
Exploring the Meanings of Cognitive Coaching

To know what is important to you, to have a real sense of who you are and what would be deeply satisfying and archetypally true, is not enough. You must also have the courage to act. Courage is a willingness to act from the heart, to let your heart lead the way, not knowing what will be required of you next, or if you can do it.

—Jean Shinoda Bolen

After observing Cognitive Coaching for the first time, educators often make comments like these:

- The coach didn't make any value judgments; the other person had to judge for himself.
- There was a lot of silence after the coach's questions; she made the person think.
- The coach gave no advice or recommendations; instead she asked her partner to suggest what should be done.

- The coach seemed to have a strategy in mind, like he knew where he was going.
- The coach listened; she reflected back what the person said and clarified a lot.
- Cognitive Coaching seems to be like a Socratic dialogue in a form of inquiry.

People who have undergone Cognitive Coaching for the first time often reflect on the experience with comments such as these:

- 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 work!

Although we agree with all of these comments, the essence of Cognitive Coaching is much more than these observations capture. In this chapter, we offer an overview of the model to serve as a basis for the detailed discussions of Cognitive Coaching theory and practice that follow.

A SNAPSHOT OF COGNITIVE COACHING

Research demonstrates that 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,¹ and they produce higher achieving students who are more cooperative and involved in their work.² Cognitive Coaching increases the capacities for sound decision making and self-directedness, which helps to achieve goals like these.

At one level, Cognitive Coaching is a simple model for conversations about planning, reflecting, or problem resolving. At deeper levels, Cognitive Coaching serves as the nucleus for professional

communities that honor autonomy, encourage interdependence, and produce high achievement.

Cognitive Coaching is a nonjudgmental, developmental, reflective model derived from a blend of the psychological orientations of cognitive theorists and the interpersonal bonding of humanists. The model is informed by current work in brain research, constructivist learning theory, and practices that best promote learning.

Fundamental to the model is the focus on a practitioner's cognitive development. This focus is based on the belief that growth is achieved through the development of intellectual functioning. Therefore, the coaching interaction focuses on mediating a practitioner's thinking, perceptions, beliefs, and assumptions toward the goals of self-directed learning and increased complexity of cognitive processing.

Cognitive Coaching strengthens professional performance by enhancing one's ability to examine familiar patterns of practice and reconsider underlying assumptions that guide and direct action. Cognitive Coaching's unique contribution is that it influences another person's thought processes. Cognitive Coaching is systematic, rigorous, and data-based. The initial purpose of this model is to enhance an individual's capacity for self-directed learning through self-management, self-monitoring, and self-modification.

We find a useful metaphor for the essence of Cognitive Coaching in the story of a boy watching a butterfly emerge from its chrysalis. The boy observed the chrysalis closely each day until the casing broke away and a small opening appeared. The boy could see the butterfly's head, and, as the butterfly began to emerge, an antenna appeared, then one leg.

The boy watched the butterfly for several hours as it struggled to force its body through the small aperture. Then the butterfly seemed to stop making any progress. It appeared as if the butterfly could go no farther. So the boy decided to help. He scratched away the remaining scales of the confining cocoon with his thumbnail, and the butterfly easily emerged. However, it had a swollen body, small shriveled wings, and bent legs.

The boy continued to watch the butterfly because he expected that, at any moment, the wings would expand to support the body, which would then contract. Neither happened! In fact, the butterfly spent the rest of its short life limping in circles with a swollen body and shriveled wings, never able to fly. The boy, in all his kindness and haste, did not understand that the struggle required for the butterfly to emerge from the confines of the chrysalis was nature's way of forcing fluids from the body into its wings so that it would be ready for flight once it achieved freedom.

The struggle for ultimate freedom is what makes a butterfly strong. So, too, the challenges and ultimate achievements of Cognitive Coaching make educators stronger and better equipped to fulfill their roles in schools today.

COMPONENTS OF THE COGNITIVE COACHING MODEL

Cognitive Coaching comprises a set of skills, capabilities, mental maps, beliefs, values, and commitments. All of these are practiced, tested over time, and assimilated into a person's day-to-day interactions. They also become part of the coach's identity as a facilitator of self-directed learning. Ultimately, Cognitive Coaching's values and beliefs become an outlook on life.

Cognitive Coaches are skilled at constructing and posing questions with the intention of engaging and transforming thought. They employ nonjudgmental response behaviors to establish and maintain trust and intellectual engagement. They use nonverbal behaviors to establish and maintain rapport. Cognitive Coaches know their own intentions and choose congruent behaviors. They set aside unproductive patterns of listening, responding, and inquiring. They adjust their own style preferences, and they navigate within and among several mental maps to guide their interactions.

Cognitive Coaches value self-directed learning. They delight in assisting others in becoming more self-managing, self-monitoring, and self-modifying. They cherish and work to enhance individual differences in styles, beliefs, modality preferences, developmental levels, culture, and gender.

Cognitive Coaches believe that all behavior is determined by a person's perceptions and that a change in perception and thought is prerequisite to a change in behavior. They also believe that human beings construct their own meaning through reflecting on experience and through interactions with others. They have faith that all human beings have the capacity to continue developing their intellect throughout their lifetimes.

Cognitive Coaches are committed to learning. They continually resist complacency, and they share both the humility and the pride of admitting that there is more to learn. They dedicate themselves to serving others, and they set aside their ego needs, devoting their energies to enhancing others' resourcefulness. They commit their time and energies to make a difference by enhancing interdependence, illuminating situations from varied perspectives, and striving to bring consciousness to intentions, thoughts, feelings, and behaviors and their effect on others and the environment.

