

## Types of Questions

- Clarifying Questions—invite added specificity to vague or universal statements in order to elaborate or become more precise
- Mediative Questions—engage and transform the thinking of the coachee

### Clarifying Questions

When the coachee says . . .	Ask . . .
. . . the staff, parents, schools, teachers	. . . <i>which staff, parents, schools, teachers</i>
. . . I want people to understand	. . . <i>which people? . . . understand what specifically?</i>
. . . I want teachers to do what they're supposed to do	. . . <i>which teachers? . . . what will you see if they're doing what they're supposed to do?</i>
. . . I don't feel like I'm doing a good job	. . . <i>what does it look like when you're doing a good job?</i>
. . . this year is more difficult	. . . <i>more difficult than what? . . . what is different this year?</i>
. . . we're doing much better with discipline	. . . <i>better than what? . . . what does that look like?</i>
. . . I can't	. . . <i>what's stopping you?</i>
. . . we shouldn't	. . . <i>what would happen if we did?</i>
. . . it happens all the time	. . . <i>when has it happened?</i>
. . . nobody does that; everybody does that	. . . <i>why not? . . . what makes you think that?</i>
. . . everybody	. . . <i>who? . . . can you think of someone who doesn't?</i>
. . . nobody	. . . <i>can you think of someone who does/has?</i>
. . . all the time	. . . <i>can you think of an example or two?</i>
. . . always/never	. . . <i>can you provide several examples?</i>  . . . <i>can you think of an exception?</i>

Adapted from Costa, Arthur L., and Garmston, Robert J., (2002). *Cognitive coaching: A Foundation for Renaissance Schools*. Norwood, MA: Christopher-Gordon, 82-83.

## Mediating Questions

Intended Outcome	Characteristics	Examples
	Plural forms	<i>What are your reasons for . . . ? What strategies are you . . . ?</i>
	Tentative language	<i>What might your thoughts be about . . . ? What are some of the possibilities . . . ?</i>
	Positive presuppositions	<i>As you examine the data, what are some of the trends that are emerging? What might be your evidences that you are successful?</i>
	Open-ended	<i>What is your thinking about . . . ? NOT: Have you thought about . . . ?</i>
Engage Specific Cognitive Operations	Input: <i>Recall, Define, Describe, Identify, Name, List</i>	<i>What trends do you see in your graduation rates over the past three years? Where would you like your graduation rate to be three years from now? What actions have you taken toward this goal so far? What were the results of these actions?</i>
	Process: <i>Compare, Infer, Analyze, Sequence, Synthesize, Summarize</i>	<i>How would you compare/contrast the results of the two actions you initiated? What factors contributed to these results? How might you modify these actions to improve outcomes? What are the next steps you plan to take to move toward your goal?</i>
	Output: <i>Predict, Evaluate, Speculate, Imagine, Envision, Hypothesize</i>	<i>What obstacles might you encounter in initiating this action? How might you deal with these obstacles preemptively/proactively? On a scale of 1 to 10, what degree of certainty do you have that you will carry out these next steps that you've outlined?</i>
Demonstrate Intentionality	Specify thinking	<i>What are some of the goals you have in mind for LRE? How will you know if you are meeting your expectations for consistent procedures?</i>
	Explore thinking	<i>As you reflect on the actions you've taken, what do you see as specific outcomes? What other actions might you consider?</i>

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