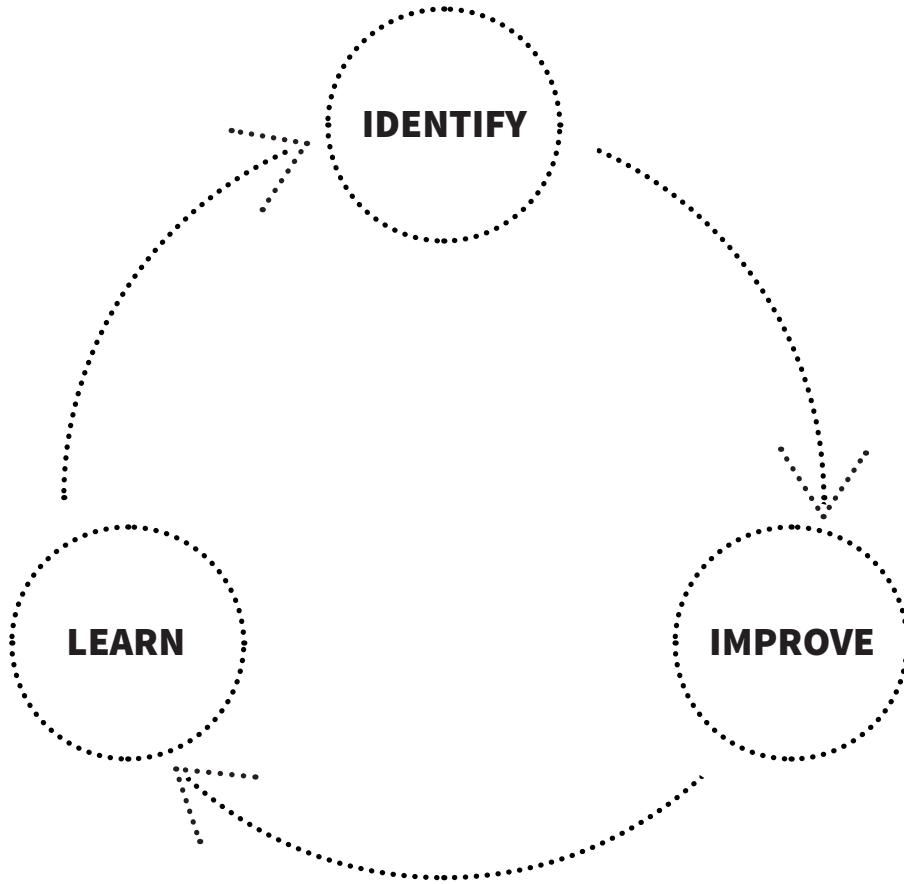


# THE IMPACT CYCLE



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## **CHECKLIST:**

# Impact Cycle

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### **IDENTIFY:**

- Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data (video is best).
- Coach asks the identify questions with the teacher to identify a goal.
- Teacher identifies a student-focused goal.

### **LEARN:**

- Coach shares a checklist for the chosen teaching strategies.
- Coach prompts the teacher to modify the practice if the teacher wishes.
- Teacher chooses an approach to modeling that they would like to observe & identifies a time to watch modeling.
- Coach provides modeling in one or more formats.
- Teachers set a time to implement the practice.

### **IMPROVE:**

- Teacher implements the practice.
- Data is gathered (by teacher or coach in class or while viewing video) on student progress toward to the goal.
- Data is gathered (by the teacher or coach in class or while viewing video) on teacher's implementation of the practice (usually on the previously viewed check list).
- Coach and teacher meet to confirm direction and monitor progress.
- Coach and teacher make adaptations and plan next actions until the goal is met.

## **THREE APPROACHES TO COACHING:**

### Facilitative, Dialogical, and Directive

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It is very important for leaders to adopt the right approach to coaching for the kind of change they hope to see. Indeed, choosing the wrong coaching model can cause problems—like choosing a plumber to wire your house. For that reason, we divide coaching into three approaches: facilitative, directive, and dialogical.

#### **FACILITATIVE COACHING:**

The Sounding Board.

These coaches encourage teachers to share their ideas openly. They refrain from sharing their own expertise or suggestions with respect to what a teacher can do to get better. This approach may be used in all types of situations, so it has the potential to address issues that dialogical or directive coaching is not able to address. The relationship is based on equality.

#### **DIRECTIVE COACHING:**

The Master and the Apprentice.

In many ways, directive coaching is the opposite of facilitative coaching. The directive coach has special knowledge, and his or her job is to transfer that knowledge to the teacher. In an instructional coaching scenario, the directive coach works from the assumption that the teachers they are coaching do not know how to use best practices. The relationship is respectful, but not equal.

#### **DIALOGICAL COACHING:**

The Partner.

