

Evocative Coaching

Bob & Megan Tschannen-Moran

June 2012

Executive Book Summary

by Michelle Dewar

EAdm 826

Walker & Bayles

Transforming Schools One Conversation at a Time

Summary

So, You Think You Can Dance?

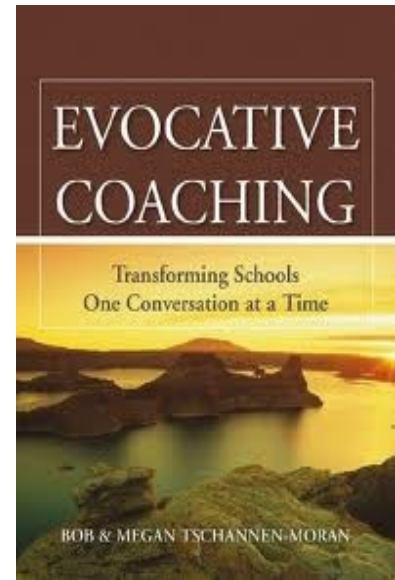
Evocative Coaching clearly outlined a four step method, or dance, through which instructional leaders, including coaches, could assist teachers to more fully meet student achievement and success. This four step movement took a teacher-centered, no-fault, strengths-based approach to performance improvement.

Authors, Bob & Megan Tschannen-Moran choreographed this journey towards school transformation by assisting coaches in creating relationships with teachers within a culture of trust.

When coaches trusted, and practiced the steps, they increased their ability to make significant contributions to the professional development of teachers and to the learning climate of schools.

Evocative coaching enabled leaders to become energized in order to create relationships with teachers to reignite their passion for teaching.

Effective coaching depended on a leader's ability to connect and dance with teachers as partners on the never-ending journey of learning how to teach more effectively.



You cannot teach a person anything. You can only help him find it within himself.

Part One

How Coaches Show Up
For Coaching?

- Introduction -

Part Two

Flow of Coaching
Conversations

- 4 Steps -

Part Three

How To Make Evocative
Coaching More Natural

- Coaching in Practice -

Inside this issue:

What is Evocative Coaching?	2
Part One—Introduction	2
Meet the Authors	3
Part Two—4 Steps of Evocative Coaching	5
Part Three—Coaching in Practice	13
My Reflection	16

Evocative Coaching Emphasizes:

- Listening more than talking
- Asking more than telling
- Reflecting more than commenting
- Empathizing more than giving advice
- Inquiring more than demonstrating

What is Evocative Coaching and Why it Works?

Evocative

Summoning into action

+

Coaching

Transporting to a desired form

Evocative Coaching

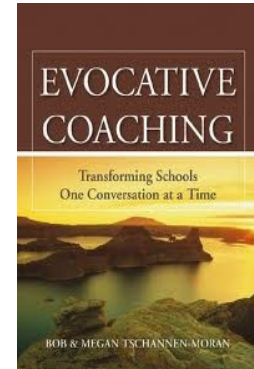
Calling forth motivation and movement in people through conversation

Evocative Coaching is based on **adult learning principles**:

- ◆ Adults are autonomous and self-directed.
- ◆ Adult learning builds on a wide variety of previous experiences, knowledge, interests, and competencies.
- ◆ Adults must see a reason for learning something.
- ◆ Adult learning needs to be facilitated rather than directed. Adults want to be treated as equals.
- ◆ Adults need specific feedback that is free of evaluative or judgmental opinions.
- ◆ Adults need follow-up support to continue to advance their learning over time.

As well as humanistic psychology principles:

- ◆ Learning takes place when people actively take responsibility for constructing meaning from their experience.
- ◆ The meanings people construct determine the actions they take.
- ◆ Empathy, mutuality, and connection make people more cooperative and open to change.
- ◆ The more people know about their values, strengths, and abilities, the stronger their motivation and the more effective their changes will be.



“People don't resist change; they resist being changed.”

(p. 11)

Part One

How Coaches Show Up For Coaching?

- Introduction-

What Makes Coaching Evocative?

