

A to Z Information from  
NJ Early Learning  
Training Academy's  
Coaching Module

# Resources

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A to Z Information from NJ-ELTA's Coaching Module  
"A Coach's Kit" Worksheet  
Resource B.1



A backpack is like a coach's kit because

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What would a coach carry in this coach's kit?

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An evening bag is like a coach's kit because

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What would a coach carry in this coach's kit?

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"A Coach's Kit" Worksheet  
Resource B.1



A first aid kit is like a coach's kit because

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What would a coach carry in this coach's kit?

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A gift bag is like a coach's kit because

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What would a coach carry in this coach's kit?

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A to Z Information from NJ-ELTA's Coaching Module  
"A Coach's Kit" Worksheet  
Resource B.1



A reusable grocery bag is like a coach's kit because

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What would a coach carry in this coach's kit?

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**A to Z Information from NJ-ELTA’s Coaching Module**  
**“What Coaching Is” Worksheet**  
**Resource D.1**

First Viewing

1. As you watch “How Coaching Works”<sup>1</sup> the first time, notice what **the client** does.

<i>The client engages in the following specific actions:</i>

2. In the client’s interactions with the coach, who initiates?

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<sup>1</sup> Coach Meg and Wellcoaches. “How Coaching Works: A Short Movie” (2008).  
[www.youtube.com/watch?v=Uy75MZte4Ru](http://www.youtube.com/watch?v=Uy75MZte4Ru).

A to Z Information from NJ-ELTA's Coaching Module

**“What Coaching Is” Worksheet**

Resource D.1

Second Viewing

1. Watching the video a second time, notice what **the coach** does. Jot down the specific actions that the coach takes in the left-hand column.
2. Take a few minutes at the end to label in the right-hand column the roles or characteristics that the coach's actions illustrate.

<i><b>Video Coach Action Examples</b></i>	<i><b>Corresponding Roles or Characteristics</b></i>

**A to Z Information from NJ-ELTA's Coaching Module**  
**Competencies of Effective Coaches**  
**Resource E.1**

**Adhere to standards and confidentiality.** Follows established professional, ethical, and legal standards and respects and maintains confidentiality of children, families, and clients at all times.

**Adjust for differences.** Adjusts approaches for the context of the program: culture, language, demographics, policies, procedures, and organizational structure.

**Bring resources.** Identifies and uses resources in effective ways and helps practitioners find and use resources and informal supports.

**Draw on research.** Integrates current research and trends about young children, adult learning, capacity building, and change into the consultation work.

**Evaluate progress.** Takes time consistently to evaluate the effectiveness of the consultation.

**Express optimism.** Demonstrates excitement, enthusiasm, and optimism for the people, content, and context of the consulting-teaching-learning process.

**Gather data.** Gathers and analyzes relevant data to inform decision making.

**Implement coaching cycle.** Uses an appropriate consultation process that includes establishing a productive relationship, assessing a client's willingness and commitment, and identifying the purpose and focus of the consultation.

**Listen actively.** Demonstrates active listening and adjusts communication style when gathering information and responding to program needs.

**Promote reflective practice.** Models and encourages reflective practice.

**Show cultural sensitivity.** Appreciates and capitalizes on diversity, is aware of and acts to reduce personal biases, and employs culturally sensitive pedagogy.

**Solve problems collaboratively.** Engages in collaborative problem-solving with staff, parents, community members, and program planning and governance groups.



**A to Z Information from NJ-ELTA's Coaching Module**  
**"Coach Competencies" Worksheet**  
**Resource E.2**

Edit the coach competencies in the first column to reflect your own vision of effective coaches' characteristics. Add competencies that you think are missing.

<i><b>Coach Competencies</b></i>	<b>+</b>	<b>*</b>	<b>?</b>
Adhere to standards and confidentiality			
Adjust for differences			
Bring resources			
Draw on research			
Evaluate progress			
Express optimism			
Gather data			
Implement coaching cycle			
Listen actively			
Promote reflective practice			
Show cultural sensitivity			
Solve problems collaboratively			

After editing the competencies, rate yourself on each one: **+** means it's one of your strengths, **\*** means it's something you are currently working on or need to work on, and **?** means you're not sure.

Adapted from Head Start National Center on Program Management and Fiscal Operations. "Choosing the Right Person: Characteristics of Highly Qualified Consultants." *Strategic Use of Consultants: An Interactive Guide for Head Start and Early Head Start Leaders*, p.2. <http://eclkc.ohs.acf.hhs.gov/hcl/tta-system/operations/consultants/qualified-consultant-characteristics.pdf>.

**A to Z Information from NJ-ELTA's Coaching Module**  
**Ten Steps to Building Trust**  
**Resource F.1**

“The following ten suggestions are very relevant to the initial period of working together, what we call the ‘enrollment process,’ the stage of ensuring that the client buys into coaching. But trust is not simply built and left standing; it needs to be maintained and occasionally patched up. These steps are relevant across the duration of a coaching relationship.

**Plan and Prepare**

The first meetings with a client, or a potential client, should be carefully planned. Write up the questions you want to ask and anticipate the questions you might receive. Visualize the first meetings and the outcomes that you want to achieve. If you have a coach colleague, you can role-play or rehearse meetings. It’s imperative that you feel confident, clear, and prepared. Your client will be watching you and listening to you very, very carefully. She will be looking for indicators of your competence, credibility, integrity, and character.

**Cautiously Gather Background Information**

Before meeting a new client, you might be tempted to speak to others who know this person, but this should be done with caution. While it can be helpful to gather impressions of the person you might coach, and some of that information can be instructive on how to gain that person’s trust, it is also possible that what you hear could influence your feelings and beliefs about the individual. It is essential that you go into your first meetings with as many positive feelings about the client as possible. Therefore, if you hear things that plant seeds of doubt in your mind, it might be harder to listen deeply. Furthermore, do not underestimate the other person’s ability to subconsciously pick up on what’s lurking right beneath your coach-surface.

For my own integrity, and so that I can best get to know my client, I try to know as little as possible about a potential client before I meet him. I suggest that you don’t gather information in advance unless you have a very trusted colleague who understands the work of coaching. If that person exists, you might want to ask questions such as these:

- What do you think are his strengths as a . . . leader?
- What might be important to know in order to build trust with him?
- Are there any specific words or phrases that I could use that might resonate with him or be a trigger?
- Is there anything in my own background that you think might be worth sharing with him?

Remember that in order to gain trust, you will need to establish credibility. One way of doing this is by demonstrating that you know what you’re doing, which is particularly hard to do when

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you're a new coach! You can show that you know what you're doing by coming to a first conversation with some knowledge about what your client is dealing with. If you are coaching a [director], for example, you might be able to do some online research into the site's history . . . and so on. However, in a first meeting you also need to allow your client to be the expert and the one supplying the context. Many people who receive coaching feel vulnerable about what has been said about them or their [site], so in some cases you can gain trust by *not* coming in with information from external sources. When in doubt, my advice is to start with as little information in your mind as possible. This will allow you to be authentically curious about who he is, where he's been on his learning journey, and where he wants to go.