Dialogical coaches balance advocacy with inquiry. That is, they share strategies and options for improvements provisionally and help teachers describe precisely both what it is they want to achieve and how to get there. Furthermore, they go beyond mere conversation to dialogue, where thinking is done together and neither the teacher nor the coach is expected to withhold their ideas. The relationship is equal. Effective instructional coaches are usually dialogical coaches. Therefore, this is the approach we use as we move through the Impact Cycle.

An instructional coach understands the three types of coaching and recognizes that an instructional coach works primarily as a dialogical coach. Although dialogue and thinking together with the collaborating teacher drive the coaching process, the instructional coach is aware of and understands the two other forms of coaching and is able to use any of the three approaches as situations may dictate. Nevertheless, directive coaching is used minimally—if at all—by an effective instructional coach.

# DEEP LEARNING, DEEP COACHING

## Deep Learning

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At its heart, coaching is about striving to become the best version of ourselves and being committed to continuous and measurable improvement. Think about the feeling you get when you gain a new competency and how motivating that is. That is the very thing deep coaching taps into—the desire we all have to be the very best version of ourselves.

Deep learning changes us in unmistakable ways. Deep learning can come from positive or negative experiences.

*“Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we were never able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.”*

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**PETER SENGE**

The Fifth Discipline: The Art and Practice of the Learning Organization, 1990

**IDENTIFY:**

Getting A Clear Picture Of Reality

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**VIDEO**

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**STUDENT INTERVIEWS**

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**STUDENT WORK**

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**OBSERVATION**

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## **CHECKLIST:**

# Pre-Observation Conversation

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### **ACTION**

- Take notes during the conversation.
- Determine the desired form of feedback-(a) appreciation, (b) coaching, (c) evaluation, or (d) some other form.
- Determine the purpose of the observation-(a) to get a clear picture of reality, (b) to establish a base line for setting a goal, (c) to monitor progress toward a goal, or (d) some other purpose.
- Explain the different kinds of data that can be gathered.
- Determine which types of data will be gathered.
- Determine the location, date, and time for the observation.
- Determine whether or not it is OK for you to talk with students in the class.
- Ask, "Is there anything I need to know about particular students or this class in general?"
- Determine where you will sit and whether or not it is OK for you to move around the class.
- Ask, "Is there anything else you want to ask me that you haven't asked yet?"
- Determine how you will share data (e.g., face-to-face, via email).
- Identify when and where you will meet to discuss data.

## **CHECKLIST:**

### PEERS Goals

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#### **A PEERS GOAL IS:**

- POWERFUL:** Makes a big difference in children's lives.
- EASY:** Simple, clear, and easy to understand.
- EMOTIONALLY COMPELLING:** Matters a lot to the teacher.
- REACHABLE:** Identifies a measurable outcome and strategy.
- STUDENT-FOCUSED:** Addresses a student achievement, behavior, or attitude outcome.



## **CHECKLIST:**

# Listening & Questioning Effectively

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### **TO LISTEN AND QUESTION EFFECTIVELY, I NEED TO:**

- Make sure my conversation partner does most of the talking.
- Pause and affirm before I start talking.
- Don't interrupt (except when it is very helpful).
- Ask one question at a time.
- Ask for clarification when I'm not certain what is being said.
- Ask, "And what else?"
- Assume people are doing their best.
- Avoid leading questions.
- Avoid giving advice disguised as a question.

**CHECKLIST:**

Identify Questions

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1. On a scale of 1-10, with 10 being the best lesson you've ever taught and 1 being the worst, how would you rank that lesson? \_\_\_\_\_

2. What pleased you about the lesson?

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3. What would have to change to move the lesson closer to a 10?

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4. What would your class be doing differently if it was a 10?

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5. Tell me more about what that change would look like.

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6. How would we measure that change?

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7. Do you want that to be your goal?

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8. If you could hit that goal, would it really matter to you?

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9. What teaching strategy can you use to hit your goal?

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10. What are the next steps?