The consistent awareness and application of the principles is what makes coaching evocative. Teachers open up when coaching taps into five factors: consciousness, connection, competence, contribution, and creativity.

Telling & Selling Does Not Work!

- ◆ Coach's concern for **consciousness** generates self-awareness and self-monitoring on the part of the teacher.
- ◆ Coaches establish high-trust **connections** with teachers.
- ◆ Coaches discover, recognize, and celebrate the **competence** of teachers.
- ◆ Honoring teachers' **contributions**, awakens teachers' passions.
- ◆ The more attached coaches become to a strategy, the more we generate conformity rather than **creativity**.

About the Authors

Megan Tschannen-Moran

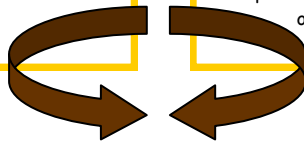
- ◆ expertise in Educational Leadership
- ◆ Doctorate at Ohio State
- ◆ worked with low-income students (power of education early in life)
- ◆ researcher of social psychology
- ◆ devoted to research on trust
- ◆ professor of Educational Policy, Planning, and Leadership
- ◆ author of *Trust Matters* (2004)

Bob Tschannen-Moran

- ◆ expertise in adult learning
- ◆ Yale Divinity School (1979)
- ◆ inner city churches
- ◆ Professional business & life coach (1998)
- ◆ Founder of Wellcoaches Coach Training School
- ◆ president of Life Trek Coaching International
- ◆ president of International Assoc. of Coaching



Synergistic
Combination of
2 Careers led to
Evocative
Coaching



The Dynamic Dance of Evocative Coaching

Viewed as a dance, the model is choreographed in 4 steps:

- ◆ **S-Story**
- ◆ **E-Empathy**
- ◆ **I-Inquiry**
- ◆ **D-Design**

The first two steps referred to as story and empathy, situated on the no-fault turn, are designed to help teachers relax and to establish trust.

The second two steps of inquiry and design, located on the strengths-building turn, invite teachers to identify and build on their strengths. Coaches do not identify and fix weaknesses.

Evocative coaching is a teacher-centered approach.

The focus is on building relationships with teachers, empowering them to improve.

No-Fault Turn



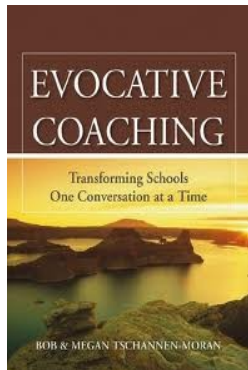
Strengths-Building Turn



Möbius Strip Experiment

*like the evocative coaching process:
engaged by its complexity and invited to
explore its endless possibilities

Principles of Evocative Coaching



- ◆ Give teachers our full, undivided attention
- ◆ Accept and meet teachers where they are
- ◆ Ask and trust teachers to take charge of their own learning and growth
- ◆ Harness the strengths teachers have
- ◆ Invite teachers to discover possibilities and find answers for themselves
- ◆ Support teachers in brainstorming and trying new ways of doing things
- ◆ Maintain an upbeat, energetic, and positive attitude at all times
- ◆ Enable teachers to build supportive teams
- ◆ Inspire and challenge teachers to go beyond what they would do alone
- ◆ Assist teachers to draw up blueprints for professional learning.



Coach as Helper



A New Metaphor for Coaching

- ◆ The more coaches want to help, the less effective they may be. This places the responsibility for change primarily with the coach rather than the teacher.
- ◆ Whisperers connect and communicate with teachers on deep levels to evoke teachers to want to make the transformation.



Coach as Whisperer

Evocative coaches:

- ◆ prepare themselves mentally and emotionally to be fully present and attentive before each and every coaching conversation.
- ◆ radiate a confident energy.
- ◆ create strong bonds of trust.
- ◆ strive to gain the confidence of teachers.
- ◆ want teachers to work out of willingness, not fear.