That is not to say, however, that you won't do some research later. In order to better support your client and to effect systemic change, you'll need to do some research. . . . But first you need to enroll your client—and this is harder to do if you've heard that he's been bounced around from [site to site], that parents hate him, or that he's dismissive of [children] with learning disabilities. Proceed into the realm of research with caution.

**Establish Confidentiality**

In your first conversation with a client—or, better yet, in an email before you even meet—establish confidentiality. Repeat this several times during the first few conversations. For most clients, this will be extremely important and you will need to be absolutely true to your word. Be warned: if you violate the confidentiality agreement, you may never be able to regain a client's trust.

Here's what I usually say, immediately after sitting down for the first conversation:

'Before we get started, I want to return to what I shared in my email about the confidentiality of our conversation. Our conversations are absolutely confidential. I will not discuss what we talk about with your supervisor or anyone else. If I ever need to email your . . . supervisor about something we talked about, I will cc you on it. I would speak to him or her in person about you only if you are present.'

Although complete confidentiality is necessary for coaching to work, there may be times when . . . supervisors want to know about the work. In that case, it is important that the client is also aware of exactly what will and won't be communicated and how it will be communicated. Supervisors also need to know that a confidentiality agreement exists between the coach and client. Staff development experts Joellen Killion and Cindy Harrison suggest that coaches share the four T's: teacher, time, topics, and tasks. The first T identifies the person receiving coaching support (the *teacher*, in their framework). . . . Second, a coach shares how much *time* is spent

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with the [client] each week or month. Third, a coach names the *topics* that are being worked on. For example, 'Mr. Smith and I are looking at formative assessment strategies for academic vocabulary.' Finally, a coach describes the *tasks* that she is doing with the [client]. For example, 'I am observing Mr. Smith and offering feedback. We read an article together.' . . .

The only exception is when the coach hears anything that puts the safety of another person—adult or child—at risk. And, of course, if we hear or see our client doing something illegal, we are obligated to report it.

As coaches we must be careful to share only information that is non-evaluatory. This information is best communicated in a report that is emailed to both the [client's] supervisor and the [client]. The more formalized the better.

For coaching to be most effective, the client must feel confident that you will not share any information with his supervisor. You will need to state this intention when you first meet, you will need to repeat it, and you will need to be very careful when you're in the same room with your [client] and his evaluator—your client will be watching you closely to see if you reveal anything. And again, be warned, if you break the confidentiality agreement, you may never be able to regain your client's trust and, as a result, there will be no coaching. And if you violate the trust of a teacher, for example, you can be fairly certain that the teacher will speak to his colleagues about you and they will not trust you or be receptive to your coaching. . . . On the other hand, after you've established yourself as a trustworthy coach, positive word of mouth will get around. When you are enrolling a client and discussing confidentiality, you can refer your new client to others who may vouch for your trustworthiness. This can make the enrollment process quicker and easier.

**Listen**

From the very first time you meet with a client, you'll want to demonstrate your listening skills. A client will be very attuned—consciously or unconsciously—to your capacity to listen deeply. The purpose of deep listening is for you to truly perceive and understand where the client is coming from and his deeper desires and fears, so that you can guide him into territory that he may not even be aware he needs to explore. A big step toward building trust with a client is your ability to listen.

In coaching, we listen deeply, without ego or attachment; we are listening with acceptance. When clients experience this, they develop confidence in you and in your integrity. Give your [client] this experience the first time you meet: it is a way for you to demonstrate your intent to create a reflective learning space, and it will help him begin to trust you.

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Active listening is a useful strategy for a first meeting. Active listening requires us to restate or paraphrase what the client has said, both to check our own understanding and let the client know that he's been heard. Furthermore, when a coach says, 'I'm hearing. . . . Is that accurate?' it invites the client to build on what he has shared. . . .

**Ask Questions**

Your initial meetings with a client are an opportunity for you to demonstrate your skill. Coaching questions can shift a client's perceptions, deepen learning, move actions, and transform practice. But given that so much is at stake in the first meetings, and that you can't anticipate and plan for everything that someone else will say, what can you ask? Clarifying questions are usually safe and often productive. Simply asking for more information—*Could you tell me more about that?*—can be revealing. Your client can experience it as an invitation to go deeper in her thinking, to share a next layer of reflection. It is a way for you to express interest in the other person. It is often surprising what another person will share when you simply ask for more. While you don't want the first meetings to feel like interrogations, asking clarifying questions is generally a safe route.

While you might have a list of questions to ask. . . , you also need to respond to what you hear your client saying. If you are able to ask a few questions that give your client a glimpse of your capacity as a coach, you will gain ground in building trust. Even those who are suspicious of coaching often suspect that probing questions might be helpful. They yearn for a question that will give them new insight or offer a new perspective. Try to ask one of these if you can.

**Connect**

As you start getting to know a new [client], try to uncover personal connections. I go into a first meeting like a ravenous animal on the hunt, my eyes scanning the office or classroom for a family photo, a postcard, a certificate, or anything that I might be able to connect with. I also try to surface connections through the questions I ask. General questions—such as: *How was your summer (or vacation or weekend)? Where did you grow up? And How long have you been [a director]?*—can open doors.

I intentionally look for connections for a couple of reasons. First, sometimes they allow me to share a snippet of personal information ('I have a toddler, too'), which helps personalize me for my client—they need this, too, but I only share tiny tidbits of personal information. Second, the personal details I learn help me care more about my client; they help me see beyond the teacher or [director] label, and then my heart opens and my compassion expands.

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This coaching strategy was critical with Susan, a central office administrator. My manager told me, 'She's old school, has very little background as an instructional leader, and she's going to be intimidated by your experience, but she does want coaching.' Knowing this, I wondered if during our first conversation I could find a way to elicit Susan's knowledge and skills. As I sat down in her office the first time we met, I noticed a number of prominently displayed photos of a young man who I guessed was her son. He looked to be of a similar multiracial mix to my own child, who had just started kindergarten that week. Susan was more than eager to talk about her son, and we spent two hours discussing children, the challenges of raising boys of color in [our community], and the difficult decisions that mothers must make. I asked questions, asked for advice, and shared my fears about my boy entering public school. As I left her office, she hugged me and said, 'Next time we'll talk business, but sometimes it's good to just get to know someone before you start working with them.'

This is what Susan needed in that first meeting—to have her expertise authentically recognized and appreciated and to see me as a learner as well. The connections we made also informed my coaching moves as we worked together that year. As challenges arose, I recalled the bigger picture of Susan and her strength as a mother, and I was able to help her transfer that knowledge and strength to her role as an administrator.

**Validate**

A transformational coach is a master at uncovering a client's assets. It is almost as if we wear glasses that make a person's strengths pop out in Technicolor while everything else fades into shades of gray. These glasses are an essential accessory for first meetings with a client. Remember that most clients feel vulnerable as they begin coaching—after all, coaching is a way to improve, grow, change, or transform. Put on those glasses and share your observations.

Validating another's experiences is powerful. A simple and sincere, 'Wow. That sounds really hard,' or 'Congratulations! That's great!' communicates validation. A key rule for praise is to be specific and acknowledge the action. For example, 'I hear that in the last week you moved across country, set up your house, got your kids into a new school, and started this . . . job, and you still seem energetic! That's amazing!'

