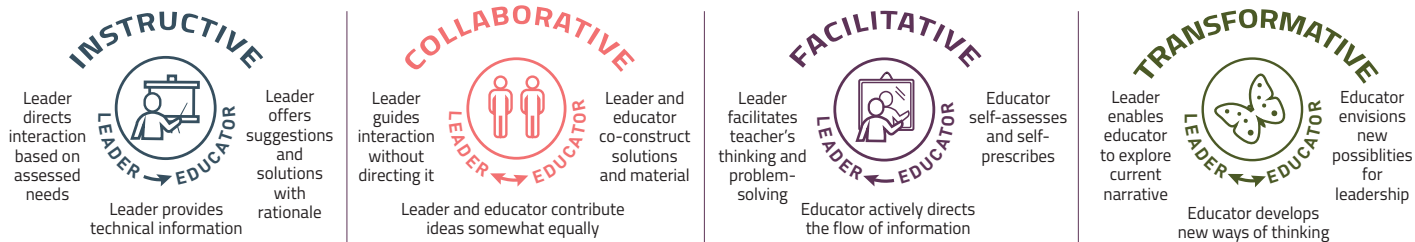


FACILITATIVE COACHING STEMS QUICK CHART



STRATEGY & PURPOSE	DESCRIPTION	SAMPLE STEMS
<p>PARAPHRASING communicates that the listener...</p> <ul style="list-style-type: none"> • Listened carefully • Understood what was said • Extended thinking • Cares 	<p>Paraphrasing involves:</p> <ul style="list-style-type: none"> • Restating in your own words • Organizing 	<ul style="list-style-type: none"> • So,... • <i>In other words,...</i> • <i>It sounds like...</i> • <i>There are several key points you're bringing up...</i> • <i>From what you're saying,...</i> • <i>You're primarily concerned with...</i>
<p>CLARIFYING communicates that the listener...</p> <p>Heard what the speaker said but does not fully understand what was said</p>	<p>Clarifying involves asking a question (direct or implied) to:</p> <ul style="list-style-type: none"> • Gather more information • Discover the meaning of the language used • Learn more about the speaker's reasoning • Seek connections between ideas • Develop or maintain a focus 	<ul style="list-style-type: none"> • <i>Let me see if I understand...</i> • <i>Can you tell me more about...?</i> • <i>It would help me understand if you'd give me an example of...</i> • <i>So, are you saying/suggesting...?</i> • <i>What do you mean by...?</i> • <i>How are you feeling about...?</i>
<p>SUMMARIZING notes the key points, insights, or possible next steps. Keeps the conversation focused and goal-oriented.</p>	<p>Summarizing helps:</p> <ul style="list-style-type: none"> • Confirm shared understanding of next steps and priorities. • Bring closure to the conversation 	<ul style="list-style-type: none"> • <i>You have stated that your goal is...</i> • <i>Let's review the key points in our discussion...</i> • <i>Tell me your next steps...</i> • <i>So this is your homework...</i>
<p>MEDIATING questions help bring about a new understanding by posing questions that extend thinking, learning, and planning.</p>	<p>Mediational questions help:</p> <ul style="list-style-type: none"> • Hypothesize what might happen • Analyze what worked or didn't • Imagine possibilities • Compare intended plans and outcomes with what actually happened 	<ul style="list-style-type: none"> • <i>What's another way you might...?</i> • <i>What would it look like if...?</i> • <i>What do you think would happen if...?</i> • <i>How was...different from (like)...?</i> • <i>What sort of an impact do you think...?</i> • <i>What criteria do you use to...?</i> • <i>When have you done something like...before?</i> • <i>What do you think about...?</i> • <i>How did you decide...? (come to that conclusion?)</i> • <i>What might you see happening in your school if...?</i> • <i>What might have contributed to...?</i> • <i>What do you think...might have been thinking or feeling?</i>
<p>INTERPRETING questions go beyond what's spoken to seeking an understanding of underlying assumptions, cause and effect, relationships, and implications. The speaker inserts her/his own perspective and tests ideas or interpretations. Sometimes considered "paraphrasing with a push"</p>	<p>Interpreting questions help:</p> <ul style="list-style-type: none"> • Bridge thinking when the feedback recipient is stuck • Allows for the consideration or connection of alternate ideas • Test assumptions inherent in the current way of knowing 	<ul style="list-style-type: none"> • <i>What you are describing could mean...</i> • <i>Could it be that what you are saying is...</i> • <i>Is it possible that...</i>