FOUNDATIONS OF COGNITIVE COACHING

Humanistic psychological orientations such as empathy, unconditional positive regard, and personal congruence guide the coach's work with relationship building. Certain neurolinguistic principles are also applied to achieve rapport and access thinking. Rapport is essential to mediate cognitive processes, affecting brain chemistry and access to the neocortex. Thus, the Cognitive Coaching model links physiology and cognition, which increases the importance of deep relationship skills and nuance within interactions. Rapport is an important tool for building and maintaining trust in the moment, particularly when there is tension, miscommunication, or anticipated difficulty.

Cognitive Coaches are always alert to in-the-moment opportunities. Thus, they draw upon their tools, maps, and capabilities in many different situations. These include brief corridor conversations, casual planning conversations, more structured reflecting and problem-solving conversations, and formal planning or reflecting conferences, built around the observation of a lesson or event.

HISTORICAL BACKGROUND OF THE MODEL

Because educators are decision makers involved in context-specific practice, influencing their cognitive operations regarding instruction generically influences their specific instructional behaviors. Recognizing this fact, the authors and a powerful team of associates developed Cognitive Coaching for teacher supervision in 1984.³ Over the years, the forms and uses of Cognitive Coaching have evolved to include applications in the business and corporate world, peer coaching, mentor services for teachers and administrators, peer assistance and review programs, and classrooms with students of all ages.

In the late 1960s, Morris Cogan, Robert Goldhammer, Robert Anderson, and a group of supervisors working in Harvard's Master of Arts in Teaching program found that traditional supervision placed the supervisor in an "expert" role superior to that of the teacher. Supervisors told the teacher what should be changed and how to do it. Supervisors offered solutions to problems that concerned them, which were not necessarily the problems that concerned teachers. All efforts to change the conference style in which the supervisor did the talking and the teacher did the listening had failed. The work of Cogan and his colleagues on this dilemma was the foundation for the clinical supervision model, and it is important to understand some of Cogan's work to appreciate the distinctive attributes of Cognitive Coaching.

Cogan⁴ envisioned the purpose of clinical supervision as "the development of a professionally responsible teacher who is analytical of his own performance, open to help from others, and self-directing." Clinical supervision demanded a role change in which the teacher and the supervisor worked as colleagues, respecting each other's contributions. The intent of the process was to cultivate teacher self-appraisal, self-direction, and self-supervision.⁵

Cogan's clinical supervision was conceived as a cyclic, eight-phase process organized around planning and conferencing with a teacher before instruction, observing the lesson itself, and conducting a follow-up conference after the lesson. Cogan and his colleagues believed that the act of teaching is a collection of behaviors that can be understood and controlled. These behaviors can be

observed singly and in interaction. Instructional improvement could be achieved by changing or modifying these instructional behaviors.

Cognitive Coaching is a modern expression of this orientation, built on the foundation laid by Cogan and Goldhammer.⁶ There are, however, two significant departures. The first is in the conception of the teaching act. The second relates to the application of specific knowledge about teacher cognition, neurosciences, and psycholinguistics.

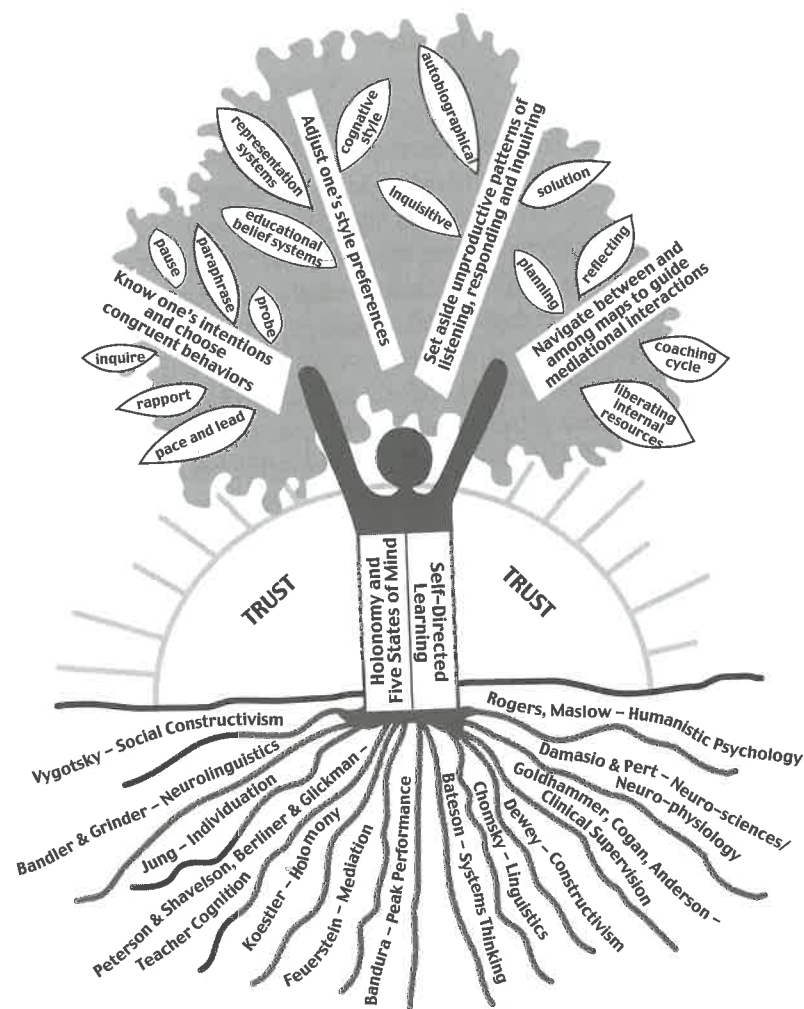
Although the traditional model of clinical supervision addresses overt teaching behaviors, we believe that these behaviors are the product and artifacts of inner thought processes and intellectual functions. Changing the overt behaviors of instruction requires the alteration and rearrangement of inner, invisible cognitive behaviors. The diagram of a tree and its roots in Figure 1-1 on page 10 displays the relationship and connections of the various philosophical, psychological, physiological, and historical concepts on which Cognitive Coaching is based.