Sadly, people who work in [education] are rarely validated for what they do. Think back to your time in the classroom. How often did you feel appreciated or recognized for the multitude of things that you did every day? Just echoing what you've heard and observed a client doing can build trust. It shows that you listen carefully and recognize the struggles and triumphs of the profession.

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### Resource F.1

As with everything else you say, your validation and praise must be completely sincere. Don't compliment something that you don't truly appreciate; your client will pick up on that inauthenticity and trust will plummet. But also, don't overpraise—that's not what you're there to do. Your role as a coach is not necessarily to praise, but to hold a mirror up to your client and help him see his strengths reflecting back. In the beginning, he may not see them—that's why you'll call them out. Eventually, you need to be able to walk away and let the client hold up the mirror himself.

#### **Be Open about Who You Are and What You Do**

Most teachers and [directors] I've coached have been less interested in who I am and what I've done than in *why* I do what I do. I offer a very basic professional biographical sketch and then ask, 'Is there anything else you'd like to know about me?' Usually they aren't interested in me, which is helpful, as we want to keep the focus on them.

Proactively demonstrating an awareness about the role that your gender, ethnicity, or cultural background might play in a particular coaching situation can be a way of developing trust with a client. Thoughtfully naming the differences between you and your client can reflect your awareness of these dynamics. When I [a Latina] was assigned to coach an older African American [director] in a community that was 100% African American, I raised this point in an early conversation. I asked, 'I'm wondering how you feel about working with me, given the differences in our age, gender, and ethnicity. What comes up for you?' We had an honest conversation that helped me understand this [director] much better, and he expressed appreciation that I'd named the differences and initiated a discussion.

What I never do with clients when I'm raising gender, race, and other background differences is make assumptions that my own knowledge or experience is directly transferable to their situation. I don't say, 'My best friend is also a \_\_\_,' or 'I'm married to a \_\_\_.' My job is to get to know the person standing in front of me, to understand what it's like to be him in the context he is in. I don't want to suggest that I know things because of my prior experiences.

What new clients do wonder about is *why* I'm doing what I'm doing. Even if they're willingly engaged in coaching, there's always a bit of curiosity around this practice. Some have asked, 'What's your agenda?' I address these concerns by sharing my coaching vision, what I believe coaching is and can do, and what my agenda is. . . .

Here's an example of what I've said:

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'I know you don't want to work with a coach, and I appreciate your honesty in sharing that. I hear that you've been working really hard to turn your [center] around and that you feel misunderstood by your supervisor. I want to repeat that everything we talk about is confidential. I know that you've been put on an improvement plan, but I'm here to support you in anything you want to work on, in whatever area you'd like support in. I'm not attached to that [improvement] plan, it's not my agenda—my agenda is to help you help your [center] and community. Can we talk about what that might look like for you?'

If I do have an agenda—if I've been asked to address something specific—then I state that:

'I'm here to support you in using this classroom management plan. I know you've asked for some help as a first year teacher, and I know that if we focus on a few areas you'll make progress quickly. I'm not evaluating you in any way, however, and I don't share our work with your [supervisor]. How does that sound?'

### Ask for Permission to Coach

Frequently asking for permission to coach can build and increase a client's trust. Our job as a transformational coach is to help someone explore her behavior, beliefs, and being. Even after a client is enrolled, we need to remember that sometimes it can be tiring to have someone gently nudging you to reflect and grow. If we frequently and explicitly ask for permission to coach, we remind the client that she is in control of the process and can put the brakes on whenever she needs to.

The following questions are ways to ask for permission:

- I'm wondering if you'd mind sharing some of the challenges you're dealing with.
- Would it be OK if I came to your staff meeting? It might help our work if I could observe the dynamics between teachers.
- Next time we meet, would it be OK to look at some student work?
- I hear that you're really frustrated with your assistant [director]. Would you like some coaching on that issue?
- What role would you like me to play at the meeting?
- I'm noticing that you seem upset by my last question. Can we check in on what's coming up for you?

By asking for permission, a coach demonstrates her respect and knowledge of adult learning and emotional intelligence. When we demonstrate our professional competency, a client's trust



## Ten Steps to Building Trust

### Resource F.1

increases. We can damage our client's trust when we don't have permission and we push too hard. As a coaching relationship deepens and develops, we want to be careful not to overstep trust levels in this area.

#### Keep Commitments

It can be very tempting early in a relationship with a [client] to make too many promises. Sure, you say, I'll meet for a 7:00 a.m. planning session, then gather materials, do a demonstration lesson, give feedback on a dozen unit plans, make copies, and make calls all by the end of tomorrow. Not only will it be hard to keep this up, but some of these tasks are not really your job.

Clients who are apprehensive about coaching often ask for a coach to prepare or provide tangible things (books, materials, lessons, and the like), perhaps unconsciously testing your trustworthiness and credibility. They explore boundaries—how much can they ask you for? What are you *really* willing to do for them? While these feelings are understandable, a coach needs to be careful that she doesn't accept too many requests, especially the kind along the margins of what a coach's role should be (such as making copies and making phone calls). Doing those things for people does not change their practice. In addition, when they ask a coach to undertake tasks such as these, some clients feel they are making good use of the coach, but this is actually a way to keep the coach at a distance.

At the same time, gathering materials, curriculum, assessments and so on can be a way for a coach to demonstrate her usefulness. We often have piles of resources at our fingertips and are eager to share. When we volunteer to be the note taker at a meeting, our value is apparent. However, we have to be careful not to take on too much and end up unable to meet our commitments. It is extremely important that we fulfill the promises we make. It's much better to under-promise and over-deliver than the reverse.

One way to ensure that you can meet your commitments is by writing up a formal agreement with your client. It's always helpful to put things in writing."

A to Z Information from NJ-ELTA's Coaching Module  
"Developing Trust" Anecdote  
Resource F.2



"Ken Blanchard, who wrote *The One-Minute Manager*, was in San Diego, California, visiting Sea World, which trains whales and porpoises. Talking to some of the trainers, Ken said, 'I understand that you are using some of my techniques; that you catch the animals doing something right and then your reward them.'

The trainers replied, 'Yes.' Blanchard was very pleased because this is what he recommended in his book about working with employees.

'However,' the trainers added, 'we do something else first.'

'What is that?' Ken asked.

'When we first get the animal here to Sea World, we get into the water and play with them to convince them.'

Puzzled, Ken pursued, 'I'm not sure I understand what you mean. What do you do in the water and what do you convince them of?'

The trainers replied, 'We get in the water and we play with them to convince them that we intend them no harm.' They added, 'If we don't do that, the animals don't learn anything!'"

Excerpt from Costa, A. and Garmston, R. (2002). *Cognitive Coaching: A Foundation for Renaissance Schools*. 2<sup>nd</sup> edition. Norwood, MA: Christopher-Gordon, pp. 113-114.

