

Clarifying Questions

Some possible clarifying stems include the following:

- Would you tell me a little more about...?
- Let me see if I understand...
- I'd be interested in hearing more about...
- What led up to...?
- What data and assumptions led you to that action?
- Tell me how that idea is like (different from)...
- What are the key issues in this...?
- What is your desired outcome/goal?
- I'm intrigued by /interested in/wonder about...

Mediational Questions

Some mediational question stems include...

- What may be the intended or unintended consequences of....?
- What were the actions that produced the results?
- What's another way you might...?
- What would it look like if...?
- What do you think would happen if...?
- How does the espoused theory of action compare with the theory in use?
- What results might be produced by these actions?
- What criteria do you use to...?
- How could you create a synthesis of....?
- What were your thinking steps in this decision/plan?

Paraphrasing

Some possible paraphrasing stems include the following:

- So,...
- In other words....
- What I'm hearing, then...
- What I hear you saying...
- From what I hear you say...
- I'm hearing many things...
- As I listen to you I'm hearing...
- You're thinking, wanting, wondering, hoping...

Pushing Questions:

- There seems to be _____. I wonder how _____?
- The plan does not seem to _____. I wonder what _____?
- The evidence doesn't seem to _____. I wonder _____?

Coaching Language

- Power of Positive Presupposition Language

HINTS AND TIPS: INSTRUCTIONAL COACHING - PRESUPPOSITION

Quick Hint:

Start each conference with an easy to remember series of introductory comments called the “Hi Line, Feel Fine, Outline” approach. Start by saying hello and welcoming the teacher to your conversation (the “Hi Line”). Next, be sure the person is comfortable physically and emotionally (the “Feel Fine”). Last, give the teacher a quick overview of the conversation that is about to take place (the “Outline”). So, it might sound like this:

“Hi Jesse, thanks for coming today.... I know that you have to pick your daughter up from daycare in an hour. So, how about if we agree to finish in half an hour? Where would you like to sit?.....We agreed to talk about the cooperative groups you have placed your students in this week. So, first, let’s talk about how that is going. Then we will look at the data you asked me to collect. Then you can let me know what next steps will work for you. How does that sound?” The “Hi Line, Feel Fine, Outline” is an easy way for you to get started and also to be respectful of the other person.

Deeper Hint:

A skilled and conscious coach recognizes the power of language in mediating thinking and building autonomy. An outstanding coach becomes expert in understanding, recognizing and using a powerful communication practice called positive or enabling presuppositions.

Think of presuppositions as what you understand when a sentence or question is spoken in addition to what the words actually say. For example, the sentence “Maybe you could try one new thing with your class” contains many negative presuppositions in addition to the meaning of the actual words being spoken. In addition to the words, this sentence suggests many limiting things. “Maybe” suggests that the teacher may not try. “Could try” suggests that there is a good chance of failing. “One new thing” suggests that the teacher doesn’t try many new things. When a skilled coach understands the concept of enabling presuppositions, he or she considers several other ways of making this statement, which would support the teacher’s thinking in a more positive and useful way. Consider this statement. “Of the many new things you are considering, which one will you implement first because you are familiar with the needs of your class?” Now the teacher hears, “Of the many things you are considering” - you consider many things; you think about things in advance. Or “which one will you implement first?” - you have a choice; you will use others later; you get to choose. Or “because you are familiar with the needs of your class” - you are competent; you understand the needs of your class.

Once coaches learn about presuppositions, they begin to ask their questions more carefully to build in positive presuppositions. They notice when someone uses a limiting presupposition and they reword statements or questions to eliminate the negative presuppositions. They build positive presuppositions into their language as a natural approach. This communication tool is complex, but worth the effort to develop expertise in using presuppositions. First, a coach learns to hear the presuppositions in every day conversations; next the coach begins to practice positive presuppositions in his or her own questions and statements. The skills of conscious language grow with practice and awareness and powerfully enhance the effectiveness of the coaching work.

--Heart of Change; Change of Heart Associates

<p style="text-align: center;">REFLECTIVE QUESTION FIVE POSITIVE PRESUPPOSITION PHRASES</p>

Situation/Condition

When you are planning your lessons...
When you are teaching your lessons based on the
Common Core Standards . . .

**Teacher Thinking and
Practice**

And thinking about...
And wondering about...
And considering . . .
[the ways, strategies, approaches] - teacher practice -
such as [a few examples]

Criteria

What criteria do you use

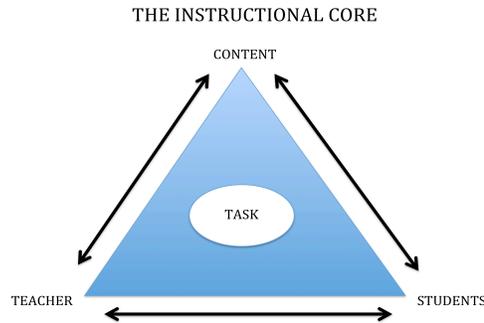
Decision
(bring back to teaching practice)

To decide...in deciding about...[teaching practice]

Student Impact

To impact student learning...
To move students forward in their learning of the
objectives . . .
To ensure student mastery of the objective . . .

Framed by the Instructional Core



Coaching Up Lesson Design

1. What are the strengths of the lesson?
2. Where are the opportunities to coach up this lesson?
3. What opportunity has the highest possibility to impact student learning?
4. What does this lesson reveal about the teacher's thinking about content/standard?
5. What does this lesson reveal about the teacher's planned interactions between teacher and student?
6. What does this lesson reveal about the teacher's planned interactions between the students and the teacher?
7. What does this lesson reveal about the teacher's planned interactions between and among students?
8. What does this lesson reveal about how students will engage with the content?
9. What is the actual learning task that students will be held accountable to independently complete?
10. Does the rigor of the task equal or exceed the rigor of the standard?
11. How can the rigor of this lesson be increased? decreased?
What instructional decisions can the teacher make to raise or lower the level of the task?
12. How has the teacher incorporated 21st century learning skills (communication, creativity, creativity, and critical thinking)?
13. How does the teacher view learning given this lesson?
How would the students view learning given this lesson?