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developer of Cognitive
Coaching and Adaptive
Schools; emeritus
professor California
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Sacramento (Author),

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Carolee Hayes 4.2 out
of 5 stars 18 ratings

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see how teachers'

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capacities for continuing

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~~Directed Leaders and ...~~

A foundational resource
for working with

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leaders must be the 3rd

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The Alaska

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Course Description. The mission of Cognitive Coaching SM is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at

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Coaching levels produce students who are higher-achieving, more cooperative, and better problem solvers.

~~ED X379 Cognitive
Coaching: Developing
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Coaching in Self-
Leadership: 16

Questions to Ask. Often coaching clients do not explicitly ask for

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support to develop their self-leadership skills, simply because the term self-leadership does not yet form part of common conversation. Instead, they usually have a particular desired experience or goal in mind they are hoping to attain.

~~Developing Self-
Leadership: Your~~

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protocols, guidance,
research and resources
to use when
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values in your own
school setting.

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3 Cognitive Coaching
Skills Everyone Can Put
to Use. The slide on the

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Coaching stressed the importance of developing self-directed individuals by

□conveying a valued person from where s/he is to where s/he wants to be.□. That□s what those

of us who were participating in the first of four Cognitive

Coaching retreats learned about cognitive coaching□s purpose and

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our roles as CC coaches
in training.

~~3 Cognitive Coaching
Skills Everyone Can Put
to Use | A | ...~~

to establish and sustain
structures for thinking &
collaborating . that
result in increased
performance &
resourcefulness.

Cognitive Coaching □
Increase Individual

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Developing Self

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Directed
Resources on Reflective

Coaching [Reflections

on Cognitive Coaching,]

by Robert Garmston,

Christopher
Christina Linder and Jan

Whitaker, Education

Leadership, October

1993, Volume 51,

Number 2, Pages 57-61

Cognitive Coaching:

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Directed Leaders and
Learners 3rd Edition,
written by Arthur L.
Costa, Robert J.

Garmston, Carolee,
Hayes, Jane Ellison,
published by Rowman
& Littlefield ...

~~Reflective Coaching:
Training for All
Teachers~~

UCLA Center X
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Trainers will lead participants through the eight-day Foundations where participants learn how to: build trust by developing physical and verbal rapport. utilize three mediative maps for planning, reflecting and problem resolving. develop teachers' autonomy and sense of community.

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~~Foundations 2020~~
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Aug. 1 2015 by Arthur

L. Costa (Author),

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Robert J. Garmston Co-developer of Cognitive Coaching and Adaptive Schools; emeritus professor California State University Sacramento (Author), Hayes, Carolee, (Contributor), 4.4 out of 5 stars 8 ratings

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Instead, Cognitive

Coaching focuses
entirely on developing
internal thought

processes and self-

directedness of the

teacher being coached.

The coach ensures that

empowering the teacher

to be self-sufficient is

the focus of each

coaching conversation.

~~Using Cognitive~~

Page 33/63

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~~Coaching to Build
School Leadership ...~~

With Dr. Arthur Costa,
he is the co-developer of
Cognitive Coaching, a
program for educators
which stresses the
importance of self
observation and analysis
in the process of
improving teaching
practices. He is also co-
founder of the Institute
for Intelligent Behavior.

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~~Robert Garmston~~
~~Wikipedia~~

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thinking-based model of
coaching. April 2021.
Thu 8. April 8, 2021
2:30 pm - 4:30 pm.

Leaders And

~~Upcoming Events~~

~~Coaching Partnerships~~

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Developing Self-

Directed Leaders and

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Work The third edition

of the Cognitive

CoachingSM text is

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scheduled for
publication in July. This
week, Sustaining the
Journey will offer a
third sneak peak into
Cognitive Coaching:
Developing Self-
Directed Leaders and
Learners.

~~Developing Self-
Directed Leaders and
Learners □ Mediation ...~~
and/or mentoring

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relationships. The focus will be on using coaching to support reflective, self-directed teachers. UWM Credits:

3 graduate credits

Course Goals □ Support teachers in developing the knowledge, skills, and dispositions needed in coaching and/or mentoring relationships.

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In this greatly expanded and extensively updated edition of a widely popular resource you see how teachers' individual and collective capacities for continuing self-improvement are strengthened over time through Cognitive Coaching. You gain essential skills, protocols, guidance, research and resources

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Coaching principles and
values in your own
school setting. Working
toward the goals of
making school better
places where more
students succeed and
satisfaction in learning
and teaching prevail,
Costa and Garmston let
you know about their
own learning, and how

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new research and practice can support individuals and schools in reaching higher, more satisfying, and more holistic performance. Organized into four sections, the book clearly and effectively presents these concepts: the meanings of cognitive coaching; the basics of teaching excellence; strategies

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Coaching and tactics for engaging
in coaching; and how to
integrate Cognitive
Coaching throughout
the system.

