What kinds of documents did you gather? Were they readily available?
2. What were you surprised by?
3. Were there any notable gaps in documents?
4. Does your client seem to use these documents for guidance and decision making?

Personality and Psychological Assessments

1. What did you learn about your client's personality and psychological profile from the suggested tools?
2. Which of these learnings might be useful to remember and access during coaching?

Knowledge, Skills, Passions

1. What kinds of knowledge, skills, and passions does your client have outside of his or her professional life?
2. What does she or he already know how to do well?

Coach Reflection: Stage of Exploration

1. What am I looking forward to in coaching this client?
2. What might be challenging about working with this client?
3. Which coaching skills might I need to develop in order to be effective with this client?
4. What additional knowledge do I need to bone up on in order to support this client?
5. On a scale of 1 to 10, how willing am I to coach this client? What is it that is keeping my motivation below a 10? What could I do to increase my motivation?
6. What is it about me—my background, experiences, race/ethnicity, gender, age, or other—that might be an asset in my coaching with this client?
7. What is it about me—my background, experiences, race/ethnicity, gender, age, or other—that might present a challenge in my coaching with this client?
8. Is this client likely to push any of my buttons?
9. Who does this client need me to be? What would that look like, sound like, feel like—to me and the client? Can I visualize being this person? Am I willing to be this person?
10. Who does this school-community need me to be? What would that look like, sound like, feel like to me and the school-community? Am I willing to be this person?
11. Are there any contradictions between who my client needs me to be and who the school-community needs me to be? How might I deal with these contradictions?

Coach Self-Reflection

Complete the Coach Reflection: Stage of Exploration in the next section.

1. Judging by the self-reflection you did during and after gathering data, what will be the most important things for you to remain aware of as you proceed with coaching?
2. What are your two biggest take-aways from this reflection?

Exhibit 7.1. Coaching Work Plan

Teacher: Teresa Phillips, eighth-grade English Language Arts

School: Harriet Tubman Learning Academy

Coach: Elena Aguilar

Coach's Personal Vision

I coach to heal and transform the world. I coach teachers and leaders to discover ways of working and being that are joyful and rewarding, that bring communities together, and that result in positive outcomes for children. I coach people to find their own power and to empower others so that we can transform our education system, our society, and our world.

Schoolwide Student Achievement Goals

• English Language Arts: 60 percent of students overall and in each subgroup score proficient or above in ELA
• English Language Development: 100 percent of English language learners will improve their writing scores by 15 percent.

Client's Goals

SMARTE Goal 1

I, Teresa Phillips, will provide verbal and written feedback to all of my students on their writing assignments every other week, within two days of submission of the assignment, for the entire school year.

SMARTE Goal 2

By the end of the first marking period, I, Teresa Phillips, will have created systems to track students' progress toward mastery on the writing standards. I will use these systems for the entire school year.

Rationale

These goals are connected to the school's goal on improving student writing, as measured in part by the district's annual writing assessment. Our school aims at improving scores by 10 percent for all students and by 15 percent for English language learners. I will help meet this goal by focusing on how I give students feedback on their writing and how I track student progress.

Strategic Activities

Teacher and Coach Together

- Research systems of organization and determine most useful ones to put in place.
- Determine useful time management systems; work together to put those in place.
- Analyze student writing.
- Analyze writing rubric and identify lessons that can demonstrate the elements that students are struggling with.
- Coach will model writing lessons on rubric elements that students struggle with. Teacher will observe. Debrief together.
- Cocreate tool to use when giving students feedback.
- Prepare for feedback session with students; role-play one feedback conversation.
- Coach will observe teacher giving student feedback; debrief and reflect.
- Coach will model giving student feedback; teacher will observe; debrief and reflect.
- Coach will observe teacher giving writing assignments; debrief and reflect.

Teacher

- Engage in all coaching activities.
- Set up organization systems and use them consistently.

