

Conscious Discipline Coaching Practices



- Plan and prepare
- Describe the routine

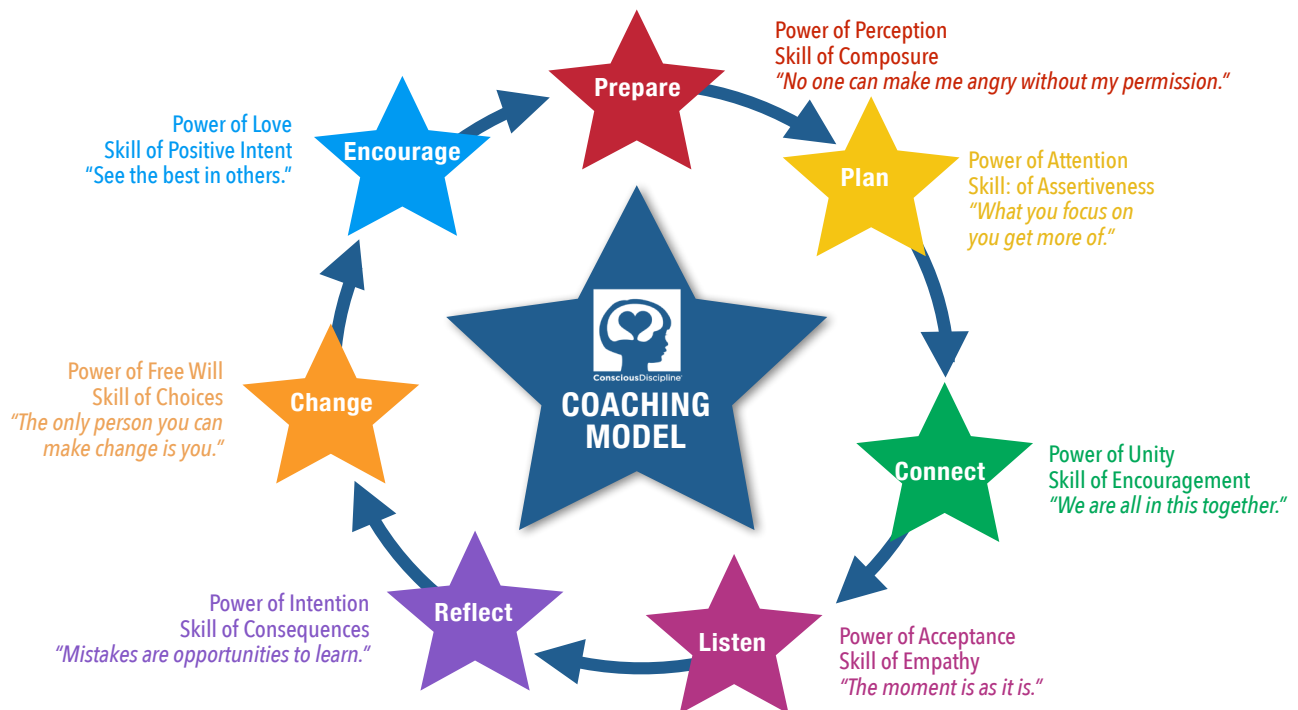
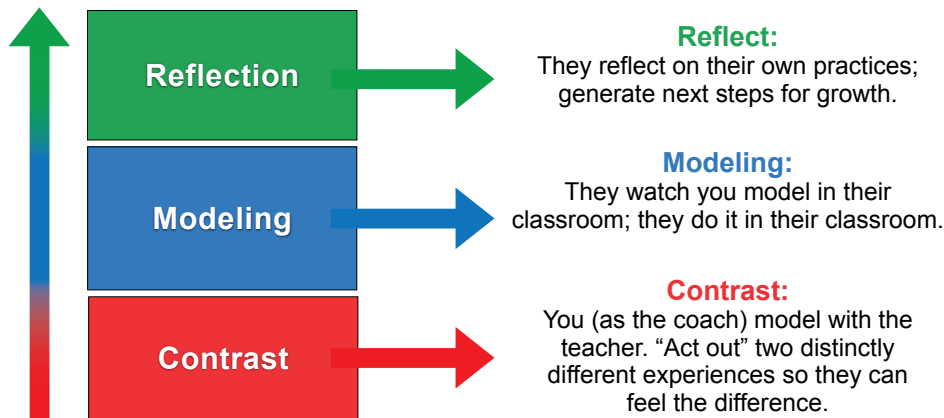


- Find something in common
- Establish confidentiality
- Listen more than talk



- Reflect on your own coaching practices
- Ask reflective questions of the teacher
- Make a plan for next steps
- Offer encouragement

BRAIN STATE MODEL COACHING



Sample Letter



Safety. Connection. Problem-Solving.

(Date)

Greetings _____,

I'm looking forward to visiting your classroom to offer support for your implementation of Conscious Discipline. Please know that when I come into your room, my goal is to model the language of Conscious Discipline while interacting with you and the children. My purpose is not to evaluate your implementation of Conscious Discipline.

