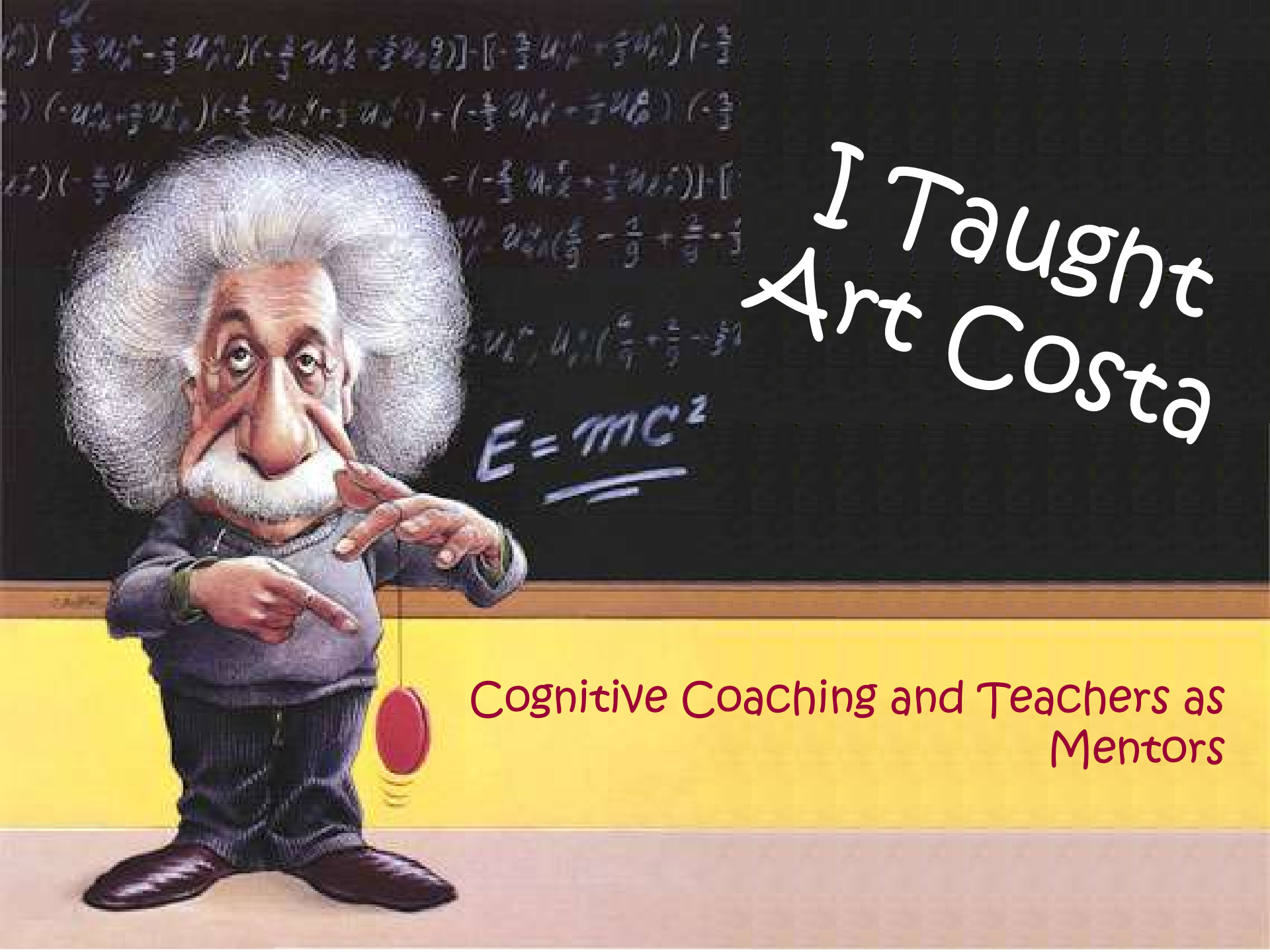
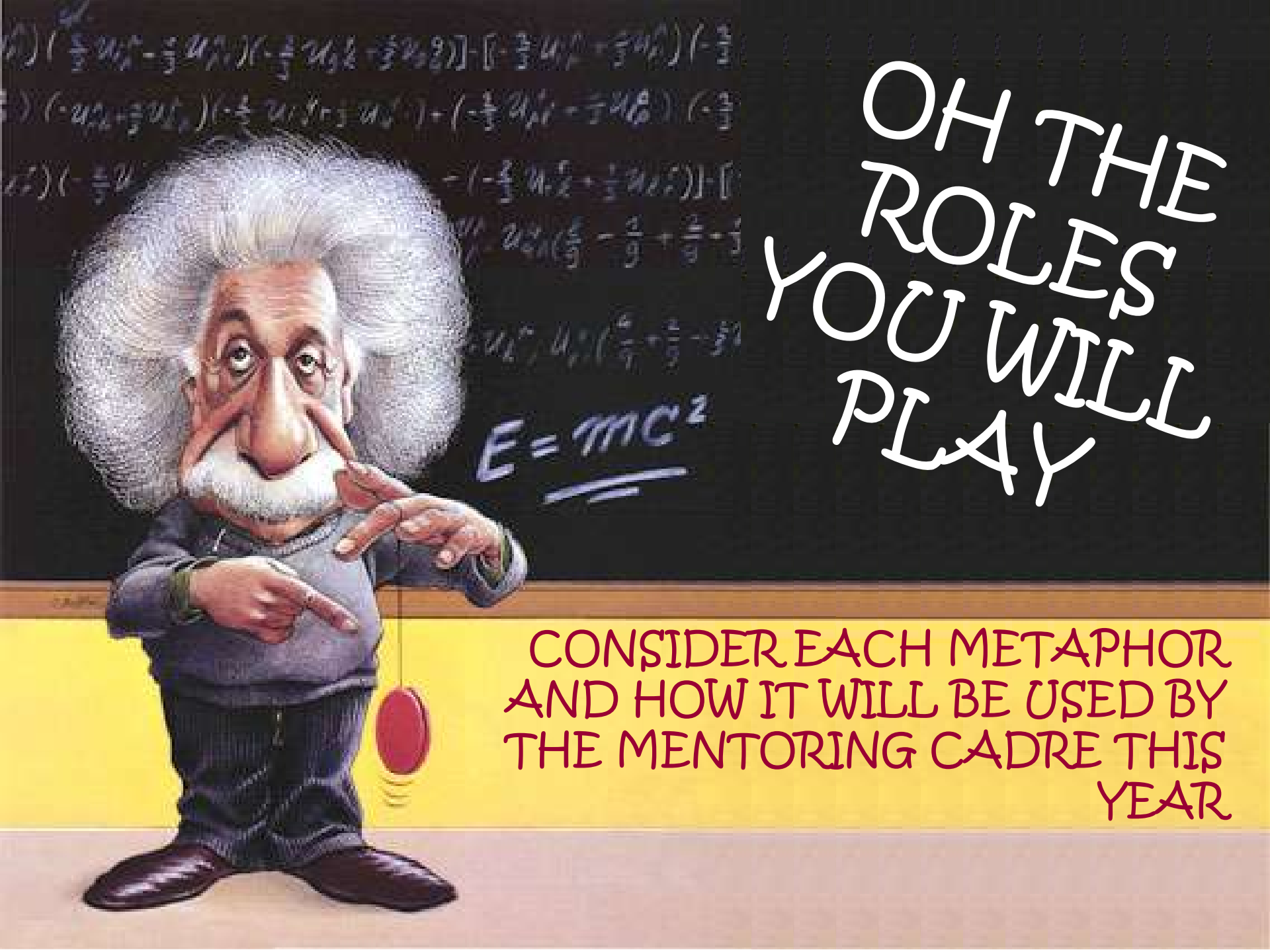

