

EVOCATIVE  
COACHING

Transforming Schools  
One Conversation at a Time

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*Center for School  
Transformation*

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Our Premise

*Conversations  
Matter*

“It takes courage to start a conversation. But if we don’t start talking to each other, nothing will change. Conversation is the way we discover how to transform our world, together.”

~ Meg Wheatley

Two Conversations

Evaluation	Development
<input type="checkbox"/> Mandated	<input type="checkbox"/> Elective
<input type="checkbox"/> Expert Based	<input type="checkbox"/> Inquiry Based
<input type="checkbox"/> Documenting Competencies	<input type="checkbox"/> Growing Capacities
<input type="checkbox"/> Certifying Minimums	<input type="checkbox"/> Evoking Maximums
<input type="checkbox"/> Verifying Ethics	<input type="checkbox"/> Encouraging Professionalism
<input type="checkbox"/> Standardized	<input type="checkbox"/> Individualized
<input type="checkbox"/> Comprehensive View	<input type="checkbox"/> Targeted Focus
<input type="checkbox"/> Hierarchical	<input type="checkbox"/> Collegial

## An Age-Old Tension



## Historical Perspective

- ❑ **Community Inspectors**
  - 18<sup>th</sup> Century
  - Distinguished Citizens
  - Focus on Quality
  
- ❑ **Scientific Management**
  - 19<sup>th</sup> Century
  - Time and Motion Studies
  - Focus on Efficiency

## Historical Perspective

- **General Supervisors**
  - Early 20<sup>th</sup> Century
  - Focus on Oversight and Evaluation
  - Mostly Male
- **Special Supervisors**
  - Focus on Support and Development
  - Novice and Struggling Teachers
  - Mostly Female

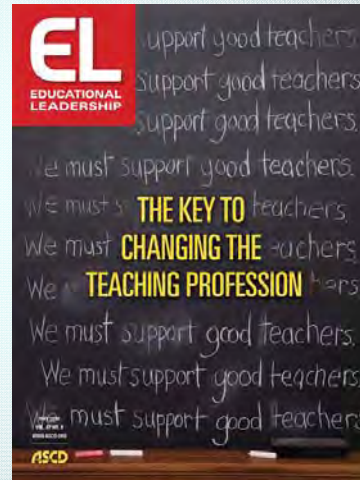
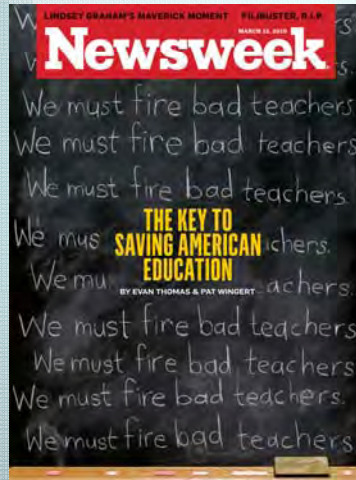
## The Snoopervisor

With keenly peering eyes and snooping nose,  
 From room to room the Snoopervisor goes.  
 He notes each slip, each fault with lofty frown,  
 And on his rating card, he writes it down;  
 His duty done when he has brought to light,  
 The things that teachers do that are not right.

The supervisor enters quietly,  
 "What do you need? How can I help today?  
 John, let me show you. Mary try this way."  
 She aims to help, encourage and suggest,  
 That teachers, pupils, all may do their best.

~ *Anonymous, 1929*

Contemporary Impasse



Functional Clarity

- ❑ Both are Valuable and Necessary
- ❑ Common Ground: Student Learning & Success
- ❑ Evaluation establishes the Baseline
- ❑ Development raises the Bar when it is:
  - Universal
  - Career-Long
  - Teacher-Centered
  - No-Fault
  - Strengths-Based

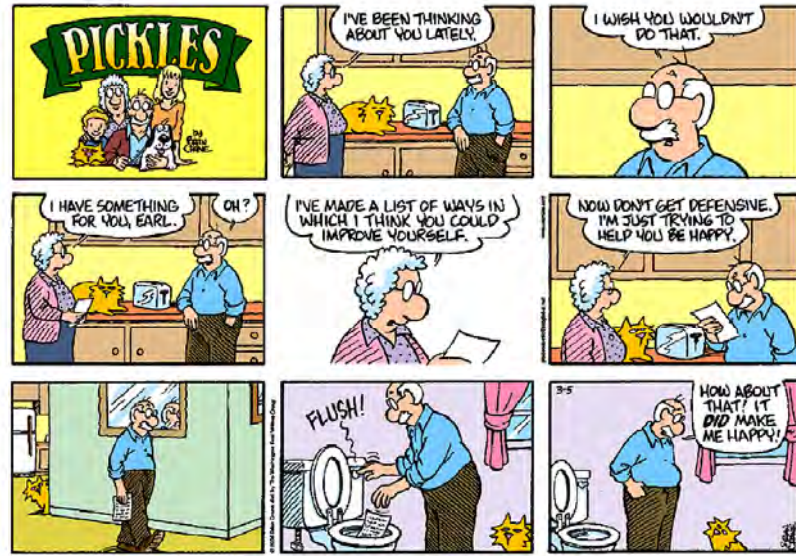
Traditional Approaches

- Tell & Sell
- Explain & Teach
- Demonstrate & Correct
- Educate & Elucidate
- Urge & Advise
- Push & Persuade
- Evaluate & Require
- Reward & Punish