Using your Conscious Discipline rubric (page 1-20) to help guide your personal reflection, which is a key element in this process, please complete the "Safety" pre-visit survey form that has been provided via email. Please allow 15-30 minutes to complete it. The survey is a fillable form. You will need to download it to your computer, fill in your comments, save it, and then email it back to me. This survey provides information that will help me effectively support you.

On the day of our coaching session, I would prefer to follow your scheduled daily routine, as that is best for the children. During my visit, I encourage you to do what you normally do, follow your normal schedule and conduct your normal routines. I will step in where appropriate, mainly through interacting with the children. As I move around your classroom, watch how I interact and listen to my Conscious Discipline language. Please ask me questions while I am in your room; I am there to support you!

I will stay in your room for at least an hour and possibly longer which will give me plenty of time to get a feel for your routines and observe the children in your room. We will need at least 45 minutes to debrief following the time in the classroom. We can debrief either during your planning time, before school or after school. We can debrief that day or the following day either in person or virtually. Please decide what works best for you and I will work around your schedule.

Feel free to contact me if you have any questions or concerns. My email address is: _____ . My telephone number is _____ .

Wishing you well,

Your Name

Your Title Under Your Name

820 West Broadway | Oviedo, FL 32765 | P 407.366.0233 | F 407.366.4293

ConsciousDiscipline.com

Teacher/Coach Agreement

Coach's Commitment:

As I coach you to implement Conscious Discipline with fidelity, I am willing to:

- Maintain your confidentiality unless it threatens the safety of you or a student in your care
- Establish a judgment free zone where mistakes are seen as opportunities to learn new skills
- Observe you during your different daily routines
- Watch, listen, and learn from you about your educational beliefs and values
- Focus on your strengths, your emerging skills, and your individual professional goals for implementing Conscious Discipline
- Offer guidance and support to help strengthen your emerging skills
- Adapt my coaching to your unique learning style and individual needs
- Support you in creating your implementation plans in areas that you prioritize for your growth
- Follow through to encourage systematic teaching practice changes
- Be prepared for our teacher-coach meetings to review progress and revise goals
- Be your partner in learning as we learn alongside one another

Coach's Signature: _____ Date: _____

Coach's Printed Name: _____

Teacher's Commitment:

As I work with you to implement Conscious Discipline with fidelity, I am willing to:

- Maintain a growth mindset and a willingness to learn
- Suspend judgment of myself
- Notice my own thoughts, feelings, and actions
- Set my professional goals for implementing Conscious Discipline by noticing my strengths and emerging skills
- Shadow you as you model interactions with students
- Work to successfully implement changes in my teaching practices as I grow in my Conscious Discipline knowledge
- Ask for help when needed so that I can continue my own growth and aid in the growth of my students
- Be prepared for our teacher-coach meetings by having celebrations, questions, and ideas for next steps ready to share
- Be your partner in learning as we learn alongside one another

Teacher's Signature: _____ Date: _____

Teacher's Printed Name: _____

Coaching Reflections

Do I listen more than I talk?

Or am I talking more than I am listening?

Do I keep myself open to this person's struggles, whatever they may be?

Or am I talking about what I think the problem is?

Do I invite this person to talk about and explore his/her ideas for change through reflective questioning?

Or am I jumping to conclusions and offering possible solutions to "fix" what I perceive to be his/her problem at hand?

Do I encourage this person to identify successes and challenges from his/her past *and* relate them to present change efforts?

Or am I encouraging him/her to ignore or get stuck in old stories?

Do I seek to understand this person?

Or am I spending most of the time trying to convince him/her to understand me and my ideas?

Do I value this person's thoughts, feelings and actions?

Or am I giving more value to my viewpoint?

Do I remind myself that this person is capable of making his/her own choices?

Or am I assuming that he/she is not capable of making a choice?

"Listen to understand rather than listening to respond."

- Steven Covey

Reflective Questioning Stems

Identification (What kind of interactions are happening in the classroom?)

- At what point did you notice...?
- Describe what happened when...?
- Tell me more about...?
- When _____ happened, how did you attend to the behaviors of the children?
- Tell me a little bit about your response to...

Comparison (Which moments are effective and which moments are less effective?)

- What are your thoughts about what went well?
- What was it that led you to believe that it went well?
- What are your thoughts about what did not go so well?
- What was it that led you to believe that it did not go well?
- What was the difference in these moments for you?
- Tell me about a moment when you chose to attend to the negative instead of the positive. What was that like for you?
- What are your thoughts about why it is harder to attend to the positive in certain moments?

Analysis (What is the impact these moments have on the children's behavior and learning in the classroom?)

- How did you know (a behavior) was effective?
- Why is it important to attend to children's behaviors?
- Why did you decide to...?
- What is the value of...?
- What did you want the children to learn by...?

Brainstorming (What are the next steps for planning and instruction in the classroom?)

- How will you plan to...?
- What is another way you could...?
- How do you think your children would respond to...?
- What are some ways you could...?
- How will you include...?
- What skills might the children learn through...?
- How could you include (a specific behavior) to support learning for everyone?
- What might happen if...?

Affirming

- That's an interesting idea.
- I hadn't thought of that.
- That makes complete sense.

