THE IMPACT CYCLE
AFTER 500 PLAYS OUR HIGH FIDELITY TAPE STILL DELIVERS HIGH FIDELITY.

If your old favorites don't sound as good as they used to, the problem could be your recording tape. Some tapes show their age more than others. And when a tape ages prematurely, the music on it does too. What can happen is, the oxide particles that are bound onto tape loosen and fall off, taking some of your music with them. At Maxell, we've developed a binding process that helps prevent this. When oxide particles are bound onto our tape, they stay put. And so does your music.

So even after a Maxell recording is 500 plays old, you'll swear it's not a play over five.

IT'S WORTH IT.
<table>
<thead>
<tr>
<th>Spring</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
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</tr>
<tr>
<td>Autumn</td>
<td></td>
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<tr>
<td>Winter</td>
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</table>
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
Guiding Questions

1. What are the partnership principles and should I ground my coaching in them?

2. What should be my approach to coaching?

3. How do instructional coaches identify goals with teachers?

4. How should instructional coaches go about explaining and modeling teaching strategies?

5. How do coaches partner with teachers to make adaptations until goals are met?
PARTNERSHIP
PRINCIPLES
Partnership

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity
In what ways do / don’t you live by the partnership principles? Does anything need to change?
1. What are the partnership principles and should I ground my coaching in them?

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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 or student
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

Directive

*Master and Apprentice*
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.

Teacher makes the decision about what learning.

Accountability is to the students.

Advocacy & Inquiry
## Three Approaches to Coaching

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Facilitative</th>
<th>Dialogical</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metaphor</td>
<td>Sounding board</td>
<td>Partner</td>
<td>Expert-Apprentice</td>
</tr>
<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>
</tr>
<tr>
<td>Focus</td>
<td>Teacher/Student</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>
</tr>
</tbody>
</table>
What approach to coaching would be most helpful for your school?
To what extent are you able to promote deep coaching?
2:00
The Impact Cycle

- Identify
- Learn
- Improve

Diagram showing a cycle with three steps: Identify, Learn, and Improve, each connected by arrows.
1. What are the partnership principles and should I ground my coaching in them?

2. What should be my approach to coaching?

3. **How do instructional coaches identify goals with teachers?**

4. How should instructional coaches go about explaining and modeling teaching strategies?

5. How do coaches partner with teachers to make adaptations until goals are met.
The Impact Cycle
CURRENT REALITY

STRATEGIES

GOAL
Common Perceptual Errors

- Confirmation bias
- Habituation
- Primacy Effect
- Recency Effect
- Stereotypes
Getting the Most out of Watching your Video

GOAL

» Identify: two sections of the video that you like and one or two sections of video you’d like to further explore

CONTENT PLANNING

Watching yourself on video is one of the most powerful strategies professionals can use to improve. However, it can be a challenge. It takes a little time to get used to seeing yourself on screen, so be prepared for a bit of a shock. After a little time you will become more comfortable with the process.

» Find a place to watch where you won’t be distracted

» You may find it helpful to read through the teacher and student surveys and/or the big ticket items to remind yourself of things to keep in mind while watching

» Set aside a block of time so you can watch the video uninterrupted

» Make sure you’ve got a pen and paper ready to take notes

WATCHING THE VIDEO

» Plan to watch the entire video at one sitting

» Take notes on anything that is interesting

» Be certain to write the time from the video beside any note you make so that you can return to it should you wish to

» People have a tendency to be too hard on themselves, so be sure to really watch for things you like

» After watching the video, review your notes, and circle the items you will discuss with your coach (2 you like, and 1 or 2 you would like to further explore)

» Sit back, relax, and enjoy the experience
Watch Your Students

After watching the video of today's class, please rate how close the behavior of your students is to your goal for an ideal class in the following areas:

- Students were engaged in learning (95% engagement is recommended)
- Students interacted respectfully
- Students clearly understand how they are supposed to behave
- Students rarely interrupted each other
- Students engaged in high-level conversation
- Students clearly understand how well they are progressing (or not)
- Students are interested in learning activities in the class

**DATE**

**comments**
After watching the video of today's class, please rate how close your instruction is to your ideal in the following areas:

My praise to correction ratio is at least a 5 to 1 ratio

I clearly explained expectations prior to each activity

My corrections are calm, consistent, immediate, and planned in advance

My questions at the appropriate level (know, understand, do)

My learning structures (stories, cooperative learning, thinking devices, experiential learning) were effective

