Cognitive Coaching℠:
Weaving Threads of Learning and Change Into the Culture of an Organization

Edited by
Jane Ellison
and
Carolee Hayes

With Foreword by Arthur L. Costa and Robert J. Garmston

Christopher-Gordon Publishers, Inc.
Norwood, Massachusetts
# Table of Contents

Foreword ..................................................................................................... ix

Acknowledgments ...................................................................................... xii

Introduction ............................................................................................... xiii

**Part 1: System Applications**................................................................. 1

  Chapter 1 Enculturating Cognitive Coaching\textsuperscript{SM} in a Complex System Joe Saban ......................... 3

  Chapter 2 Coaching Principals for Increased Resourcefulness Jane Ellison ................................. 13

  Chapter 3 Building Trust in the Trusteeship Barbara Cape and John Dyer ........................................ 27

  Chapter 4 Public Coaching Carolee Hayes and Jane Ellison .......... 59

  Chapter 5 Cognitive Coaching\textsuperscript{SM} in Business and Industry John Dyer ................................. 69

  Chapter 6 Cognitive Coaching\textsuperscript{SM} Online: Benefits and Challenges Jenny Edwards, Jane Ellison, Laura Mitchell, and Yaso Thiru ................. 99

**Part 2: School Applications**................................................................. 107

  Chapter 7 Developing Adaptive Schools Robert Garmston and Carolee Hayes ................................. 109

  Chapter 8 Designing and Constructing the Holonomous School Arthur L. Costa, Robert J. Garmston, Joe Saban, Augie Battaglia, and Bill Brubaker ................ 125

  Chapter 9 Cognitive Coaching\textsuperscript{SM} With Small Groups Carolee Hayes ........................................ 135

  Chapter 10 Integrating Cognitive Coaching\textsuperscript{SM} With a Framework for Teaching Lynn Sawyer ................. 151
Chapter 11  Opening a School With Five States in Mind
Sandy Ripplinger ........................................................... 163

Chapter 12  Teacher Recruitment in an International Setting
William Powell ......................................................... 173

Part 3: Classroom Applications ......................................................... 191

Chapter 13  Using Cognitive CoachingSM in Parent-Teacher Conferences
Jane Ellison and Carolee Hayes ..................... 193

Chapter 14  Coaching Students: Promoting Self-Directed Learning in the Classroom
Bill Baker, Pat Forte, and Peg Luidens ..................... 207

Chapter 15  Thinking Ahead: Applying the Planning Conversation Map in a Third-Grade Classroom
Julia Versaw ......................................................... 231

Editors ......................................................................................... 249

Contributors ............................................................................ 253

Index ............................................................................................ 259

~ viii ~
Introduction

A culture is a socially constructed understanding of how humans choose to live and work together. It is organic, dynamic, and constantly changing based on the interactions of the human players. Schools often focus on innovations, that is, programs and practices rather than student learning. Our contention is that to impact student learning, the culture should be the focus of leadership. A culture is, metaphorically, much like a woven fabric. Each and every human interaction adds a thread to the fabric of the culture. Cognitive CoachingSM is a process that provides threads for weaving a culture of reflective practice and enhanced learning for all members of an organization.

This book is written with the intention to support leaders and group members in becoming even more skillful in weaving cultures that support improved processes for student learning. The authors presume knowledge of Cognitive CoachingSM on the part of the reader. The book represents the thinking of many individuals and groups who have learned Cognitive CoachingSM, valued its premises, practices, and outcomes, and found ways to lace it into the fabric of the cultures in which they work. The title Cognitive CoachingSM: Weaving Threads of Learning and Change into the Culture of an Organization was chosen from other possible metaphors because of the concept of constructing a product from interwoven threads. The product is the culture. A fabric is made up of threads woven together to create a design that represents an image that the artist has in mind as he or she conceives of and constructs the fabric. That is precisely the process that one might use in an organization as he or she creates a vision of what the organization would look like, sound like, and be like, if the appropriate threads ran throughout all aspects of the organization. We feel this metaphor is particularly applicable to Cognitive CoachingSM as we believe that Cognitive CoachingSM can truly impact the entire culture of an organization if it is visible in all the policies, procedures, and practices that guide and support the actions of each individual and team.

At a basic level, a weaver begins with a loom, threads, and a shuttle. One set of threads is the warp, made up of yarn stretched lengthwise on the loom.
The other set of threads is the weft, the yarn that crosses the width of the warp. The weaver uses a shuttle to carry the weft thread or yarn through the warp. Using this metaphor, we have conceived of the loom as the structure of a school district; the warp as the system, school, and classroom; the weft as the maps, tools, capabilities, and States of Mind of Cognitive Coaching®; and the shuttle as the leadership guiding the implementation of Cognitive Coaching®. Each chapter is a unique application made by a practitioner exploring the threads of culture-building. It is the task of leadership to examine each thread and find the best ones to weave a strong fabric that serves students first and foremost, while also expanding the development of professional staff. With time and patience, the leadership creates a picture of self-directedness in an organization in which both teams and individuals are self-managing, self-monitoring, and self-modifying.