"Teachers don't care how much we know until they know how much we care"

The Bottom Line

Trust and rapport are essential elements of the coaching relationship. In order for this to take place a coach needs to embody:

- ◆ Honesty & Integrity
- ◆ Calmness
- ◆ Reliability
- ◆ Openness
- ◆ Competence

Integrity

-match words and deeds. *Walk the talk-*

Openness

-share information and control-

Honesty

-not only the best policy but the *only* policy-

Non-Evaluative

Reliability

-you can depend on a person to do what is expected-

Competence

-subject matter expertise
-change management expertise. Discovery learning process

THE FOUR STEPS OF EVOCATIVE COACHING

Part Two

Flow of Coaching Conversations

- 4 Steps -

LOOP 1: THE NO-FAULT TURN

- ◆ Story Listening
- ◆ Expressing Empathy

LOOP II: THE STRENGTHS-BUILDING TURN

- ◆ Appreciative Inquiry
- ◆ Design Thinking



ONE: Story Listening

Initiate



We want teachers to tell stories that focus, empower, and engage their efforts to be the best teachers they can be.

The best way to start a coaching conversation is to check in briefly with how teachers are feeling in the moment. These feelings should be expressed and accepted rather than analyzed.

Some opening energy questions that could be used:

- ◆ How would you describe your energy right now, on a scale of 1 to 10?
- ◆ What three adjectives might describe how you're feeling?
- ◆ What color might capture how you feel right now?
- ◆ What's on your mind right now?

Coaching begins when teachers share their stories



ONE: Story Listening

Coaches gain insight into the teacher's emotional energy by letting them talk about whatever is most pertinent in the moment.

Coaches should seek to listen at least twice as much as they talk during a coaching session.

Asking "How did you grow?" rather than "How did it go?" is more likely to evoke a coachable story. This invites teachers to tell stories about themselves in relation to goals, actions, struggles, and accomplishments.

Invite teachers to tell stories about times when they felt engaged in, excited about, or challenged by teaching. For example:

- ◆ Tell me a story that illustrates what you love most about your work.
- ◆ Tell me a story about a time when you felt strongly connected to one of your students.
- ◆ Tell me a story about a time when you felt respected and honored as a

My first responsibility is to maintain a non-judgmental focus, provide appropriate opportunity for natural learning, and stay out of the way.

(p. 55)

Great questions elicit what is on the teacher's mind rather than what is on the coach's mind.

Mindful & Quiet Listening

The secret is to listen mindfully, creating a safe, no-fault zone without a hint of judgment or haste, and then to ask questions that invite teachers to explore story variants.

Such listening is an attempt to flesh out the details and enlarge the meanings of stories in the service of teacher learning, growth, and change.

We tend to listen with only one ear, as we are thinking about what we want to say.

There is power in being and paying full attention with both ears. Covey referred to this as empathetic listening.

Coaches should engage in practices that get them in the mood for listening: deep breathing, going for a walk, turning off electronic devices, meditating.

The main idea is to **listen calmly, openly, and attentively.**

Coaching is not about getting teachers to do what we want them to do, but about enabling

teachers to do what they want to do to serve their students better.

Having the intuitive sense of what lies behind someone else's experience is a fundamental skill of a coach (Transposing).

The No-Fault Turn



The Strengths-Building Turn

Reflective Listening

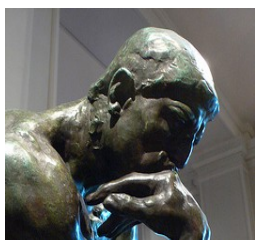
The whole point of these initial conversations is to attend to a teacher's stories to generate acceptance, appreciation, and authenticity. When teachers are approached in this way, they will often figure out for themselves what they want to do differently. **They become change interested rather than change resistant (p. 76).**

Instead of trying to push an agenda seek to be a mirror that will assist teachers to clarify, under-

stand, accept, appreciate, and enhance their own experience.

In evocative coaching sessions, teachers talk more than they coach. To facilitate this, coaches take a **WAIT and SEE** attitude:

W.A.I.T.—Why Am I Talking
S.E.E.—Stop Explaining
 Everything (Stevens)



Imaginative Listening (A Connection To the Movies)

Evocative coaches yearn to understand how else stories can be told. The act of reworking and retelling stories from different perspectives opens the door to new frameworks, understandings and possibilities.

