The Impact Cycle
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
7 Success Factors

- A coaching cycle
- Adult learning
- Teaching strategies
- Data
- Communication
- Leadership
- System support
7 Success Factors

- Coaching cycle
  - Adult learning
  - Teaching strategies
  - Data
  - Communication
  - Leadership
  - System support
1. What is your approach to coaching?

2. How do instructional coaches identify goals with teachers?

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

4. How do coaches partner with teachers to make adaptations until goals are met?
Test:
What is your approach to coaching?
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
Directive

Master and Apprentice

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
# 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</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>
Your question

What approach to coaching will have the most positive impact on students’ lives in your school(s)?
The Impact Cycle

1. Identify
2. Improve
3. Learn

This cycle involves identifying opportunities, improving processes, and learning from experiences to continuously enhance and impact positively.
How do instructional coaches identify goals with teachers?
CURRENT REALITY \( \rightarrow \) Strategies \( \rightarrow \) GOAL
Seeing Reality

- Video
- Interviewing students
- Reviewing student work
- Observation data
Your question

Would you like to see anything change about how video is used in your school/district?
2:00
CURRENT REALITY

GOAL
Powerful
Easy
Emotionally compelling
Reachable (measurable; strategy is identified)
Student-focused
CURRENT REALITY

Strategies

GOAL
The Questions

On a scale of 1-10, how close 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?
How is this approach to goal setting similar/different from goal setting in your school(s)?
The Impact Cycle

- Identify
- Improve
- Learn
How should instructional coaches explain and model teaching practices?
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>
<th>✔</th>
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</thead>
<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>
<td></td>
</tr>
<tr>
<td>Is organized in the sequence of the learning in the unit</td>
<td></td>
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</tbody>
</table>
Precise & Provisional
Use assessments effectively to . . .

<table>
<thead>
<tr>
<th>Ensure that all students respond.</th>
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<tbody>
<tr>
<td>Develop a group response ritual.</td>
</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>
</tr>
<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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</table>

Figure 3.6 Checklist for Using Assessments Effectively

Model

in the class
co-teach
prior to class
another class (with coach)
another class (without coach)
video
Your question

How might you use the ideas of (a) instructional playbooks, (b) checklists, and (c) modeling teaching strategies?
The Impact Cycle

- Identify
- Improve
- Learn
How do coaches partner with teachers to make adaptations so goals are met?
IMPROVE PHASE

1. IMPLEMENT TEACHING STRATEGY
2. MONITOR PROGRESS TOWARD GOAL
3. MODIFY STRATEGY, IF NECESSARY
4. REVISIT GOAL
Improve

• Confirm Direction
• Review Progress
• Invent Improvements
• Plan Next Actions
CHAPTER 5

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 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.
2:00
Guiding Questions

1. What is your approach to coaching?
2. How do instructional coaches identify goals with teachers?
3. How should instructional coaches go about explaining and modeling teaching strategies?
4. How do coaches partner with teachers to make adaptations until goals are met?
Your question

What questions do you have about the impact cycle?