



Center for Cognitive Coaching

**Cognitive Coaching
Foundation Seminar®
Learning Guide
*6th Edition***

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GOAL OF THE CC FOUNDATION SEMINAR®: To develop one's identity and capacity as a mediator of thinking

IDENTITY

Our identity, who we believe we are, drives our perceptions of our world, our interactions with others, our construction of meaning, our choices and behaviors, and the way we fulfill the responsibilities of our many roles. At different times, we are husband or wife, grandchild or sibling, boss or employee, expert or student, depending on both the context in which we find ourselves and the other persons with whom we interact. How we carry out each role is influenced by the identity we have developed for ourselves.

In our professional roles as teacher, administrator, or support staff member, the psychological messages we send to others derive from the identity we hold for ourselves. These messages are manifested by our entire being: our language, nonverbal communication, and points of view. They signal our intention and our belief about the roles each of us plays.

Furthermore, our beliefs, values, capacities, and behaviors are always congruent with our sense of identity. As our sense of identity changes, so do our beliefs, values, capacities, and behaviors. Most often, this sense of identity is held unconsciously, without calculation or deliberation. An identity carries with it goals and presuppositions that influence the setting of personal standards and criteria for interactions with others.

A MEDIATOR OF THINKING IS ONE WHO:

- Assesses present and envisions increasingly holonomous States of Mind.
- Views coaching relationships as reciprocal.
- Shapes the environment to enhance individual and collective growth.
- Shines a spotlight of awareness upon data in the environment and interacts to support self-directed learning.
- Is NOT the solver of another's problem.
- Extends invitations, not mandates.
- Maintains faith in the human capacity for continual intellectual, social, and emotional growth.
- Possesses a belief in his or her own capacity to serve as an empowering catalyst for another's growth.

PLANNING CONVERSATION QUESTIONS SAMPLE QUESTIONS DRAWING ON STATES OF MIND

1. Clarify goals.

- What might be some of the connections of this goal to the standards? (consciousness)
- Specifically, what might you mean when you say, "learn _____?" (craftsmanship)
- How might the students react to this as an outcome of the lesson? (flexibility)
- How might this objective relate to the objectives of your team members? (interdependence)

2. Specify success indicators and a plan for collecting evidence.

- How might you know when you have reached the goal? (consciousness)
- What might be some of the evidence you can collect? (craftsmanship)
- What might you see/hear that will let you know you've reached the goal? (flexibility)

3. Anticipate strategies, approaches, decisions and how to monitor them.

Efficacy

- What might be some strategies you have used before that were effective?
- What might be some of your choices?
- How might your actions enhance student learning?
- Over what factors might you have most control?

Flexibility

- What might be some strategies you considered before deciding on these?
- How might these strategies support student learning in other settings?
- What are your hunches about how the students will view this lesson?
- What are some of your predictions about how this lesson will go?

Consciousness

- What will guide your decisions about _____?
- As you rehearse this lesson in your mind, what does it look/sound like?
- What's the best that could happen with this lesson?

Craftsmanship

- In what sequence might you place your strategies?
- What might be happening simultaneously?
- How long are you anticipating _____ will take?
- What criteria might you use to determine when to use another strategy?
- What might be the long- and short-term effects of _____?
- What might you need to do to be the best prepared you can be for this lesson?

Interdependence

- What might be the primary value of this lesson/strategy to your students?
- What kind of help might be useful to you with this lesson?
- How might some of your teammates support you with this lesson?

4. Identify personal learning focus and processes for self-assessment

- What might you want to be sure to do well? How might you know you're doing it? (efficacy)
- What do you want to exercise control over in yourself? On what past successful experiences might you draw? (efficacy, consciousness)
- What might the group/class feel is most important for you to focus on in yourself? What are some possible ways of assessing this? (flexibility)
- If you could videotape this lesson, what might you want to see/hear in yourself when you replayed it? (consciousness, flexibility)
- What might be important for you to pay attention to in yourself? How might you determine whether or not you do this? (consciousness)
- What personal skills or processes might you want to perfect in this session? How might you know you've done this? (craftsmanship)
- What might you learn from this group? How might you know you've learned this? (interdependence)

5. Reflect on the coaching process and explore refinements.

- How has our conversation supported your thinking? (efficacy, consciousness)
- How has our conversation been helpful to you? (efficacy, consciousness)
- How might we work together to continue the thinking you've started? (interdependence)
- What are some possible ways the students might collect evidence of their learning? (interdependence)
- What key indicators might be most critical to your goals as a professional? (craftsmanship, efficacy)
- What might be some of the specific things about this conversation that were helpful? (craftsmanship)
- In what other ways might I continue to support you? (flexibility)

STRATEGIES FOR INVITING COGNITIVE SHIFT

CONSCIOUSNESS

➤ **Invite meta-cognition**

- What may have led to your decision to _____?
- Why is this important to you?
- How might you know you are on target?

➤ **Encourage the making of new connections**

- What seems to be/might be similar in these two situations?
- What are some possible patterns?
- If there were a common source for these, what might it be?

CRAFTSMANSHIP

➤ **Elicit criteria**

- What criteria might you want to use to _____?
- If you could only get one benefit, what's your hunch about what would be most productive in regard to _____?
- Of all the possibilities, what might be most effective?

➤ **Pose a data search**

- How might you find out more about that?
- What indications might you have that _____?
- What information might validate this?

EFFICACY

➤ **Invite reflection about being in charge**

- What are your options?
- Over what do you have control?
- Of the few elements you can influence, what might have the greatest effect?

➤ **Elicit knowledge, skill, or positive attitude**

- How do you do the work and maintain your integrity?
- What might it take to get you to make a difference?
- Which of your skills does this call for?

FLEXIBILITY

➤ **Invite a shift in perceptual position**

- If you were _____, what might you be thinking?
- When you have experienced _____ what did you need?
- What meaning might this have for _____?

➤ **Explore filters of perception**

- Given what you know about the way s/he perceives things, what's your hunch about what might be going on for _____?
- Given those details, what's the big picture goal?
- What does s/he seem to be paying attention to?

INTERDEPENDENCE

➤ **Invite collaboration**

- In the spirit of collaboration, how can you preserve your sense of what's right, and still work to be effective?
- What might be some common goals you share?
- What might be in it for both of you?

➤ **Elicit positive intentions of others**

- What might be the positive outcome s/he is expecting?
- If you were to assume that s/he is well-intentioned, what needs might s/he be trying to meet?
- What might happen if his/her needs were met?