I used a variety of learning structures effectively

I clearly understand what my students know and don't know.

comments
Seeing Reality

- Video
- Interviewing students
- Reviewing student work
- Observation data
Is it important for teachers to get a clear picture of reality? If yes, how do you help them do that? Should anything change?
PEERS Goals

Powerful
Easy
Emotionally compelling
Reachable (measurable; strategy is identified)
Student-focused
Measurable Goals

• 90% of students are on task
• 80% of students will get 5 out of 5 on the checklist for writing a paragraph
• Transition time is less than 5%
Maximum engagement during the introductory phase on instruction
Feedback strategies during writing time.
Engaging the high needs learner.
Strategies to best implement the inquiry cycle.
Your Questions

How is this approach to goal setting similar or different from the way you currently set goals with teachers?
4:00
The Impact Cycle

1. Identify
2. Learn
3. Improve

1. Identify → Learn → Improve → Identify
CURRENT REALITY

GOAL
CURRENT REALITY

GOAL
On a scale of 1-10, how close is the lesson to your ideal?

What pleased you about the lesson?

What would have to change to make it closer to a 10?

What would you see your students doing differently?

Describe what that would look like.

How could we measure that?

Should that be your goal?

If you could reach that goal would it really matter to you?

What teaching strategy would you like try to achieve your goals?
Identify Questions
Your Questions

Will you use the identifying questions? Why? Why not? If yes, how will this be different from the way you currently coach?
The Art of Questioning

Create a Welcoming Environment

Build Trust

Listen

Gain Clarity

Ask for More

Learn Rather than Judge

Keep out of the Answer
**Listening & Questioning Effectively**

<table>
<thead>
<tr>
<th>To listen and question effectively, I …</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure my conversation partner does most of the talking</td>
<td></td>
</tr>
<tr>
<td>Pause and affirm before I start talking</td>
<td></td>
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<tr>
<td>Don’t interrupt (except when it is very helpful)</td>
<td></td>
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<tr>
<td>Ask one question at a time</td>
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<tr>
<td>Ask for clarification when I’m not certain what is being said</td>
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<tr>
<td>Ask, “And what else?”</td>
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<tr>
<td>Assume people are doing their best</td>
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<tr>
<td>Avoid leading questions</td>
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<tr>
<td>Avoid giving advice disguised as a question</td>
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</tbody>
</table>
CURRENT REALITY → STRATEGIES → GOAL
The Questions

On a scale of 1-10, how close is the lesson to your ideal?

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Identify
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The Impact Cycle

- Identify
- Improve
- Learn
CURRENT REALITY

STRATEGIES

GOAL
Checklist for Using Assessments Effectively

<table>
<thead>
<tr>
<th><strong>Use assessments effectively to . . .</strong></th>
<th>✓</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure that all students respond.</td>
<td></td>
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<tr>
<td>Develop a group response ritual.</td>
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</tr>
<tr>
<td>Ask students to explain their responses.</td>
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<tr>
<td>Use effective questioning techniques.</td>
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<tr>
<td>Reinforce students as they respond.</td>
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<tr>
<td>Read nonverbal cues.</td>
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<tr>
<td>Create a mistake-friendly culture.</td>
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<tr>
<td>Consider giving students progress charts.</td>
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Your Questions

How do you ensure that your explanations are clear? Should you use more checklists as a part of your coaching?
INSTRUCTIONAL PLAYBOOK
INSTRUCTIONAL PLAYBOOK
High-Impact Teaching Practices

Content Planning

• Guiding Questions
• Learning Maps

Formative Assessment

• Specific Proficiencies
• Checks for Understanding
• Teaching Modifications

Instruction

• Thinking Prompts
• Effective Questions
• Cooperative Learning
• Stories
• Authentic Learning

Community Building

• Learner-Friendly Culture
• Power With, not Power Over
• Freedom Within Form
• Expectations
• Witness to the Good
• Corrections
Learning Maps

In One Sentence:
- A graphic organizer depicting the essential knowledge, skills, and big ideas students are to learn in a unit.

The Hattie Check:
- Student Expectations 1.44; Teacher Clarity .75; Concept Mapping .75.
- Students can use learning maps to review, monitor their learning, and confirm understanding.
- Learning maps are a form of concept map teachers can use to ensure their lessons are clear.

What's the Point?
- Learning maps are powerful because the visual depiction of a unit keeps students and teachers on track.
- The map is an accommodation for students who struggle to take notes, and it structures the beginning and ending of lessons.
- Learning maps are living study guides that make connections explicit and that support repeated review.