**A to Z Information from NJ-ELTA's Coaching Module**  
**"Multiple Intelligences and Learning Styles" Worksheet**

**Resource G.1**

<b><i>Intelligence/Learning Style</i></b>	<b><i>Me</i></b>	<b><i>Not Me</i></b>	<b><i>Strategies</i></b>
<b>Verbal-Linguistic</b> ( <i>Word Smart</i> ) Learning through reading, writing, listening, and speaking. Absorbing information by engaging with reading materials and by discussing and debating ideas.			
<b>Logical-Mathematical</b> ( <i>Logic Smart</i> ) Learning by classifying, categorizing, and thinking abstractly about patterns, relationships, and numbers.			
<b>Visual-Spatial</b> ( <i>Picture Smart</i> ) Learning by drawing or visualizing things using the mind's eye. Learning from pictures, diagrams, and other visual aids.			
<b>Auditory-Musical</b> ( <i>Music Smart</i> ) Learning using rhythm or melody, especially by singing or listening to music.			
<b>Bodily-Kinesthetic</b> ( <i>Body Smart</i> ) Learning through touch and movement. Processing information through the body, sometimes by standing up and moving instead of sitting still.			
<b>Interpersonal</b> ( <i>People Smart</i> ) Learning through relating to others by sharing, comparing, and cooperating. Excelling as team players or group leaders.			
<b>Intrapersonal</b> ( <i>Self Smart</i> ) Learning by working alone and setting individual goals. Independent and organized, not necessarily shy.			
<b>Naturalistic</b> ( <i>Nature Smart</i> ) Learning by working with nature—living things and natural events.			

Adapted from T. Ostwald-Kowald, "Understanding Your Student's Learning Style: The Theory of Multiple Intelligences," *Virtual Learning Connections* blog (January 18, 2013), <http://www.connectionsacademy.com/blog/posts/2013-01-18-Understanding-Your-Student-s-Learning-Style-The-Theory-of-Multiple-Intelligences.aspx>.

## A to Z Information from NJ-ELTA's Coaching Module

### Paralanguage

#### Resource H.1

#### **Paralanguage**

"On the average, adults find more meaning in nonverbal cues than in verbal ones. . . . In addition to posture, gesture, and use of space, the intonation, rhythms, pacing and volume of a person's voice all contribute important information about the communication.

Vocal cues affect attention. . . . 'Vocal variety . . . includes variation in pitch, tempo, intensity and tonal quality.'

Humans gesture when they talk. . . . Repeating a colleague's gesture adds a visual component to the reflection.

Even laughter, as a paralanguage, is valuable in coaching. . . .

Whether they were conscious of it or not, [effective therapists who mirrored their clients] were modeling the theory of entrainment, which was formulated in 1665 after a Dutch scientist noted that two pendulum clocks mounted side by side on a wall would swing together in a precise rhythm. . . .

When two people 'oscillate' at nearly the same rates, we observe entrainment. Human beings seek this kind of synchronization."<sup>1</sup>

#### **Definitions<sup>2</sup>**

**Posture**—how your body is positioned when sitting or standing

**Gesture**--movement of your body (especially hands and arms) that shows or emphasizes an idea or a feeling

**Breathing**—rate of drawing breath, depth of breaths

**Rate of speech**—rhythm and speed of speaking

**Volume**—amount of sound

**Inflection**—a rise or fall in the sound of a person's voice, a change in pitch or tone of a person's voice

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<sup>1</sup> Excerpt from: A. Costa and R. Garmston, *Cognitive Coaching: A Foundation for Renaissance Schools*, 2<sup>nd</sup> edition (Norwood, MA: Christopher-Gordon, 2002), 74ff.

<sup>2</sup> Adapted from *Ibid.*, 74-78.

## A to Z Information from NJ-ELTA's Coaching Module

### "Getting in Sync" Worksheet

#### Resource H.2

If you team up with two partners, you may decide to do three quick rounds of practice. That way, each partner will have an opportunity to practice mirroring client behavior as 'coach.' Taking turns also allows each partner to experience what it feels like to be the 'client' and to practice observing and providing feedback as the 'observer.'

- Decide which partner will play the roles of 'coach,' 'client,' and 'observer' for the first round.
- The 'client' decides what story to tell or which topic to discuss for 90 seconds. It should be a topic on which the 'client' can be somewhat animated (thus giving the 'coach' something to work with). Suggested topics for a 'client' include 'how I came to be a QRIS coach,' 'the best dessert I ever tasted,' or 'what turns me on about my hobby.'
- The 'client' tells the 'coach' the story for 90 seconds. While the 'client' is telling the story:
  - The 'coach' mirrors the 'client' in as many ways as possible. The 'coach' may ask questions of the 'client' or comment, but the emphasis in this exercise is on mirroring.
  - The 'observer' keeps time, observes, and records the 'coach's' mirroring behaviors, using the coding grid on page 2 of this worksheet.
- At the end of 90 seconds, debrief for up to 90 seconds:
  - The 'observer' reports the different ways and the number of times the 'coach' mirrored the 'client.'
  - The 'coach' reflects on what was easy and what was hard about mirroring.
  - The 'client' reflects on the extent to which the 'client' was aware of being mirrored and how it felt to be mirrored.
- The partners switch roles and repeat the steps.

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**"Getting in Sync" Worksheet**

Resource H.2

As 'observer,' make a hash mark in the **# of Times Observed** column each time you notice the 'coach' mirror or match the 'client's' behavior.

Jot key words in the **Comments** column to help you recall specific instances, if you can manage it. Citing specifics can increase the value of feedback.

<b>Coach Behaviors</b>	<b># of Times Observed</b>	<b>Comments</b>
<b>Posture</b> —how your body is positioned when sitting or standing		
<b>Gesture</b> --movement of your body (especially hands and arms) that shows or emphasizes an idea or a feeling		
<b>Breathing</b> —rate of drawing breath, depth of breaths		
<b>Rate of speech</b> —rhythm and speed of speaking		
<b>Volume</b> —amount of sound		
<b>Inflection</b> —rise or fall in the sound of a person's voice, change in pitch or tone of a person's voice		

Adapted from: A. Costa and R. Garmston, *Cognitive Coaching: A Foundation for Renaissance Schools*, 2<sup>nd</sup> edition (Norwood, MA: Christopher-Gordon, 2002), 77.

A to Z Information from NJ-ELTA's Coaching Module  
**More Diversity**  
Resource I.1



Differences between coach and client may include:

- language
- religion
- job level
- sexual orientation
- perspective
- gender
- experience
- age
- nationality
- learning style
- ethnicity
- culture
- physical abilities
- race
- skills

Can you think of others?

**A to Z Information from NJ-ELTA's Coaching Module**  
**Quotes on Affirmation and Strengths-Based Coaching**  
**Resource J.1**

“Stronger synapses within the network of connections in the brain continue to strengthen, while weaker connections fade away. After about age 15, an individual’s unique network of synaptic connections does not change significantly. While this doesn’t imply that people cannot change, it does provide scientific backup for the notion that their talents, or recurring patterns of thought, feeling, or behavior don’t significantly change over time. Individuals can develop a heightened self-awareness, they can stabilize their values and beliefs, and they can add knowledge and skills on the way to developing their talents into strengths. Still, it seems that their greatest return on their investment into development comes from focusing on the synaptic connections that are already strong.”

Timothy Hodges and Donald Clifton<sup>1</sup>

“I imagine myself to be a yellow highlighter in the teacher’s classroom, highlighting what she is doing effectively so that she can do it over and over again.”

Clarissa Wallace<sup>2</sup>

“Affirmation involves recognizing and reinforcing the client’s efforts and strengths by making statements that support her ability to follow through with what she wants, or recognize her strengths, past and present. But the affirmation must be genuine and real—not patronizing.”