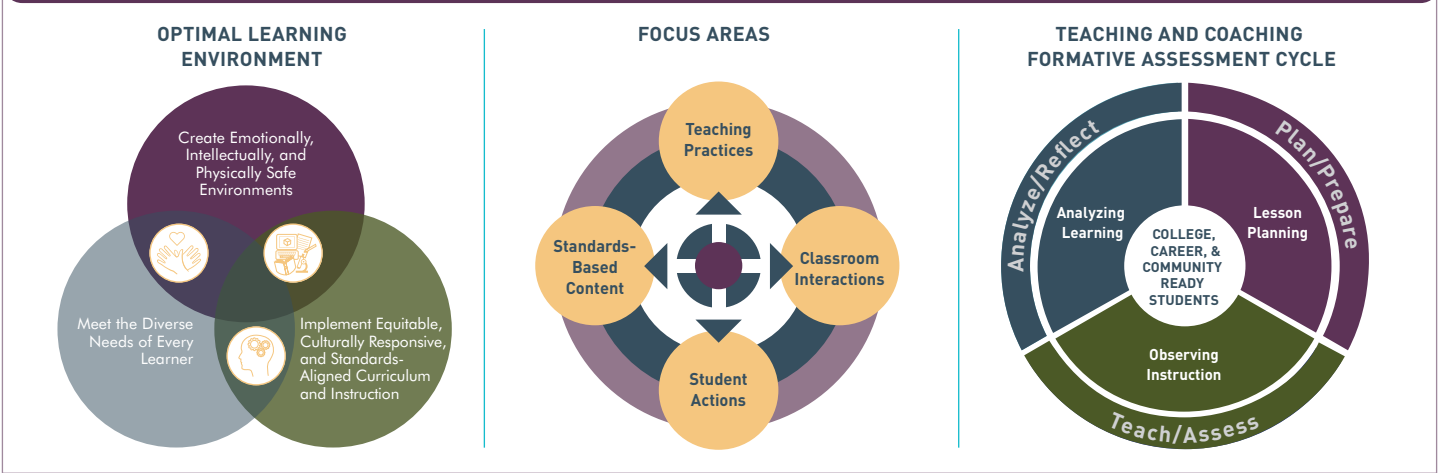
FACILITATIVE COACHING STEMS QUICK CHART



TRANSITIONING FROM QUESTIONING TO SUGGESTING

<p>Suggestions...</p> <ul style="list-style-type: none"> • Are expressed with <i>invitational, positive language and tone</i> • Offer choices to encourage ownership • Are often expressed as a question • May provide information about the coach's thinking and decision-making strategies • Are accompanied by research and/or rationale 	<p>Some ways to frame include:</p> <ul style="list-style-type: none"> • <i>Perhaps..., ..., or...might work for...</i> • <i>From our experience, one thing we've noticed...</i> • <i>Several/some school leaders I know have tried...</i> • <i>What we know about...is...</i> • <i>Based on your question, something/some things to keep in mind when dealing with...</i> 	<p>Following a suggestion with a question invites the school leader to imagine/hypothesize how the idea might work in her/his context:</p> <ul style="list-style-type: none"> • <i>How might that look in your school?</i> • <i>What do you imagine might happen if you were to try something like that with your operations staff</i>
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COACHING ANCHORS



RESULTS ORIENTED COACHING: SUPPORT TRANSFER TO PRACTICE

Coaching isn't just conversation...

<p>WHAT CAN THE COACH DO?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model a specific strategy or practice <input type="checkbox"/> Collect and Analyze individual, subgroup, or whole group data on students, educators, or school <input type="checkbox"/> Video a leadership action and edit for reflection 	<p>WHAT CAN WE DO TOGETHER?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Observe a colleague or teacher together <input type="checkbox"/> View an exemplar video of practice and co-reflect <input type="checkbox"/> Analyze individual, subgroup, or whole group data on students, educators, or school <input type="checkbox"/> Co-facilitate a session, meeting, etc. 	<p>WHAT RESOURCES & KNOWLEDGE CAN THE COACH SHARE?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide articles, books, videos, podcasts aligned to leader/school goals <input type="checkbox"/> Work product samples from own experience or colleagues
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