Coach

- Gather resources on time management.
- Gather resources on teaching writing to English language learners. Determine most useful tools based on analysis of writing.
- Look for conferences and external workshops that Teresa could attend.
- Find teachers at other sites who have strong practices in teaching writing whom Teresa could observe.

Indicators of Progress

• Assessment tracking systems and evidence of their use
• Coach observations of feedback conferences with students
• Evidence of student growth from one writing assignment to another, based on specific feedback given by teacher during conference
• Teacher-created documents and tools used in feedback conferences

Dates for Plan Review

• January 28
• June 14

The following portion of the work plan should not be shared with the client.

Coach's Theories of Action

To Meet Teresa's Goals

> *If* I scaffold Teresa's learning and apply a gradual release of responsibility model
> *And if* I coach Teresa on time management
> *And if* I help her explore her beliefs about giving students feedback consistently and systematically
> *And if* I engage Teresa in a range of facilitative and directive coaching activities
> *Then* she will stay committed to these goals all year and receive the support she needs to meet her goals
> *And then* there is a greater likelihood that student performance in her class will improve

To Effect Systems Change

> *If* I coach Teresa to develop effective systems for assessment in her classroom
> *And if* we can document these and gather data on their impact
> *Then* we can present these systems and findings to her ELA department and propose their usage schoolwide
> *And then* there is a greater likelihood that student performance across the school will improve

Systems of authentic formative assessment are almost nonexistent at this school, so this approach could be a way to support the development of methods to assess student growth beyond the annual standardized tests.

Coach's Goals (as Measured on the Transformational Coaching Rubric)

By June 2012, I will reach the indicated levels on the following elements:

- 1.C. Adult learning theory: Refining
- 4.D. A range of conversational approaches: Refining
- 5.F. Gradual release of responsibility: Developing
- 6.A. Gathering data on coaching: Developing

Rationale

1.C. I apply adult learning theories in my coaching, but I am inconsistent. I want to be more intentional about applying them and reflect on what that means exactly with Teresa. I think it will be most important to remember and use when applying a gradual release of responsibility model.

4.D. I use a range of conversational approaches, but I still feel that I do so only when I plan for them and am very intentional. I don't feel that I've internalized them, and that's what I'd like to get to this year.

5.F. I think I often inaccurately assess a client's ZPD, so I want to be very thoughtful about how I assess Teresa's and how I coach at the edge of it. I also want to be systematic and intentional about using a gradual release model. I want to think about what that means in terms of an adult learner, how I check to see that she's ready for the next level, and how I scaffold her learning.

6.A. I want to be much more systematic about gathering data on my coaching. I want to record a conversation at least twice a month—this is something I haven't done consistently enough. I want to record those that I don't plan for, so I can see how I'm internalizing coaching conversation approaches. I also want to bring transcripts of these conversations to our coaching team meetings and have other coaches give me feedback.

Exhibit 10.1. Question Stems to Explore Symbolic Thinking

The following questions attempt to access the right side of the brain, the creative side that thinks in symbols and metaphors. Information from this side can be very revealing and helpful in coaching. You don't need to ask all of them—be selective.

1. If you could be any animal right now, what would it be?
2. What animal is like your problem?
3. When you're at work, what kind of animal do you feel like you are?
4. When you're in a nonwork environment, what kind of animal do you feel like you are?
5. If you could transform into another person—past or present, famous or not—who would that be? Why?
6. What famous historical person would be able to tackle your problem? What would he/she do?
7. If you could have any kind of superpower, what would it be?
8. Imagine your school is a kind of water-traveling vessel such as a boat or a ship. What kind do you envision and where are you on this vessel? What are you doing?
9. Think of all the different forms of water that you can: glaciers, lakes, ponds, rivers, streams, the ocean. Which one of these most resembles what change feels like to you?
10. Complete the statement: In my next life I want to ...