I Taught
Art Costa
E=mc²
Cognitive Coaching and Teachers as
Mentors

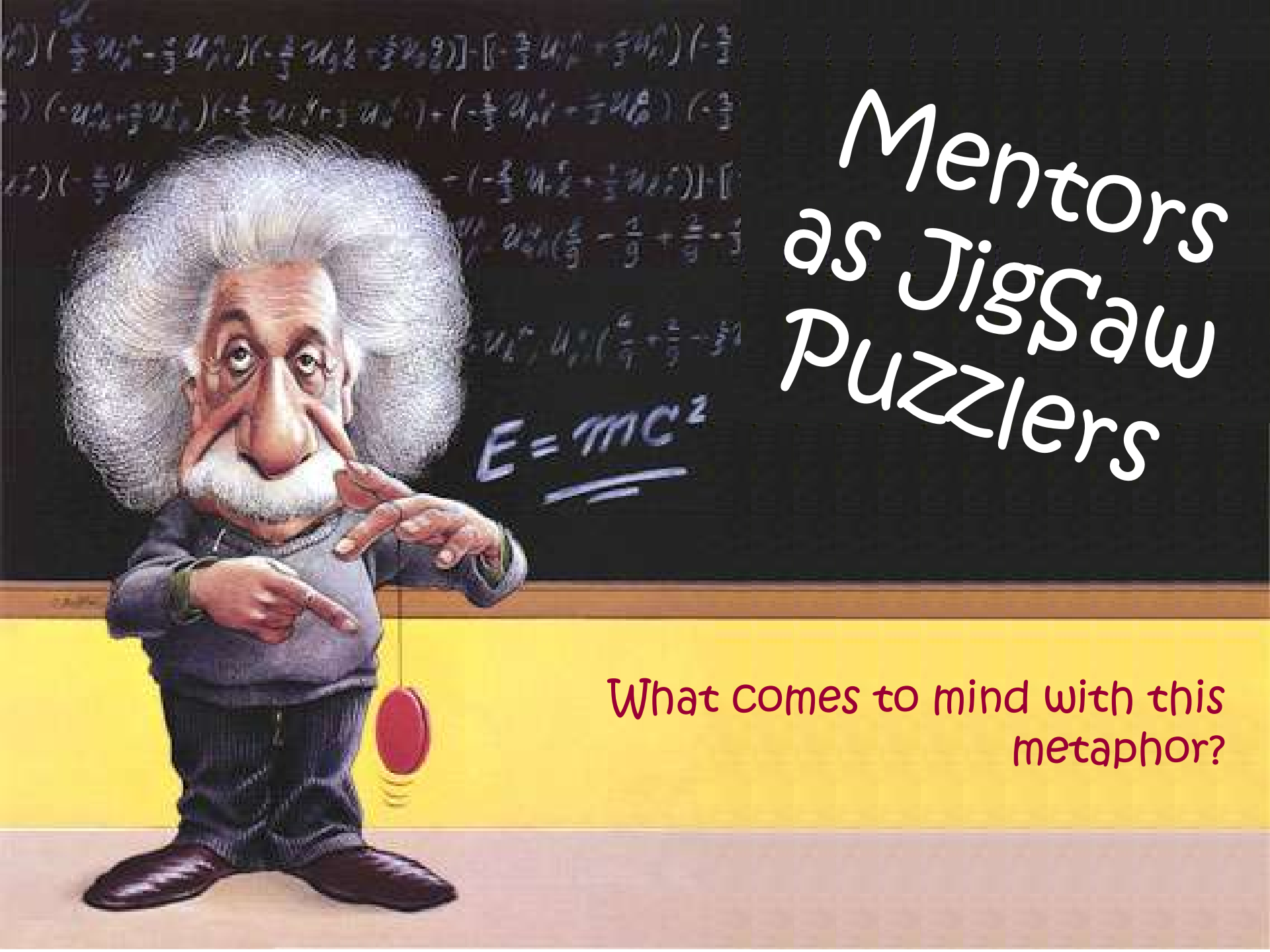

OH THE ROLES YOU WILL PLAY
$E=mc^2$
CONSIDER EACH METAPHOR AND HOW IT WILL BE USED BY THE MENTORING CADRE THIS YEAR

Mentors as Story Tellers

- What is my story and how does it make connections to new teachers?

  Molder of Dreams

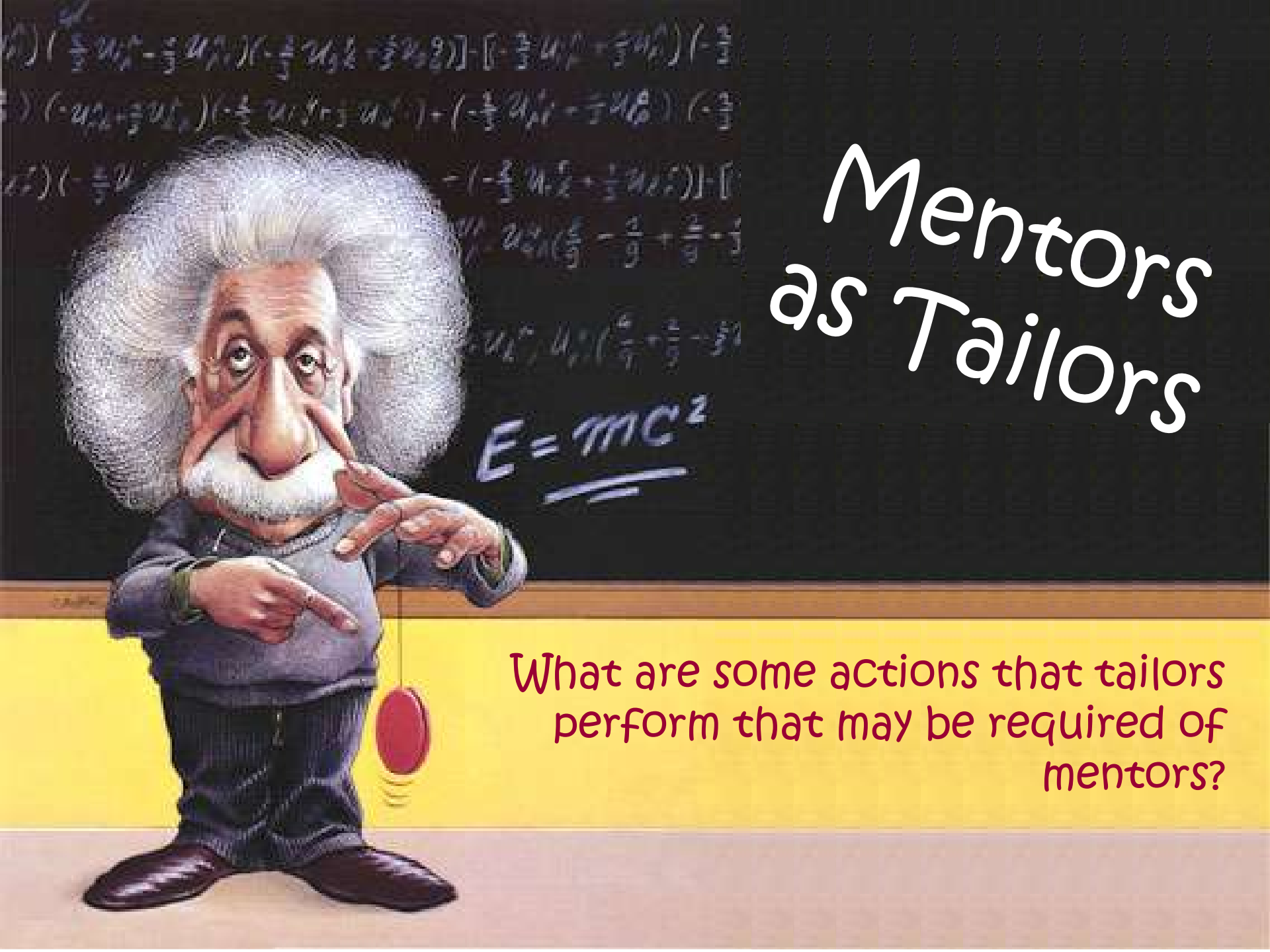
- With a partner share a story that you will use with new teachers as the year begins.