run, fatboy, run



Traditional Impact

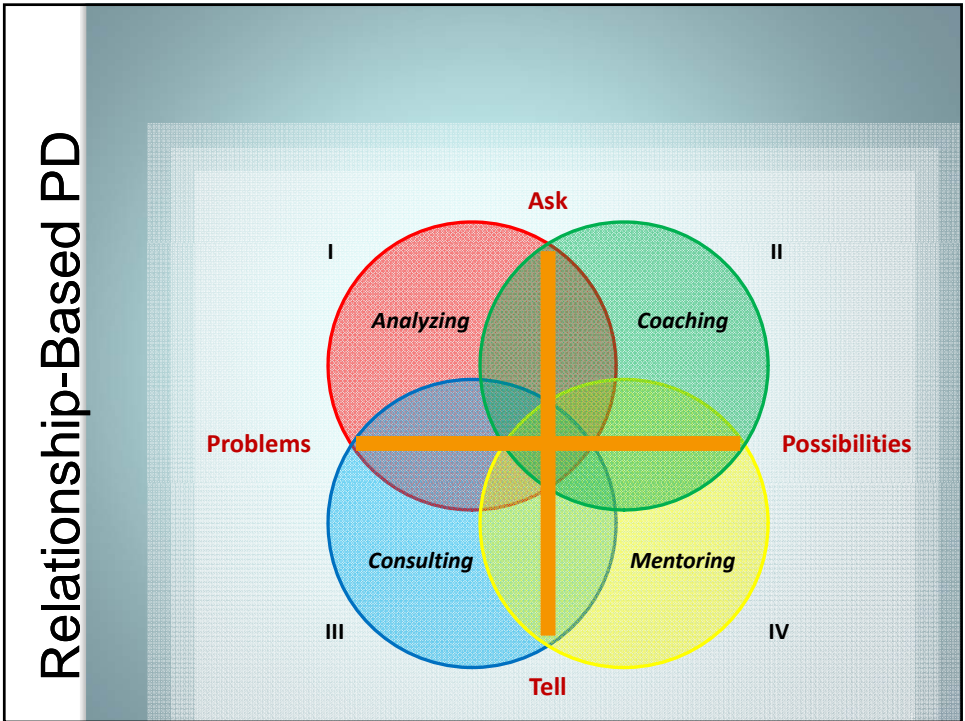


“People don’t resist change.  
They resist being changed.”

~ Irving Borwick

**Evocative Approaches**

- Listen & Learn
- Inquire & Explore
- Collaborate & Create
- Empathize & Understand
- Observe & Discover
- Connect & Contribute
- Brainstorm & Choose
- Experiment & Execute





“A world of questions  
is a world of possibility.”

~ *Marilee Adams*

## Paired Interviews

- What has been your best experience of learning or leading with an “ask-don’t-tell” stance? What made the experience so engaging and meaningful?
- What did it generate in the way of energy and ideas?
- In what sense, if any, did the learning “stick”?
- If you could make any three wishes come true for your own professional development, what would they be?

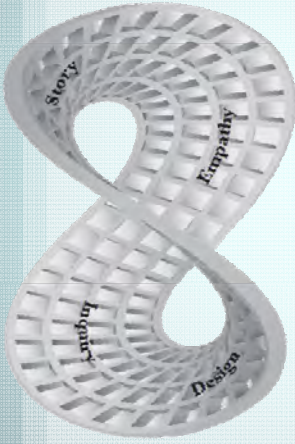
## Questions are Evocative

- Evocative***  
 Calling to mind, bringing into existence, causing to appear, summoning into action, finding one’s voice (from Latin *ēvocāre*, to call).
- Coaching***  
 Transporting to a desired destination in a comfortable carriage (from Hungarian *kocsi*, after Kocs, a town where such carriages were first made).