Exhibit 10.2. Sample Survey for Principals: Staff Relationship

1. How long have you been at this school?

Less than 1 year   1–2 years   2–4 years   More than 4 years

2. Rate your overall level of satisfaction at this school:

Very unsatisfied   Unsatisfied   Neutral   Satisfied   Very satisfied

3. Rate your overall level of satisfaction with your principal:

Very unsatisfied   Unsatisfied   Neutral   Satisfied   Very satisfied

Check the box which most accurately reflects your feelings in response to the statement:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I trust my principal.					
I feel appreciated by my principal.					
I feel like I can have open conversations with my principal.					
I feel that my principal respects me.					
I feel that I can talk to my principal about challenges I'm facing.					
I feel that when I'm speaking to my principal his words and tone of voice convey respect.					
I feel that when I'm speaking to my principal his body language conveys respect.					
I feel that my principal listens and takes teacher ideas into consideration before making schoolwide decisions.					
I feel that the principal has a vision for the school that I share and support.					
I always know what the principal expects from me.					
I feel that the principal communicates information in a clear and timely manner.					

4. Please explain any of the above ratings or comment on any of these questions.

Exhibit 10.3. Sample Teacher Survey:
End-of-the-Year Survey for Students

Dear Students:

I need to know what you think about this class and my teaching this year. Your ideas and feelings are very important to me. I'll use this information to make my class better next year. It's important that you are as honest as possible.

Thank you!

In the following chart, check the box that most accurately reflects your feelings in response to the statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
I learned a lot in this class.					
I felt challenged by this class.					
I was clear about the goals for this class.					
The content of this class connected to my life and was meaningful to me.					
My teacher cares about me.					
My teacher respects me.					
My teacher gave me timely and useful feedback on my work.					
My teacher is fair.					
My teacher had high expectations for me.					

Please explain any of the above ratings.

Then please answer the following questions.

1. Which project did you enjoy the most this year?

2. Tell me about a time in my class when you felt respected.

3. Tell me about a time in my class when you felt frustrated.

4. What advice can you give me about how to be a better teacher?

5. What advice can you give me about changing my class next year?

Exhibit 12.1. Classroom Observation Tool

Teacher: Debbie Cohn   **Date: 4/11/11**   **Time: 10:15–11:00**

Time Recorded every 5 minutes	Teacher words and actions	Student words and actions
10:35	We're going to start with reading, we'll do choral reading with the same groups that we had this morning. So this group is 1; can you start choral reading the first paragraph? One, two, three.	4 students asked to choral read; I can hear 3 students' voices.
	Stop. We did read this before but we're going to use it to pick out these elements. OK, second group next paragraph, one two three.	3 students asked to choral read; I can't hear them from where I'm sitting.
	OK, when we are reading chorally, as a reminder, group 1, when another group is reading what should you be doing? Do you have pencils in your hands? I believe I said pencils down, Dawanna.	Dawanna: "I'm going to write my name."
	I believe I said pencils down, Dawanna.	
	We're not writing anything, we're reading. If your group isn't reading, you're following along. I want you to be reading in ready position. OK, group 3, one two three.	Group 3 choral reading.

Time Recorded every 5 minutes	Teacher words and actions	Student words and actions
10:40	All right, group 1 next paragraph. One two three. I would like everybody to read the last paragraph together. One two three. You know, this particular passage I believe the setting is pretty explicitly stated. Where does this story take place? Turn to your neighbor and tell them where you think the story takes place. *Teacher at front of room, talks to a student sitting alone*	Dawanna looking around, opens notebook. 19 of 24 students reading. 2 students are looking out window. 1 is leaning under table scratching foot. All students turn to neighbor and talk. The two pairs in front of me are talking about the setting. S1: It's in the forest. S2: In the trees. S1: That's the forest. S2: Do you ever go there? To the forest? I do. S1: Sometimes we go.