Mentors as JigSaw Puzzlers
What comes to mind with this metaphor?
E=mc²

PUZZLE PIECES

When, if ever, do you think events might require the mentor to force the puzzle pieces together?

What would you do if a mentor told you that their new teacher was working on a completely different puzzle than they were? In other words, they feel as though they are not compatible as a match?



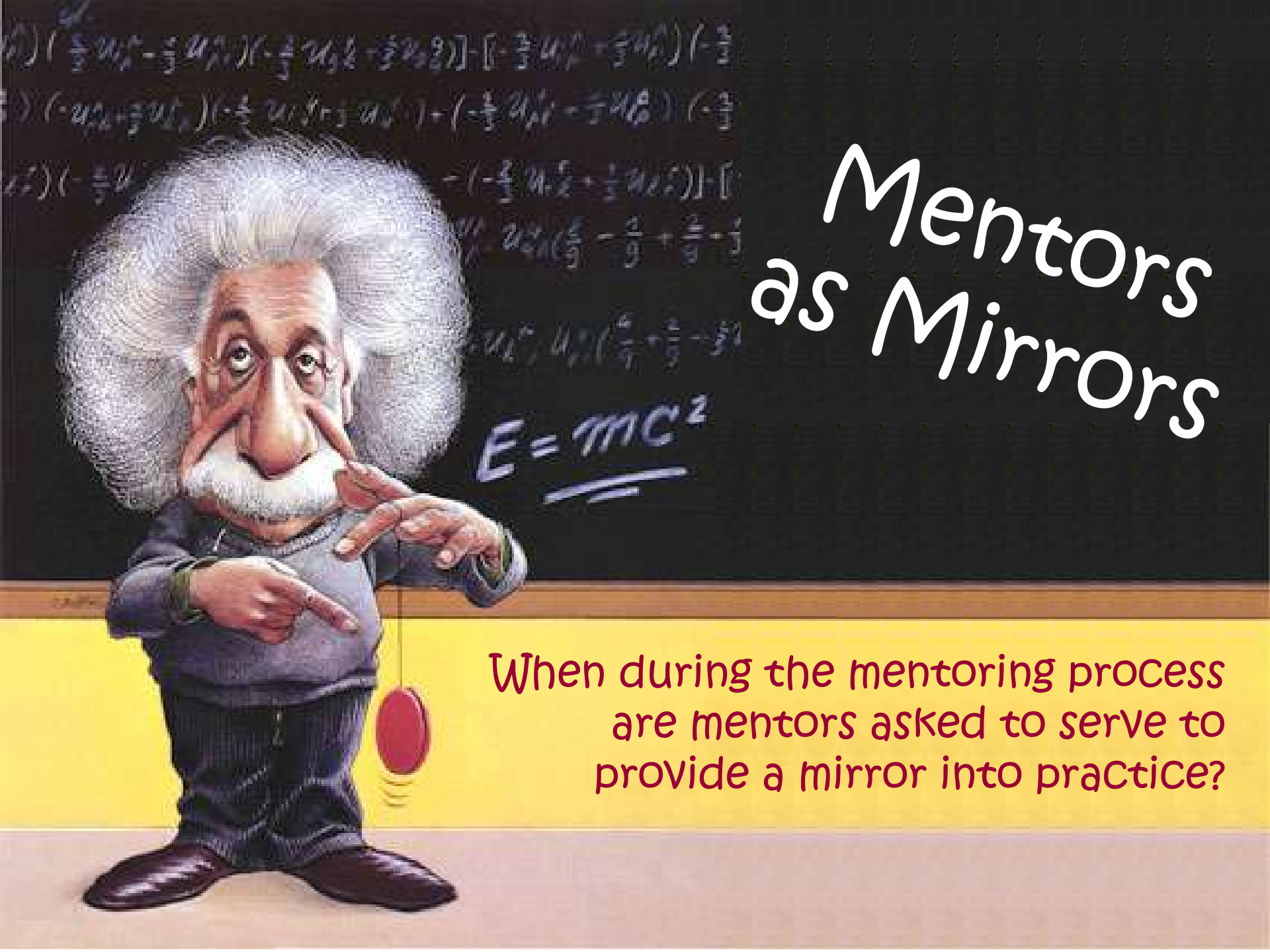
Mentors as Tailors

What are some actions that tailors perform that may be required of mentors?

Consideration

- Tailors must balance making suggestions to clients about current fashion with the clients' own preferences for length and fit.

- A mentor reports that he/she spent hours suggesting strategies for a new teacher to use and was upset because and the new teacher did not feel compelled to use every idea given to him/her. As a lead mentor how might you assist the tailor in making adjustments to his/her mentoring?

