

Observation Notes

Gail, Cindy, and Cynthia,

Cynthia is working on:

Reflective practices: Summarizing and recalling ideas and information, use reflection to build new learning practices, reflect on mentoring and coaching processes

Cynthia, with Gail (planning training) and Cindy

Cynthia used several reflection strategies while helping Gail plan the training.

Questions heard: When you compare this plan for training with others you have planned, what comparisons can you make?

When you compare the groups that you are planning for, what changes do you feel will help?

What new ideas gained from MTTC will you add?

What impressions do you have of this new way to plan?

Cynthia was patient. She used silence as a technique to encourage answers. Her questions were open ended. Gail was very reflective in her answers. When Gail expressed that she was “stressed” Cynthia used empathetic techniques—non-verbal facial expressions, nodding, leaning in—as Gail worked through her answers.

Gail is working on inquiring questioning skills:

- Asking questions that focus thinking
- Open-ended questioning
- Paraphrased statements

Gail with Cindy and Cynthia, December 8, 2006:

Cognitive coaching strategies were used as Gail helped Cynthia plan for her video conferencing training.

Questions asked:

Do you feel comfortable in this type of planning and training?

What seems clear or unclear about planning this training?

How is this planning different from the way you planned in the past?

How might learners knowing the learning expectations influence learner achievement?

Gail also used paraphrasing to encourage reflection and to strive for clarity.

Cynthia seemed comfortable and at ease during the entire meeting. Gail's body language and tone was calm and inviting.

Cindy is working on:

1. Non productive listening habits, how she responds to questions, her body language, and the tone she use. How learners responded to her.

Observations: Gail Marlin and Cynthia Petty

Cognitive coaching listening strategies were apparent. Cindy's body language and posture reflected an openness and approachability. She tended to lean forward and look the teacher in the eye when you were asked questions. She would paraphrase the question to probe for clarity and to show that you were trying to understand what the learner was asking. Questions that asked for more specificity in how to do individual skills in the lesson by the students were addressed. She did not show any frustration or lack of interest when you were asked low level technology questions. She used a caring friendly tone with everyone. She seemed to be focused on each student and their understanding of the processes and procedures in the lesson. She would take the time to explain each step in order for comprehension and understanding by all students. The use of paraphrasing, open-ended questions helped the learners to envision the final outcome of the lesson. Response behaviors were well thought out by the use of silence, acknowledging, and clarifying of responses. Many times she would restate the question in order to better understand what the student was asking. Many of her questions encouraged thought and expanded the learners thinking. The students seemed at ease and comfortable in the class and were not afraid of asking for help or clarification. The students seemed to respond in a positive manner to her and the learning experience.

Cynthia Petty and Gail Marlin

MTTC