Health2 Resources<sup>3</sup>

“[W]hen I came into the feedback session with [a beginning teacher], I asked her, ‘How did you *do* that? It was so effective because the children were able to do this, that, and the other. They responded in *this* way.’ And she just said, ‘Really? Wow!’ So from that point on, she realized that I wasn’t there to criticize her. I really was trying to see the best in her practice. . . . [It] was just eye-opening for her. It validated her as a professional.”

Tychawn Johnson<sup>4</sup>

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<sup>1</sup> T. Hodges and D. Clifton. *Strengths-Based Development in Practice*. (Omaha, NE: The Gallup Organization, 2004), <http://strengths.uark.edu/development-in-practice.pdf>.

<sup>2</sup> J. Jablon, A.L. Dombro, and S. Johnsen. *Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers* (2015), eBook available from [www.naeyc.org](http://www.naeyc.org), 39.

<sup>3</sup> Health2 Resources. “Dancing, Not Wrestling.” *CCMC Issue Brief* 3, no. 2 (Mount Laurel, NJ: Commission for Case Manager Certification, 2012). <http://ccmcertification.org/sites/default/files/downloads/2012/10%20-%20Dancing,%20not%20wrestling.%20Motivational%20interviewing%20helps%20case%20managers%20cultivate%20relationships%20and%20elicit%20change.pdf>

<sup>4</sup> J. Jablon, A .L. Dombro, and S. Johnsen. *Op. cit.*, video #7, p. 36.



**A to Z Information from NJ-ELTA's Coaching Module**

**A Vision for Coaching**

**Resource K.1**

*In The Art of Coaching: Effective Strategies for School Transformation,<sup>1</sup> author and veteran coach Elana Aguilar says:*

“As coaches learn about this field and explore what kind of coaching they practice, it can be helpful to develop a personal vision statement. Just as a vision statement focuses, empowers, and guides those who work at a school, coaches can also be guided by a vision. . . .

My vision developed as I learned what coaching means to others in this field. I love collecting quotes about coaching. . . .These poetic descriptions often illuminate aspects of coaching that I hadn't recognized before. They inform my vision for coaching. . . .

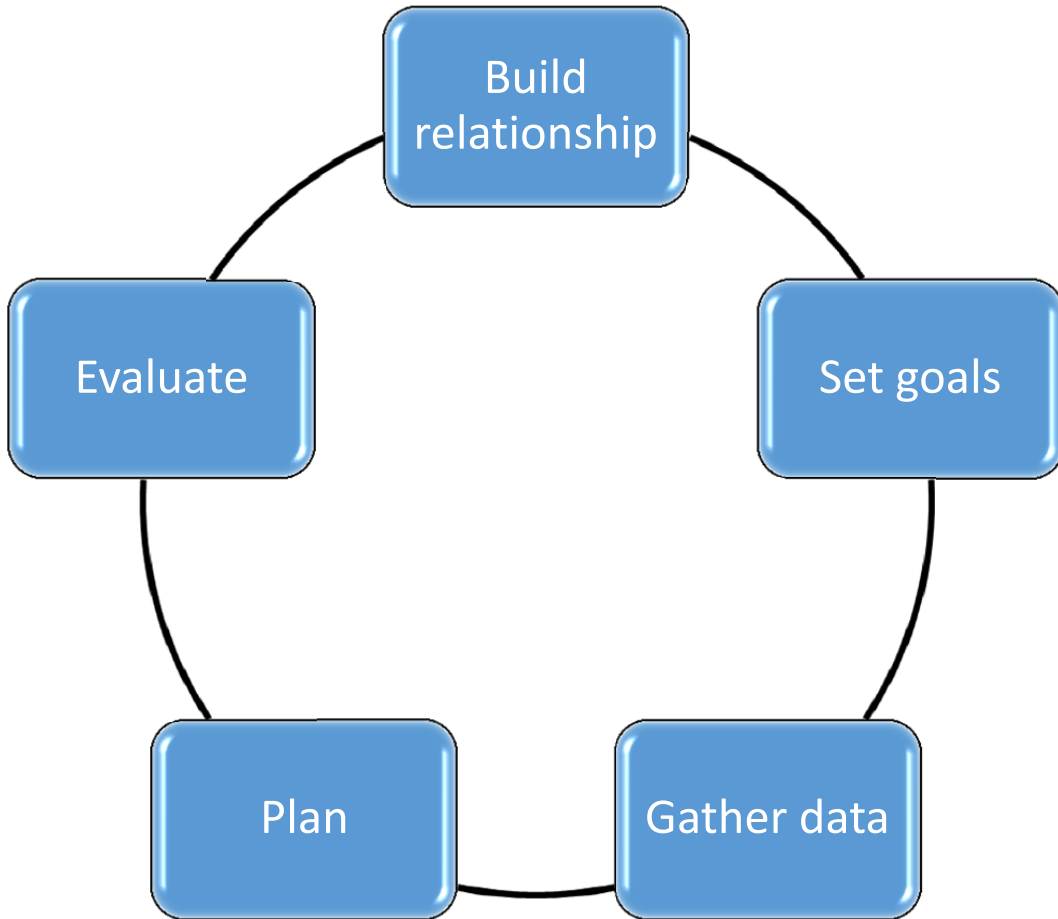
Here's my vision:

I coach to heal and transform the world. I coach teachers and leaders to discover ways of working and being that are joyful and rewarding, that bring communities together, and that result in positive outcomes for children. I coach people to find their own power and to empower others so that we can transform our educational system, our society, and our world.”

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<sup>1</sup> E. Aguilar. *The Art of Coaching: Effective Strategies for School Transformation*. (San Francisco, CA: Jossey-Bass, (2013), 29-30.

A to Z Information from NJ-ELTA's Coaching Module  
**Reflective Coaching Cycle**  
Resource L.1



**A to Z Information from NJ-ELTA's Coaching Module**  
**More Quotes on Coaching**  
**Resource M.1**

“Perhaps the most challenging and important communication skill that a coach can apply in order to be effective in his or her work is to listen with respect. Dennis Sparks describes committed listening as a type of listening that allows the [client] to determine the agenda for what is said, seeks to understand the [client’s] views, is nonjudgmental, and honors the [client’s] perspective.”

Joellen Killion, Cindy Harrison, Chris Bryan, and  
Heather Clifton<sup>1</sup>

“Only after being listened to are practitioners likely to be able to listen to an outside resource. . . . [Clients] already have tons of information from their work, and a listener who is interested as they share is invaluable.”

Shelly Macy<sup>2</sup>

“A coach gathers a client’s stories, mentally filing away chapter after chapter every time we meet. Our clients speak in narratives, they will tell the stories of their struggles and successes, interspersed with stories of who they are and where they are from. . . . After a while, we will notice patterns running through the narratives. . . . Our role as a coach then becomes to help a client connect the dots—to see the themes in what they have shared with us. . . . When we return to these stories, our clients feel heard and validated. They also have the option of looking at these connections as a ‘data set’ and an opportunity to begin shifting their thinking or behaviors.”