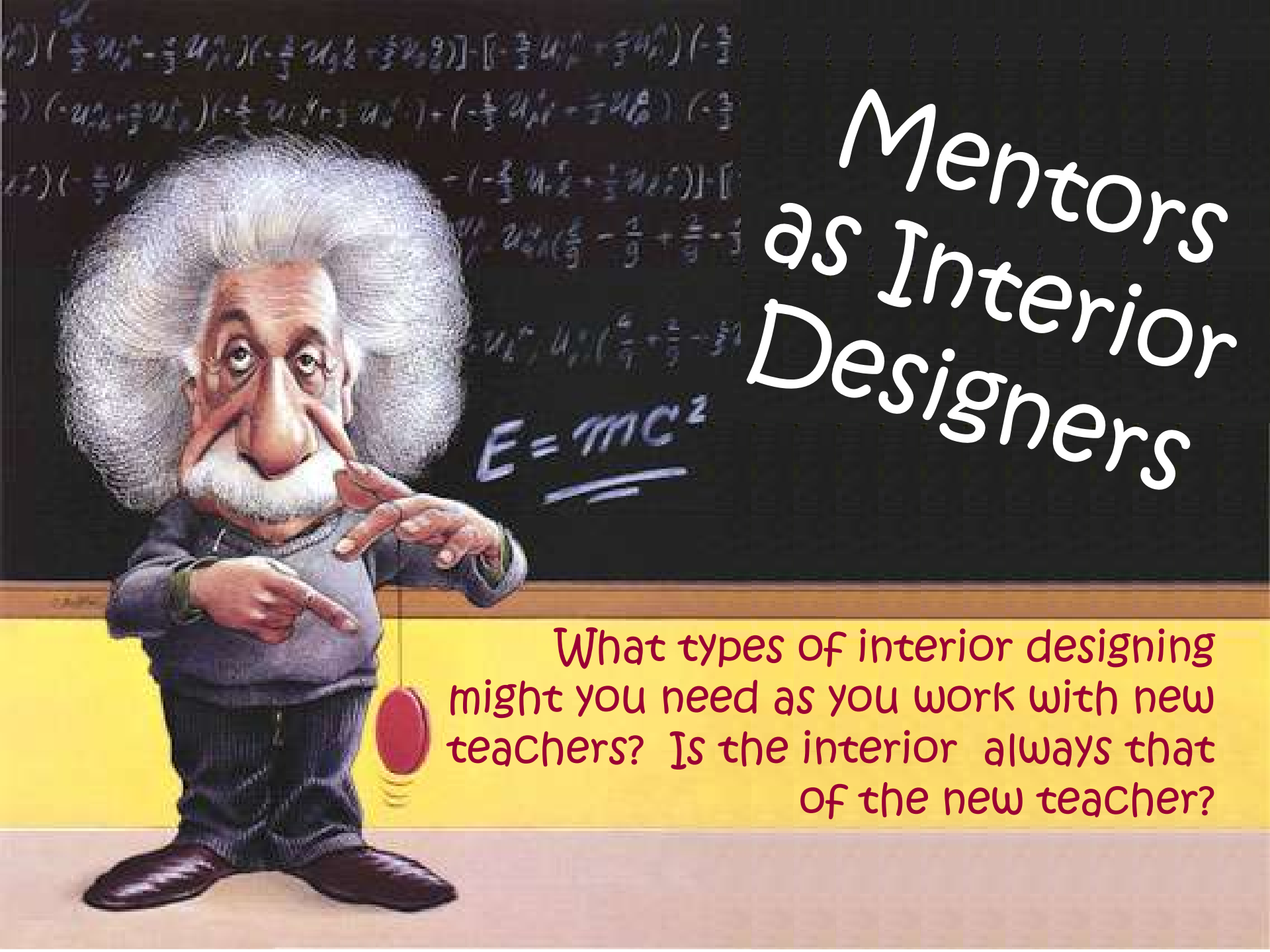


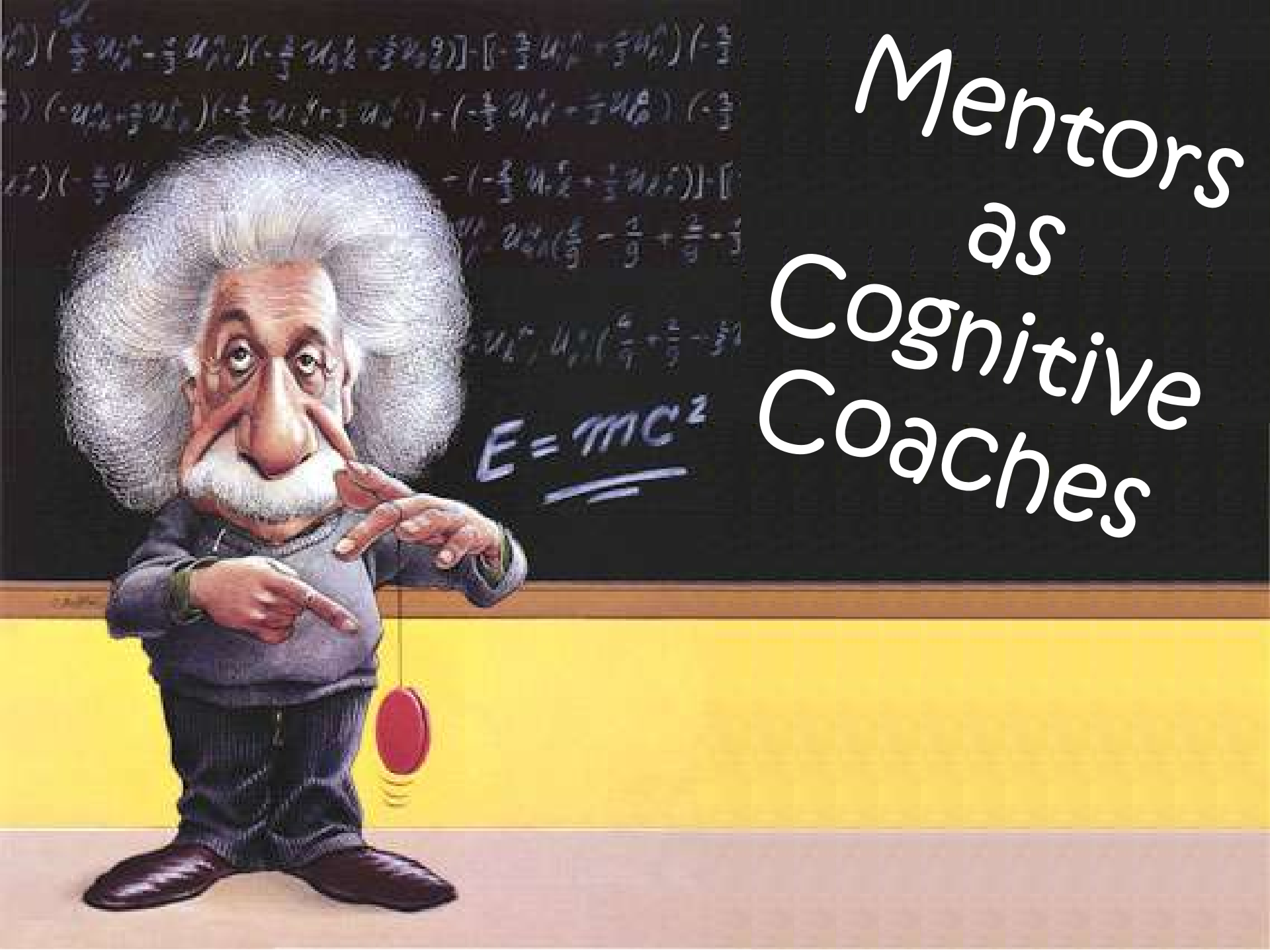
Mentors as Mirrors

When during the mentoring process are mentors asked to serve to provide a mirror into practice?

Consider

- To serve as a mirror, helping a new teacher recreate an image of himself or herself as teacher during a lesson, a mentor needs time to reflect themselves, as well as dialogue with the new teacher.
- Being able to self-assess and reflect are critical aspects of DPAS II. How would serving as a mirror potentially serve to help the new teacher become more effective during the evaluation process?


Mentors as Interior Designers
What types of interior designing might you need as you work with new teachers? Is the interior always that of the new teacher?


Mentors
as
Cognitive
Coaches
E=mc²

Cognitive Coaching Poster

- After each section of the presentation I will stop and your team will be given time to work on creating a graphic or graphic organizer that reflects what you have learned about CC and applying it in both the mentoring and classroom settings.

What a Cognitive Coach Does

- They do not make any value judgments; the other person has to judge for himself.
- They use silence after posing a question to allow the person to think.
- They do not give advise or recommendations; instead they ask the person to suggest what should be done.
- They have strategies in mind but allow the person to identify them or seek them.

Continued…

- They are active listeners that reflect back what the person said and seek clarification
- The conversation seems like a Socratic dialogue form of inquiry

How Cognitive Coaching is Unique

- It mediates invisible, internal mental resources and intellectual functions.
- It holds that a person's actions are influenced by internal forces rather than over behaviors.
- Helps the person to take action toward his or her goals while simultaneously helping that person to develop expertise in planning, reflecting, problem solving, and decision making.

Continued…

- Takes a nonjudgmental stand and uses tools of reflective questioning, pausing, paraphrasing, and probing for specificity.
- The mission is to produce self-directed persons with the cognitive capacity for high performance. They are able to self-monitor and self-modify.

Coaching Metaphor

- Stage coach- A means of conveyance.
- "To coach means to convey a valued colleague from where he or she is to where he or she wants to be."
- The ultimate purpose is to enhance the person's self-directedness: the ability to be self-managing, self-monitoring, and self-modifying.

Why Coaching?

- Teachers want and need support.
- Cognitive coaching enhances the intellectual capacities of teachers, which in turns produced greater intellectual achievement in students.
- Few educational innovations achieve their full impact without a coaching component.
- Feedback is the energy source of self-renewal.