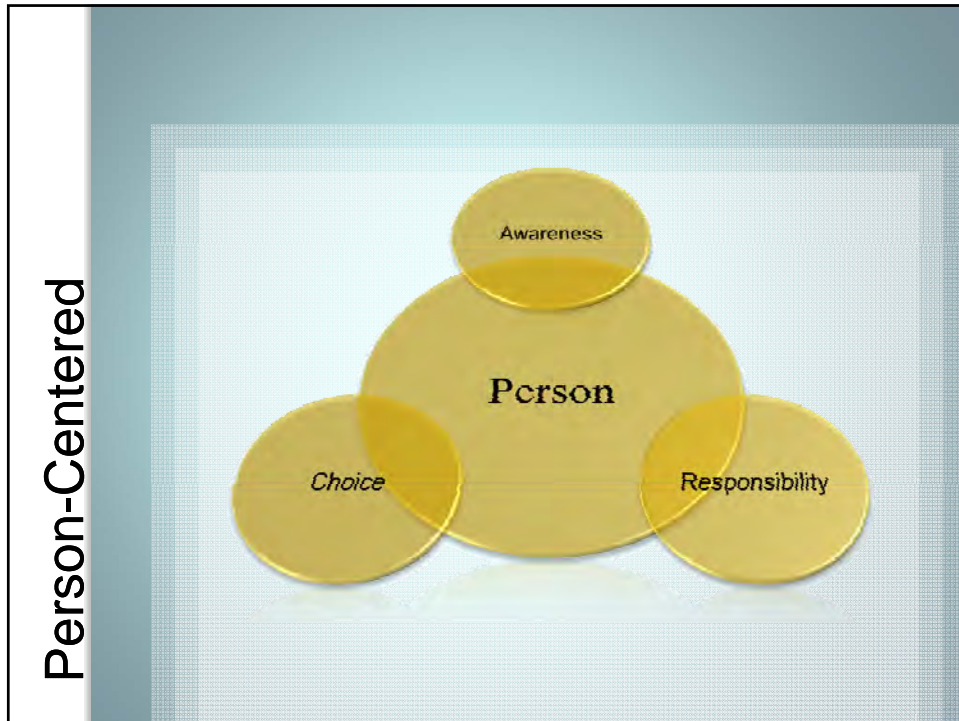
**Evocative Coaching**

Calling forth motivation  
and movement in people,  
through conversation  
and a way of being,  
so they achieve desired outcomes  
and enhance their quality of life.

**Core Elements**



- Person-Centered
- No-Fault
- Strengths-Based



“The person-centered approach rests on a basic trust in human beings, and in all organisms, to flow toward the constructive fulfillment of their inherent possibilities.”

~ *Carl Rogers*

**No-Fault**



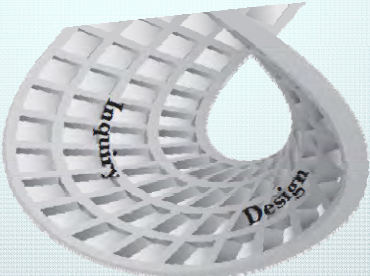
- Nonjudgmental Stance
- Authentic Caring
- Story Listening
- Expressing Empathy
- Hearing the Golden Sigh

“People do better when they are not governed, constricted, and tightened up by fear.”

~ Rosamund Stone Zander

**Strengths-Based**

- Appreciative Stance
- Discovering Vitality
- Inviting Possibility
- Brainstorming Ideas
- Designing Experiments



“The more we know  
about our strengths,  
the better our changes will be.”

Coaching Presence

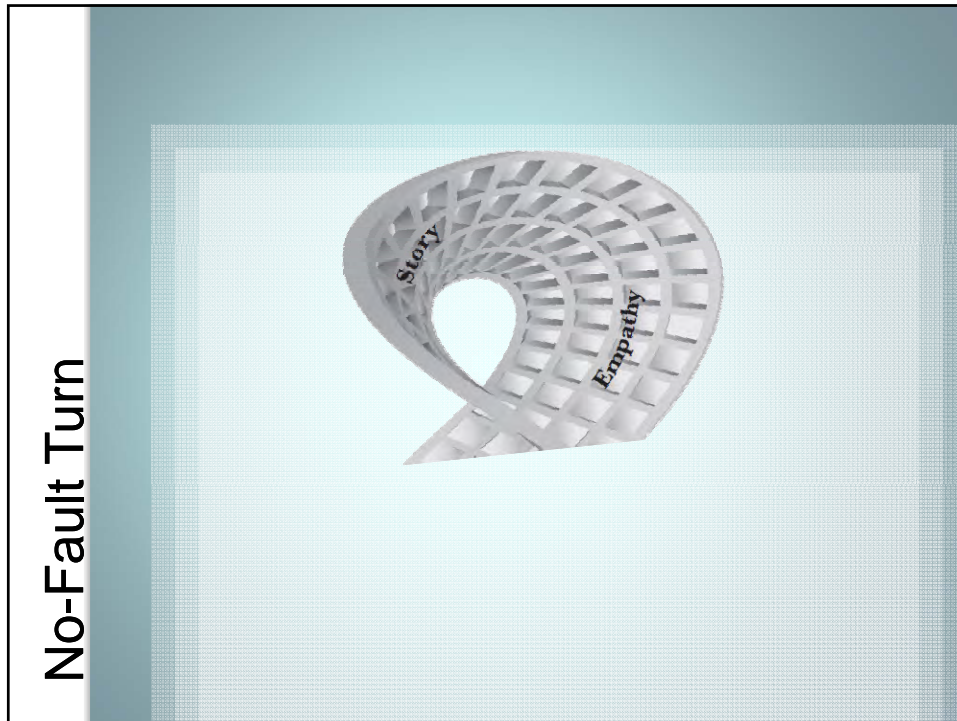


Monty Roberts

- Join-Up®
- A Way of Being
- Fostering Trust & Rapport
- Calm Assurance
- Playfulness
- Openness to Possibility

“I don’t want horses to work out of fear, but out of willingness. To destroy the willingness in a horse is a crazy, unforgiveable act.”

~ *Monty Roberts*



“We must remember  
this simple truth: the human soul  
does not want to be fixed,  
it wants simply to be  
seen and heard.”

~ *Parker Palmer*

**Listening Well**

- **Mindful Listening**
  - **Focused Attention**
  - **Non-Judgmental**
  - **Non-Reactive**

**Quiet Listening**

**ESSENTIAL**

**WAIT and SEE**

- Why**
- Am**
- I**
- Talking ?**

*and*

- Stop**
- Explaining**
- Everything !**

**Our Premise**

“People need to be heard  
before they can be helped,  
and stories carry the heart  
of what they want others  
to know.”