See how Cognitive
Coaching principles
have been woven into
schools, systems, and
classrooms and get a
complete look at the
ongoing process of
implementing and

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sustaining coaching.

Ideal for teachers, administrators, staff developers, and district leaders familiar with Cognitive Coaching, this resource shows you what practitioners who have actually learned and used Cognitive Coaching think about its applications.

The authors present

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educators with strategies
for designing diverse
ways of gathering,
organizing, and
reporting evidence of
self-directed learning.

Shows you how
teachers' individual and
collective capacities for
continuing self-
improvement are
strengthened over time
through cognitive

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Developing Self
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Gordon New
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This 3rd edition of the
award winning Adaptive
Schools Sourcebook
provides both a
theoretical and practical
guide for groups and
teams to develop and
focus their collaborative
energies to improve
teaching practices and
enhance student-
learning outcomes. In

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five sections: Becoming Adaptive, Collaboration Matters, Meetings are Teachers' Work, Resources for Inquiry, and Conflict, Change and Community, the authors draw on decades of personal experiences in schools and research from multiple disciplines to present powerful tools and useful templates for

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structuring the work of
productive professional
communities in schools.
Readers will learn ways
to develop and sustain
the fundamental
elements for enhancing
social capital in schools:
distinguishing between
dialogue and discussion,
establishing seven
norms of collaboration,
automating language
patterns for inquiry and

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Coaching,
problem solving,
facilitating groups and
Developing Self
data teams, engaging in
Directed
productive conflict, and
building community.

The book offers links to
Learners
video clips
Christopher
demonstrating key
Gordon New
skills, inventories for
Editions
assessing groups,
instruments for
assessing personal
skills, and a collection
of over 150 meeting

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strategies and facilitator moves for engaging group members in productive interactions.

This up-to-date, new and improved edition of Don't Gossip in the Teachers' Lounge has 200 tips to help the beginning elementary school teacher learn the inter-workings of school relationships, acquire

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classroom management
strategies, learn
effective parent
communication
techniques, gain
knowledge of how to
conduct themselves with
the utmost
professionalism,
become aware of vital
school ethics
expectations, learn how
to create a positive
learning environment

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and acquire an understanding of how vital it is to preserve the dignity of each child at all cost. It is a great refresher for veteran teachers as well.

Research-based theories provide the basis for good decision-making in education. As well, teacher effectiveness and student learning are

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enhanced when research-based theories are used to design curriculum and daily lessons. This book examines human learning in the context of four types of research-based learning theories: neurological learning theories, behavioral learning theories, cognitive learning theories, and transformative learning

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theories. With each theory, the basic elements are described along with specific classroom applications. The writing style makes these concepts readily accessible to readers of all levels of experience and expertise. This book is appropriate for preservice teachers who are seeking to comprehend the basic

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ideas behind these theories. It is appropriate for practicing teachers who want to understand and apply these theories at increasingly higher levels. It is also appropriate for decision-makers or anybody else who wants to understand human learning and educational processes. This book

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ends with a description of lesson planning that is set in the various theoretical contexts and includes a guide for defining an educational philosophy.

This book takes a developmental perspective at the use of scoring rubrics to assess student work. Citing developmental

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characteristics of each age, the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult/college. After a presentation of foundation information on rubrics, separate chapters are devoted to each grade level from

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primary through adult.

Written so that each
chapter can be
addressed

independently, the book
provides additional
chapters devoted to
assessing technological
topics and using rubrics
with students with
special needs. The final
chapters provide
practical information to
help teachers to create

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Coaching their own rubrics and to
Developing Self covert rubric scores to
Directed letter grades. An
Leaders And updated annotated
Learners listing of recommended
Christopher rubric websites is
Gordon New included.

Editions See how to use
Cognitive Coaching as a
means to support
students, parents, and
teachers! At a time
when principals are

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being asked to do more and more with less and less, the authors of this guide argue that when principals are supported by coaching it impacts their efficacy, consciousness, interdependence, flexibility, and craftsmanship — while helping them internalize the processes for supporting teachers,

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students, and parents in those same ways. Through authentic examples, sample coaching conversations and research, the authors show you how coaches encourage and support the development of the principal. You explore the changing nature of the principalship; learn the intentions, purposes,

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and processes of
Cognitive Coaching; see
how other principals'
lives might change if
Cognitive Coaching
were a routine part of
the support system;
learn insights into the
metacognition of a
Cognitive Coach, and
much more.

Self-directed learning is
perhaps the Holy Grail

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of adult learning and for good reason. Within this seemingly simple phrase lies the battleground for the frustrations of both educator and learner as they work through the difficulties of an unequal and sometimes intense partnership

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