DISTINCTIONS AMONG SUPPORT SERVICES

The many terms that are used in education to describe support services intended to improve instruction are often confusing: *consulting, mentoring, peer assistance, catalyst, supervision, coaching, evaluation.*

We distinguish four categories of functions intended to support teacher development: evaluating, collaborating, consulting, and Cognitive Coaching.⁷ Table 1-1, on pages 14 and 15, elaborates these.

Three of these functions coaching, collaboration, and consulting, interact to improve instructional practice. For beginning teachers, the consulting and collaborating features prevail. Over time, **coaching becomes the dominant function.** These three functions, plus periodic evaluations of teacher performance based on adopted teaching standards, lead to increases in student learning. Each function plays a significantly different role, with very different mechanisms and intentions.



© Center for Cognitive Coaching, 2001

Figure 1-1.
The Roots of Cognitive CoachingSM

Evaluation

- Evaluation is the assessment and judgment of performance based on clearly defined external criteria or standards. In most systems, personnel authorized by their position as administrator, supervisor, or department chairperson conduct evaluations. According to Donald Haefele,⁸ evaluation serves to do the following:

- Screen out unqualified persons from certification and selection processes
- Provide **constructive feedback** to individual educators
- Recognize and help to reinforce **outstanding service**
- **Provide direction for staff development practices**
- Provide **evidence** that will withstand professional and judicial scrutiny
- Aid institutions in terminating incompetent or unproductive personnel
- **Unify** teachers and administrators in their collective efforts to educate students

Consulting

To consult is to "inform regarding processes and protocols, advise based on well developed expertise, or advocate for particular choices and actions."⁹ In most school districts, skillful teachers have been designated as consultants, mentors, or peer coaches. These role titles do not necessarily describe how they do their work, for they may employ consulting, collaborating, and coaching to achieve their aims. Mentoring in the educational setting is usually thought of as a relationship between a beginning teacher and a more experienced colleague; however, principals sometimes mentor new principals. If the evaluation process reveals concerns about an experienced teacher's work, a mentor may be assigned to suggest improved practices.

Consultants serve as information specialists about or advocates for content or processes based upon their greater experience, broader knowledge, and wider repertoire. A supporting teacher, working as a consultant, provides technical information to a more novice teacher or to peers about the content or skills being taught, the curriculum, teaching strategies, and child growth and development. As a process advocate, a consultant informs a teacher about alternative strategies and consequences associated with different choices of methodology and content. For beginning teachers, a consultant also provides information about school policies, procedures for obtaining special resources, protocols for parent

conferences, and the like. Consulting skills include clarifying goals, modeling expert thinking and problem-solving processes, providing data, drawing on research about best practices, making suggestions based on experience, offering advice, and advocating.

- To be successful, the consultant must have permission from the teacher to consult, which requires a high degree of credibility and trust. The consultant also must hold commonly defined goals and the client's desired outcomes in mind.
- The true test of a consulting relationship is the transfer of skills, behaviors, and increased "coachability" over time. The support person who needs to be needed can trap the teacher and himself into a dependency relationship. Likewise, the support person whose identity is primarily about being an expert may also trap herself into dependency relationships with the teacher. Within the context of Cognitive Coaching, consulting functions consistently lead toward the ultimate goal of self-directedness.

Collaborating

Collaborate comes from "co-labor." Collaboration involves people with different resources working together as equals to achieve goals. Thus, teacher and support provider plan, reflect or problem-solve together. Both are learners, offering ideas, listening deeply to one another, and creating new approaches toward student-centered outcomes. Both bring information to the interaction. Goals may come from a coaching question or from the expert perspective of a consulting voice.

Cognitive Coaching

- Cognitive Coaching is the nonjudgmental mediation of thinking. A Cognitive Coach can be anyone who is skillful in using the tools, maps, beliefs, and values of mediation described earlier in this chapter. Many of the tools of Cognitive Coaching can be used in consulting and collaboration. However, the greatest distinction of Cognitive Coaching is its focus on cognitive processes, on liberating internal resources, and on accessing five states of mind as the wellsprings of constructive thought and action. We discuss these in detail in Chapter 6.

permission
trust
credibility

self-directedness

Cognitive Coaching describes the assistance provided to support a teacher in self-directed learning while improving instruction. The following section of this chapter deals specifically with an expanded definition of Cognitive Coaching.

HOW COGNITIVE COACHING IS UNIQUE

Anyone planning to use Cognitive Coaching must be able to clearly distinguish the four functions of evaluation, consulting, collaboration, and Cognitive Coaching. These various forms of support are summarized in Table 1-1. No one cognitively coaches all the time, and it is important for a Cognitive Coach to know when it is appropriate and how each function differs from the others. Chapter 12 elaborates this dimension of a supervisor's or support provider's decision making.

Cognitive Coaching is a unique interactive strategy. It differs from other forms of coaching, mentoring, supervision, and peer review in that it mediates invisible, internal mental resources and intellectual functions, as represented in Figure 1-2. These resources and functions include perceptions, cognitive processes, values, and internal resources. Other forms of coaching may focus on the behaviors, the problem, the lesson, the topic, the meeting, or the activity.