Exhibit 12.2. Teacher-Student Interactions: Tracking Tool

Teacher	Subject and Period	Date and Time
P. Cruz	Science, fifth period	May 11, 2011
		12:37–1:00
Total Number of Students: 24	**Number of Male Students: 8**	**Number of Female Students: 16**
	Racial Breakdown:	**Racial Breakdown**:
	African American: 3	African American: 3
	Latino: 4	Latina: 12
	Other: 1	Other: 1

Interaction	Time	Positive*	Negative*	Neutral	Male or Female	Ethnicity	Notes
1	12:37			X	F	AA	Whatever's in your mouth, just get rid of it
2	12:38			X	F	L	B, you're going home
3	12:39	X			F	L	Bye. Have a great weekend
4	12:39	X			M	AA	Thank you, have a seat
5	12:40			X	M	AA	Pass the papers
6	12:41			X	F	L	Put pencil down, J
7	12:42			X	F	AA	5, 4, 3, 2, 1 (redirect)
8	12:45	X			F	AA	G, go ahead
9	12:46			X	F	AA	Yes, OK
10	12:47	X			M	O	Please read, D
11	12:48			X	M	AA	Come in quickly, please
12	12:48	X			F	AA	Go ahead, S. Excellent
13	12:48	X			F	AA	D, thank you
14	12:49			X	M	AA	Into back table, please
15	12:49			X	M	O	D, yes?
16	12:50			X	M	AA	Please, keep going
17	12:50		X?		F	AA	D – (redirect—"if that happens again you're going to go in the book")
18	12:51			X	M	AA	L, do you have a question?
19	12:52	X			F	AA	Yes, please, G
20	12:52	X			F	AA	Good suggestion
21	12:52	X			F	L	Please, ask your question
22	12:53	X			M	O	Yes, D, yes

Exhibit 12.2. (*Continued*)

Interaction	Time	Positive*	Negative*	Neutral	Male or Female	Ethnicity	Notes
23	12:53			X	F	AA	Yes, S
24	12:54			X	F	AA	Yes, D
25	12:55			X	M	AA	L?
26	12:55		X?		F	AA	G (redirect)
28	12:57			X	F	AA	G, attention here
29	12:59	X			F	AA	Excellent, D
TOTAL		11	2	16	F: 18 M: 11	L: 4 AA: 21 O: 4	

*Interactions are classified as "positive" or "negative" according to the specific words that are said, the tone that is used, and any nonverbal communication that accompanies the interaction.

Exhibit 12.3. Learning from Student Data: A Discussion Protocol for Three-Phase Dialogue

Phase I: Prediction

Before looking at the data set, respond to these questions:

- What might we *expect to see*?
- What might we *expect to learn*?

Phase II: Observation

Look at the data and make observational comments:

- What do students *actually present?*
- What *facts or patterns* do we notice in the data?

    Sentence stems could include:

- One fact I notice is …
- I am surprised by …
- A trend I think I see is …
- I can quantify that by saying …

Phase III: Inference and Conclusion

After all observational comments are made, discuss inferences and conclusions:

- What *hunches* do we have about causes for what we observe?
- *Why* are we getting the results we are?

    Sentence stems could include:

- This pattern or trend might be because …
- Maybe we're not seeing _____ because …
- A reason for this result could be …

    Then ask:

- So what? And, now what?

A set of guidelines for coaches can make this a learning experience:

Refrain from all judgment about the data: Coaches do not blame but we insist on thinking about what can be done and what is within our sphere of influence.

Employ an asset approach: What's working here? Where do we see growth, learning, or affirmation?

Support the client in disaggregating the data: we need to examine the experience of students who have been historically underserved—including African American and Latino boys, girls in math and science, English language learners, and so on. We apply the lens of systemic oppression to looking at data and consider whether all children's needs are being met.

Use a confrontational questioning strategy to raise inequities that surface in the data: A coach prepares by thoroughly analyzing the data beforehand and preparing the questions she will pose if the client doesn't identify the inequities in the data. The questions need to be very mindful to avoid blame, but they also need to surface uncomfortable data. For example, a coach might ask a client, "What do you notice about how your English learners did on the exam?" We can explore the root causes for what's being observed in the data and offer probing questions to deepen the client's thinking.

