

Effective Coaching Strategies

7 Norms of Collaborative Work

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Taken directly from the text of:
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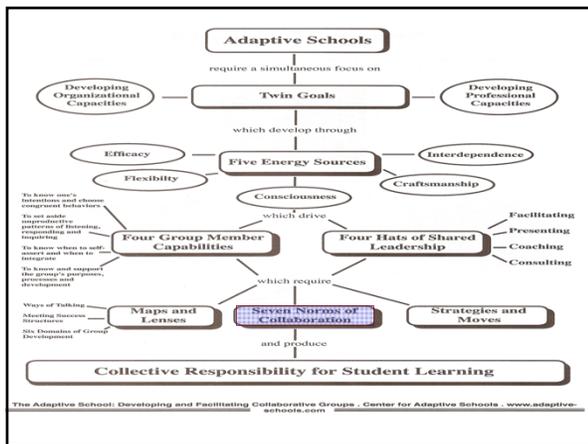
The Adaptive School

WHAT: A variety of process aspects of schooling (culture, community, communications) that effect data, systems, practices, and outcomes.

HOW: Adopting research-based & validated materials & practices into our own work environment

WHY:

- Integration of best practices into our current content
- Improve PBIS culture & climate
- We know you love new stuff



ISBE Core Coaching Competencies:

Why do we coach?

- Building Capacity
- Establishing and Maintaining Relationships
- Communicating Effectively
 - Listening Actively
 - Asking thoughtful / reflective questions
 - Providing descriptive feedback
- Facilitating Improvement Processes for the Team
 - Completes planning prior to first meeting
 - Helps team establish norms, protocol, role definitions and responsibilities
 - Helps team establish clear meeting outcomes
 - Helps team analyze data and assess needs
 - Helps team set challenging and achievable goals
 - Helps team convert goals into measurable outcomes and implement strategies and activities
 - Helps teams monitor results to revise or refine goals

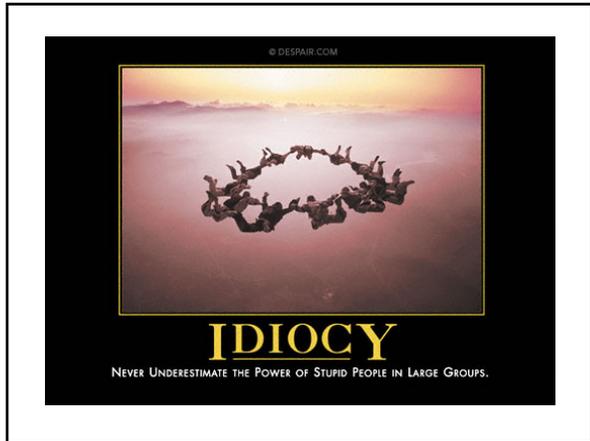
» Great!...Now how do we do all of this?

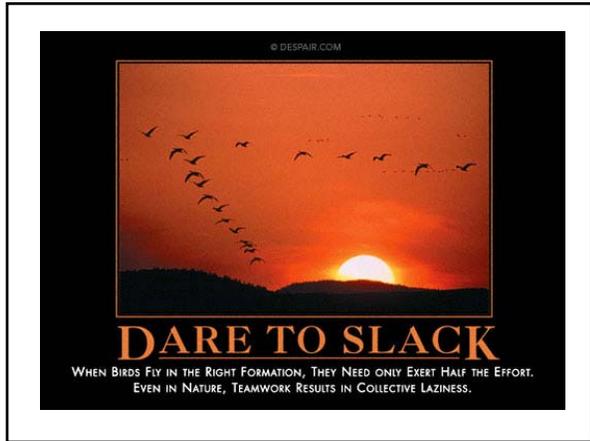
Coaching for Capacity Building Manual

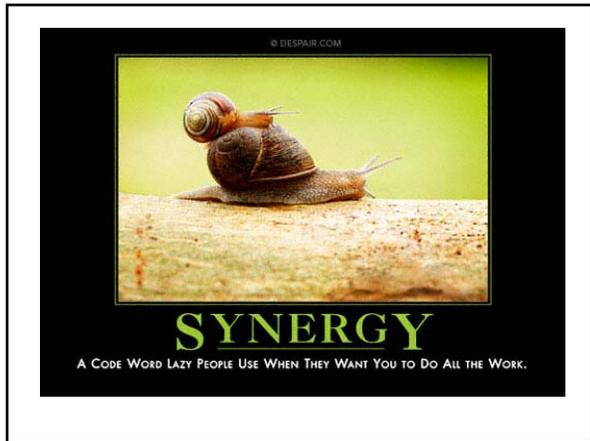
Illinois State Board of Education

What perceptions do you currently have about teaming/group work?