- Cognitive Coaching holds that a person's actions are influenced by internal forces rather than overt behaviors. Therefore, Cognitive Coaches focus on the thought processes, values, and beliefs that motivate, guide, influence, and give rise to the overt behaviors, as represented in Figure 1-3.

Only those charged with legal responsibilities can evaluate; but a principal, peer, mentor, department chairperson, curriculum specialist, or support teacher may serve as a Cognitive Coach. A Cognitive Coach helps another 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. These are the invisible skills of being a professional, and they are the source of all teachers' choices and behaviors. The Cognitive Coach takes a nonjudgmental stance and uses tools of reflective questioning, pausing, paraphrasing, and probing for

TABLE 1-1.
DISTINCTIONS OF THE FOUR SUPPORT SERVICES*

Attribute	Cognitive Coaching	Collaborating	Consulting	Evaluating
Conversations focus on:	Metacognition, decision-making processes, perceptions, values, mental models.	Generating information, co-planning, co-teaching, problem solving, and action research.	Policies, procedures, behaviors, strategies, techniques, and events.	Professional criteria, expectations, standards, and rubrics.
The intention is:	To transform the effectiveness of decision making, mental models, thoughts, and perceptions and habituate reflection.	To form ideas, approaches, solutions, and focus for inquiry.	To inform regarding student needs, pedagogy, curriculum, policies, and procedures and to provide technical assistance. To apply teaching standards.	To conform to a set of standards and criteria adopted by the organization.
The purposes are:	To enhance and habituate self-directed learning: self-managing, self-monitoring, self-modifying.	To solve instructional problems, to apply and test shared ideas, to learn together.	To increase pedagogical and content knowledge and skills. To institutionalize, accepted practices and policies.	To judge and rate performance according to understood externally produced standards.
The conversations are characterized by:	Mediation, listening, questioning, pausing, paraphrasing, probing, withholding advice, judgments or interpretations. "What might be some ways to approach this?"	Mutual brainstorming, clarifying, advocating, deciding, testing, assessing. "How should we approach this?"	Rationale, advice, suggestions, demonstrations. "Here are several ways to approach this."	Judgments, encouragements, advice, direction, goal setting. "Your approach to this was good. Here is why."
The support person's identity in relation to the teacher is:	Mediator of thinking.	Colleague.	Expert.	Boss.

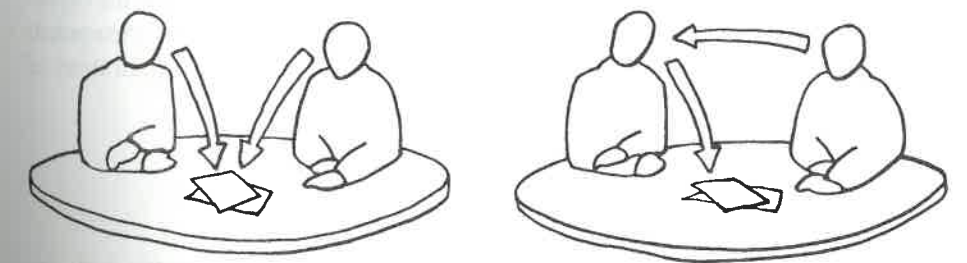
TABLE 1-1. (continued)

Attribute	Cognitive Coaching	Collaborating	Consulting	Evaluating
The source of empowerment to perform this function stems from:	Trust. Competence in the maps, tools, and values of Cognitive Coaching.	Trust. Competence in forming partnerships. Knowledge and skills in the areas being explored.	Trust. Competence in consulting skills. Expertise in relevant areas.	Policy. Authority is by position, licensed, authorized by law, or a negotiated agreement to evaluate. Evaluators are held accountable for judgments and actions regarding work quality.
The source(s) of criteria and judgments about performance is (are):	The teacher. "How will you know that you are successful?"	The teacher and colleague. "How will we know that we are successful?"	The consultant. "Here's how you'll know that you are successful."	The evaluator in reference to established criteria. "Here's how I'll know that you are successful."

*We are grateful to Laura Lipton and Bruce Wellman for sharing their thinking about distinctions across the support services of coaching, collaborating, and consulting. Like Lipton and Wellman, we regard these as being listed in order of most to least effective in transforming teacher work and self-directedness; yet each, at times, contributes to this aim. Lipton, L. and Wellman, B. with C. Humbar. (2001) *Mentoring Matters: A Practical Guide to Learning-Focused Relationships*. Sherman, CT: MiraVia—www.miravia.com.

specificity. The successful coach focuses on the other person's perceptions, thinking, and decision-making processes to **mediate resources for self-directed learning.**

The Cognitive Coaching model, then, is predicated on a set of values, maps, and tools that, when combined with nonjudgmental ways of



Other forms of interaction focus on event or behavior.