Guide the client to determine one or two areas where growth can be made: A coach encourages the client to make specific plans to interrupt inequities. We direct the client to think about what she could do within her sphere of influence. We always ask, "Now what?" "What would you like to try?" and "What can you do that will result in increased student learning?"

Debrief the learning experience: As with all of the activities we engage clients in, after we've done any kind of data analysis work we need to check in about how our client experienced the work. Coaches need to be very mindful of how teachers and principals feel about data: the larger context in which we work is highly charged and rather scary when it comes to data.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00		Analyze student data	Read literature on assessment practices		Review lesson plans from teachers; give feedback
9:00	Observe Teacher A			Weekly meeting with principal	
10:00	Plan Wednesday's PLC meeting	Model lesson for Teacher B	Prepare materials for PLC meeting	Observe Teacher D	
11:00		Observe Teacher C	Model lesson for Teacher A	Observe Teacher E	Facilitate eighth-grade team meeting
12:00	Debrief with Teacher A	Gather materials for ILT to use next week	Debrief with Teacher A	Facilitate cross-department meeting on integrating writing	Review work plans for teachers; document growth and collect evidence. Determine next steps.
1:00	Reflective writing time: Reflect on Teacher A and plan next conversation	Facilitate walkthrough observations with ILT	Reflective writing time: Reflect on Teacher A and plan next conversation	Participate in walkthrough observations with principal	
2:00	Read literature on teacher leadership		Facilitate ELA department PLC Meeting	Read literature on English Language Development practices	My PD: Coach's PLC meeting
3:00	Instructional Leadership Team (ILT) meeting	Debrief with Teacher B		Meet with Teacher D	
4:00		Meet with Teacher C	Write up notes and documentation from PLC meeting	Meet with Teacher E	
5:00		Reflective writing time: Reflect on Teachers B and C and plan next conversations		Reflective writing time: Reflect on Teachers D and E and plan next conversations	

White: coaching observations and conversations; light gray: reflection and conversations; medium gray: preparation; dark gray: team participation and facilitation; black: collaboration

Figure 13.1. Sample Weekly Schedule for Site-Based Coach

Exhibit 13.1. Coaching Session Planning Tool

These reflection prompts can be used to prepare for a coaching session or conversation. It can be very helpful to write out responses and to look back at them after the meeting and over time.

1. Where did our last coaching conversation end and what do I need to come back to with my client? Was there anything I said I'd check in on next time?
2. What are the goals for this coaching conversation? Are there goals related to the work plan that need to be addressed?
3. What are my intentions for this meeting? What do I want my client to think and feel by the end of it?
4. What might my client's disposition be? What do I know about where he or she is going to be?
5. What do I anticipate might be happening with my client or might be challenging? How can I prepare for this and manage these challenges?
6. Do I anticipate my client will need to release emotions? If so, how can I do this? What works for him or her to process emotions?
7. How can I enroll my client in this conversation? How can I make it matter to him or her?
8. Of the six coaching stances, which might be most effective? Is there a coaching stance that I haven't used much that might be worth trying?
9. Can I anticipate that my client might want to engage in any coaching activities? Which ones might I suggest? Which might help my client reach his or her goals?
10. Are there any materials (articles or tools) that I might gather and bring with me in case my client requests them?
11. Who do I need to be in this conversation? Who does my client need me to be? How do I need to show up?
12. How do I want to feel at the end of this coaching session?

Exhibit 13.2. Record of Coaching Conversation

School _____ Client _____ Date _____

Client's Changes in Practice	Client's Next Steps	Areas for Follow Up
Coach's Next Steps/Follow-Up Agreements:		Goal Areas:

Exhibit 14.1. Transformational Coaching: Monthly Progress Report

Coach: Elena Aguilar   **Client: Teresa Phillips**   **Date: March 31, 2011**

Total Number of Hours Engaged with Client this Month *(include explanation if necessary)*:

Six hours; Teresa was out sick one week during our scheduled time.