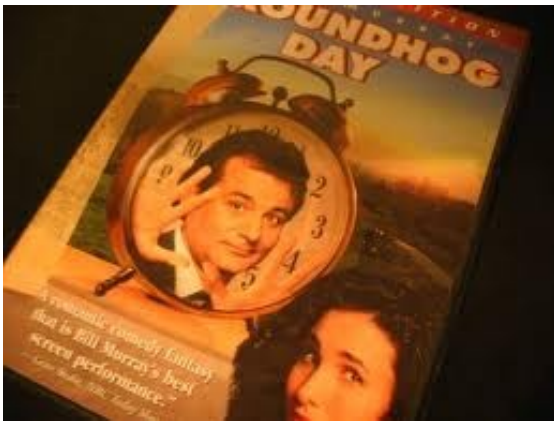
This transformational power of reworking and retelling stories was captured in the movie, *Groundhog Day*:

- ◆ A TV meteorologist, Phil Connors, reluctantly goes to Pennsylvania to cover the annual appearance of the groundhog.

- ◆ A blizzard forces Phil to remain in Pennsylvania.
- ◆ Upon waking up the next day, Phil discover the calendar has not advanced and he has to cover the same events and go through the same motions.
- ◆ Phil is forced to relive the same day, over and over, with no apparent way to get out of the endless loop.
- ◆ Phil goes through many

emotions and doesn't get out of the day until he loses his attachment to an outcome (getting out of the day) and gains an authentic relationship to both himself and others.

- ◆ Phil had one story as to how he saw the world and ended up gaining a multitude of perspectives.
- ◆ Phil saw how others experienced their day and how making different decisions changed the course of the event.



Phil discovered more and more about himself and the meaning of life by reflecting on and growing through the dynamics of his seemingly never-ending day.

This can be related to coaching sessions when coaches invite teachers to imagine new scenarios and interpretations of their experiences.

- ◆ Those lessons were always there but teachers may not have had the eyes to see them or the courage to look for them.
- ◆ "The limits of our stories are the limits of our world." (p.80)

Teachers and coaches can practice imaginative listening by:

1. Imagining the perspectives of others.
2. Thinking about the impact of different decisions.
3. Taking away lessons learned.



Think of situation with another person where you were trying hard to get to a specific outcome and it was not happening.

Now tell the story from the other person's point of view.

What would you do differently if you could do it all over again?

TWO: Expressing Empathy

Power and fear based organizations do not facilitate the connection, passion, openness and initiative that real learning requires.

In the absence of empathy people are watching their backs, doing the minimum, digging in their heels, and resisting change.

Empathy facilitates communication that facilitates change.

NO

Empathy is a sympathetic feeling toward another person based on compassion or friendship.

YES

Empathy is a respectful understanding of what others are experiencing. (Rosenberg)

Empathy is an active stance that takes energy and practice to master.

Coaches must suspend judgment, comparisons, suggestions and the motivation to fix things.

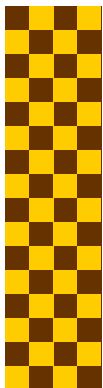
Coaching comes from the framework of believing in the teacher's ability to learn from any situation.

Empathy is not about feeling sorry for someone; it is about understanding and respecting where the person is coming from.

No Fault Turn



Validate



Compassionate—without being condescending

Persistent—without being impatient

Curious—without being demanding

Interested—without being intrusive

The Language of Nonviolent Communication

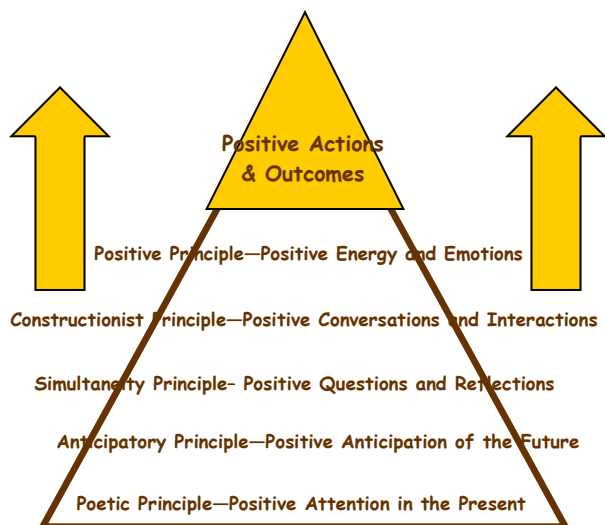
Create a ZONE of Possibility as teachers encounter new ways of understanding their own experience.