Research

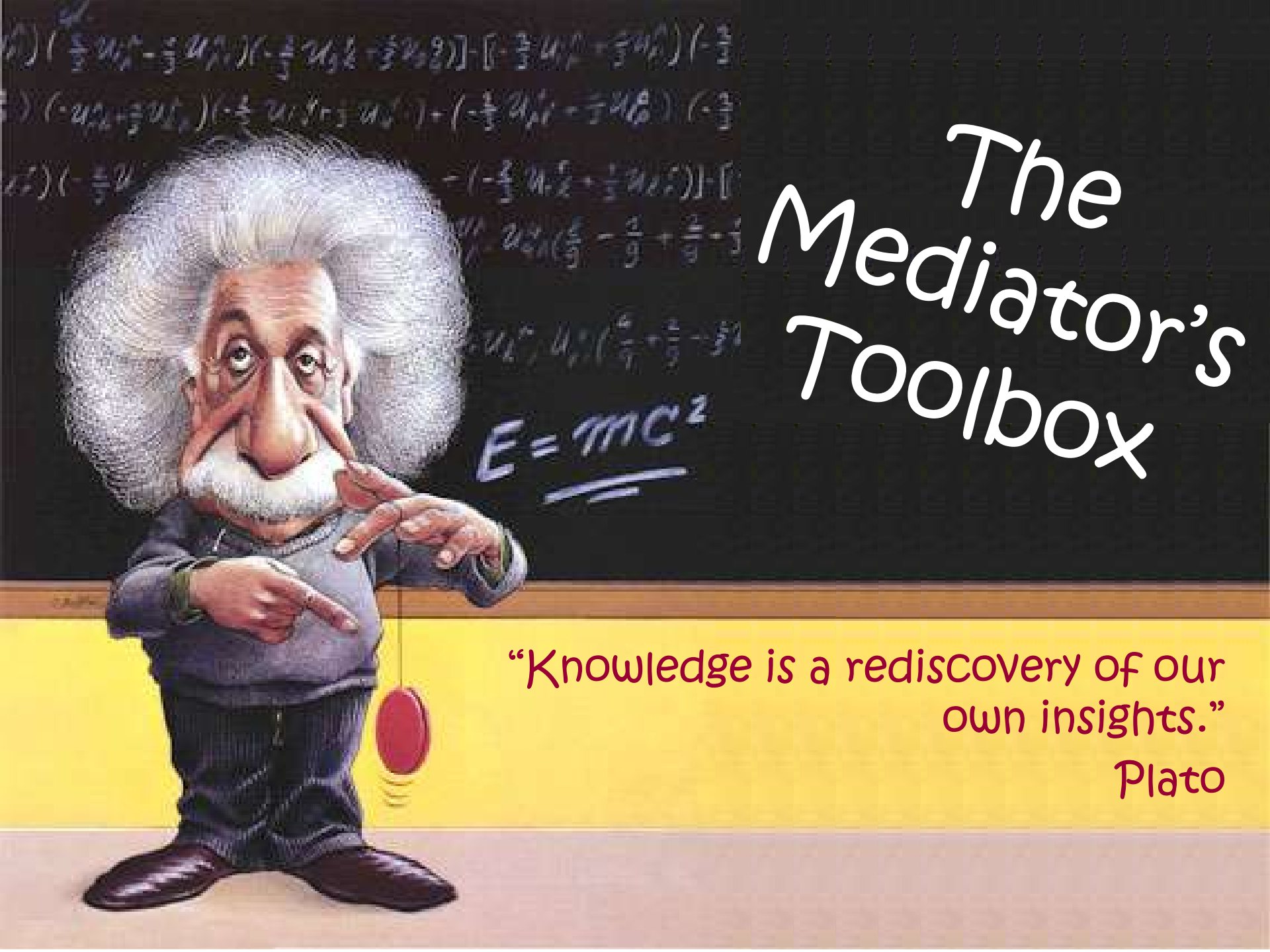
- Demonstrates that teachers with higher conceptual levels are more adaptive and flexible in their teaching style. They act in accordance with disciplined commitment to human values, and they produce higher achieving students who are more cooperative and involved in their work.

Comments on Results

- I became much clearer about my plans and how to achieve them.
- I felt that the coach understood my problem and the goals I had in mind. I have a better handle on my problem now."
- The coach really made me think. She made my brain "sweat."
- I want to know how I can learn to use this process in my classroom!

Graphic Time

- Divide your chart paper into four sections.
- In the upper left hand side create a graphic to represent the section just discussed.
- You must use symbols, not words. You may use captions.
- How is Cognitive Coaching Unique?


The Mediator's Toolbox
"Knowledge is a rediscovery of our own insights."
Plato

Attributes of Meditative Questioning

- Meditative questioning is intentionally designed to engage and transform the other person's thinking. They must meet at least three criteria.
- They are invitational in tone and form.
- They engage specific complex cognitive operations.
- They address content that is either external or internal to the other person.

Credible Voice

- A voice that gains attention and give direction. Characterized by a limited range of modulation and a tendency to go up and down in intonation at the end of a sentence. (Imagine a newscaster reporting news.)

- Turn to a partner and replicate this type of voice.

Approachable Voice

- The voice used in coaching. Characterized by a wide range of modulation and a tendency, at time, to rise in inflection at the end of the sentence.

- Repeat the two sentences on the next side to your partner in the approachable voice first and then the credible voice?
- What are your reactions to the same question in each tone?

- I observed your class today and three students were out of their seats.
- What caused that to happen?
- What will you do about it tomorrow?

Paraphrasing

- You're suggesting…
- You're proposing…
- So, you are wondering about…
- Your hunch is that…

Clarifying

- Vague action words

- This refers to unspecified verbs, such as think and understand, and the also signal deleted information.

T.: "I want the students to understand."

C.: "What will you see them doing when they are understanding?"

Clarifying

- Rule words
- Phrases like “I can’t”, “we shouldn't’t”, “It happens all the time” should alert the coach that the person is limiting thinking and possibly working with distorted perceptions.

T.: “ We shouldn't’t”

C.: “what would happen if we did? Who made up that rule?”

Clarifying

- Distortions or generalities will sometimes be masked by comparisons. The person does not elaborate to whom or to what he is comparing students.

T. : "Rebecca is getting along much better."

C. : "Better than what?"

Filters and Distortions

- Vague nouns or pronouns

Clarifying vague nouns and pronouns supplies missing data and provides more precise information.

T. :"The textbook "

C.: "Which textbook?"

Providing Data and Resources

- Providing data non-judgmentally means that a coach makes it possible for the colleague to acquire the data needed to deduce the relationships.

- During the planning conference the coach invites the teacher to identify what information is desired, when is should be collected, and in what format the data will be recorded.

Examples of Data- Planning

- *"Tell me what you want me to record about student responses that will be of help to your understanding of their higher lever of thinking."*
- *"So, my job is to keep a tally on this searing chart of which students are engaged and which are not."*
- *" When in the lesson do you want me to record your directions" Just at the beginning when you are outline their assignment, or throughout the entire lesson whenever you give a direction?"*

Examples of Data-Observed

- "You asked three questions within the first five minutes of your lesson."
- "Of the six students you wanted me to observe, Eric spoke four times, Sarah spoke two times, and Sean spoke once, and the remaining three did not speak at all."
- "Here is a map of your classroom showing where you moved. Each circle indicates where you stopped and interacted with students."

Examples of Data Self-Coaching

- "What information do you have about these students that will guide your lesson design?"
- "What indicators will you be aware of to let you know your are achieving the stated goals?"
- "How will you monitor your own pacing to accomplish your stated goals within the time constraints?"

Examples of Data- Reflective

- During the post conference, the coach mediates the acquisition of data by drawing forth and focusing on the information gathered by the teacher during the event.

"How much time did you spend explaining the task?"