SMARTE Goal 1: *[Complete a separate reflection for each coaching goal.]*

To provide verbal and written feedback to all students on their writing assignments every other week within two days of submission of the assignment for the entire school year.

1. **Strategic Activities Engaged in This Month to Meet Goal** *[Include those from the work plan, as well as any others that were used.]*

   • Analyze student writing.

   • Analyze writing rubric and identify lessons that could demonstrate the elements that students are struggling with.

   • Coach models writing lessons on rubric elements that students struggle with. Teacher observes. Debrief together.

   • Coach observes teacher giving student feedback; debrief and reflect.

2. **Progress toward Goal**

   Teresa has made significant progress toward her goal. She has consistently given students feedback on their writing this year and she's starting to see how this feedback is resulting in their writing improving. This month we continued to analyze student writing together in order to identify which elements on the rubric were still hard for the kids. We categorized the students into groups depending on their results and Teresa created a plan to support those who are still struggling. I modeled one lesson on the rubric element "voice," because Teresa had tried teaching some lessons on it but wasn't seeing the results she wanted to see in student papers. After I modeled the lesson, then the next day Teresa did a follow-up lesson and we looked at the work that students did. I also observed Teresa giving students feedback as she regularly does during silent reading time. One thing I noticed, which I discussed with Teresa afterwards, was that she made some assumptions about her students' ability to use idioms. Given that all of her students are English language learners, we discussed that she may need to do

some more direct instruction on idioms. In this conversation, Teresa became very emotional because she said she felt overwhelmed by how much she needed to teach her students to prepare them for high school. I used a cathartic approach to help her process these feelings. When reflecting on her goals, Teresa felt very satisfied with what she has accomplished.

3. **Evidence of Changes in Practice**
   - The number of students who needed reteaching on three elements from the rubric decreased from last month. This month there were only four who needed reteaching. Last month there were nine.
   - Student writing from after Teresa did voice lessons—after she observed me model a lesson—showed that student were internalizing the learning. We found a number of specific pieces of evidence.
   - Teresa's one-on-one feedback sessions with students are precise and quickly get to the points that she wants to share with students. I have transcriptions of these conversations from the whole year that show how her instructions get more precise and also that students demonstrate an understanding of what she's saying.
   - Teresa was really hard on herself in the beginning of the year. It is getting much easier for her to recognize her own accomplishments and growth and to share those without feeling like she's bragging. My notes from our coaching sessions provide this evidence.

4. **Next Steps and Coaching Moves**

   Teresa is feeling very confident about meeting her year-long goal. Next month she will teach a new writing genre and she's nervous about whether her students will be able to apply their newly acquired skills. She wants me to observe her a few times as she teaches mini-lessons. I suggested that we use video and that we debrief it together, but she's apprehensive. I think she's getting a little too dependent on my opinion, even though I try not to give it, so I'd like to push her to try the video. I want to make sure that she feels she is the owner of her learning and that she doesn't think it's all my coaching. In these last months, I want to make sure that I'm playing a facilitative role and releasing the responsibility of learning even more to her. I think I'll need to make this explicit so that she understands my coaching moves, and I think this will be OK with her.

Exhibit 14.2. Transformational Coaching: Midyear Progress Report or End-of-Year Report

Please note: this document is for the coach to use in reflecting on her work and to share with her manager—*only if* the manager is not also the client's supervisor. This is not to be shared with an evaluator or with the client.

Coach _____   **Client** _____   **Date** _____

SMARTE Goal 1 *[Complete a separate reflection for each coaching goal.]*

Description of change: *[a narrative description]*

Specific indicators of progress: *[bulleted list of specific indicators]*

Sources of evidence: *[lesson plans, meeting agendas, videos, e-mails, coaching notes, survey data, and the like]*

Contributing factors: *[Which factors got in the way? Which factors helped coaching efforts?]*

Lessons learned and next steps: *[a narrative]*

Exhibit 15.1. Role-Playing

Three people are ideal for a role-play—one person is the coach, another is the client, and the third is the observer who scripts the conversation and takes notes.