Four distinctions to help coaches reframe teacher stories:

1. Distinguish observations from evaluations.
2. Distinguish feelings from thoughts
3. Distinguish needs from strategies
4. Distinguish requests from demands.

How we show up and engage with teachers in the coaching moment make all the difference in the world.

THREE; Appreciative Inquiry



Appreciative Inquiry was initially developed as a research methodology for studying and understanding organizations. (David Cooperrider)

To the surprise of researchers they discovered the process of inquiring into and studying the positive aspects of a system proved to be transformational.

Inquiry proved to be not only a prelude to action but a form of action.

Overtime, Appreciative Inquiry evolved into a change methodology.

Appreciative Inquiry is undergirded by 5 principles that are related and work together to generate positive actions and outcomes.

Curiosity on the part of coaches empowers teachers to find their own answers.



Strengths -Building Turn

-the realm of
capacity,
possibility, and
fulfillment

Evocative coaches use appreciative inquiries to learn more about the energies and experiences of teachers. Coaches want to learn what they care about and what they are doing well in order to facilitate openness to change.

These inquiries not only get teachers ready for change, they are, change itself.

To begin the second loop of the coaching dance, it is helpful to sketch out what teachers want to focus on (topic) and how to do the work (method).

Teachers should always be given the choice to say "No" to coaching.



Discover and celebrate the best of what is:

Appreciate



1. Having an Appreciative Interview:

- ◆ Best Experiences-tell me about your best teaching experience.
- ◆ Core values-Who are you when you are at your best?
- ◆ 3 Wishes-Tell me about your hopes and dreams for the future.

2. Asking Appreciative Questions to build Energy and Enthusiasm for change:

- ◆ What is the best part of this experience?
- ◆ What can you celebrate about what happened here?
- ◆ How did this this lesson connect with your sense of purpose?
- ◆ What enabled this lesson to be successful?
- ◆ When did you feel most comfortable and confident?



Teachers who evoke and enable great aspirations are great teachers. They do more than the minimum, to inspire and infuse students with a lifelong love of learning, citizenship, and service (p. 155).

Imagine and invoke the best of what might be:

Extrapolate



1. Ask Appreciative Questions that frame aspirations:

- ◆ Values: What are your principles and what do you stand for?
- ◆ Outcomes: What do you need?
- ◆ Strengths: What are you good at??
- ◆ Behaviors: What activities do you aspire to do consistently?
- ◆ Motivators: Why does this matter to you?
- ◆ Environments: What support structures and support team will facilitate succes

2. Ask Appreciative Questions that invite possibilities:

- ◆ What things can you imagine doing differently?
- ◆ What would you like to see more of in your classroom?
- ◆ How could your needs and the needs of your students be more fully met?
- ◆ What do you believe is possible?
- ◆ What changes would excite you and make you feel great?
- ◆ What are the best things that could happen in your classroom in the near future?
- ◆ What possibilities do you see for yourself in the next few months?

The International Coach Federation and the International Association of Coaching both identify creating awareness as primary work of coaching.



All talk and no play makes coaching a dull task. Evocative coaches may ask teachers to engage the creative right side of their brains by utilizing images, drawing pictures, writing poems, or using metaphors to make dreams come alive.

FOUR; Design Thinking

Design thinkers work with the innovation formula and take note of when teachers appear ready to implement new ideas. Coaches encourage and collaborate with teachers to brainstorm ideas, prioritize the ideas they want to try, design a variety of learning experiments, and integrate the learning into their daily practices.

Coaches assist teachers to come up with new ideas and to implement those ideas in the classroom. Coaches must engage teachers in design thinking.