Figure 1-2
A cognitive coach is concerned with the **mental processes.**

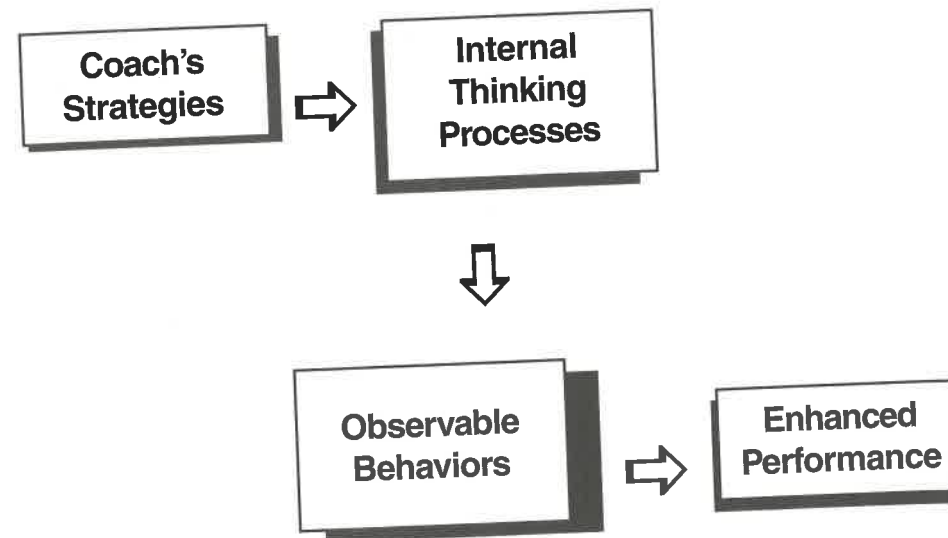


Figure 1-3.
Definition

being and working with others, invites the shaping and reshaping of thinking and problem-solving capacities. This shift happens for the person being coached and for the coach as well. Reciprocal learning is a critical component of the model.

Integral to Cognitive Coaching is the ability to work effectively with oneself and others across style differences and philosophical preferences. One fundamental element of a coach's effectiveness is the capacity to work within a colleague's worldview. As a result, the viewpoints of both participants are widened, which enables an exploration of new ideas along with existing beliefs and values.

THE MISSION

The mission of Cognitive Coaching is to produce self-directed persons with the cognitive capacity for high performance, both independently and as members of a community.

This ability to be self-directed in both independent and interdependent settings is related to holonomy—the study of interacting parts within a whole. These terms are defined below:

Self-Directedness

The foundational element in effective work systems is self-correcting, self-managing, self-accountable, self-governing behavior. Energy spent on monitoring and attempting to affect the behavior of team members or other entities from the outside is energy wasted and energy that could be better expended on improving the business and the capability of people. The critical element is to increasingly create self-governing capability.

—Carol Sanford

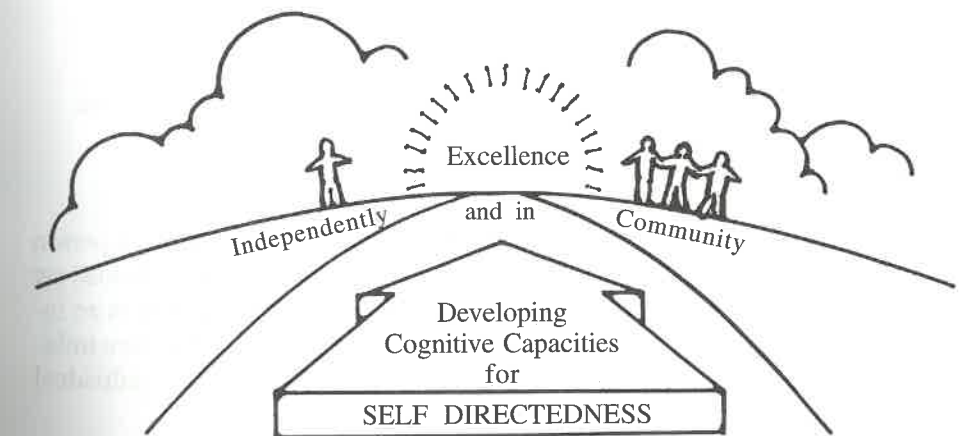


Figure 1-4.

A self-directed person can be described as being the following:

- *Self-Managing:* Approaches tasks with clarity of outcomes, a strategic plan, and necessary data, and then draws from past experiences, anticipates success indicators, and creates alternatives for accomplishment.

- *Self-Monitoring*: Establishes metacognitive strategies to alert the perceptions for in-the-moment indicators of whether the strategic plan is working and to assist in the decision-making processes of altering the plan when it is not.
- *Self-Modifying*: Reflects on, evaluates, analyzes, and constructs meaning from the experience and applies the learning to future activities, tasks, and challenges.

Self-directed people are resourceful. They tend to engage in cause-and-effect thinking, spend energy on tasks, set challenging goals, persevere in the face of barriers and occasional failure, and accurately forecast future performances. They proactively locate resources when perplexed. Seeking constant improvement, they are flexible in their perspectives and are optimistic and confident with self-knowledge. They feel good about themselves, control performance anxiety, and translate concepts into action.

Holonomy

It takes two to know one.

—Gregory Bateson

All beings exist within holonomous systems. That is, each person is part of several greater systems (e.g., families, teams, schools) yet maintains a unique identity and palette of choices, both as an independent agent and as the member of a group. Each system influences the individual, and, to a lesser degree, the individual influences the system.

Holonomous persons have an awareness of themselves in this somewhat oxymoronic state of being an independent entity while also part of and responsive to a larger system. They also have the cognitive capacity to exercise responsible self-directedness in both arenas.

When Arthur Koestler coined the word *holon*, he sought to describe something that has the characteristics of being both a part and a whole at the same time. Holonomy is the science or study of

The experience of the Chicago Bulls basketball team with Michael Jordan was an example of a merger of dualities. The Bulls were a great team, with a great star in Jordan. At times the team dominated; at times Jordan dominated. We need great teams, and we need great individuals. Teamwork can take us only so far; then we need individual greatness. Individual greatness can take us only so far; then we need team greatness. Team and individual are not separate and distinct concepts. They are in dynamic relationship, merged organically into one whole. The Chicago Bulls, as their success has demonstrated, optimized the interwoven strengths of teamwork and individual stardom, and they minimized the weakness of reliance solely on team or individual performance.¹⁰

wholeness. As such, holonomy considers both our integrative tendencies and our autonomous aspects.¹¹

In a school, for example, teachers are autonomous decision makers. They are, however, part of a larger culture—the school—which influences and shapes their decisions. In turn, the school is an autonomous unit interacting within the influence of the district and community.

