

Watching our Language

Word Choices During Coaching Conversations



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It is through conversation that teachers have opportunities to question, hypothesize, clarify, rethink, affirm, and acquire more complex understanding of how children learn to read and write (Forbes, 2006).

Talk is the central tool of teachers' trade. With it they mediate children's activity and experience and help them make sense of learning, literacy, life, and themselves (Johnston, Choice Words, 2004).

Objectives and Agenda

- * Session attendees will add to their knowledge of coaching another dimension of the complex skill. They will collect strategies for talking with colleagues in ways that encourage deeper thinking and reflection, as well as independent problem-solving. Participants will also walk away with actual phrases and questions to use when coaching teachers.
- * Tuning our talk
 - * Communication
 - * Discourse
 - * Questioning
- * Scenarios
- * Coaching demonstration
- * Coaching practice



Communication

*Verbal



*Nonverbal



Any authoritarian manner of presentation which sacrifices rapport for control is likely to be counterproductive (Rivers, 1989).

[Friends and nonverbal communication](#)

The subtle art of coaching

- * Conversational and collaborative
- * Experimental and exploratory
- * Differentiated
- * As much about character as it is about competence

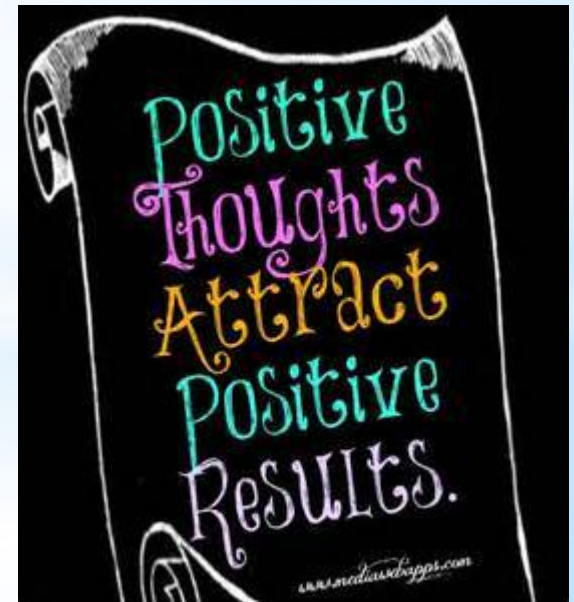


Responsive coaching requires the development of an eye for what to notice in teachers; an active, yet patient ear for learning where they are coming from; and a tongue that is not hasty and carries a language of growth, reflection, and agency (Johnston, in Dozier, 2006).

Questioning

- * The hidden meaning of questions
- * Too many questions??
- * Intentional
- * Open-ended
- * Positive
- * Plural forms
- * Tentative language

- * Transcript examples



Paraphrasing

- * The message paraphrasing sends
- * How to paraphrase:
 - * Attend fully
 - * Listen to understand
 - * Make paraphrase shorter than original statement
 - * Paraphrase before asking a question
- * Transcript examples



[The Office and Active Listening](#)

"Stop paraphrasing and get on with your own life!"

Word choice

- * Questions to ask yourself about your word choices or “the metacognitive coach”
- * Words to avoid
- * Transcript examples

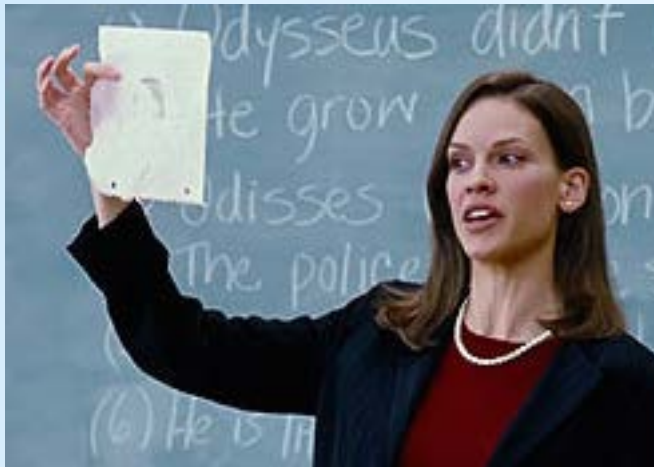


Wait time and silence

- *Why we wait
- *Transcript examples



Resistant Teachers



Resistant Teachers

- * Change
- * Reasons for resistance
- * Tips

The greatest gift we can give a coach is to love someone enough to let them grow, to not solidify them in our perception as “the resistant teacher” or “the grouchy one.” To coach with love means we can allow someone to grow beyond our old definitions of them and we can see the tiny steps they take as they attempt to change (Wall, 2015).

- * If all else fails...



Scenarios

- * Pick several scenarios
- * How might you change what the coach asked/said in order to encourage a positive and thoughtful teacher response?

Coaching Resources

- Bean, R. (2010). Effective literacy coaching: A journey, not a destination. In J. Cassidy, S. D. Garrett, M. Sailors (Eds.), *Literacy coaching: Research & practice* (pp. 133-144). Corpus Christi: Texas A&M University - Corpus Christi.
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- L'allier, S., Elish-Piper, L., & Bean, R. M. (2010). What matters for elementary literacy coaching? Guiding principles for instructional improvement and student achievement. *The Reading Teacher*, 63(7), 544-554.
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Thank you!