Innovation = Inspiration + Ideation + Implementation

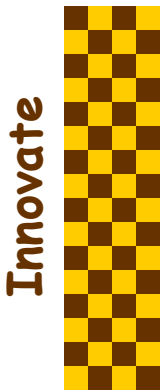
Coaches encourage teachers to find pockets of support within their school environments and other social networks.

The clearer the picture of the design, the more successful teachers will be when it comes time to put those designs into practice. Positive mental imagery enhances motivation and movement.

Coaches strive to make sure that teachers have a clear understanding of what they will focus on in the days ahead. To develop these strategies, evocative coaches engage teachers in brainstorming design ideas, prioritize ideas, explore inertia and designing S-M-A-R-T action-learning experiments.

True promise of evocative coaching: that teachers might develop strong, intrinsic motivation to improve their performance.

Brainstorming Design Ideas



Coaches infuse teachers with positivity and then invite them to co-create new possibilities through brainstorming.

Secrets for Better Brainstorming:

1. Sharpen the focus-focus on needs of students.
2. Set playful rules-don't evaluate or debate while brainstorming.
3. Number your ideas-shoot for big numbers.

4. Build & Jump-combine and expand on other ideas.
5. Leverage the space-write down ideas on a visible medium.
6. Stretch your mental muscles-warm up your brain before you start with word games.
7. Get Physical-move around, act out, or sketch your ideas.



When conversation between a coach and a teacher comes alive, ideas can bounce around like balls in a pinball machine, and people can start to communicate so well that it becomes difficult to see where one person's thoughts end and another's begin.

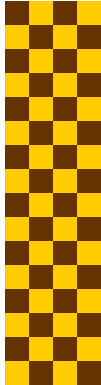
Jim Knight (2007)

From the coach's vantage point, brainstorming is a way to put forward ideas that teachers might resist or never come up with on their own.

Encourage at least 6 ideas.

As teachers go around and around the Möbius strip, dancing with their coach, the dreams get bigger and the designs get better.

Deliberate



Prioritize Ideas

Questions to Choose:

- ◆ What ideas stand out as the best ideas?
- ◆ Which ones would push you the most?
- ◆ What do you hope to learn from them?
- ◆ What kind of impact might they have?
- ◆ Which ones do you want to try first?
- ◆ What ideas stand a chance?

Design Thinking Mantra:
"Fail often to succeed sooner"
 (Kelley 2005)

Design S-M-A-R-T Action-Learning Experiments



Good action-learning experiments are **Specific, Measurable, Attainable, Relevant, and Time Bound**.

Designing these experiments is the key component in the design process that forwards the action.

No coaching conversation should end without some sense of what teachers will do differently in the days and weeks ahead.

Evocative Coaching recommends a template to serve as a writing tool to capture details of the action-learning experiments.

The template adds procedural clarity and outlines what actions the teacher will do and how the experiment is related to a teacher's long-term aspirations.

Data collection and reporting are also included on the template.

Around and Around the Mobius Strip: Back to Story

Evocative coaches recognize that all data on teacher activities are themselves stories and the beginning of a new round of coaching conversations.