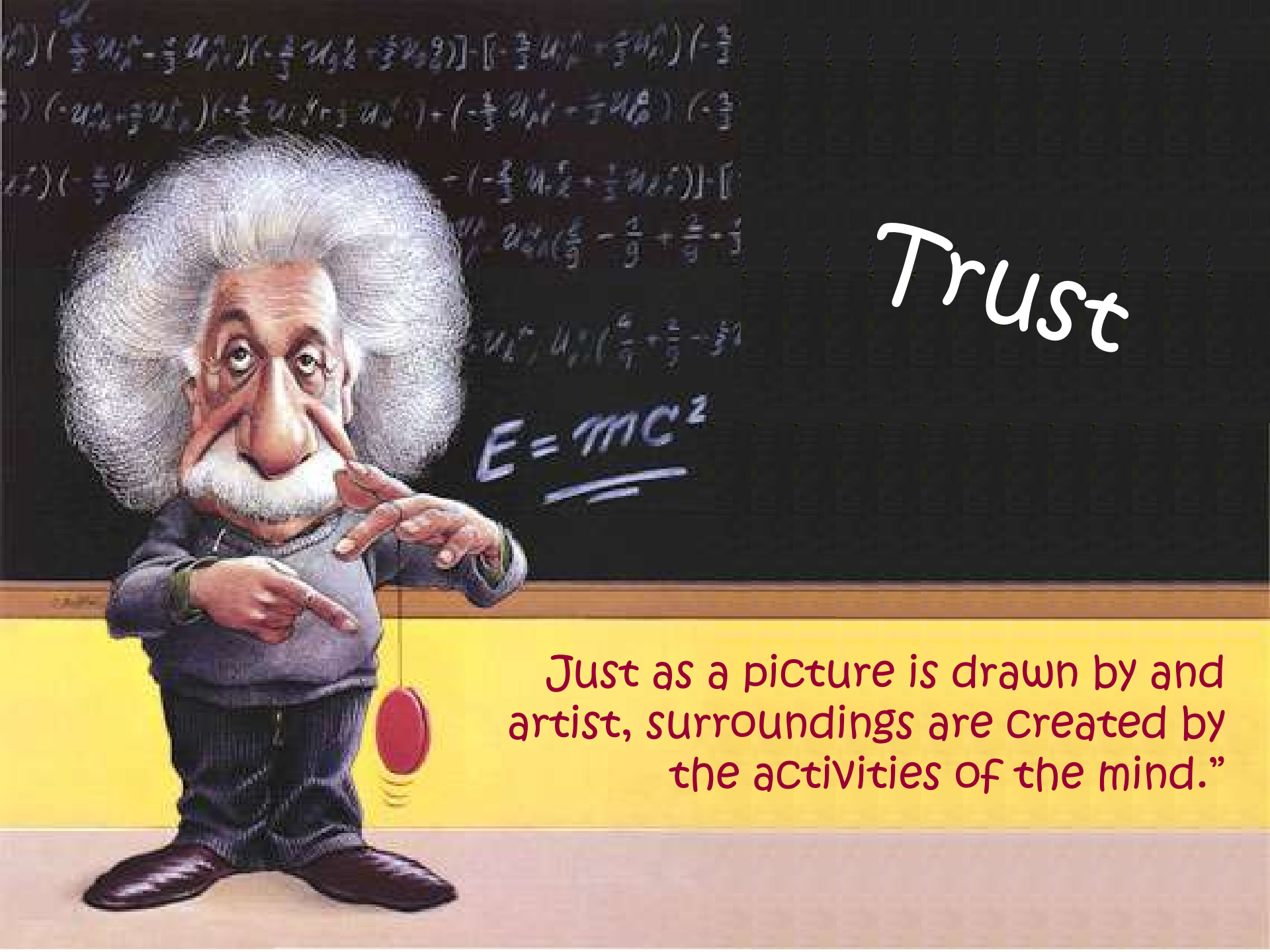
"What indicators were you aware of that let you know the group understood the task?"

"What data were you collecting during the lesson that informed any changes that you made as the lesson progressed?"

Graphic Time

- In the upper right hand section of your graphic, please capture the following.

- Illustrate some of the tools that need to be included in the Mentor's Toolbox>


Trust
$E = mc^2$
Just as a picture is drawn by and
artist, surroundings are created by
the activities of the mind."

Response Behaviors

- Silence through wait time and listening
- Acknowledge both verbally and non-verbally
- Paraphrasing
- Clarifying
- Providing data and resources that facilitate the acquisition of informational through primary and secondary sources

Safe and Trusting

- A safe, trusting relationship exists when you know what the other person expects of you. When expectations are unclear, you spend your energy and mental resources interpreting cues about what the other person wants and detecting any hidden agendas."

- What does this say about evaluation?

Criticism and Praise

- Text pages 111 and 112

"Praise and criticism actually detract from the trusting relationship and should be avoided. More powerful alternatives are to paraphrase, acknowledge, empathize, convey positive regard or just use silence."

Invitational Rules

- **Plurals** are used to invite multiple concepts-

"What are your goals for this lesson?"

"What alternatives are your considering?"

- **Tentativeness**

"What conclusions might you draw?"

"What may indicate his acceptance?'

- ***Dependent clauses and prepositional phrases***

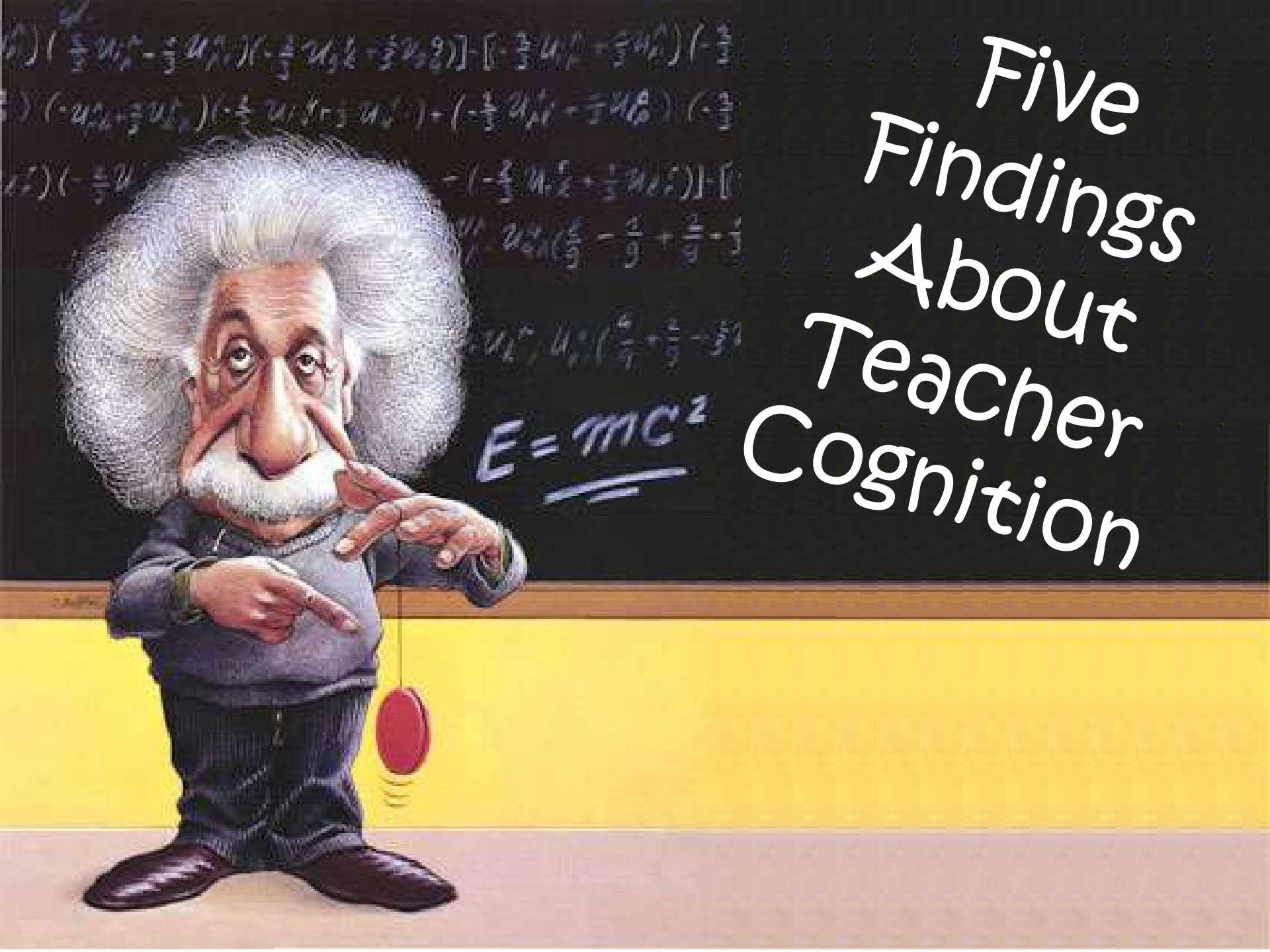
"As you think about …"