How Are Learning Maps Used By Teachers?
- Teachers should take 25-40 minutes to introduce the unit through an interactive discussion of the map on the first day of a unit.
- Throughout the unit, the maps can be used as visual prompts for conversations around advance and post organizers.
- Teachers should prompt students to record new information on their maps as it is learned.
- At the end of the unit, maps can be integrated into the unit review.

How Are Learning Maps Used By Students?
Students use learning maps
- to take note of key information,
- to frequently review and clarify their learning, and
- as points of departure for classroom dialogue.
# Checklist: An Effective Learning Map

<table>
<thead>
<tr>
<th>A quality checklist…</th>
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<tbody>
<tr>
<td>Answers all the guiding questions</td>
<td></td>
</tr>
<tr>
<td>Has a starting map with only the core idea, paraphrase, and sub topics</td>
<td></td>
</tr>
<tr>
<td>Has a complete ending map on no more than one page</td>
<td></td>
</tr>
<tr>
<td>Shows connections through line labels</td>
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</tr>
<tr>
<td>Is organized in the sequence of the learning in the unit</td>
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</tr>
</tbody>
</table>
Do you have an instructional playbook? Should you?
The Impact Cycle:

1. Identify
2. Learn
3. Improve

The cycle flows from Identify to Learn to Improve, then back to Identify.
in the class
co-teach
prior to class
another class (with coach)
another class (without coach)
video
To what extent is modeling a part of your coaching?
1. What are the partnership principles and should I ground my coaching in them?

2. What should be my approach to coaching?

3. How do instructional coaches identify goals with teachers?

4. How should instructional coaches go about explaining and modeling teaching strategies?

5. How do coaches partner with teachers to make adaptations until goals are met.
IMPROVE PHASE

1 IMPLEMENT TEACHING STRATEGY
2 MONITOR PROGRESS TOWARD GOAL
3 MODIFY STRATEGY, IF NECESSARY
4 REVISIT GOAL
What should coaches do when they sense teachers are starting to lose hope?
Improve

- Confirm Direction
- Review Progress
- Invent Improvements
- Plan Next Actions
• Given the time we have today, what’s the most important thing for us to talk about?
• What’s on your mind?
Review Progress

- What has gone well?
- What are you seeing that shows that the strategy is successful?
- What progress has been made toward the goal?
Review Progress

- What did you learn?
- What surprised you?
- What roadblocks are you running into?
Inventing Improvements

• Do you want to stick with the strategy as it is?
• Do you want to revisit how you use the teaching strategy?
• Do you want to choose a new strategy?
Inventing Improvements

• Do you to change the way we measure progress toward the goal?
• Do you want to change the goal?
Plan Next Actions

- Determine next meeting
- Identify tasks
- Add dates
- Confirm commitment
CHECKLIST:
Impact Cycle

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
- Teacher identifies a teaching strategy to use to hit the goal

LEARN:
- Coach shares a checklist for the chosen teaching strategy
- Coach prompts the teacher to modify the practice if they wish
- 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
- Teacher sets 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 teacher or coach in class or while viewing video) on teacher’s implementation of the practice (usually on the previously viewed checklist)
- Coach and teacher meet to confirm direction and monitor progress
- Coach and teacher make adaptations and plan next actions until the goal is met
The Impact Cycle

1. Identify
2. Learn
3. Improve

The cycle repeats, with each step informing the next.
1. What are the partnership principles and should I ground my coaching in them?

2. What should be my approach to coaching?

3. How do instructional coaches identify goals with teachers?

4. How should instructional coaches go about explaining and modeling teaching strategies?

5. How do coaches partner with teachers to make adaptations until goals are met.
Your Questions

What questions do you have about the impact cycle?
The Questions

On a scale of 1-10, how close the lesson to your ideal?

What would have to change to make it closer to a 10?

What would you see your students doing differently?

Describe what that would look like?

How could we measure that?

Should that be your goal?

If you could reach that goal would it really matter to you?

What teaching strategy would you like try to achieve your goals?
Identify
On a scale of 1-10, how close was the lesson to your ideal?

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How could we measure that?

Should that be your goal?

If you could reach that goal would it really matter to you?

What teaching strategy would you like try to achieve your goals?
Your question

Will you use the identifying questions? Why? Why not? If yes, how will this be different from the way you currently coach?
5:00