**Story Elements**

- Characters**
- Intent**
- Actions**
- Struggles**
- Details**

**Imaginative Listening**

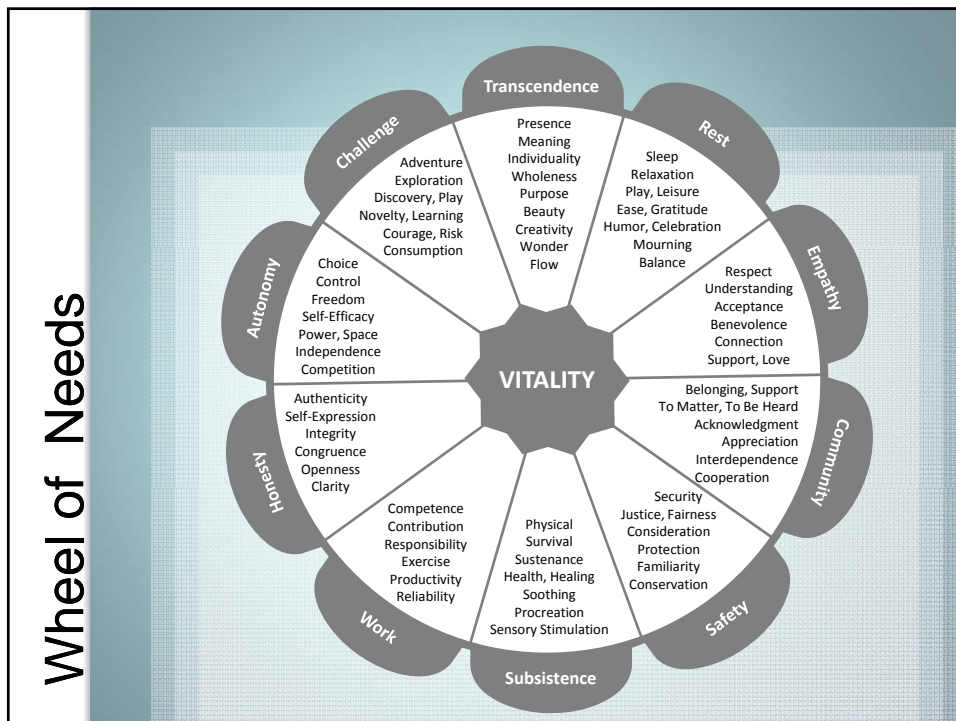
**Inviting Possibility**

- Vantage Points**
- Pivot Points**
- Lesson Points**

“Those who do not have power over the story that dominates their lives, the power to retell it, rethink it, deconstruct it, joke about it, and change it as times change, truly are powerless, because they cannot think new thoughts.”