To prepare:

1. Select roles—coach, client, and observer.
2. Determine the scenario for a role-play. This could be a past coaching conversation where you felt stuck or a future coaching conversation that you'd like to practice.
3. Coach explains the scenario and provides necessary background information. Coach might ask the "client" to be a specific way ("be resistant to my suggestions"). Coach might also ask the observer to pay attention to specific areas on which he or she wants feedback (on questioning strategies, nonverbal communication, and the like).
4. Role-play for ten minutes.
5. Observer shares observations with the coach in response to the feedback he or she requested. Share specific quotes whenever possible.
6. Coach and client reflect on role-play and observations.
7. If desired, coach can practice again on the same issue trying different strategies, or participants can change roles and practice the same scenario again.

Exhibit 15.2. Consultancy Protocol

Time: 50 min.*		
2	Facilitator welcomes group and reviews protocol	*Facilitator reviews process and adjusts time if needed.*
5	Presenter preparation	*Presenter can do a quick write or think about what s/he'd like to ask the group for support on. If presenters know ahead of time that they'll be engaging in a consultancy, this stage may not be needed.*
10	Presenter shares	*Presenter shares the dilemma he/she is struggling with. He/she might also share data and might ask for feedback or input in one area or around one question. If the coaching lenses are being used, presenter can ask group to focus on specific lenses.*
8	Clarifying questions	*Group asks presenter clarifying questions. Clarifying questions are yes/no or require very short answers—"who, what, when, where, and how" questions. The facilitator needs to intervene if probing questions are asked.*
5	Group reflection on question and think/planning time	*Group reflects on the presenter's question and prepares for discussion. If the group is familiar with the coaching lenses, this can be a time to apply them.*

15	Group discussion—fishbowl	*Presenter sits outside of circle while group discusses dilemma presented. This is an appropriate time to raise "probing questions"—although the presenter doesn't respond, he/she can consider them. The group might use any of the following questions in discussion:What did we hear? What didn't we hear that might be relevant? What assumptions seem to be operating? What questions does the dilemma raise for us? What have we done in similar situations? The group can also share insights from applying the coaching lenses.*
		Presenter can take notes if desired.
5	Presenter reflection	*Presenter shares any reactions, insights, feelings about protocol or what was said; presenter doesn't need to respond to questions that were raised in the group discussion.*

*A consultancy can last from twenty to fifty minutes. These times can all be adjusted but usually a minimum of ten minutes is needed for the fishbowl discussion.

Exhibit 15.3. Coach's Documentation and Reflection Log

Coach: E. Aguilar   **Client: Marco Birch**

Date and Time	March 21, 2010, 10 a.m.–12:00
Reflection on my **Presence**	*I began feeling really grounded and centered. I noticed that I listened attentively. I got triggered at one point when Marco made comments about some students that really bothered me. I noticed that my shoulders and jaw tensed and I tried to change the subject. Then worked on letting go of my attachment that he recognize what he was saying and I returned to this topic to explore it with him. I also noticed that at one point when Marco was feeling really overwhelmed I used humor to lighten the space and he responded really well. I think he was surprised that I could be funny and he said he appreciated it. I noticed that at the end of our meeting I didn't feel as tired as I sometimes feel from coaching.*
Coaching **Stances** Taken and Impact	*I recorded this conversation and charted the stances I took. I found that about 80 percent of the time I was facilitative. I noticed that when I was directive, Marco didn't respond as well. His answers to my questions were less thoughtful and a few were evasive.* *I noticed that when I used a catalytic approach Marco was most responsive. Each question I asked from this stance elicited, "That's a good question!" from him. From another I got, "Wow, I'd never thought of that."*
Coaching **Lenses** Applied and Impact	*The lens that kept coming up for me today was the lens of inquiry. This was intentional—I'd planned for this conversation to incorporate many of these questions, but I'd also planned for other lenses. I kept finding myself needing to raise questions from the Lens of Inquiry to push Marco's thinking about the dilemmas he's facing. The lens of inquiry allowed me to help Marco reframe his situation and this was most useful for him—he discovered a number of actions he can take through this line of questioning.*