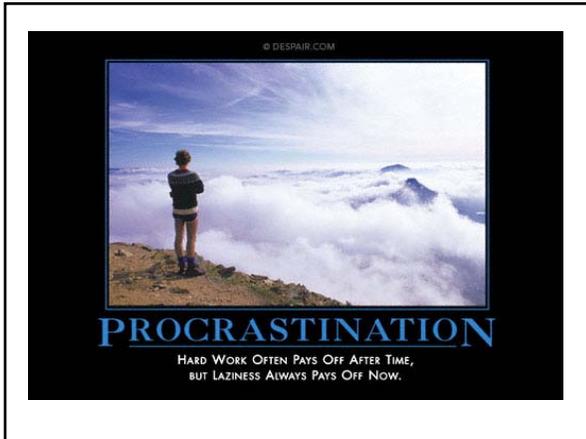






7 Norms of Collaborative Work

- Pausing
- Paraphrasing
- Putting Inquiry at the Center
 - Probing
- Placing Ideas on Table
- Paying Attention to Self & Others
 - Presuming Positive Intent

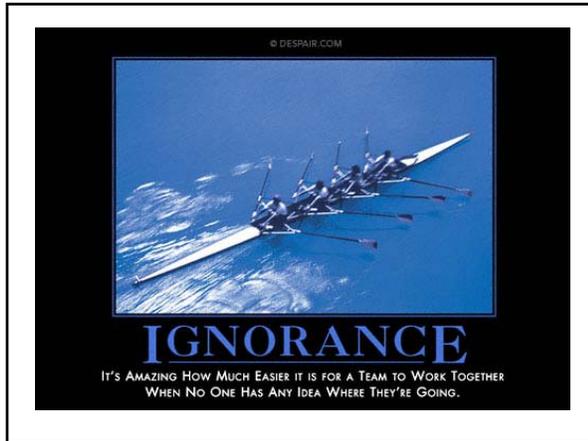


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PAUSING:

“Pausing before responding or asking a question allows time for thinking & enhances dialogue, discussion, and decision-making.”

When would this skill be beneficial?

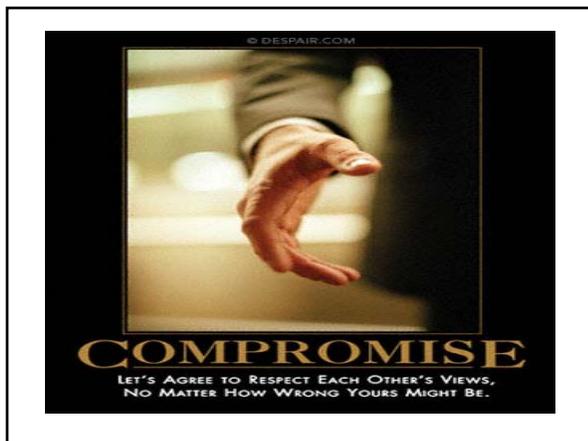


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PARAPHRASING:

“Using a paraphrase starter that is comfortable for you “So...” or “As you are...” or “You’re thinking...” and following the starter with a paraphrase assists members of the group to hear and understand one another as they formulate decisions.”

Why is this step imperative in effective communication?

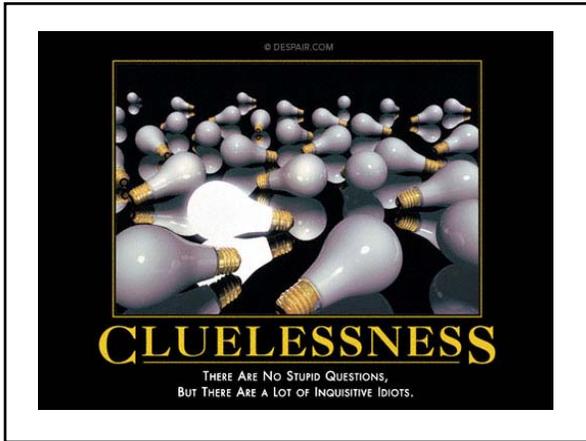


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PUTTING INQUIRY AT THE CENTER:

“Inquiring to explore perceptions, assumptions and interpretations and inviting others to inquire into their own thinking. Inquiring into the ideas of others' before advocating for one's own ideas..”

How would being present, tone of voice, and language choice effect this process?