~ *Salman Rushdie*



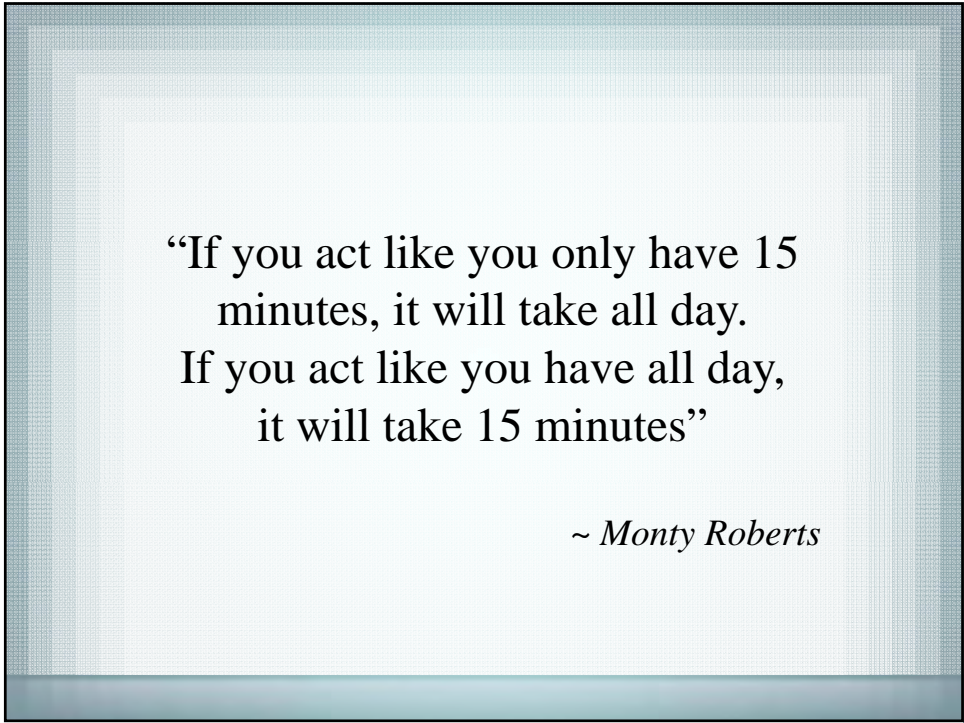


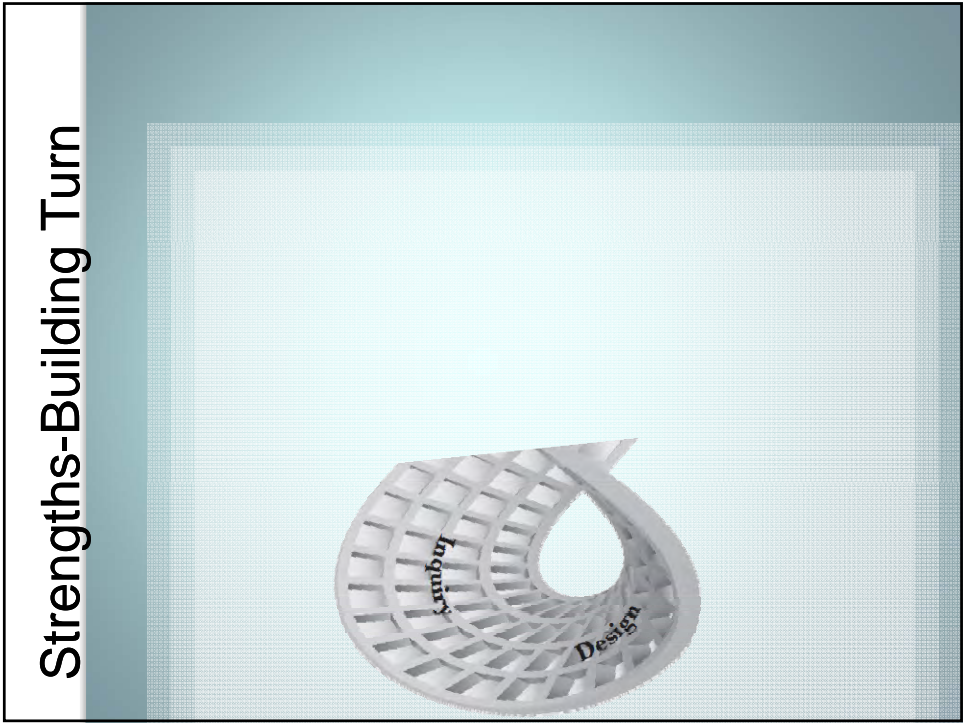
## Expressing Empathy

- **Pity:** Grieving another person's experience
- **Sympathy:** Emotional contagion with another person's experience
- **Empathy:** Respectful understanding of another person's experience

## Reflective Listening

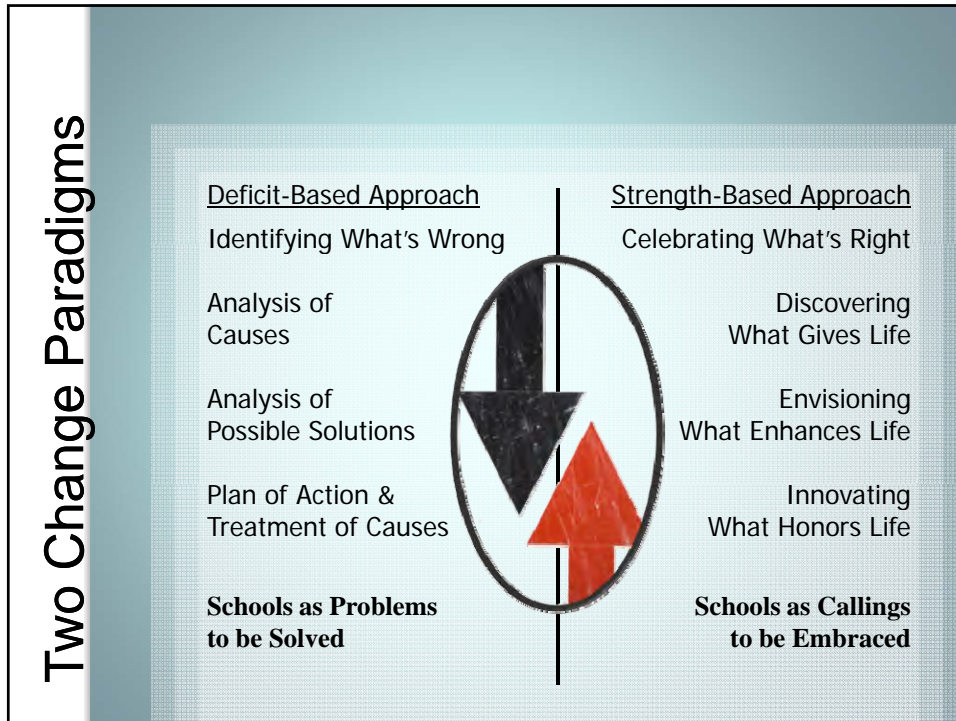
- **Seek Understanding**  
*Listen carefully to understand the needs, not just to respond to the strategies*
- **Reflect Understanding**  
*Share respectfully your understanding of the needs, even if you disagree with the strategies*
- **Advance Understanding**  
*Appreciate fully the beauty of the needs, since that is common ground.*





Our Premise

“Discovering and exploring strengths awakens curiosity, willingness, wholeheartedness, and organizational alignment. It is a better way to change.”




“Excellence is not the opposite of failure. To learn about success you have to study success. Only successful examples can tell you what excellence looks like.”