Elena Aguilar<sup>3</sup>

“Appreciative coaching [helps] clients realize that something about them works (that is, they are already successes), that what they focus on becomes their reality, and that they can alter their reality by the language they choose to use.”

Sara Orem, Jacqueline Binkert, and Ann Clancy<sup>4</sup>

“A goal of [problem solving] coaching is not to solve the problem but instead to develop greater resourcefulness [in the client’s own capacity]. . . . The intention of a cognitive coach is to support another person in becoming increasingly self-directed. Self-directed persons are self-managing, self-monitoring, and self-modifying.”

Carolee Hayes and Jane Ellison<sup>5</sup>

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<sup>1</sup> J. Killion, C. Harrison, C. Bryan, and H. Clifton, *Coaching Matters* (Oxford, OH: Learning Forward, 2012), 31.

<sup>2</sup> M. Chu, *Developing Mentoring and Coaching Relationships in Early Care and Education: A Reflective Approach*. (Boston, MA: Pearson, 2014), 3.

<sup>3</sup> E. Aguilar, *The Art of Coaching: Effective Strategies for School Transformation* (San Francisco, CA: Jossey Bass, 2013), 152.

<sup>4</sup> S. Orem, J. Binkert, and A. Clancy, *Appreciative Coaching: A Positive Process for Change*, San Francisco, CA: Jossey-Bass, 2007), 42-43.

<sup>5</sup> C. Hayes and J. Ellison, “Introduction,” *Cognitive Coaching Foundation Seminar*. DVD #1. (Highlands Ranch, CO: Center for Cognitive Coaching, 2010).

**A to Z Information from NJ-ELTA's Coaching Module**  
**"Coaching and Its Kin: Scrambled Definitions" Worksheet**  
**Resource N.1**

Draw a line to match each term on the left with its correct definition on the right.

***Coaching and Its Kin***

***Definitions***

**Coaching**

Working toward mastery of learning objectives based on a given curriculum

**Consultation**

Partnering in a process to maximize professional potential

**Counseling**

Offering guidance from one's own experience or area to develop career

**Mentoring**

Healing pain, dysfunction, or conflict to improve emotional state

**Supervision**

Assessing performance and providing job-related instructions

**Training**

Assessing organizational practices and recommending solutions based on specific expertise

Adapted from:

International Coach Federation. 2014 *ICF Global Consumer Awareness Study USA*, 2014, 1, and

M. Trifonova, "*Supervision, Coaching, and Mentoring of Independent Management Consultants—Professional Development In-Between*" (master's thesis. Lund, Sweden: Lund University School of Economics and Management, 2011), 31, for the definition of supervision.

**A to Z Information from NJ-ELTA's Coaching Module**  
**Coaching and Its Kin: Unscrambled Definitions**  
**Resource N.2**

*How did you do at unscrambling the terms and definitions for coaching and its kin?*

***Coaching and Its Kin***

***Definitions***

<b>Coaching</b>	Partnering in a process to maximize professional potential
<b>Consultation</b>	Assessing organizational practices and recommending solutions based on specific expertise
<b>Counseling</b>	Healing pain, dysfunction, or conflict to improve emotional state
<b>Mentoring</b>	Offering guidance from one's own experience or area to develop career
<b>Supervision</b>	Assessing performance and providing job-related instructions
<b>Training</b>	Working toward mastery of learning objectives based on a given curriculum

Adapted from:

International Coach Federation. 2014 *ICF Global Consumer Awareness Study USA*, 2014, 1, and M. Trifonova, "*Supervision, Coaching, and Mentoring of Independent Management Consultants—Professional Development In-Between*" (master's thesis. Lund, Sweden: Lund University School of Economics and Management, 2011), 31, for the definition of supervision.

**A to Z Information from NJ-ELTA's Coaching Module**  
**"Coaching and Its Kin: Activities" Worksheet**  
**Resource N.3**

Determine which of the activities below are important for supervision, mentoring, and/or coaching. Write each activity in the appropriate column(s). Note that an activity may be appropriate for more than one type of support.

- |                                 |                              |
|---------------------------------|------------------------------|
| Advice                          | Mediating                    |
| Analysis                        | Modeling                     |
| Assessment of performance       | Networking                   |
| Collaboration on specific tasks | Nurturing                    |
| Confrontation                   | Posing a challenge           |
| Empathy                         | Promotion of experimentation |
| Encouragement                   | Promotion of reflection      |
| Feedback                        | Questioning                  |
| Job-related instruction         | Setting goals                |
| Listening                       | Sharing one's own experience |

<i><b>Supervision</b></i>	<i><b>Mentoring</b></i>	<i><b>Coaching</b></i>

**A to Z Information from NJ-ELTA's Coaching Module**  
**"Coaching and Its Kin: Activities" Worksheet**  
**Resource N.3**

According to Trifonova, the literature shows that the "[f]ew activities that do *not* overlap . . . include mediating, confronting, . . .and sharing experience."

**A to Z Information from NJ-ELTA's Coaching Module**

**Quieting the Static**

**Resource O.1**

*In Coaching with Powerful Interactions,<sup>1</sup> administrator Jill Naraine describes her old habits for interacting with staff and her new routines for getting ready to listen. Naraine says:*

“When I’m going into classrooms, I can’t think about, ‘I need to check my emails. I need to get back and have a conversation with another teacher.’ I need to be present in that moment and give all my attention to what I’m doing then. . . .

[T]rying to quiet the static in my mind . . . I had to almost hold my lips together and just stop and listen. I always felt that I had to share and I had to start the conversation, you know, to get the teachers rolling when we’re in the professional development session because perhaps no one’s going to raise their hand and respond. . . . I found that maybe I may have hampered them from talking by me doing all the talking, or even just me starting the talking or me sharing.

So what I have learned is that I need to just stop: put a question out there and stop and listen. . . . When I was sitting, you notice that I go like this [her fingers holding her lips together] a lot lately? It’s me shutting my mouth because I already know what I have in my head. I need to know what suggestions they have in their heads.”

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<sup>1</sup> Excerpt from J. Jablon, JA. L. Dombro, and S. Johnsen, *Coaching with Powerful Interactions: A Guide for Partnering with Early Childhood Teachers* (2015), eBook with video clips available from [www.naeyc.org](http://www.naeyc.org), video clip #15, p. 78.



**A to Z Information from NJ-ELTA's Coaching Module**

**Story Starters**

**Resource P.1**

In a simulation to practice using question stems, each 'client' chooses one of the everyday dilemmas below for a short conversation with a 'coach.' The 'coach' uses reflective language to help the 'client' work through the dilemma.

- a. Deciding on where to vacation this year
- b. Enlisting help for chores from family members
- c. Fix it or buy a new one?
- d. How to get children to eat unfamiliar, healthy foods
- e. Synchronizing money styles with a spouse/partner: Splurge or save?
- f. Take the train, fly, or drive?
- g. What to wear to the \_\_\_?
- h. Whom to invite to the party?

**A to Z Information from NJ-ELTA's Coaching Module**  
**“Reflective Language Practice Protocol” Worksheet**  
**Resource P.2**

Assign roles of ‘client,’ ‘coach,’ and ‘observer.’