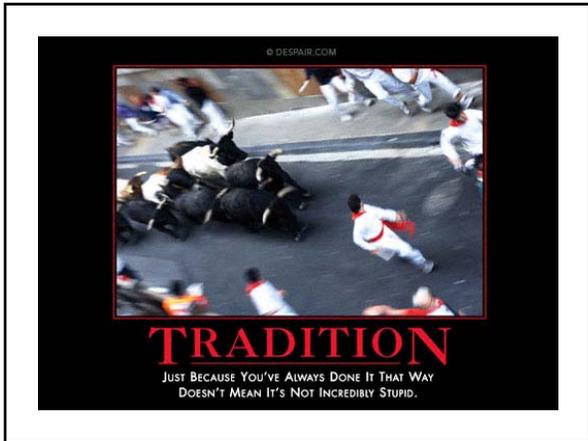


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PROBING:

“Using gentle open-ended probes or inquiries such as, ‘Please say more....’, or ‘I’m curious about...’ or ‘I’d like to hear more about’ or ‘Then are you saying...?’” increased the clarity and precision of the group’s thinking.”

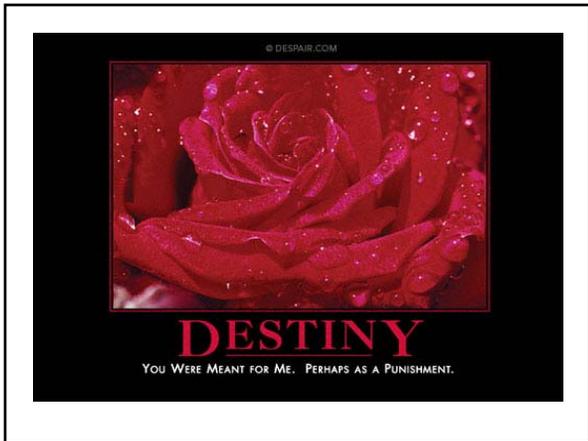
When would this be difficult to do?



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PUTTING IDEAS ON THE TABLE:
Ideas must be released to the group so that the team can process/inspect it without their relationship with the speaker hindering the process. "This is one idea." "Here is a thought."
"This is not advocacy, I am just thinking out loud."

What do you think it means to not climb onto the table with your idea?

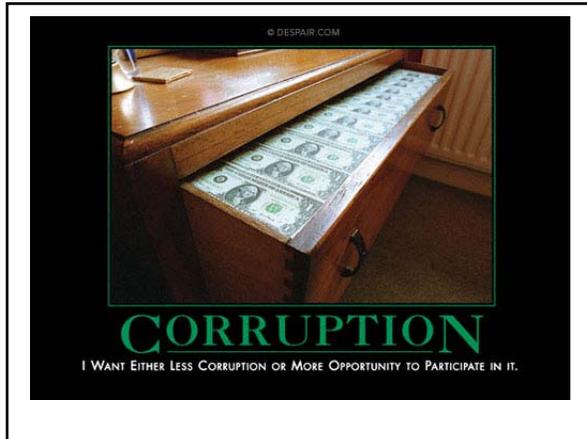


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PAYING ATTENTION TO SELF & OTHERS:

“Meaningful dialogue and discussion is facilitated when each group member is conscious of oneself and of others. Skilled group members are aware of what they are saying, how they are saying it, and how others are receiving and responding to their ideas. This includes paying attention to both physical and verbal cues in oneself and others.”

When are you most able to practice these skills? When do you struggle to perform them?



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PRESUMING POSITIVE INTENTIONS:

“Assuming that others’ intentions are positive encourages honest conversations about important matters. This is an operating stance that group members must take if dialogue and discussion are to flourish; it is also a linguistic act for speakers to frame their paraphrases and inquiries within positive presuppositions.”

What differences do you find in the following statements?

“Does anybody here know why these kids aren’t learning?”

OR

“Given our shared concern about student achievement, I’d like to examine our assumptions about what might be causing gaps in learning.”

What individual behaviors of team members might make it difficult to assume collaborative work?

**Individual & Team
7 Norms of Collaboration
Assessment Exercises**

Available in:
The Adaptive School Syllabus
pages 46 – 51

“I pause after others speak to reflect before responding.”
“I listen and paraphrase to acknowledge & clarify.”
“I inquire before I advocate.”
“I seek understanding of assumptions, perceptions, and interpretations.”
“I provide relevant facts, ideas, opinions, and inferences.”
“I restrain my impulses to react, respond, or rebut at inappropriate times or in ineffective ways.”
“I embed positive presuppositions in my paraphrases, summaries, and comments.”

Before you leave the session...

- High 5 your neighbor!
- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
