

## General Coaching Sentence Stems

Active Listening Stems	Nonjudgmental Responses
<ul style="list-style-type: none"><li>• So...</li><li>• In other words...</li><li>• What I'm hearing, then... Is that correct?</li><li>• What I hear you saying is... Am I missing anything?</li><li>• I'm hearing many things...</li><li>• As I listen to you, I'm hearing... Is there anything else you feel I should know?</li></ul>	<ul style="list-style-type: none"><li>• I noticed how when you...the students really... (to identify something that worked and why it worked)</li><li>• I'm interested in learning (or hearing) more about...</li><li>• I'd love to hear more about...</li><li>• Thank you for sharing your thoughts. Can you tell me more about...?</li></ul>
Clarifying Stems	Probing Stems
<ul style="list-style-type: none"><li>• Let me see if I understand...</li><li>• I'd be interested in hearing more about...</li><li>• It would help me understand if you'd give me an example of...</li><li>• So, are you saying/suggesting...?</li><li>• Tell me what you mean when you...</li><li>• Tell me how that idea is like (or different from)...</li><li>• To what extent is...?</li><li>• I'm curious to know more about...</li><li>• I'm intrigued by...</li><li>• I'm interested in...</li><li>• I wonder...</li></ul>	<ul style="list-style-type: none"><li>• What's another way you might...?</li><li>• What would it look like if...?</li><li>• What do you think would happen if...?</li><li>• How was...different from (or similar to)...?</li><li>• What's another way you might...?</li><li>• What sort of an impact do you think...?</li><li>• What criteria do you use to...?</li><li>• When have you done something like...before?</li><li>• What do you think...?</li><li>• How did you decide...(come to that conclusion)?</li><li>• I'm curious to know more about...</li><li>• I'm intrigued by...</li><li>• I'm interested in...</li><li>• I wonder...</li></ul>



# Facilitative & Directive Coaching Stems\*

FACILITATIVE	DIRECTIVE
<p><b>Cathartic Stems</b></p> <ul style="list-style-type: none"> <li>• I'm noticing that you're experiencing some feelings. Would it be OK to explore those for a few minutes?</li> <li>• What's coming up for you right now? Would you like to talk about your feelings?</li> <li>• Wow. I imagine I'd have some emotions if that happened to me. Are you experiencing strong feelings?</li> </ul>	<p><b>Informative Stems</b></p> <ul style="list-style-type: none"> <li>• There's a useful book on that topic by...</li> <li>• An effective strategy to teach ___ is...</li> <li>• You can contact ___ in ___ department for that resource...</li> <li>• Your principal will be in touch about that.</li> <li>• ___ is very effective at teaching that skill; maybe you could observe him.</li> </ul>
<p><b>Catalytic Stems</b></p> <ul style="list-style-type: none"> <li>• Tell me about a previous time when you... How did you deal with that?</li> <li>• I hear you're really struggling with... How do you intend to start?</li> <li>• It sounds like you're unsatisfied with... What would you do differently next time?</li> <li>• You've just talked about five different things you want to work on this week. The last thing you mentioned is... How important is this to you?</li> <li>• How do you want your students (or a particular student) to remember you?</li> <li>• How do you want to remember this time or situation in fifteen years?</li> <li>• Who do you want to be in this situation?</li> </ul>	<p><b>Prescriptive Stems</b></p> <ul style="list-style-type: none"> <li>• I would like you to discuss this issue with your supervisor.</li> <li>• You need to know that the school's policy is...</li> <li>• Have you talked to ___ about that yet? Last week you said you planned on doing so.</li> <li>• Would it be ok if I share some advice that I think might help you? You're welcome to take it or leave it, of course.</li> <li>• I'd like to suggest...</li> </ul>
<p><b>Supportive Stems</b></p> <ul style="list-style-type: none"> <li>• I noticed how when you...the students really... (To identify something that worked and why it worked)</li> <li>• It sounds like you have a number of ideas to try out! It'll be exciting to see which works best for you!</li> <li>• What did you do to make the lesson so successful?</li> <li>• I'm interested in learning (or hearing) more about...</li> <li>• Your commitment is really inspiring to me.</li> <li>• It sounds like you handled that in a very confident way.</li> <li>• You did a great job when you...</li> <li>• I'm confident that you'll be successful.</li> </ul>	<p><b>Confrontational (Interrupting) Stems</b></p> <ul style="list-style-type: none"> <li>• Would you be willing to explore your reasoning (or assumptions) about this?</li> <li>• I'd like to ask you about... Is that okay?</li> <li>• What's another way you might...?</li> <li>• What would it look like if...? Is there any other way to see this situation?</li> <li>• What do you think would happen if...?</li> <li>• What sort of an effect do you think...would have?</li> <li>• I'm noticing (some aspect of your behavior)...What do you think is going on?</li> <li>• What criteria do you use to...?</li> <li>• Who do you want to be in this situation? How do you want to show up?</li> <li>• How do you want others to see you in this situation?</li> </ul>

\* The labels for these categories—cathartic, catalytic, supportive, informative, directive, confrontational—are from the work of John Heron.