- The ‘client’ chooses a story starter and takes up to three minutes to talk through an everyday dilemma with the ‘coach.’
- In listening actively to the ‘client’s’ story, the ‘coach’ practices using reflective language sentence stems.
- The ‘observer’ keeps time and records which reflective language sentence stems the ‘coach’ uses. If possible, the ‘observer’ also notes ‘client’s’ response or reaction.

At the end of the three-minute conversation, all partners debrief.

- The ‘observer’ reports on the reflective language sentence stems she heard and the type of response that she perceived each stem elicited in the ‘client.’
- The ‘client’ reports in 30 seconds or less the extent to which the reflective language sentences assisted in resolving her everyday dilemma.
- The ‘coach’ reflects aloud for up to 60 seconds on her experience using the reflective language sentences and her response to the feedback from the ‘observer’ and the ‘client.’

***Reflective Language Observation Chart***

<b>‘Coach’s’ Reflective Language Sentences</b>	<b>‘Client’ Responses</b>

**A to Z Information from NJ-ELTA's Coaching Module**  
**Expanded Definitions of Five States of Mind in Cognitive Coaching**  
**Resource R.1**

**Efficacy**

"[Two] important characteristics of efficacy [are a]n individual's belief that she can successfully execute the behavior required to influence outcomes and a secure belief in one's own coping abilities."

"Efficacy may be the most catalytic of the five states of mind because a person's sense of efficacy is a determining factor in the resolution of complex problems."

**Flexibility**

"Flexibility involves the ability to step beyond yourself and look at a situation from a different perspective."

"Flexible attention . . . involves logical, analytical/computation and seeing cause and effect in methodical steps. . . . [It also involves] discerning themes and patterns from assortments of information . . . even when some of the pieces are missing. . . . Flexibility is strongly related to creative problem solving."

**Craftsmanship**

"The drive for elaboration, clarity, refinement, precision—craftsmanship—is the energy source form which persons ceaselessly learn and deepen their knowledge and skills."

"[People who excel in craftsmanship] seek perfection and elegance, refinement and specificity. They generate and hold clear visions and goals. They monitor progress toward those goals."

**Consciousness**

"To be conscious is to be aware of events both external and internal to oneself."

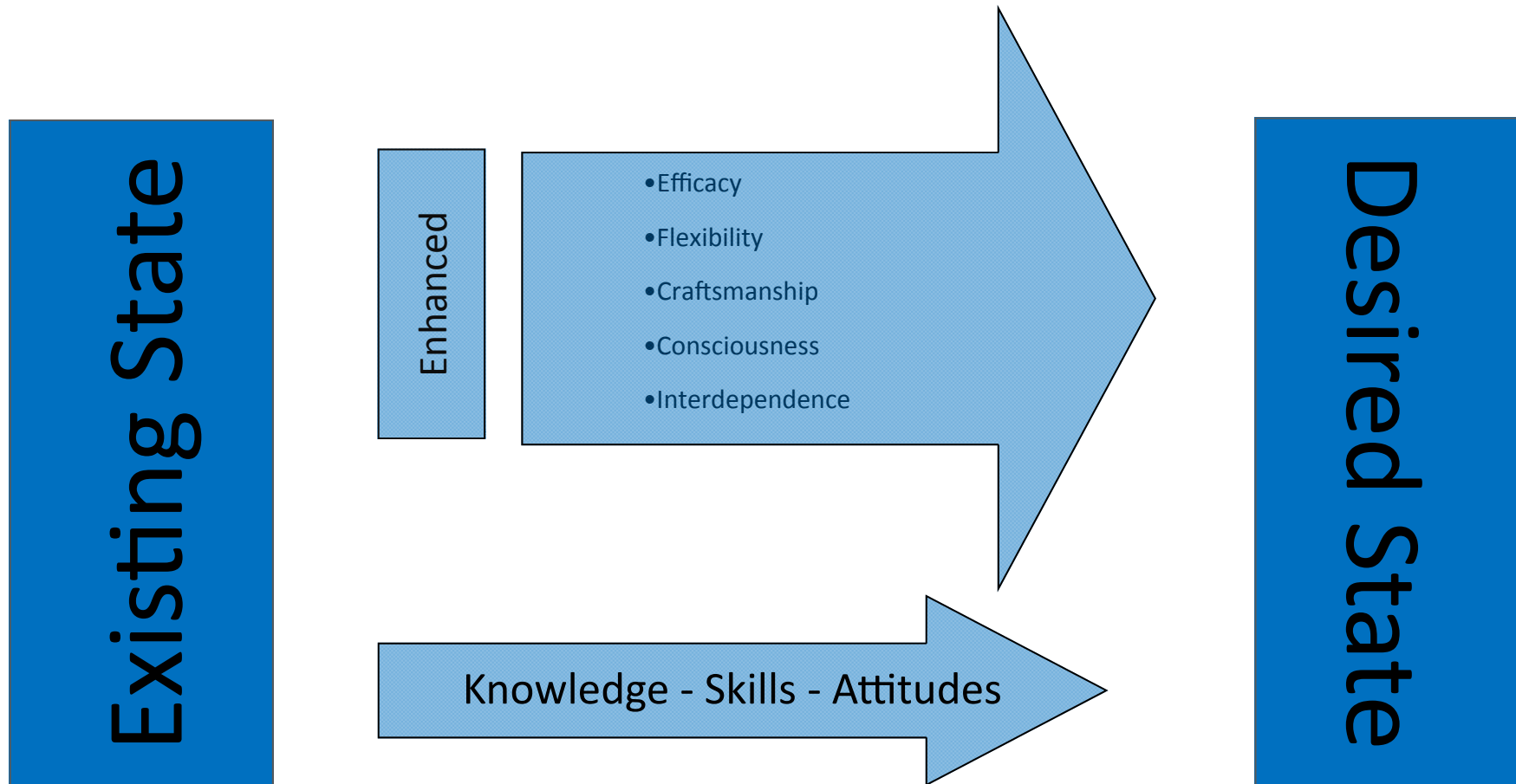
"People who enjoy a state of consciousness metacogitate. They monitor their own values, thoughts, behaviors, and progress toward their own goals. . . . They generate and apply internal criteria for decisions they make. They practice mental rehearsal and edit mental pictures as they seek to improve strategies."

**Interdependence**

"[People with] a sense of interdependence . . . are altruistic, they seek collegiality, and they give themselves to group goals and needs."

| "Interdependence modifies working relationships."

## Cognitive Coaching Under the Desired State Map



**A to Z Information from NJ-ELTA's Coaching Module**  
**Individual Change Process: Stages of Concern**

**Resource R.3**

	<b><i>Stages of Concern</i></b>	<b><i>Sample Director Statements</i></b>	<b><i>Possible Coach Responses</i></b>
Impact	6 Refocus	I've thought about the need to expand how we define our stakeholders. I'm interested in talking with other directors about those ideas and some new strategies we've been trying at our center.	I'd like to learn more about the adaptations and refinements you've developed and how you are measuring their impact on your center's overall quality.
	5 Collaboration	I'm looking forward to working with the whole staff to get started on the self-assessment.	Which colleagues have you been working with so far? In what ways has this collaboration moved things forward for you?
Task	4 Consequence	I hope QRIS will help us provide the very best early care and education for all our children. But I worry especially about partnering effectively with families who speak a language other than English.	Describe how you will know if you're partnering effectively with those parents. What would effective partnering with them look like?
	3 Management	We're being asked to deal with so many new things at once. How will we have the time and money to make the required changes?	Can you think of other times you've handled multiple changes simultaneously? What worked for you then?
Self	2 Personal	I'm not sure how adopting the new, higher standards will affect my relationship with staff.	Can you say more about what you're anticipating? What worries you or what excites you about how the standards will affect your relationships?
	1 Information	I attended the QRIS orientation, and I want to know more about how it really works on the ground.	Can you tell me what you already know about QRIS? I have a video in which 'veteran' directors talk about their experiences with QRIS if you want to see it.
	0 Awareness	We don't have to complete the QRIS process quickly, so I can't worry about it now.	Yes, QRIS is designed so centers can go through it at a pace that makes sense for them. I have a suggested timeline if you're interested in checking it out.

