

PRINCIPLES TO CONSIDER IN USE OF LANGUAGE IN COACHING SITUATIONS

Chart created from Principles in Fountas, I. & Pinnell, G.S. (2009). Keys to Effective Coaching: Cultivating Self-Extending Teachers in a Professional Learning Community. *Journal of Reading Recovery*, Spring 2009, p. 45. Since the principles overlap and work together, some examples might fit in several categories.

Principles	Kim/Ellen 1	Kim/Ellen 2	Jamie/Kathryn	Teresa/Tina
<i>Maintain an exploratory, inquiring stance</i>				
<i>Ask genuine questions to understand better</i>				
<i>Make your points about teaching and learning clear by using concrete examples</i>				
<i>Offer rationales and other useful information</i>				
<i>Paraphrase and extend the teacher's comments.</i>				
<i>Avoid the use of judgmental terms or making either/or conclusions.</i>				
<i>Make statements or ask questions that help the teacher confirm effective decisions and reflect on decisions that did not influence student learning.</i>				
<i>Use language that promotes the teacher's self-analysis and promotes independence.</i>				