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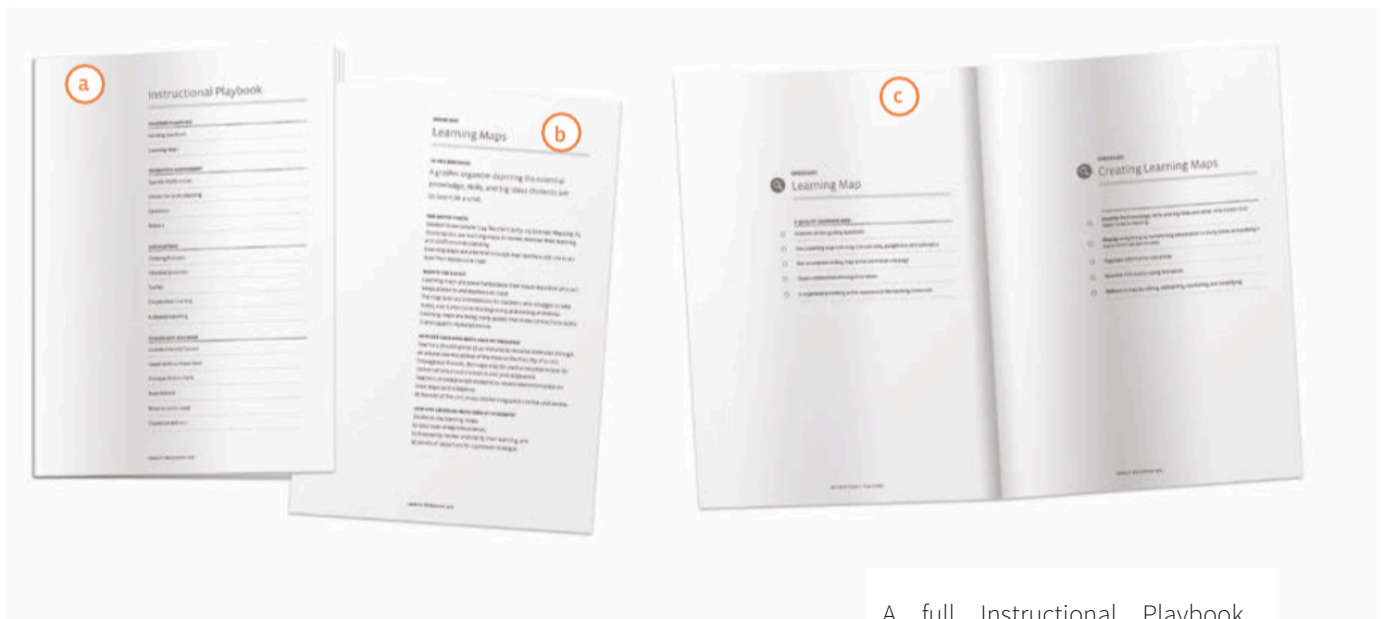
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# Strategies Can Be Shared and Taught by Creating an Instructional Playbook.

To help teachers improve student learning and wellbeing by improving instruction, the coach must be able to clearly describe a set of teaching strategies teachers can use to hit their goals. The so-called Instructional Playbook describes these strategies using the following three tools:

- A.** A one-page list of high-impact teaching strategies.
- B.** One-page descriptions for each of the strategies.
- C.** Checklists that help coaches describe the teaching practices contained in the playbook.



A full Instructional Playbook, including one-page descriptions and checklists for each teaching strategy is included in *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in teaching*.



**IDENTIFY:**

Modeling

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In class with students present

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In class without students present

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Co-teaching

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Observe another teacher

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Video

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Observe another teacher

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**IDENTIFY:**

Improve

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**CONFIRM DIRECTION**

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**REVIEW PROGRESS**

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**INVENT IMPROVEMENTS**

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**PLAN NEXT ACTION**

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## **QUESTIONS:**

# Questions for the Improve Stage

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### **QUESTIONS TO CONFIRM DIRECTION**

Given the time we have today, what's the most important thing for us to talk about?

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What's on your mind?

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### **QUESTIONS TO REVIEW PROGRESS**

What has gone well?

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What are you seeing that shows this strategy is successful?

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What progress has been made toward the goal?

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What did you learn?

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What surprised you?

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What roadblocks are you running into?

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## **QUESTIONS FOR INVENTING IMPROVEMENTS**

Do you want to stick with the strategy as it is?

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Do you want to revisit how you use the teaching strategy?

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Do you want to choose a new strategy?

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Do you want to change the way we measure progress toward the goal?

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Do you want to change the goal?

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## **QUESTIONS FOR PLANNING NEXT STEPS**

When will we meet again?

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What tasks have to be completed between now and our next meeting?

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Who will do the tasks?

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When will the tasks be done?

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How else can I help you between now and then?

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## **ADDITIONAL RESOURCES**



[instructionalcoaching.com](http://instructionalcoaching.com)

[radicallearners.com](http://radicallearners.com)

[facebook.com/instructional.coaching](https://facebook.com/instructional.coaching)

[corwin.com/highimpactinstruction/](http://corwin.com/highimpactinstruction/)

[corwin.com/focusonteaching](http://corwin.com/focusonteaching)

[corwin.com/knightbetterconversations](http://corwin.com/knightbetterconversations)

[corwin.com/knightimpactcycle](http://corwin.com/knightimpactcycle)

[corwin.com/jimknight](http://corwin.com/jimknight)

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