Instructional Coaching
ASCD 2018
Our questions

Why do we need coaches?
What is the partnership mindset?
What is your approach to coaching?
What do instructional coaches do?
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THE IMPACT CYCLE

WHAT INSTRUCTIONAL COACHES SHOULD DO TO FOSTER POWERFUL IMPROVEMENTS IN TEACHING.
Why do we need coaches?
Coaching done well may be the most effective intervention designed for human performance.

ATUL GAWANDE
“Personal Best,” The New Yorker
Who is your Bob?
Kansas Coaching Project

Partnership study

Qualitative studies

Quantitative studies

Lean-design research
What are your thoughts about Atul Gawande’s comment about coaching?
What is the Partnership Mindset?
Partnership
Equality
Partnership

Equality
Dialogue
Benevolence
Affirmation (not moralistic judgment)
Autonomy
Reality
Action
Reciprocity
What aspects of the partnership approach, if any, standout as being crucial for successful professional development? Why?
1:00
What is your approach to coaching?
Approaches to Coaching

Facilitative

Directive

Dialogical
Facilitative

The Sounding Board

Teachers already have most of the expertise they need to improve

Coach doesn’t share expertise

Teacher does most of the thinking

Accountability is to the teacher

Inquiry
Teacher doesn’t have the knowledge they need to improve
Coach’s expertise is the focus of the session
Coach does most of the thinking
Accountability is to the system
Advocacy
Teacher’s knowledge is clearly valued, and coach’s knowledge of evidence-based teaching strategies is often very helpful.

Coach shares expertise, but dialogically.

Coach and teacher think together.

Coach makes the decision about what learning accountability is to the students.

Advocacy & Inquiry

Partner

Dialogical
## Three Approaches to Coaching

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Facilitative</th>
<th>Dialogical</th>
<th>Directive</th>
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</thead>
<tbody>
<tr>
<td>Metaphor</td>
<td>Sounding board</td>
<td>Partner</td>
<td>Expert-Apprentice</td>
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<tr>
<td>Teacher Knowledge</td>
<td>Knows what they need to know to improve</td>
<td>Has valuable knowledge but may need other</td>
<td>Must implement new knowledge to improve</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Teacher</td>
<td>Teacher</td>
<td>Coach</td>
</tr>
<tr>
<td>Approach</td>
<td>Does not share expertise</td>
<td>Shares expertise dialogically</td>
<td>Shares knowledge directly</td>
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<tr>
<td>Focus</td>
<td>Teacher</td>
<td>Student</td>
<td>Teaching practice</td>
</tr>
<tr>
<td>Mode of discourse</td>
<td>Inquiry</td>
<td>Balances advocacy with inquiry</td>
<td>Advocacy</td>
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Instructional Coaches

Partner with teachers to:

• analyze current reality
• set goals
• identify and explain teaching strategies to hit the goals
• provide support until goals are met
Your Questions

What approach to coaching would be most helpful for your school?
What do instructional coaches do?
The Impact Cycle

1. Identify
2. Learn
3. Improve

The cycle continues in this order.
CURRENT REALITY → STRATEGIES → GOAL
PEERS Goals

Powerful
Easy
Emotionally compelling
Reachable (measurable; strategy is identified)
Student-focused
How do you think goal setting should occur?
1:00
The Impact Cycle

1. Identify
2. Learn
3. Improve

The cycle repeats indefinitely.
Use assessments effectively to . . .

<table>
<thead>
<tr>
<th>Use assessments effectively to . . .</th>
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<tbody>
<tr>
<td>Ensure that all students respond.</td>
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<td>Develop a group response ritual.</td>
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<td>Ask students to explain their responses.</td>
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<tr>
<td>Use effective questioning techniques.</td>
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<td>Reinforce students as they respond.</td>
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<td>Read nonverbal cues.</td>
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<td>Create a mistake-friendly culture.</td>
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<td>Consider giving students progress charts.</td>
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What are best practices that you’ve learned for helping teachers learn teaching practices?
The Impact Cycle

- Identify
- Learn
- Improve
What should coaches do when they sense teachers are starting to lose hope?
Essential Concepts

Commitment
Dialogue
Thinking
One Size Fits One