



Move from assumption to evidence.

Don't guess; gather. Don't assume; explore.

IN THE CLASSROOM

Make learning visible.

Invite reasoning, questions, and attempts. Listen for understanding and misconceptions. Then, respond with intention and care.

IN COACHING

Make thinking visible.

Listen with presence. Ask questions that open doors. Invite reflection. Then, adapt to what emerges without taking ownership away.

Growth begins when people can show us what's true for them.

Evidence should change the next move

Five shared practices connect evidence, inquiry, and responsive action.

SHARED PRINCIPLE	IN THE CLASSROOM	IN COACHING	MUTUAL BENEFIT
Intentionality	Select a CFU aligned to the learning target and success criteria.	Choose questions and listening responses aligned to the client's purpose.	A clear purpose strengthens focus and makes each move deliberate.
Evidence	Students demonstrate understanding, not simply say "yes."	Clients articulate thinking, assumptions, insights, and possibilities.	Move from assumption to evidence; use what emerges to inform what comes next.
Listening	Hear responses for understanding, misconceptions, and support needs.	Listen for meaning, patterns, values, assumptions, and possibilities.	Listen beyond correctness while remaining disciplined and evidence-attentive.
Questioning	Reveal what students understand and where instruction is needed.	Invite clients to examine, expand, and deepen their thinking.	Purpose determines whether a question assesses learning or facilitates exploration.
Responsiveness	Adjust instruction based on evidence gathered from students.	Adapt the conversation based on what emerges from the client.	Replace rigid scripts with: notice → interpret → respond → adjust.

Use what emerges to choose the next move

Five more practices turn evidence and reflection into agency, individual support, and growth.

SHARED PRINCIPLE	IN THE CLASSROOM	IN COACHING	MUTUAL BENEFIT
Reflection	Students explain, record, or assess their thinking and learning.	Clients reflect on learning, choices, possibilities, and next steps.	Reflection turns experience into awareness and informs what happens next.
Agency	Students think, explain, self-assess, and participate actively.	Clients retain ownership of their agenda, choices, and actions.	Create structures that support voice, participation, and ownership.
Next steps	Evidence guides reteaching, modeling, support, practice, or moving on.	Awareness guides what the client explores, decides, or does next.	Gathering information matters only when it leads to a meaningful next move.
Individualization	Respond to different learner needs based on evidence of understanding.	Respond to the client’s context, goals, perspectives, and needs.	Replace one-size-fits-all approaches with support for the person in front of us.
Growth	Track progress toward learning goals and support continued learning.	Grow through awareness, reflection, choice, and action.	Notice where someone is, understand what they need, and determine what comes next.
TEACH when knowledge or modeling is needed ASK when thinking needs to surface LISTEN when meaning and evidence are emerging CREATE SPACE when discovery and ownership matter			