**A to Z Information from NJ-ELTA's Coaching Module**

**What Coaching is Not**

**Resource V.1**

What don't coaches do?

Which of the following do you think that coaches don't or shouldn't do:

- Evaluate staff or provide information to be used in personnel evaluations?
- Serve as a substitute teacher?
- Take primary responsibility over time for a group of children?
- Assume responsibility for a center's ongoing program, such as parent involvement?
- Perform clerical duties?
- Serve as the director's designee?
- Something else?

Can you think of circumstances under which coaches might or should do some of these things?

Adapted from Spokane Public Schools. *Instructional Coaching Manual*. (Spokane, WA: Author, 2014), 14.

A to Z Information from NJ-ELTA's Coaching Module  
**Coaching Contact Summary**  
Resource X.1

**Coach Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Client Name** \_\_\_\_\_ **Client Agency** \_\_\_\_\_

**Type of contact**

- On-site consultation
- In-person session elsewhere (specify): \_\_\_\_\_
- Observation (specify): \_\_\_\_\_
- Telephone call
- Email conversation
- Other (specify): \_\_\_\_\_

**Duration**

**(in minutes)**

Prep \_\_\_\_\_

Contact \_\_\_\_\_

Travel \_\_\_\_\_

**Purpose of Contact** \_\_\_\_\_

\_\_\_\_\_

**Focus of Concern** \_\_\_\_\_

\_\_\_\_\_

**Summary of Activities and Discussion** \_\_\_\_\_

\_\_\_\_\_

**Decisions Reached** \_\_\_\_\_

\_\_\_\_\_

**Action Steps for Coach** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Action Steps for Client** \_\_\_\_\_

\_\_\_\_\_

**Date(s) for Next Contact** \_\_\_\_\_

**A to Z Information from NJ-ELTA's Coaching Module**  
**Coaching Contact Summary**  
**Resource X.1**

<b><i>Stimulus Questions</i></b>	<b><i>Consultant Reflections (number by stage)</i></b>
<i>Stage 1:</i> What strategies did you use to learn about the client and the client's context? How well does the client understand the purpose and process of coaching?	
<i>Stage 2:</i> What strategies did you use to build trust? What have you learned about the client and the client's context and concerns?	
<i>Stage 3:</i> What is the client's understanding of the priorities for focus? What did the client contribute during the data-gathering stage?	
<i>Stage 4:</i> What collaboration strategies did you use during goal-setting? To what extent does the client feel ownership of the goals? How do you know?	
<i>Stage 5:</i> How did you determine the potential success of each strategy in the plan? How confident of success is the client?	
<i>Stage 6:</i> How did you model flexibility, encouragement, and problem-solving skills as the client implemented the plan?	
<i>Stage 7:</i> How do you and the client know that the desired outcomes are met? What are the unanticipated outcomes of the coaching?	
<i>Stage 8:</i> What specific strategies did you use to elicit feedback on coaching from the client? How satisfied is the client? What work or goals remain to be addressed? What are next steps?	



**A to Z Information from NJ-ELTA's Coaching Module**  
**"Review and Reflection" Worksheet**

**Resource Z.1**

<i>Section</i>		<i>A Key Idea</i>	<i>A Question</i>	<i>My Strength</i>	<i>My Challenge</i>
A	Introduction to A to Z Information				
B	A Coach's Kit				
C	Opportunities for Coaching				
D	What Coaching Is				
E	Coach Competencies				
F	Beginning to Build Relationships				
G	Knowing Yourself and Your Clients				
H	Getting in Sync				
I	More Diversity in Building Relationships				
J	Criticism, Praise, and Affirmation				

**A to Z Information from NJ-ELTA's Coaching Module  
"Review and Reflection" Worksheet**

**Resource Z.1**

<b>Section</b>		<b>A Key Idea</b>	<b>A Question</b>	<b>My Strength</b>	<b>My Challenge</b>
K	The Why of Coaching				
L	The Reflective Coaching Cycle				
M	Quotes on Coaching				
N	Coaching and Its Kin				
O	Getting Ready to Listen				
P	Listening and Asking Questions				
Q	Three Models for QRIS Coaching				
R	Individual Change Theories				
S	On the Way to Goal Setting and Action Planning				
T	Brief Action Planning				

**A to Z Information from NJ-ELTA's Coaching Module**  
**"Review and Reflection" Worksheet**

**Resource Z.1**

<b>Section</b>		<b>A Key Idea</b>	<b>A Question</b>	<b>My Strength</b>	<b>My Challenge</b>
U	Coaching Light or Coaching Heavy				
V	What Coaching Is Not				
W	Adult Learning Principles				
X	Evaluation of Coaching				
Y	Coaching Ethics				
Z	Putting It All Together				

A to Z Information from NJ-ELTA's Coaching Module

My Implementation Plan

Resource Z.2

Date \_\_\_\_\_

In the next two to three weeks:

I plan to practice \_\_\_\_\_ because I want to \_\_\_\_\_.

I will take the following actions: \_\_\_\_\_ I'll know I've done it when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On a scale of '0' (not at all sure) to '10' (totally sure) about carrying out my plan, right now I feel confident at a level of \_\_\_\_\_.

If my confidence is less than '7,' I have some ideas that could raise my confidence to '7' or higher: \_\_\_\_\_.

I plan to practice \_\_\_\_\_ because I want to \_\_\_\_\_.

I will take the following actions: \_\_\_\_\_ I'll know I've done it when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On a scale of '0' (not at all sure) to '10' (totally sure) about carrying out my plan, right now I feel confident at a level of \_\_\_\_\_.

If my confidence is less than '7,' I have some ideas that could raise my confidence to '7' or higher: \_\_\_\_\_.

I plan to learn more about \_\_\_\_\_ because I want to \_\_\_\_\_.

I will take the following actions: \_\_\_\_\_ I'll know I've done it when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On a scale of '0' (not at all sure) to '10' (totally sure) about carrying out my plan, right now I feel confident at a level of \_\_\_\_\_.

If my confidence is less than '7,' I have some ideas that could raise my confidence to '7' or higher: \_\_\_\_\_.

I plan to learn more about \_\_\_\_\_ because I want to \_\_\_\_\_.

I will take the following actions: \_\_\_\_\_ I'll know I've done it when \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

On a scale of '0' (not at all sure) to '10' (totally sure) about carrying out my plan, right now I feel confident at a level of \_\_\_\_\_.

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