~ Marcus Buckingham

Learning from Strengths


- Appreciative Interviews
- Appreciative Assessments [www.VIACharacter.org](http://www.VIACharacter.org)
- Appreciative Observations



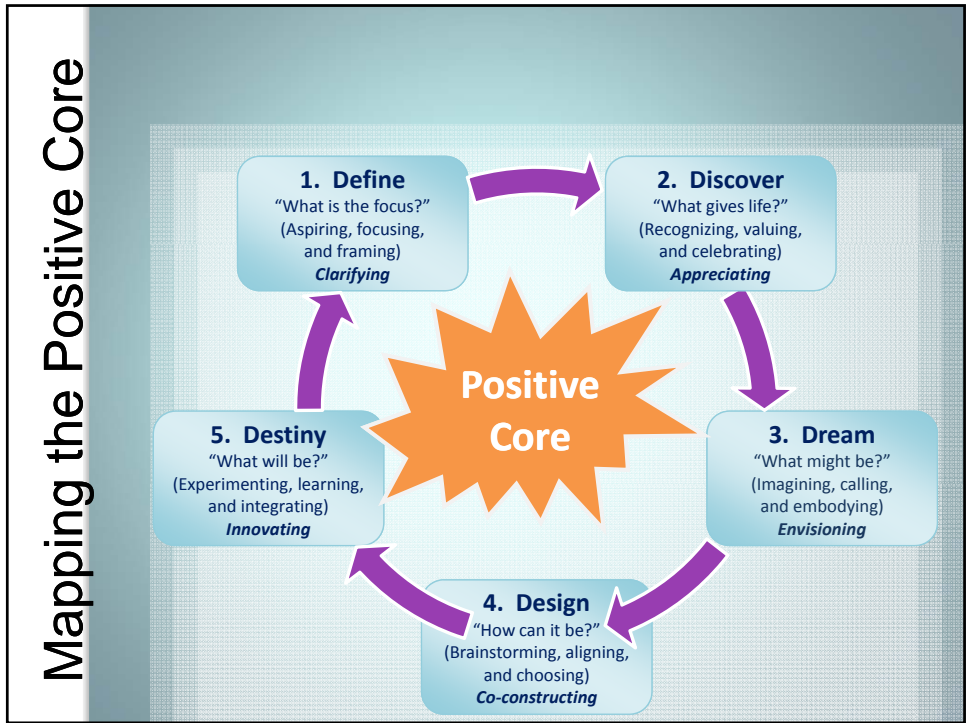
*when we are at our best...*

Courtesy of the John Templeton Foundation/Image-Full Moon Graphics

**CELEBRATE**  
WHAT'S  
RIGHT  
WITH THE  
WORLD™  
with  
Dewitt Jones



*“By celebrating what’s right,  
...we find the energy  
to fix what’s wrong.”*



**Observing Vitality**

- ❑ **Learning from Success**  
positive self-monitoring

- ❑ **Learning from Surprise**  
inductive self-monitoring

Observation Tools

The screenshot shows the website for the Center for School Transformation. The header includes the organization's name and tagline 'Evoking Excellence in Education'. Below the header is a navigation menu with links for Home, Training, Programs, Publications, News, Newsletters, Endorsements, About, Contact, and Login. The main content area is titled 'Tools & Resources' and contains a paragraph explaining that the page provides blank forms and conversation guides. It lists several resources: 'Expressing Empathy' (with sub-points like 'Four Distinctions with Word Lists', 'OFNR: A Brain-Based Model', and 'Kandice's Introduction to Nonviolent Communication'), 'Coaching Agreement: Learning Brief Template', 'Observing Vitalities' (with sub-points like 'Student Engagement Tool', 'Teacher Verbal Behaviors', 'Teacher Level of Questioning', 'Teacher Action / Student Response', 'Teacher Location / Student Response', 'Teacher Question / Student Response', and 'Question Stem / Student Response'), and 'Innovation Project: Experimental Design Template' and 'Resolving Ambivalence'. On the right side of the page, there are two book covers: 'EVOCATIVE COACHING' and 'TRUST MATTERS'.

[www.SchoolTransformation.com](http://www.SchoolTransformation.com) – Resources

Observation Essentials

OARS

- **Observable**  
not evaluative commentary
- **Actionable**  
quick wins bolster self-efficacy
- **Relevant**  
tied to self-directed learning goals
- **Surprising**  
reveals new aspects of experience

**Design Thinking**

An exploratory process that opens new horizons and uncovers previously overlooked possibilities for constructing better products, approaches, and organizations through positive discourse.

**Stanford d.School**

Join other graduate students at the **d.SCHOOL** to tackle **BIG PROJECTS** & become a leader in **MULTIDISCIPLINARY INNOVATION**

**DESIGN THINKERS**

IMMERSE yourself in the **DESIGN PROGRAM** and get a **GRADUATE DEGREE** in design thinking

