

PREFACE

When we no longer know what to do, we come to our real work and when we know which way to go we have begun our real journey. The mind that is not baffled is not employed. The impeded stream is the one that sings.

– Wendell Berry

Teachers make an infinite number of decisions each day. The acts of teaching are the result of decisions, whether conscious or unconscious, that the teacher makes after the complex cognitive processing of available information. This reasoning leads us to the hypothesis that *the basic teaching skill is decision-making*.¹

Superior teachers know how to select a certain teaching act from their vast repertoire of behaviours; they decide when to use it based upon information about learners, the analysis of the teaching task and the evaluation of the teachable situation. They know how this act fits into a larger strategy, and they can predict the effects of that act on the learning performance of students. All of these are cognitive processes. If teaching is decision-making, then the coaching of teaching is a process of coaching teachers' decision-making processes — thus, *Cognitive Coaching*.

Furthermore, teachers with higher conceptual levels are more adaptive and flexible in their teaching style. They act in accordance with a disciplined commitment to human values, and they produce higher achieving students who are more cooperative and involved in their work.² Cognitive Coaching increases capacities for the sound decision-making and self-directedness that helps achieve goals like these.

The relationship presumed by Cognitive Coaching is that teaching is a professional act and that coaches support teachers in becoming more resourceful. Cognitive Coaching is unique in that it is not intended to change overt behaviours; instead, it attends to the internal thought processes of teaching as a way to improve learning. Behaviours change as a result of refined perceptions and cognitive processes. Cognitive Coaching is not giving advice or solving other people's problems. Cognitive Coaching is a nonjudgmental process of mediation applied to those human life encounters, events and circumstances that can be seized as opportunities to enhance one's own and others' resourcefulness. Cognitive Coaching also serves as the nucleus for professional communities that honour autonomy, encourage interdependence and strive for high achievement.

This Learning Guide is designed to accompany and support a seminar intended to develop participants' understanding, skilfulness, capacities and identity as a mediator who can, in turn, produce self-directed persons with the cognitive capacity for high performance both independently and as members of a community.

Used in conjunction with the Cognitive Coaching Foundation Seminar®, this Learning Guide helps coaches examine the relationship between a teacher's perceptions, attitudes, thinking and behaviours, which, in turn, affect student learning. It is intended to accompany and stimulate a series of experiences for educators who provide staff development, who are coaches or who are learning to serve in helping capacities. These may include resource teachers, administrators, supervisors of student teaching, mentors, department chairpersons or peer teachers.

Note: This Learning Guide is designed to accompany our book, *Cognitive Coaching: A Foundation for Renaissance Schools, Second Edition*, Melbourne, Victoria: Hawker Brownlow Education.

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¹ Sprinthall, N. & Theis-Sprinthall, L. (1982). The teacher as an adult learner: Cognitive developmental view. In Griffin, G. (Ed.) *Staff Development: 1982 Yearbook of the National Society for the Study of Education*, Part II. Chicago: University of Chicago Press (p. 18).

² Harvey, O. J. (1967). *Conceptual systems and attitude change: Attitude, ego involvement and change*. New York: Wiley, (p.17).

*An activity becomes creative when the doer cares
about doing it right, or doing it better.*

– John Updike

COGNITIVE COACHING FOUNDATION SEMINAR®

PART 1, OUTCOMES (Days 1–4)

- Understanding of the essence of Cognitive Coaching
- Increased consciousness and craftsmanship in applying interpersonal communication skills to develop trust and rapport
- Understanding of the power of a structured professional conversation
- Understanding of Cognitive Coaching as one of four support functions

- Internalised Planning Conversation Map
- Expanded and refined skills and repertoire of coaching behaviours (pausing, paraphrasing)
- Understanding of capabilities for refining coaching skills

- Understanding of the Reflecting Conversation Map
- Increased automaticity with the essential coaching pattern of pausing, paraphrasing, pausing and posing questions
- Increased consciousness and skills in asking mediative questions

- Internalised Reflecting Conversation Map
- Awareness of how to navigate support functions
- Understanding of the role of data in mediating thinking

PART 2, OUTCOMES (Days 5–8)

