

## Coach's Documentation and Reflection Log

Coach: E. Aguilar Client: S. Reyes

Date & Time	March 21, 2010, 10am—12:00
Reflection on my <b>Presence</b>	I began feeling really grounded and centered. I noticed that I listened attentively. I got triggered at one point when Sandra made comments about some students that really bothered me. I noticed that my shoulders and jaw tensed and I tried to change the subject. Then worked on letting go of my attachment that she recognize what she was saying and I returned to this topic to explore it with her. I also noticed that at one point when Sandra was feeling really overwhelmed I used humor to lighten the space and she responded really well. I think she was surprised that I could be funny and she said she appreciated it. I noticed that at the end of our meeting I didn't feel as tired as I sometimes feel from coaching.
Coaching <b>Stances</b> Taken and Impact	I recorded this conversation and charted the stances I took. I found that about 80% of the time I was facilitative. I noticed that when I was authoritative, Sandra didn't respond as well. Her answers to my questions were less thoughtful and a few were evasive.  I noticed that when I used a catalytic approach Sandra was most responsive. Each question I asked from this stance elicited a "That's a good question!" from her. From another I got a "Wow, I'd never thought of that."
Coaching <b>Lenses</b> Applied and Impact	The lens that kept coming up for me today was the Lens of Inquiry. This was intentional—I'd planned for this conversation to incorporate many of these questions, but I'd also planned for other Lenses. I kept finding myself needing to raise questions from the Lens of Inquiry to push Sandra's thinking about the dilemmas she's facing. The Lens of Inquiry allowed me to help Sandra reframe her situation and this was most useful for her—she discovered a number of actions she can take through this line of questioning.
Coaching <b>Activities</b> used and Impact	There were two activities that worked well today. We role played a conversation that Sandra needs to have with a parent. We actually did this three times—first she played herself and I played the parent, then we reversed roles, and then she played herself again. She requested this and by the end she was feeling really confident and prepared. I was apprehensive about modeling her role—I worried about the impact of this and didn't want her to think my way was the right way—but it actually was ok. She needed to see me demonstrate some ways of communicating that were direct but not

	<p>confrontational and afterwards she said she really appreciated this.</p> <p>We also did a quick reading together. Last time we met Sandra had asked me to bring an article on facilitating team meetings, so we read it and discussed it. She is going to use this information to plan an upcoming meeting. Next week we'll go over her agenda.</p>
<b>Other reflections</b>	I noticed that when I allowed for silence after Sandra said something, she returned to the topic after a few moments and continued to expand on her thoughts. I've always been uncomfortable with silences but I saw how useful it was today.
Progress towards <b>Goals</b>	Today we were really working on Sandra's first goal about how she communicates with all stakeholders. I noticed a number of pieces of evidence (the language frames she used in the role play, the way she relayed a conversation she'd had last week) that indicate that she's well on track to meet her goals by June. She echoed this—she's feeling really good about the coaching work and feels like she's close to meeting her goals.
<b>Plans</b> for Next Session	Debrief the hard conversation with the parent that we role played. Review agenda for upcoming meeting. I think I might need to continue modeling some of the communication strategies that Sandra is trying to develop.