(continued)

Exhibit 15.3. (*Continued*)

Coaching **Activities** Used and Impact	*There were two activities that worked well today. We role-played a conversation that Marco needs to have with a parent. We actually did this three times—first he played himself and I played the parent, then we reversed roles, and then he played himself again. He requested this and by the end he was feeling really confident and prepared. I was apprehensive about modeling his role—I worried about the impact of this and didn't want him to think my way was the right way—but it actually was OK. He needed to see me demonstrate some ways of communicating that were direct but not confrontational and afterwards he said he really appreciated this.* *We also did a quick reading together. Last time we met Marco had asked me to bring an article on facilitating team meetings, so we read it and discussed it. He is going to use this information to plan an upcoming meeting. Next week we'll go over his agenda.*
Other Reflections	*I noticed that when I allowed for silence after Marco said something, he returned to the topic after a few moments and continued to expand on his thoughts. I'm uncomfortable with silence but I saw how useful it was today.*
Progress toward **Goals**	*Today we were really working on Marco's first goal about how he communicates with all stakeholders. I noticed a number of pieces of evidence (the language frames he used in the role-play, the way he relayed a conversation he'd had last week) that indicate that he's well on track to meet his goals by June. He echoed this—he's feeling really good about the coaching work and feels like he's close to meeting his goals.*
Plans for Next Session	*Debrief the hard conversation with the parent that we role-played. Review agenda for upcoming meeting.* *I might need to continue modeling some of the communication strategies that Marco is trying to develop. I need to help him recognize the nonverbal cues I give as well as the words I use.*

Exhibit 15.4. Reflective Prompts for a Coach

Prompts for Daily or Weekly Reflection

- What happened in today's coaching session?
- What did you notice about your client?
- What did you notice about your own coaching? About your thoughts and feelings today?
- What kind of impact did your coaching have on your client today? How do you know?
- When did your coaching feel effective today? What made it feel that way?
- Was it possible that your client had any "aha" moments today? What led to that moment?
- What was challenging for you in today's session?
- What did you notice about your own listening? About your inner dialogue?
- What do you appreciate about your own coaching today?
- What would your client say about your coaching today?
- What do you think was "not said" by your client today?
- Was your client sharing any stories today? Were these new stories or ones she's told in the past?
- What indicators were there today that your client made progress toward her goals?
- Where do you think your client is ready to go next?
- What are you curious about or do you want to learn more about?
- What is your next coaching move?
- What would help your client move forward?
- What do you want to do or say in your next meeting?

Prompts for Occasional Reflection

- What do you enjoy about coaching? What draws you to this practice?
- When have you felt particularly effective as a coach? What happened?
- How does coaching align to your core values?
- What do you see as the possible effect or potential of coaching?
- What's challenging about coaching? When do you feel frustrated or ineffective?
- What kind of client (gender, age, race, background, experience, and so on) seems the "easiest" for you to coach? What makes coaching him or her easy?
- What kind of client feels the "hardest" to coach? What makes coaching him or her hard?

- What personality types feel easy and challenging to coach? What comes up for you when you need to coach someone whose personality is very different from your own?
- What kinds of thoughts go through your mind when you are introduced to someone who comes from a very different background than you? Who seems very different than you?
- Think of a client with whom you struggled. What might he or she have said or thought about you? What would his or her "side" of the story be?
- Consider your initial beliefs about a client's capacity to grow with what actually happened as you coached him or her. What happened? What did you learn that you might apply when working with future clients?
- What metaphor could represent what coaching is to you?
- What are you learning about yourself through coaching?
- What would you like to pay more attention to?
- What do you want to stay curious about?