**Big Picture**  
We use design thinking to drive multidisciplinary innovation.  
MORE →

**Projects**  
We bring people together to tackle difficult, messy projects.  
MORE →

**People**  
We take a human approach to design, business & engineering.  
MORE →

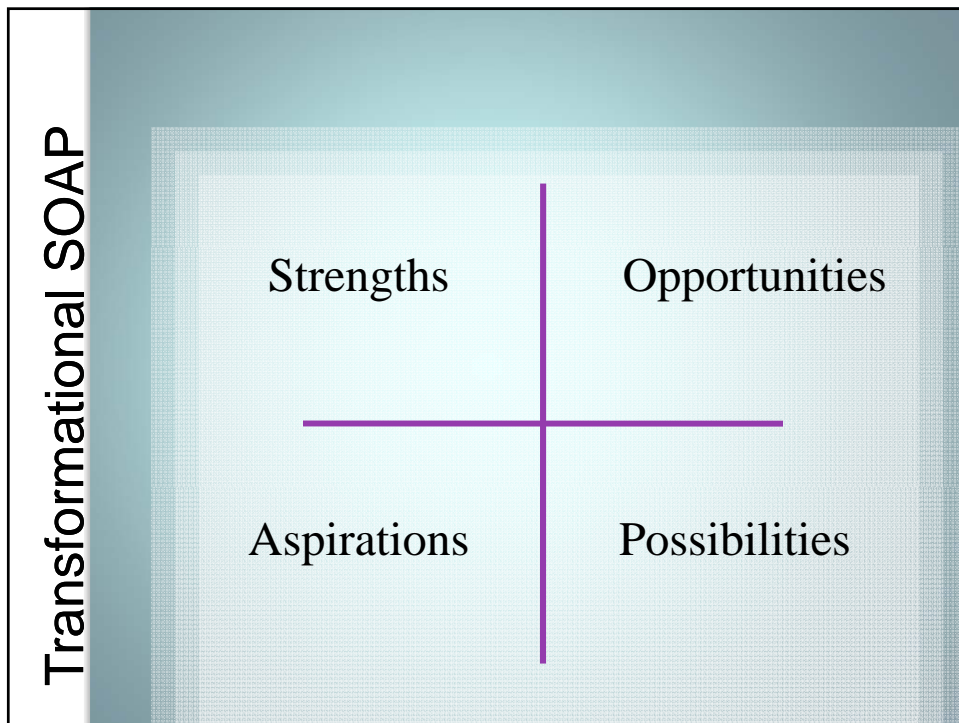
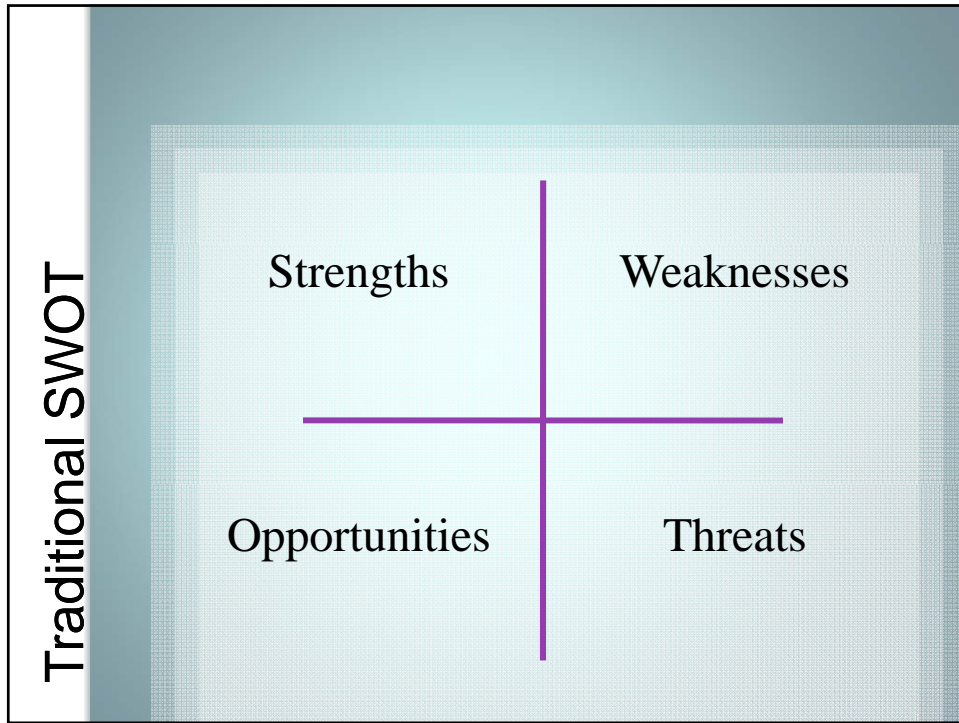
**Our Place**  
We provide an innovation space for all of Stanford.  
MORE →