This dichotomous relationship, in which every human being exists, often gives rise to certain tensions, conflicts, and challenges. These stem from the internal drive for self-assertiveness, which conflicts with a yearning to be in harmony with others and the surrounding environment. A holonomous person, therefore, is one who possesses the capabilities to transcend this dichotomous relationship, maintaining self-directedness while acting both independently and interdependently. Holonomous people recognize their capacities to self-regulate and to be informed by the norms, values, and concerns of the larger system. Of equal importance, they recognize their capacity to influence the values, norms, and practices of the entire system.

*We provide both irritation and inspiration for each other—
the grist for each other's pearl making.*

—Stephen Nachmonovitch

A holonomous person continually accesses and develops resources for further growth. One's goal is to become an integrated whole, capable of knowing and supporting the purposes and processes of the groups to which one belongs. A holonomous person is one who

- explores choices between self-assertion and integration.
- draws from prior knowledge, sensory data, and intuition to guide, hone, and refine actions.
- pursues ambiguities and possibilities to create new meanings.
- seeks balance between solitude-togetherness, action-reflection, and personal-professional goals.
- seeks perspectives beyond oneself and others to generate resourceful responses.

TWO GOALS

If I accept you as you are, I will make you worse; however, if I treat you as though you are what you are capable of becoming, I help you become that.

—Johann Wolfgang von Goethe

Cognitive Coaches work to achieve their mission by supporting people in becoming self-directed autonomous agents and self-directed members of a group. Toward this end, Cognitive Coaches regard all interactions as learning opportunities focused on self-directedness.

The goal of learning Cognitive Coaching is to develop the capacities and identity of a mediator, who can in turn help to develop the capacities for self-directedness in others. The skillful Cognitive Coach:

- establishes and maintains trust in oneself, relationships, processes, and the environment.

- interacts with the intention of producing self-directed learning.
- envisions, assesses, and mediates for states of mind.
- generates and applies a repertoire of strategies to enhance mind states.
- maintains faith in the ability to mediate one's own and others' capacity for continued growth.

The purpose of this book and the training provided by the Center for Cognitive Coaching is to support that learning.

METAPHORS FOR COACHING

You don't see something until you have the right metaphor to let you perceive it.

—Thomas Kuhn

Think of the term coaching, and you may envision an athletic coach. We like to use quite a different metaphor. To us, coaching is a means of conveyance, like a stagecoach (Figure 1-4). "To coach means to convey a valued colleague from where he or she is to where he or she wants to be."¹² Skillful Cognitive Coaches apply specific strategies to enhance another person's perceptions, decisions, and intellectual functions. The ultimate purpose is to enhance this person's self-directedness: the ability to be self-managing, self-monitoring, and self-modifying. Within this metaphor, the act of coaching itself, not the coach, is the conveyance.

WHY COACHING?

In a time when many schools are pressed for time and money, why is coaching so important? We have identified several compelling reasons.

1. **Teachers need and want support.** Studies tracked the implementation of state legislative mandates in 26 national sites. Among

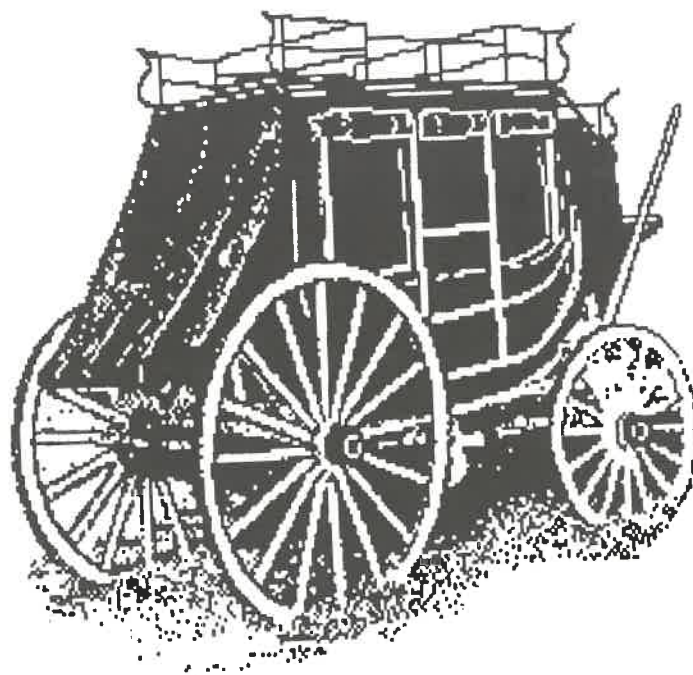


Figure 1-5.
Stagecoach

the most significant findings was the importance of the support teacher. A cluster of studies found the support teacher-mentor to be the most powerful and cost-effective intervention in induction programs.¹³ Schools and classrooms today are busy, active places where teachers and students are pressured by high-stakes testing to teach and learn faster and to be held accountable for demonstrating to others their achievement of specified standards and mastery of content. For that reason, classrooms are much more present- and future-oriented than they were in the past. Often it is easier to discard what has happened and simply move on.

Increasing evidence supports the link between student learning and staff learning. This means that as staff members learn and improve practices, students benefit and show learning increases.¹⁴ Cognitive Coaching requires a deliberate pause, a purposeful slowing down of this fast-pace life for contemplation and reflec-

tion. Coaching serves as a foundation for continuous learning by mediating another's capacity to reflect before, during, and after practice. Kahn¹⁵ emphasized the importance of "psychological presence" as a requisite for individual learning and high-quality performance.