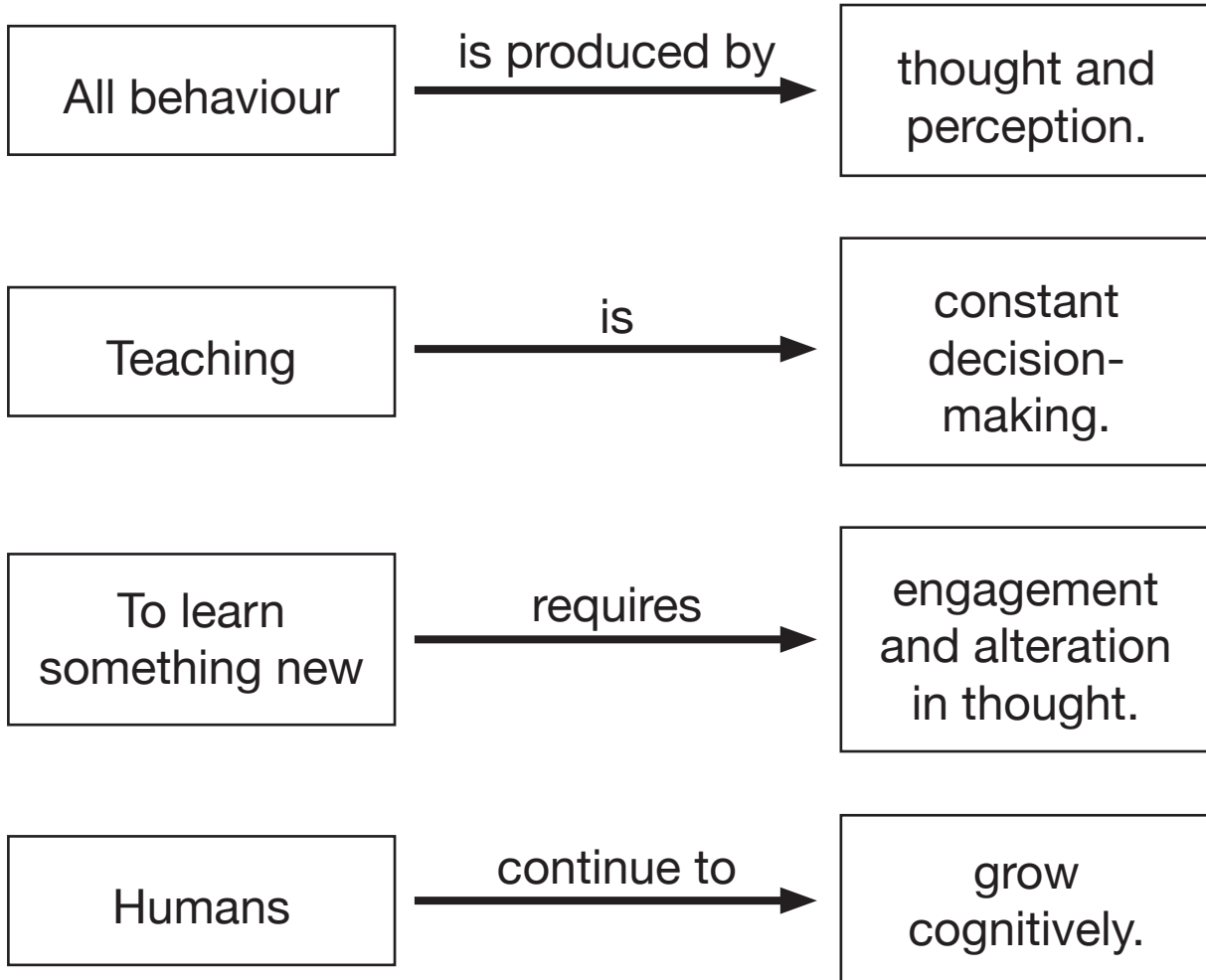
- Integration of the maps and tools from Part 1
- Understanding of own and others' style preferences

- Detection and mediation of cognitive shift
- Refined mediation skills and coaching capabilities
- Extended coaching skills to mediate self-directed learning in others when they are struggling with a problem

- Fluency with the tool cluster of pacing
- Enhanced personal acuity, ways of attending, listening and responding
- Refined coaching skills in crafting mediative questions

- Internalised Problem-Resolving Map
- Fluency with the tool cluster of leading
- Integrated maps and tools of Cognitive Coaching

PROPOSITIONS OF COGNITIVE COACHING



Cognitive Coaching Mediates

COACHING QUESTIONS TO ELICIT DESIRED THINKING: PLANNING

PURPOSE	EXAMPLES
<p style="text-align: center;">Clarify goals</p>	
<p style="text-align: center;">Specify success indicators and a plan for collecting evidence</p>	
<p style="text-align: center;">Anticipate approaches, strategies, decisions and how to monitor them</p>	
<p style="text-align: center;">Establish personal learning focus and processes for self-assessment</p>	
<p style="text-align: center;">Reflect on the coaching process and explore refinements</p>	