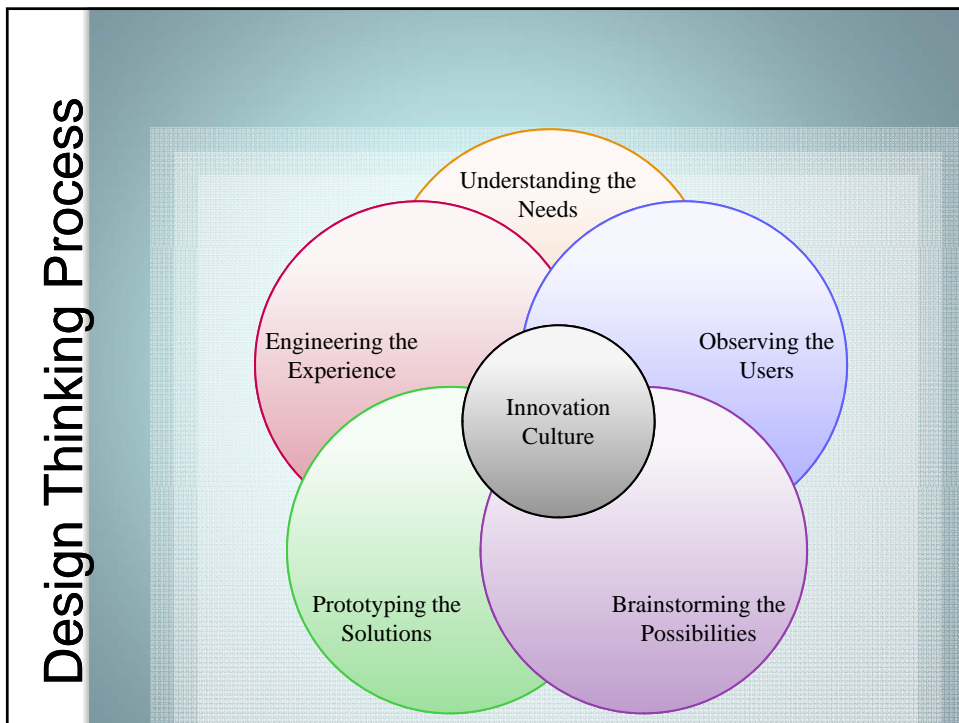
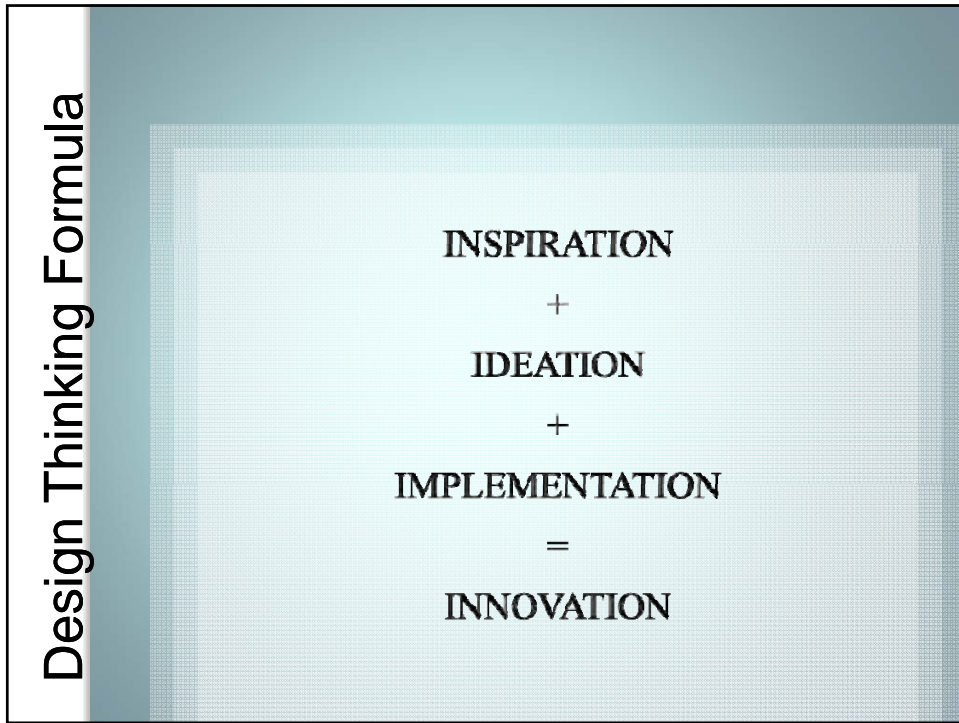
**Participate**  
Work with us, spread the word, and invest in the d.school.  
MORE →

d.MANIFESTO → All you need to know. On a napkin.

d.NEWS →

f t RSS





“Nothing is as dangerous  
as an idea when it is  
the only one you have.”

~ *Émile Chartier*

## Better Brainstorming

- Set playful rules
- Stretch your mental muscles
- Sharpen the focus
- Number your ideas
- Build and jump
- Leverage the space
- Get physical

**Fail-Safe Prototyping**

- Action Learning**  
“Fail often to succeed sooner.”
- Design & Conduct**  
**S.M.A.R.T. Experiments**  
Specific, Measurable, Attainable,  
Relevant, Time bound
- Awareness & Action Experiments**

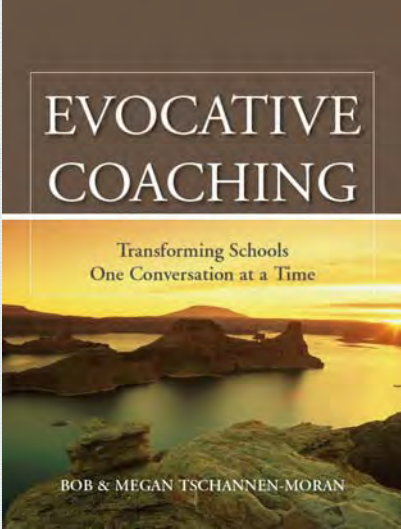
**Coaching Exercise**

- Creative Energy Check In**
  - 0-10
  - Color
  - Theme Song
- Clarify Learning Focus (Pick One Wish)**
- Inquire into Strengths**
- Brainstorm at Least 10 Ideas**
- Design an Experiment for your Professional Development as a School Leader**

Experimental Design Template	Name	Date	Focus <input type="checkbox"/> Personal <input type="checkbox"/> Professional
	State Hypothesis (If...Then...)		
	Relevance to Personal Aspirations / Professional Standards		
	Specific Steps / Activities	Environmental Supports	Timeline
	Check In on Confidence Level (0-10)		
	Data Collection & Reporting Procedures		

“The coaching dialogue is a dance  
 around support, celebration,  
 accountability, fun, and actualizing  
 potential. It’s a dance for enabling  
 dreams to come true.  
 Do you want to dance?”

~ *Hall & Duval*



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