2. **Cognitive Coaching enhances the intellectual capacities of teachers, which in turn produces greater intellectual achievement in students.** Professional development is a better predictor than age of growth in adult cognitive and conceptual development. Research shows that teachers with higher conceptual levels are more adaptive and flexible in their teaching style, and they have a greater ability to empathize, to symbolize human experience, and to act in accordance with a disciplined commitment to human values. These teachers choose new practices when classroom problems appear, vary their use of instructional strategies, elicit more conceptual responses from students,¹⁶ give more corrective and positive feedback to students,¹⁷ and produce higher achieving students who are more cooperative and involved in their work.

Witherall and Erickson¹⁸ found that teachers at the highest levels of ego development demonstrated greater complexity and commitment to the individual student; greater generation and use of data in teaching; and greater understanding of practices related to rules, authority, and moral development than their counterparts. Teachers at higher stages of intellectual functioning demonstrate more flexibility, toleration for stress, and adaptability. They take multiple perspectives, use a variety of coping behaviors, and draw from a broader repertoire of teaching models.¹⁹ High-concept teachers are more effective with a wider range of students, including students from diverse cultural backgrounds.

We know that adults continue to move through stages of cognitive, conceptual, and ego development and that their developmental levels have a direct relationship to student behavior and student performance. Supportive organizations with a norm for growth and change promote increased levels of intellectual, social, moral, and ego states for members. The complex challenge for coaches, of course, is to understand the diverse stages in which each staff member is currently operating; to assist people in understanding their own and others' differences and stages of devel-

opment; to accept staff members at their present moral, social, cognitive, and ego state; and to act in a non-judgmental manner.

3. Few educational innovations achieve their full impact without a coaching component. Conventional approaches to staff development—workshops, lectures, and demonstrations—show little evidence of transfer to ongoing classroom practice. Several studies by Bruce Joyce and Beverly Showers²⁰ reveal that the level of classroom application hovers around only 5 percent, even after high-quality training that integrates theory and demonstration. This figure increases a bit when staff development includes time for practice and nonjudgmental feedback and when the curriculum is adapted for the innovation. When staff development includes coaching in the training design, the level of application increases to 90 percent. With periodic review of both the teaching model and the coaching skills—and with continued coaching—classroom application of innovations remains at 90 percent.

4. Feedback is the energy source of self-renewal. However, feedback will improve practice only when it is given in a skillful way. Research by Carol Sanford²¹ has found that value judgments or advice from others reduces the capacity for accurate self-assessment. Feedback that is data-driven, value-free, necessary, and relevant, however, activates self-evaluation, self-analysis, and self-modification.

5. Beginning teachers need mentors who employ Cognitive Coaching. At this time, massive numbers of educators are needed to lead the burgeoning number of classrooms and schools. As the Baby Boomers retire, the search for new teachers is accelerating to a fevered pitch. Incentives, bonuses, and special programs to lure qualified personnel to the education ranks illuminate the competitiveness of the times. Anyone entering a new profession needs help to get through the struggles and quandaries of their first years. Cognitive Coaching offers a valuable initiation into the education profession by providing a model of intellectual engagement and learning that promotes self-directed learning.

Cognitive Coaching also provides a leadership identity that endures in the minds of new teachers as they assume leadership roles throughout the organization. After three or four years of service,

beginning teachers mentored with Cognitive Coaching in California schools gradually assumed significant teacher leader roles.²²

6. Working effectively as a team member requires coaching. A harmonious collegial effort needs coordination. Consider a symphony orchestra. Its members are diversely talented individuals: an outstanding pianist, a virtuoso violinist, or an exquisite cellist. Together, they work diligently toward a common goal: producing beautiful music. Likewise, each member of a school staff is an extremely talented professional. Together, they work to produce a positive learning environment, challenging educational experiences, and self-actualized students.

In an orchestra, the musicians play, rehearse together, and come to a common vision of the entire score. Each musician understands how the part he or she plays contributes to the whole. They do not all play at the same time, but they do support each other in a coordinated effort. In the same way, members of the school community should support each other in creating and achieving the organization's vision. Teachers neither teach the same subjects at the same time, nor do they approach them in the same way. Cognitive Coaching provides a safe format for professional dialogue and develops the skills for reflection on practice, both of which are necessary for productive collaboration.²³

7. Coaching develops positive interpersonal relationships that are the energy sources for adaptive school cultures and productive organizations. The pattern of adult interactions in a school strongly influences the climate of the learning environment and the instructional outcomes for students. Integral to the Cognitive Coaching model is the recognition that human beings operate with a rich variety of cultural, personal, and cognitive style differences, which can be resources for learning. Cognitive Coaching builds a knowledge of and appreciation for diversity. It also provides frameworks, skills, and tools for coaches to work with other adults and students in open and resourceful ways. Cognitive Coaching promotes cohesive school cultures in which norms of experimentation and open, honest communication enable everyone to work together in healthy, respectful ways.

Work by Susan Rosenholtz, Karen Seashore Louis, Milbrey McLaughlin, and others document that "Workplace culture (i.e., the shared values, quality of relationships, and collaborative norms of the workplace)" has a greater influence on what people do than "the knowledge, skills or personal histories of either workers or supervisors."²⁴ Research by Gregory Moncada²⁵ reveals that conversation alters the nature of the social construction of reality. His work also reveals that change in schools is determined less by environmental influences than by modifications in the social construction of reality brought about by conversation.

8. Coaching supports and makes more successful school renewal programs. Numerous organizations that have adopted Cognitive Coaching find that self-directed learning becomes central to the organization's aims; curriculum standards become broadened and organized around self-directed learning; and evaluation of teachers, students, and organizational effectiveness changes from performance reviews to mechanisms for continuous spirals of growth and learning. Schools that have adopted Cognitive Coaching have skills and values with which to accelerate growth into collaborative learning communities. Furthermore, reflection becomes habituated throughout the organization.²⁶ (The integration of Cognitive Coaching principles and ideals is elaborated in chapter 13).