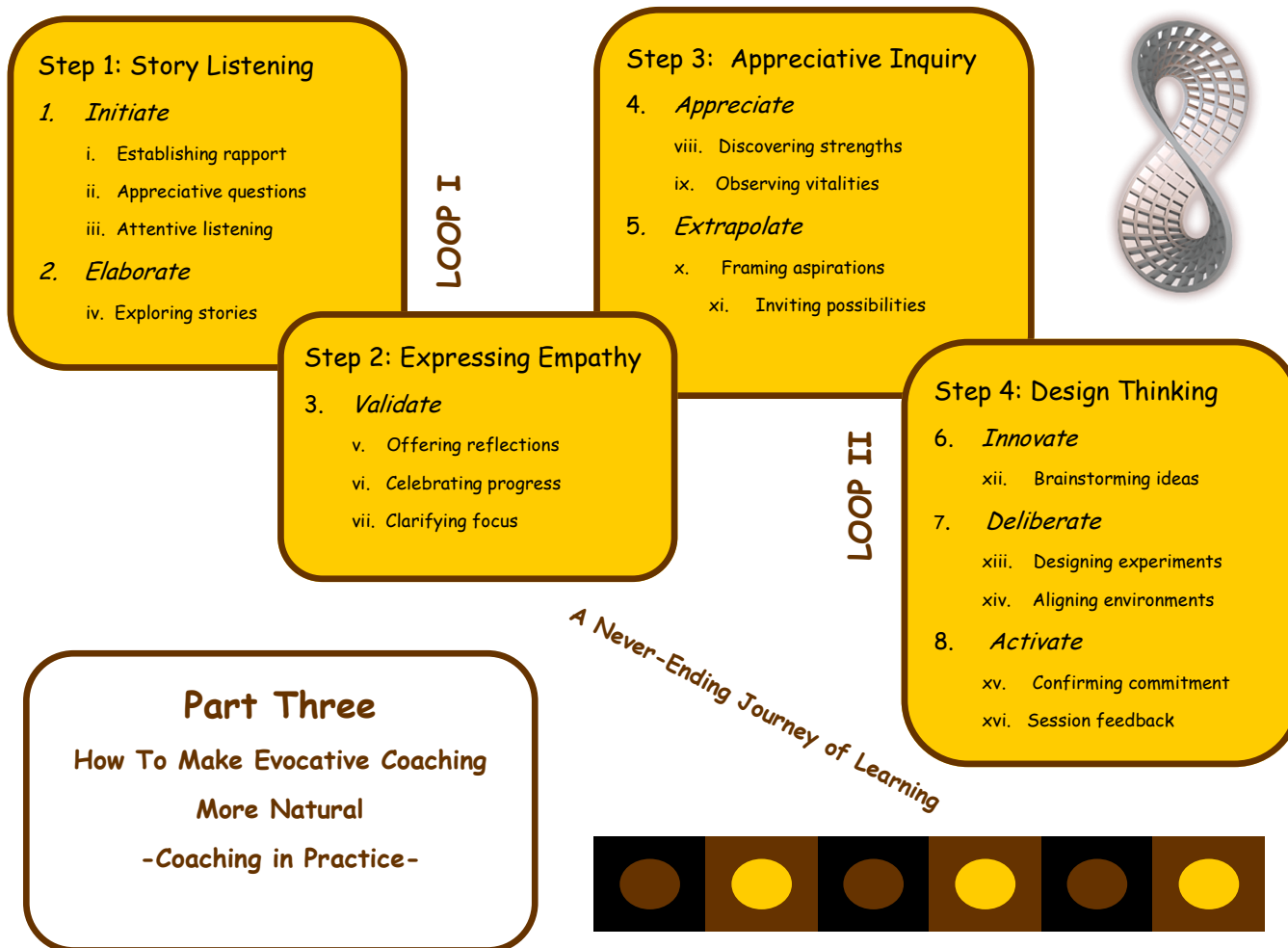
Once the action-learning experiment has been designed to be S-M-A-R-T, and mapped out using the template, coaches can increase motivation and movement by confirming the teacher's understanding of the design and the teacher's commitment to see the experiment through.

Activate



The Evocative Coaching Dance

TWO LOOPS, FOUR STEPS, EIGHT MOVEMENTS, and SIXTEEN STYLE POINTS



Aligning Environments



In addition to movement from *within*, coaches also call for systems to support motivation and movement from *without*.

In the design phase of evocative coaching, coaches assist teachers to think through how they might better shape, structure, modify, and align their environments to support their teaching.

Trying new approaches is the whole point of coaching. In the absence of supportive environments, teachers can end up frustrated.

Many environments can be identified in the education world:

- ◆ Classroom environment
- ◆ Relational environment (professional & personal)
- ◆ Cultural environment (ways of doing something)
- ◆ Technology environment
- ◆ Financial environment

"When coaches talk with teachers about change, their many environments are lurking in the background."
 (p. 216)

Theory of Flow



When coaches and teachers work together to align environments, the result is *flow*. This refers to conditions that make for optimal human experience. (Csikszentmihalyi, 2002)

Flow is the state in which people are so involved in an activity that nothing else seems to matter.

