

Cross-Walking Habits of Mind, Adaptive Schools and Cognitive CoachingSM

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In Chapter 7 of what is affectionately known as the “Cognitive Coaching Weaving Book,” Robert Garmston and Carolee Hayes describe how the principles and tenets of Cognitive CoachingSM inform the Adaptive Schools framework. In “Developing Adaptive Schools,” Garmston and Hayes offer examples of how mediative strategies support individual development on the one hand—the work of Cognitive Coaching--and organizational development on the other—the work of Adaptive Schools.

To this comparison we would add Habits of Mind, with its focus on the development of thoughtful behaviors in the classroom.

Garmston and Hayes assert, “Many leaders are finding Cognitive CoachingSM to be an excellent resource for accelerating the development of collaborative groups. In fact, staffs skilled in Cognitive CoachingSM acquire the skills and orientations of Adaptive Schools perhaps three times faster than those without prior coaching work.” (111)

Habits of Mind add the student component of developing classroom communities of learning, a parallel to the PLC’s of adults.

When we examine the history of how Adaptive Schools was co-developed by Garmston and Wellman, we see that their effort was to transfer the knowledge and skills of one-on-one coaching to a systems focus. Cognitive Coaching grew out of the decision to model classroom thinking behaviors in adult interactions; for supervision, mentoring, peer coaching, and teaching to mediate thinking. In *Organizational Culture and Leadership*, Edgar Schein observed, “All groups struggle to achieve a successful balance between managing and adapting to external relationships and maintaining harmonious and effective internal relationships.” To those steeped in Cognitive CoachingSM, this is understood as negotiating the tension of holonomy.

Garmston and Hayes begin their specific crosswalk of Cognitive CoachingSM and Adaptive Schools with an understanding that there are sources of energy in groups to support them in becoming increasingly holonomous—collective efficacy, consciousness, flexibility, craftsmanship, and interdependence. These Energy Sources in groups live as States of Mind in individuals. Similar to the ways in which a Cognitive CoachSM mediates the States of Mind of the coachee, so group leaders, facilitators, and engaged group members monitor and mediate the Energy Sources.

Energy Sources and States of Mind are manifested in individual Habits of Mind, such as: metacognition/thinking about thinking (consciousness); thinking flexibly and applying past knowledge, empathy (flexibility); thinking interdependently (interdependence); persisting, taking responsible risks, applying past knowledge (efficacy); and thinking and communicating with clarity and precision (craftsmanship).

Costa and Kallick, in writing about the Habits of Mind School, may very well have been describing a place where Habits, Cognitive CoachingSM, and Adaptive Schools have been holonomously synthesized:

We are often asked, “How would you know when and if the Habits of Mind have been infused?” We usually respond by saying that we’d know it when there is a “harmony of heart and mind”: when it is mindfully infused throughout the curriculum, instructional practices, assessment strategies, the people in and the culture of the schools – not just a Habits of Mind School but truly a “mindful school” dedicated to improving society. There is implementation fidelity in evidence. Furthermore, we believe this is a never-ending journey towards infusion rather than a status to be achieved. It becomes a “way of being” rather than a “thing to do.” (Costa and Kallick, 2009)

A second point of contact that the Garmston and Hayes chapter examines is how “Adaptive Schools draw on the language tools and values of Cognitive CoachingSM to assist groups in making collaborative behaviors overt, explicit, and intentional.” (116) The coaches’ specific tools of pausing, paraphrasing and posing questions appear as the first four Norms of Collaboration: Pausing,

paraphrasing, placing inquiry at the center, and probing for specificity.

Furthermore, the Adaptive Schools Norm of “Presuming Positive Intention” is grounded in the Cognitive CoachingSM skill of embedding positive presuppositions in paraphrases and questions, an essential part of the coaches’ toolkit. This behavior is a manifestation of shared belief among Cognitive Coaches and collaborative inquirers grounded in the Adaptive Schools mental model.

These tools and values are clearly exemplified in such Habits of Mind as listening with understanding and empathy, thinking and communicating with clarity and precision, questioning and problem-posing.

Garmston and Wellman hold that meeting success is influenced more by the collaborative norms of the group than by the knowledge and skill of a facilitator. Group member capabilities share two specific points of contact with the capabilities of a Cognitive CoachSM: Know one’s intentions and choose congruent behaviors, and set aside unproductive patterns of listening, responding, and inquiring.

Groups member capabilities then diverge to “Know when to self-assert and when to integrate,” and to “Know and support the group’s purposes, topics, processes, and development.”

The final two Cognitive CoachingSM capabilities are to adjust one’s style preferences, and navigate among and within coaching maps and support structures.

In their cross-walk of Adaptive Schools and Cognitive CoachingSM, Garmston and Hayes then move to the topic of identity. In Cognitive CoachingSM the goal is to develop one’s identity as a mediator of thinking. Collaborative groups, too, have identities which shape organizational values, policies, and daily practices. Adaptive Schools offers groups the self-coaching lens of three focusing questions to assist in clarifying identity and changing form: Who are we? Why are we doing this? Why are we doing this this way?

