

2020-2021

Potential of ROE #1: Cohort 1

Cognitive CoachingSM



Why?

Teaching is a complex, intellectual activity. While required to do formal evaluation, that practice alone does little to improve teacher performance. This asset-based approach focuses on empowerment instead of judgment. Educators who are coached become more resourceful, think in more complex ways, are more satisfied with their choice of teaching as a profession, collaborate more, and increase in efficacy. In addition, student test scores increase and school cultures become more professional. (Source: Edwards, J. (2018) Cognitive CoachingSM: A synthesis of the research, Highlands Ranch, CO.)



What?

Cognitive CoachingSM is a research-based model that capitalizes upon and enhances educators' cognitive processes. It is based on the premise that instructional decisions are based on thought and perception, so in order to modify actions, intervention must occur at the thinking level. The authors (Art Costa and Bob Garmston) describe it as is a set of strategies and a way of thinking and working that supports self and others in shaping and reshaping their own thinking and problem-solving capacities.



When? Where?

Dates:

Day 1 & Day 2: June 10 - June 11

Day 3 & Day 4: July 8 - July 9

Day 5 & Day 6: August 5 - 6

Day 7 & Day 8: September 24-25

Location:

Blessing Rieman College of Nursing

Room 1111

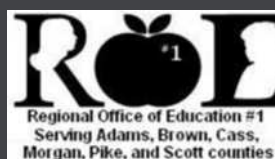


Potential Impact & Commitment?

ROE #1 is excited about this potential opportunity to offer a cohort of Cognitive CoachingSM Training. All educators engage in coaching, whether of students or colleagues. This experience will change the way you approach classroom instruction and leadership. Our hope is that this training will impact educator effectiveness, educator efficacy, student growth, achievement, and overall problem-solving capacities regionally.

Participants who complete the eight-day training, will receive Cognitive Coaching Certification and PD Hours. The only cost to participants will be \$50 for the Cognitive Coaching Guide and Resources.

Interested? Want More Information? Email mfray@roe1.net



Regional Office of Education #1
Serving Adams, Brown, Cass,
Morgan, Pike, and Scott counties

Turn the Page to Read
Testimonials from
Previous Participants!



To date, Cognitive CoachingSM has been one of the most impactful professional learning experiences. What I learned from this experience has shaped how I interact with colleagues but more importantly how I choose to interact with people in general. I have found that when people aren't seeing eye to eye it is because they are not "hearing" one another because they aren't listening for the right things. They have not listened to understand, they have not asked questions to clarify, they have not assumed positive intent, they have not asked questions using positive presuppositions. The list goes on, but I can say that I became a much better instructional coach during the time I was engaging in this learning experience and now am a better administrator, wife, and overall human being because I have a much better understanding of the value, of not only taking the time but, having the skills to invest in others. Cognitive CoachingSM should be required before you're allowed to renew your driver's license. That's how important it is for us to have the SKILL to know how to listen to one another, when and how to respond which encourages the WILL to do it more often in more settings.

Thank you,
Candice M. Belton, Ed.D, beltonc1@gmail.com

I can say that Cognitive Coaching was transformative on my role as an administrator. I was able to use the coaching skills that I learned in Cognitive Coaching to have authentic conversations with teachers. Before the training, I thought that I was doing a good job in holding conversations with teachers about their craft, but after I had the training, I had deeper conversations with teachers around their practice. The conversations shifted from discussions around ratings on a performance appraisal to conversations about the art of teaching and helping them become more reflective about their teaching. I learned that, though we are often asked as administrators to offer solutions, there are multiple opportunities to help teachers reflect on their practice through meaningful conversations and in turn truly accomplish what we hope to accomplish: help teachers see how their practice and decisions impact learning and teaching, and adjust those practices to become more effective for students.

Jeremy D. Parrish, Senior Administrator, English Language Arts- High School, Wake County Public Schools, Cary, NC 27518
jparrish@wcpss.net

Cognitive Coaching has been instrumental in my ability to be an effective instructional leader. The training itself is so applicable not only to working with adults but also working with students. Learning the skills of paraphrasing and questioning which promotes self-directedness in teachers has encouraged a growth mindset in providing teachers with the support they need when necessary while also showing them they have the internal resources to be successful. Cognitive Coaching is an invaluable training which I believe all administrators should have the opportunity to receive! Kira Mclean, Paddock Road Elementary, Office: 402.390.6465

I attempt to use the tools of Cognitive Coaching in all of my encounters with others. The word attempt is used because it's still a learning process, many years into using the tools. While a full out planning, reflecting, or problem resolving conversation has to be scheduled, components of these conversations are weaved into every conversation I have with parents and staff. Cognitive Coaching specifically teaches the power of a paraphrase, and it transforms even my hardest encounters. Pausing and listening is another set of skills that is taught through Cognitive Coaching, and there is no way I could do this job without those tools. The elements of questioning are also critical to my understanding of what staff and parents are really asking for, and I would not be able to get to the bottom of a problem without having this set of tools in my tool belt. Every conversation I have, even the fast 30 second stop in the hallway, turns into a coaching conversation.

I could not encourage your principals enough to embark on this journey of integrating Cognitive Coaching into their schema of thinking. If there are more specific details I could give, please let me know!

Dr. Rachel Tennison, Principal, Bolivar Primary School
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Cognitive Coaching was the first professional training I've had that I can honestly say changed the way I live. It opened up my eyes to view the principalship, as well as all my relationships, in a different way. It also equipped me with skill sets that continue to serve me in all areas of life. My craftsmanship as a professional skyrocketed after being trained in Cognitive Coaching. This transformation continues today as I continue the journey of getting better and better each day, both as a principal and as a person. It is life transforming.

Jason Cravens, Principal, East Middle School, Joplin, MO 64801
(417) 625-5280 phone

Cognitive Coaching has transformed how teachers and I communicate and how critically we reflect on their practice. The course supported me by providing real time opportunities to practice the strategies provided but to also receive valuable feedback in the process. The urge of consulting teachers, just giving them solutions, is strong; Cognitive Coaching pushed me as a school leader to set the standard for reflective practices and encourage teachers to use their experiences to develop a course of action that will better support their students. I feel confident that through implementation of Cognitive Coaching in my practice, teachers are improving themselves and students are being positively impacted.

Kristen D. McCollum
Assistant Principal
West Cary Middle School
Cary, NC