A MODERN RENAISSANCE

A quiet revolution continues in corporate offices and industrial settings across the United States. Writings by Peter Senge, Peter Block, Alvin Toffler, Perry Pasarella, Steven Covey, W. Edwards Deming, Margaret Wheatley, Gerald Bracey, Tom Sergiovanni, and many others have highlighted a need for greater caring for the personal growth of each individual. We see a growing desire to enhance individual creativity, to stimulate collaborative efforts, and to continue learning how to learn. The new paradigm of industrial management emphasizes a trusting environment in which growth and empowerment of the individual are the keys to corporate success.

We are witnessing a corresponding revolution in schools as well. For many years, supervisors were expected to instill, redirect, and

reinforce overt behaviors of workers. Teaching was viewed as labor. Management set the standards, directed how the work was to be done, monitored and reviewed for compliance, and then evaluated and rewarded the completed work. Now we see a revolution of relationships and a revolution of the intellect, placing a premium on our greatest resource: our human minds in relationship with one another.

The relationship presumed by Cognitive Coaching is that teaching is a professional act and that Coaches support teachers in becoming more resourceful, informed, and skillful professionals. Cognitive Coaches do not work to change overt behaviors, but rather attend to the internal thought processes of teaching as a way to improve instruction. Behaviors change as a result of refined perceptions and cognitive processes.

We believe that a new philosophy is emerging. We call it the *Renaissance school*. The Renaissance school we envision is defined by capturing some of the spirit we associate with the historical Renaissance. For us, Renaissance represents a rebirth into wholeness, rejoining the mind and the soul, the emotions and the intellect. The Renaissance school forges new practices and dreams new potentials for all humans. The Renaissance school also celebrates learning at all ages for all persons in all disciplines. Schools today are being influenced by a variety of new perspectives that challenge our notions of learning and relationships. A modern Renaissance view holds the following:

- The human mind has no limits except those in which we choose to believe.
- Humans are makers of meaning, and knowledge is constructed, both consciously and unconsciously, from experience.
- All people at all ages can continue to develop intellectually.
- All members of the school community are continual and active learners.
- Leadership is the mediation of both the individual's and the organization's capacity for self-renewal.

The Renaissance school acknowledges interdependent communities of autonomous human beings bound by core values, common goals, caring, respect for diversity, and the ability to struggle together. Its members are reflective, examining their products and processes in a continuing climate of self-renewal. The Renaissance school allows for the development and contribution of each person's unique personal and professional identity. The celebration, valuing, and utilization for diversity of personal history, culture, gender, race, and interests are all important to continued growth and change.

Renaissance schools are wellsprings of growth and self-renewal for all who dwell there. Clearly, many of the attributes of the Renaissance school are reflected in the principles of Cognitive Coaching and vice versa. Reflection, respect for diversity, and ongoing renewal are all-important principles of the Cognitive Coaching process and the Renaissance school. We discuss our vision of the Renaissance school further in chapter 14, but we introduce it here because the vision has guided us through many of the chapters that follow. Schools and agencies that have adopted Cognitive Coaching have begun to profit from its effects not only in the United States but also increasingly throughout the world. Ultimately, we believe, Cognitive Coaching will significantly contribute to the creation of Renaissance schools worldwide.

CONCLUSION

In a personal correspondence from Bill Powell, formerly director of the American School of Tanganyika in Dar es Salaam, Tanzania, he stated the following:

We interviewed internal candidates for the High School Vice-Principal's position. During the course of the interviews, I asked each of them what was the most important learning experience of their lives. Without hesitation, one candidate responded, "Cognitive Coaching! It changed the way I think about teaching, about learning . . . in fact; it changed the way I think about myself."

All who wish to continually improve their craft—be they teachers, entrepreneurs, ballerinas, musicians, auto mechanics, or potters—never lose the need to be coached. Cognitive Coaching is a model of interaction that helps others to take action toward goals that are important to them while simultaneously developing their capacities for self-directedness. As the following chapters illustrate, Cognitive Coaching consists of a composite of linguistic tools, beyond verbal tools and mental maps, which, when applied to interactions over time, are intended to enhance self-directed learning in oneself and others.

Cognitive Coaching is rooted in dispositions, beliefs, and values that honor the human drive for continuous learning and the spirit of collaboration. Cognitive Coaching is not giving advice solving other people's problems, as with the boy and the butterfly chrysalis. 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 another's resourcefulness.

NOTES

1. Sprinthall, N., and Theis-Sprinthall, L. (1982). The teacher as an adult learner: Cognitive developmental view. In G. Griffin (Ed.), *Staff development: 1982 yearbook of the National Society for the Study of Education, Part II*. Chicago: University of Chicago Press.
2. Harvey, O. J. (1967). *Conceptual systems and attitude change: Attitude, ego involvement, and change* (p. 17). New York: Wiley.
3. See the Introduction for additional information about the evolution of the concepts and processes of Cognitive Coaching. We are especially grateful to the senior associates of the Institute for Intelligent Behavior: Bill Baker, John Dyer, Laura Lipton, Peg Luidens, Marilyn Tabor, Bruce Wellman, and Diane Zimmerman.
4. Cogan, M. (1973). *Clinical supervision*. Boston: Houghton Mifflin.
5. For a more detailed description of clinical supervision, see R. H. Anderson, *Clinical supervision: Its history and current context*, in *Clinical supervision: Coaching for higher performance*. Lancaster,