Flow happens when teachers are fully immersed in the process of growth and change. The teacher feels confident and in control.

The river of change is sometimes calm, often turbulent, and always moving.

Even if change is slow, nothing is ever really staying the same.

Coaches and teachers never have the exact same experience twice.

Every conversation is a new opportunity to promote change.

When coaches are working with an overwhelmed or anxious teacher:

- ◆ Reduce the level of challenge
- ◆ Equip them with more skills



We never step into the same river twice.
(Buddhist Teaching)

I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make life miserable or joyous. I can be a tool of torture or an instrument of inspiration; I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis is escalated or de-escalated, and a person humanized or de-humanized. If we treat people as they are, we make them worse. If we treat people as they ought to be, we help them become what they are capable of becoming. (Ginott, 1975)

The Reflective Coach

As a reflective coach, you need to hear your own stories and listen to yourself so you know what you need. Self-care translates into coaching effectiveness.

Remind yourself that you are grateful for this opportunity to connect and make a difference.

Being frustrated with a teacher says more about you than the teacher!

Think about your thinking as you use metacognition to examine your own professional practice.

Make a bigger investment into your own learning by taking more time to S.T.O.P.

S = Step Back

T = Think

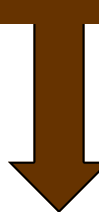
O = Organize Thoughts

P = before Proceeding



Ask teachers to make suggestions on how the coaching process can be more productive and enjoyable.

The goal is to build on the things that are working well and outgrow the things that are working less well (p.276).



Appreciative inquiries move relationships forward:

1. What is the best experience you've had so far through the coaching process?
2. What do you value most about our coaching relationship?
3. If you had three wishes for our coaching relationship, wishes that would make the relationship serve you better, what would they be?

If you had three wishes for a coaching or other leadership relationship, that would make the relationship serve you better, what would they be?



Professional Code of Ethics

The coaching profession is guided by a set of professional ethics.

- ◆ International Coach Federation
- ◆ International Association of Coaching

Which step of the Evocative Coaching Dance do you think would be the trickiest for you? Why?
Which step do you think would be the easiest? Why?

So, You Think You Can Dance?

Tschannen & Moran recognize the work of others who have influenced their work on learning partnerships:

- ◆ *Cognitive Coaching*—Costa & Garmston (2002)
- ◆ *Differentiated Coaching*—Jane Kise (2006)
- ◆ *Instructional Coaching*—Jim Knight (2007)
- ◆ *Mentoring Matters*—Lipton & Wellman (2003)

www.EvocativeCoaching.com

[Appendices]

Appendix A: Coaching Principles, Questions, & Reflections

Appendix B: Practice Exercises

Appendix C: Content Review Questions

Appendix D: Coaching Masteries Overview

Tschannen-Moran, B., & Tschannen-Moran, M. (2010). *Evocative coaching: Transforming schools one conversation at a time*. San Francisco: Jossey-Bass.



RATING

Length: *****

Interest: *****

Content: **Mature**
(Mature Thinkers)

My Reflection

So, I Think I Can Dance!

Well I have seen the choreography, I have studied the steps, they look good on paper, so why do I feel like I have two left feet?

I think it is called practice! I have to get in there and give it a try. Learn from my mistakes and decide which parts of evocative coaching will work with my own style and practice.

As a literacy coach, I could make connections to many of Bob & Megan's stories and examples. I found the book an easy read but I suspect much more difficult to implement!

Our division balanced literacy initiative is very prescribed in terms of what teachers professional development will be and my job responsibilities are clearly outlined, so providing as much choice to teachers as the authors sug-

gest will require some innovate thought.

This book inspires me to videotape some of my coaching conversations for my own learning and growth.

Bob & Megan used a variety of metaphors throughout the book. I am a visual learner and I "made movies in my head" as I pictured the four steps and eight movements of the Evocative Coaching Dance.

I have some background in both Cognitive Coaching and Instructional coaching, so I was able to see some shadows of that work in *Evocative Coaching*.

I would recommend this book to anyone involved in instructional leadership, especially coaches, as it offers many day to day best practices of building relationships and trust with the people you work with.