The history of weaving also supports the use of this metaphor for implementing Cognitive Coaching® in an organization. Twenty to thirty thousand years ago, mankind developed the first string by twisting together handfuls of plant fibers. Preparing thin bundles of plant material and stretching them out while twisting them together produced a fine string or thread. The ability to produce string and thread was the starting place for the development of weaving, spinning, and sewing. In a similar way, a classroom teacher, a building principal, or a district leader might begin using the maps and tools of Cognitive Coaching®, twisting them into a thread that might connect the practices in a classroom, school, or district.

In some cases, weft twining occurs in weaving. Weft twining is a method of weaving that creates a strong, decorative fabric. It is sometimes called twined tapestry because of the similarity in appearance to tapestry weaving. Whereas tapestry weaving is made by passing one weft across at a time within a limited area, in weft twining two ends are passed across, one over and one under the warps. Weft twining is often confused with embroidery, because of the type of surface it creates and the wide range of designs that are possible with the technique. In our metaphor, weft twining might occur when the maps, tools, capabilities, and States of Mind of Cognitive Coaching® are not individual weft threads, but intertwined in such a way as to create weft threads that are stronger and more colorful than single threads. Such a process in a school district might result in an even richer picture of self-directedness.

**Structure of the Book**

In this book the chapters represent the warp threads of the system, the school, and the classroom. Each chapter describes a unique application of
the maps, tools, capabilities, and States of Mind of Cognitive Coaching—
the weft threads that create the woven fabric. The uniqueness is an application
that goes beyond the original conception of Cognitive Coaching as a
way for principals to support the thinking of teachers. The result of these
applications is a fabric that covers much more of the organization than the
dyad of teacher and principal.

Part 1 begins by looking at the organization as a system. The chapters
included in this section consider applications of Cognitive Coaching that
impact practices and outcomes at an organizational level. Weaving these
threads requires an orientation towards systems thinking and organizational
development.

Part 2 focuses on the school as the unit of change. These chapters de-
scribe specific processes that enhance the varied functions of leadership at
the school level. Weaving these threads invites schools as subsystems to re-
think traditional ways of working and thinking.

Part 3 illuminates classroom practices that bring coaching into the lives
of students. These chapters create a vision of classroom cultures where thinking
and collaborating are norms for everyday interactions. Weaving these
threads involves professionals as well as students and parents in the culture
of the organization.

There are many creative ways in which the weft threads have been passed
over and under the warp threads to create the fabric that becomes a repre-
sentation of self-directedness. While this book includes numerous examples
of applications of Cognitive Coaching in a variety of settings, we invite
educators to also remain vigilant for new learning and additional opportu-
nities to invest Cognitive Coaching in their own and their organization’s
practices—to create new fabrics.

Jane Ellison Carolee Hayes
Chapter 1

Enculturating Cognitive Coaching℠ in a Complex System

By: Joe Saban

Introduction

Educational institutions have historically adopted innovations with good intentions that are short-term efforts with minimal results. The initial practices are implemented by some practitioners, but often never become institutionalized practice. High investments are made with little return for staff and students.

Joe Saban, retired superintendent of District 155 in Crystal Lake, Illinois, describes one district’s effort to be systemic in moving Cognitive Coaching℠ from peripheral innovation to embedded practice. The threads of Cognitive Coaching℠ are primary, prominent, and strong fibers in the fabric of this district. Using a metaphor of how animal cultures evolve to new norms and ways of thinking, a model for institutionalizing Cognitive Coaching℠ as a way of working and thinking emerges. Key processes for addressing individual and institutional needs are described. This chapter considers means for developing ownership, broadening impact, and sustaining coaching work over time as prominent threads in the cultural fabric.
Chapter 2

Coaching Principals for Increased Resourcefulness

By: Jane Ellison

Introduction

When Cognitive Coaching℠ is a priority with the principal of a school, he or she surpasses the concept of the principal as instructional leader and becomes the organizational developer of the school. As such, the principal’s focus is on developing: (a) shared norms and values; (b) knowledge of principals of learning and teaching; (c) collaborative decision-making structures; and (d) processes that provide for ongoing growth, efficiency, and effectiveness. Principals who use Cognitive Coaching℠ with teachers and teachers who use it with each other do so because it increases the resources within and self-directedness of others. With all the support the principal is providing for others, who is providing support for the principal? Many recognize the principalship as a potentially isolated and lonely position. What might happen if someone were providing the kind of coaching support to principals, that principals are providing to staff?

This chapter describes an action research project Jane Ellison conducted to determine whether or not regular, brief sessions of
Chapter 7

Developing Adaptive Schools

By: Robert Garmston and Carolee Hayes

Introduction

Cognitive Coaching℠ was developed to support leaders and colleagues with processes for mediating self-directed learning in others. Inevitably, questions emerged about how Cognitive Coaching℠ might be applied with groups and organizations. Pursuing this line of thinking, Robert Garmston and Bruce Wellman (1999) developed a comprehensive approach to school improvement called Adaptive Schools. Its aim is to model the adaptivity found in biology, in which organisms react to changing environments by changing form while remaining consistent with a core identity. Garmston and Wellman envisioned schools that could provide a meditative environment, in which all the players contribute to the organization’s practice of being self-managing, self-monitoring, and self-modifying. The ultimate goal of such schools is continuous self-directed improvements in student learning.

This chapter describes how principles and tenets of Cognitive Coaching℠ inform the Adaptive Schools framework. The authors provide examples of how principals and other leaders have...