"As you consider…"

"Given what you know about the children's developmental levels…"

External or Internal Content

- External content is what is going on in the environment around, and thus outside, the person.
- Internal content is what is going on insider the person's mind and heart; satisfaction, puzzlement, frustration, metacognition, intentions, decisions.
- Questions that most effectively mediate thinking link internal content with external content.


Five
Findings
About
Teacher
Cognition
E=mc²

Cognitive Maps

- All behavior is based on rather simple cognitive maps of reality.

When considering pacing mental constructs guided the teacher's behavior toward the entire class. This illustrates how teachers make simple cognitive maps to deal with complex situations. (flexibility and responsiveness)

Talking Aloud

- Talking aloud about their thinking and their decisions about teaching energizes teachers and causes them to refine their cognitive maps.

Invisible Cognitive Skills

- Certain invisible cognitive skills drive teaching performance.

These skills influence teachers' classroom behaviors, students' classroom behaviors, student achievement, and, reciprocally, teachers through processes and beliefs."

These can be categorized in four domains-

Proactive- *planned before teaching*

Interactive*- occurs during teaching*

Reflective*- occurs when the teacher recalls and analyzes the lesson*

Projective- *used to synthesize and apply learning and plan next steps.*

Three Ways of Knowing

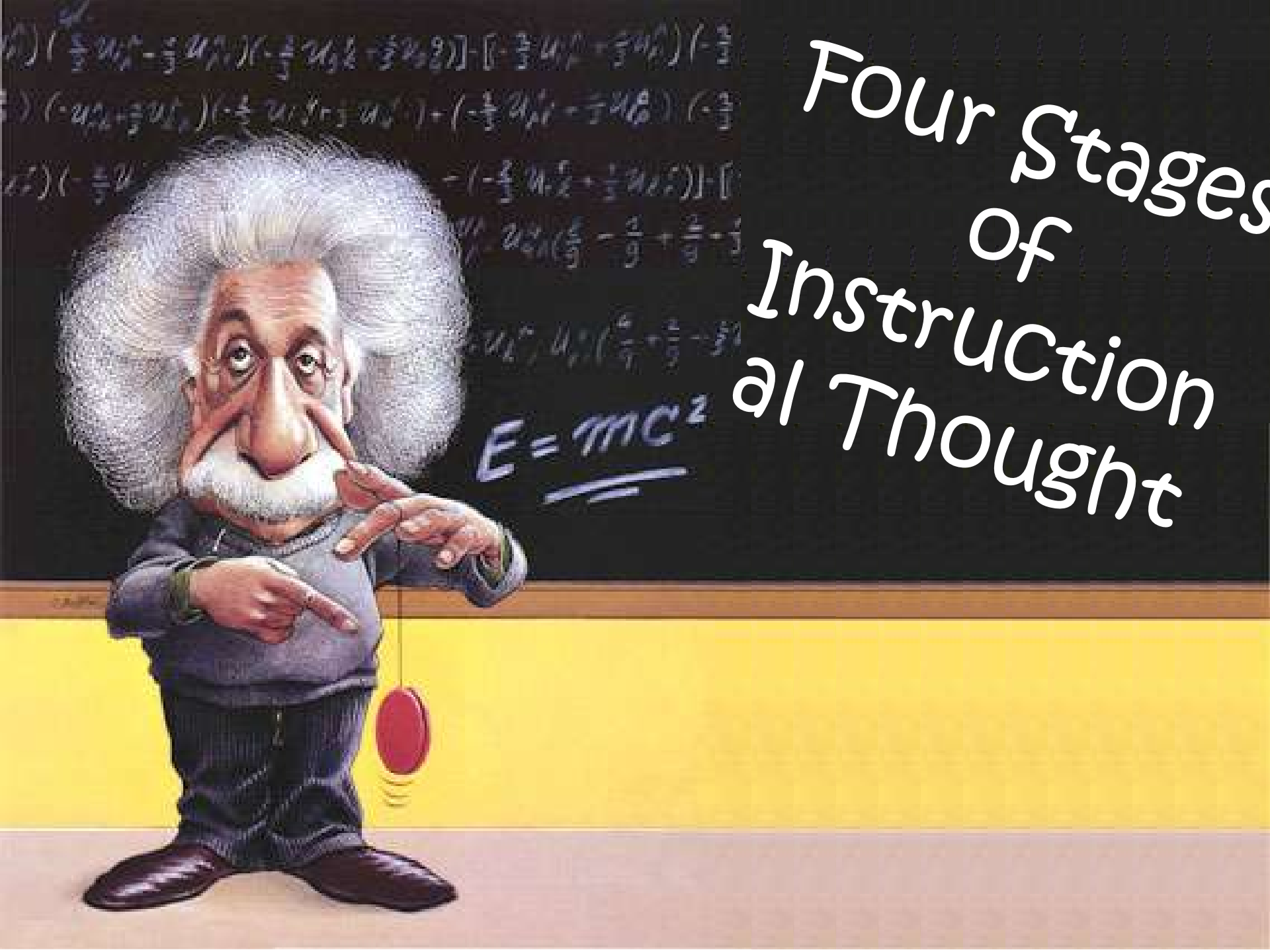
- Linguistic
- Non-linguistic
- Affective

All information is perceived by the senses passes through these three processors and is encoded in linguistic representations, sensory images, or affective representations.