Habits of Mind holds clear connections with Cognitive Coaching and Adaptive Schools in the foundational value of building trust, the belief in capacity building, and

dedication to a constructivist approach.

In closing their article, Garmston and Hayes recognize that “Our challenge in working with Adaptive Schools is to transfer the skills that mediate thinking of individuals into groups with an intention to promote mediative environments and self-directed learning.” (123)

To that challenge Habits of Mind would add the expansion to the classroom, and inclusion of students in the mix of those who would mediate thinking, and develop the self-directedness of themselves and others.

Costa, A. and Kallick, B. (2009). *Learning and leading with habits of mind: 16 characteristics of success*. Alexandria, Virginia: ASCD.

Garmston, R. and Hayes, C. (2003). Developing adaptive schools. In J. Ellison and C. Hayes (Ed.), *Cognitive coaching: Weaving threads of learning and change into the culture of an organization* (pp. 109-124). Norwood, MA: Christopher-Gordon.

Garmston, R. and Wellman, B. (2009) *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon.

Schein, E. (2004). *Organizational culture and leadership (3rd edition)*. San Francisco: Jossey-Bass.

“All three...are acorns off the same oak tree!”
 –Art Costa

HABITS OF MIND	COGNITIVE COACHING SM	ADAPTIVE SCHOOLS
<p>1981—“Teaching for Intelligent Behavior” published in <i>Educational Leadership</i></p> <p>1985—1st Edition of <i>Developing Minds</i> published by ASCD</p> <p>1991—“The School as a Home for the Mind” first published</p>	<p>1983—Art & Bob co-teach a course on supervision at California State University Sacramento; legendary boat ride with Diane Zimmerman to create “Cognitive CoachingSM”</p> <p>Jan. 12, 1984—First half day presentation on CC, Asilomar Staff Dev. Conf., Monterey, CA 6-day format delivered “in wine barrel in Sonoma Co., CA”</p> <p>1983-84—CA state legislation requires certification for principals and department chairs in supervision of instruction</p> <p>1984 (thru 1994)—Beginnings of Leather Apron Club to meet demand for supervision workshops and further refine CC</p> <p>1985 (approx.)—formation of the Institute for Intelligent Behavior</p> <p>1986 (approx.)—Yearly CC “Leadership Seminar” at Lake Tahoe begins</p>	<p>Early ‘80s—Bob explores group process skills and hosts Facilitation Associates Network: Costa, Shalit and Baker develop original Norms of Collaboration</p> <p>Late ‘80s/early ‘90s—At a sidewalk café in NYC, while conducting a CC workshop for the AFT, Bruce and Bob sketch out the concepts for AS on a paper placemat.</p> <p>1991—Bob & Bruce conduct series of workshops on “Developing Collaborative Groups”</p> <p>1992—“How to Make Presentations that Teach and Transform” published by ASCD</p>

<p>1999- Lauren Resnick's statement, "one's intelligence is the sum of one's habits of mind" serves as a catalyst for further study of habits vs. behaviors which leads to the four-book series.</p> <p>2000—Bena & Art publish Habits of Mind Series, ASCD</p> <p>2008- The Institute for Habits of Mind (IHOM) is established with 7 Associate Directors-representing 7 regions across the world</p>	<p>1994—"Leather Apron" expands to become "Senior Associates" (Baker, Dyer, Lipton, Luidens, Tabor, Wellman, Zimmerman), along with 30 "Associates"</p> <p>1994—CC: A Foundation for Renaissance Schools published by Christopher-Gordon</p> <p>1995—Yearly January Symposium begins at The Convent of Mount Alverno, CA</p> <p>2000--Jane & Carolee become the co-directors of the Center for Cognitive Coaching</p> <p>2002—2nd Edition of text published</p> <p>2005-Present--Yearly Symposium moved to Denver</p>	<p>1994—"Premier Facilitation for Learning Organizations" presented at NSDC</p> <p>1995— Bob & Bruce's article, "Adaptive Schools in a Quantum Universe," published in <i>Educational Leadership</i></p> <p>1996—First edition of <i>Syllabus</i> published by Four Hats Press</p> <p>1997—1st edition of "The Presenter's Fieldbook"</p> <p>1999—"The Adaptive School: A Sourcebook for Developing Collaborative Groups" published by Christopher-Gordon</p> <p>2005—2nd edition of "Presenter's Fieldbook"</p> <p>2008—Carolyn & Michael become the co-directors of the Center for Adaptive Schools</p>
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<p>2009- 1st International Conference for Habits of Mind is held in Malaysia</p> <p>2009- IHOM publishes “A Mindful Garden of Verses” December 2010--Waikiki Elementary School becomes the first school to receive IHOM Certification</p> <p>2011- Pilot On-line course for HOM is launched</p>	<p>Jan., 2011--Leadership Network Symposium</p>	<p>2009—2nd Edition of Sourcebook published</p> <p>May, 2011—Trainers Meeting, Denver</p>
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