TEXT example page 150

Graphic Time

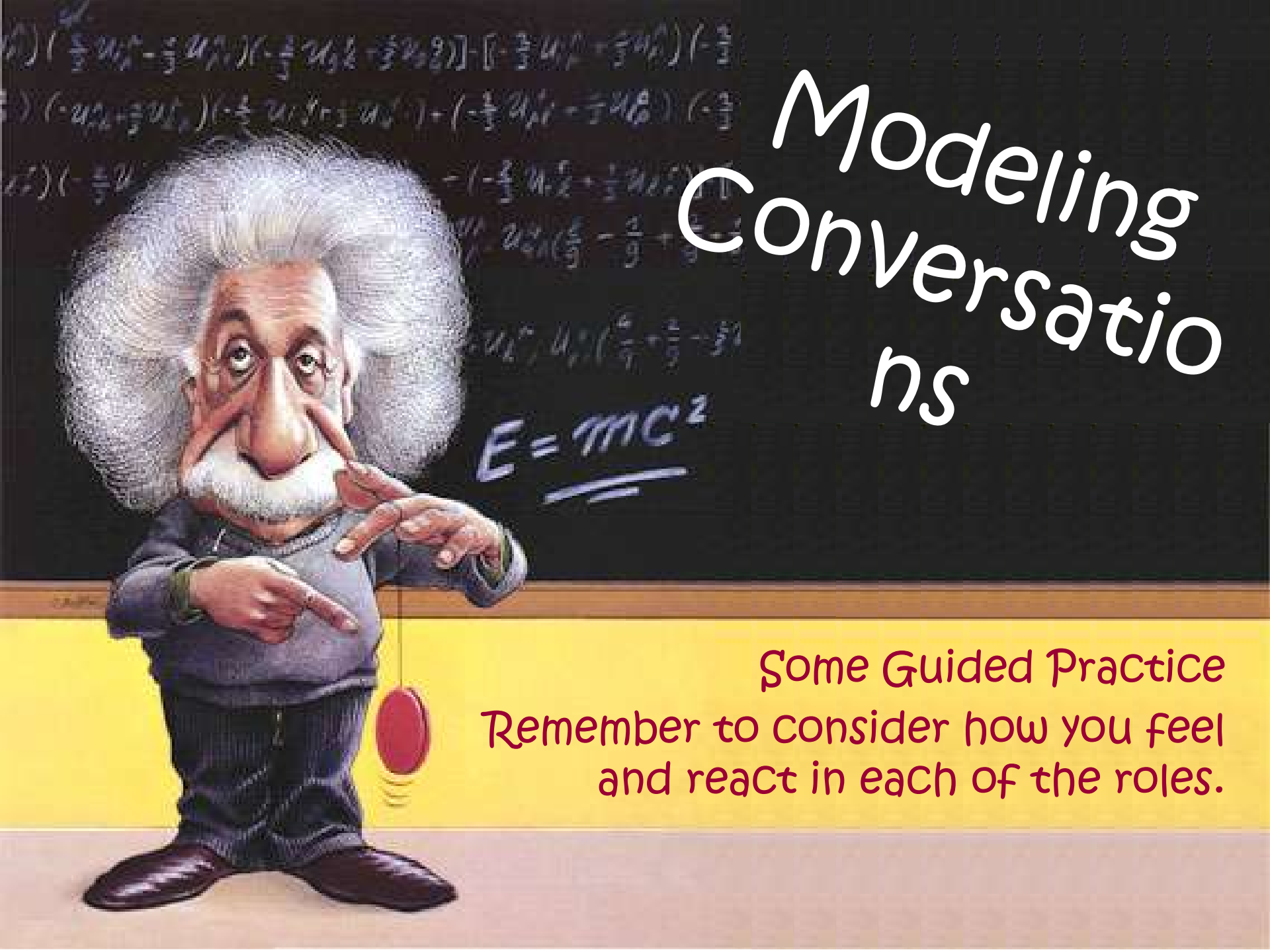
- In the lower right hand side of the organizer illustrate some ways that the discussion in this section reflects teaching practices in Component Two of the Framework for Teaching.


Four Stages
of
Instruction
al Thought
E=mc²

Planning

- Anticipating, predicting, and developing precise descriptions of student's learning that are to result from instruction.
- Identifying student present capabilities or entry knowledge.
- Envisioning precisely the characteristics of an instructional sequence or strategy that will most likely move students from their present capabilities toward immediate an long-range instructional outcomes.
- Anticipating a method of assessing outcomes.

- Planning demands that teachers exercise perceptual flexibility by engaging multiple perspectives, multiple and simultaneous outcomes, and multiple pathways to learning and demonstration of learning.


Modeling Conversations
$E = mc^2$
Some Guided Practice
Remember to consider how you feel and react in each of the roles.

Kegan

- When one's thinking is freed from the certainties of right and wrong, comparison is a state of being, and one can compare (judge) actions with standards without either blame or praise.

- If this is true, then how will the use of rubrics change evaluation of staff?

Drop Down and Debrief

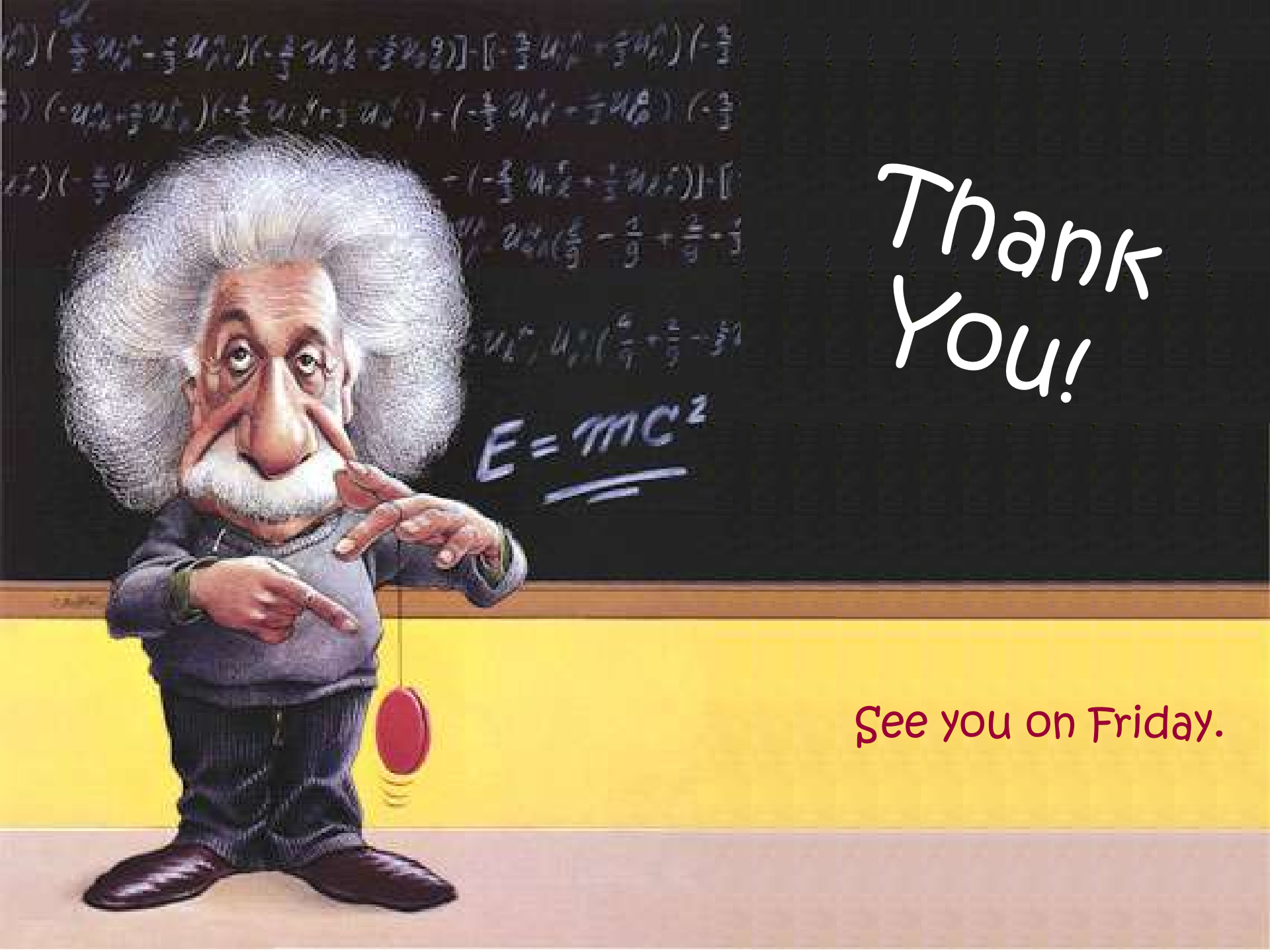
Please meet with the other team as directed.

Follow these steps:

One group will "drop" the organizer on the floor.

Team One will explain their responses to the upper sections of the organizer.

Team Two will explain their organizer for the lower two sections of the organizer.


Thank You!
See you on Friday.