EXCELLENT INSTRUCTION, EVERY DAY, IN EVERY CLASS, FOR EVERY STUDENT
CREATING AN INSTRUCTIONAL PLAYBOOK
Our Focus

1. Why?
2. What?
3. How?
In the NFL...

It’s all about the playbook

“The reason our playbook is so thorough is because I feel it’s the best way to teach a complex game.”

Al Saunders
Offensive Coordinator
WHY CREATE AN INSTRUCTIONAL PLAYBOOK?
Partner with teachers to...

- Analyze current reality
- Set goals
- Identify and explain high-impact teaching strategies to hit the goals
- Provide support until goals are met
7 Success Factors

1. The Coaching Cycle
2. Instructional Playbook
3. Data
4. Communication
5. Understanding Adults and Change
6. Leadership
7. System Support
The Impact Cycle

1. Identify
2. Learn
3. Improve

The process cycle flows from Identify to Learn to Improve and back to Identify.
The Impact Cycle

- **Identify**
  - Current picture of reality
  - Set goal
  - Decide on strategy

- **Improve**

- **Learn**
  - Checklists
  - Model
Simplicity boils down to two steps: Identify the essential. Eliminate the rest.

—Leo Babauta
WHAT IS AN INSTRUCTIONAL PLAYBOOK?
The Playbook

- One-page Table of Contents of high-impact strategies
- One-page descriptions for each strategy
- Checklists to help coaches describe each strategy
CREATING A TABLE OF CONTENTS
“Simple can be harder than complex. You have to work to get your thinking clean to make it simple. But it is worth it in the end because once you get there, you can move mountains.”

Steve Jobs
Business Week
May 25, 1988
Strategies Are...

A **choice**, not a mandate
How People Change

When you insist, they will resist.
If everything is important, then nothing is important.

If everything is a priority, then nothing is a priority.
Prioritizing

- Doable
- Powerful
- Weak
- Difficult
The playbook’s job is to alleviate anxiety, not exacerbate it.
Better to know a few strategies very well than to know a lot of strategies superficially.
The number of initiatives is irrelevant. It is the degree of implementation that creates impact.
lean & clean
“People get focused through one page tools.”

Bill Jensen
Simplicity: The New Competitive Advantage

Not overly complex or unwieldy
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

A one-page listing of the categories and strategies in your playbook
NEHS English Department Instructional Playbook

READING
Close Reading Task planning
Paired Texts
Non-Print Texts
Readers Workshop

WRITING
Sentence Fundamentals
Sentence Proficiency
Paragraph Writing
Theme Writing
Paraphrasing and Summarizing

SPEAKING & LISTENING
Touchstones Discussion
Socratic Circles
Fishbowl Discussion
Blackboard Discussion Board

LANGUAGE
Sentence Fundamentals
Sentence Proficiency
SIM Generalization Activities
Peer Review
Online Editing Tools

ENGAGEMENT
Thinking Prompts
Effective Questions
Cooperative Learning
Stories
Authentic Learning

CLASSROOM MANAGEMENT
CHAMPS
PBIS
Classroom Design and Environment
Page One: A one-page listing of the categories and strategies in your playbook
Behavior Instructional Playbook

PLANNING
* Setting clear goals
* Collaborate with team
* Define and define behavior
* Structured behavior observation + formative assessment (data collection)

STRATEGIES
* Antecedent strategies
* Replacement skills
* Consequences
  > Define terms and clarify how/when they apply

FOLLOW UP
* Meet with the team to determine if strategies were effective

YES
  > On-going consults with team

NO
  > Modify strategies
  > Implement BIP

Student Teachers
Novice Teachers

Classroom Environment Playbook

Planning
* Learn as much as you can about your students and culture
Creating the TOC

The Process

1. Everyone writes down the name of the practices that they are sharing with teachers (such practices as teaching expectations, increasing ratios of interaction, using checks for understanding, employing cooperative learning). **One per sticky.**

2. Once everyone has written down all of the practices, they are posted on a wall.
Creating the TOC

The Process

3. Use affinity diagram process (p. 193 of *Unmistakable Impact*) to sort out all the stickies.

4. Discuss as a group:
   - What have we missed? Have we adequately addressed all aspects of the classroom (engagement, achievement, environment, etc.)?
   - Can we make this simpler? What can we remove?
   - Are we really sharing all of the practices we’ve discussed?

5. Each individual creates their own version of the one-page document.
# Checklist: Table of Contents

<table>
<thead>
<tr>
<th>Criteria</th>
<th>✓</th>
<th>□</th>
</tr>
</thead>
<tbody>
<tr>
<td>List only high-priority teaching strategies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The list is no more than one page long.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>List only teaching strategies (not, for example, professional development activities, data to be gathered).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lists categories of teaching practices not small activities (cooperative learning rather than think, pair, share).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listed strategies help teachers meet their goals within the coaching cycle.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The list is a living document (it is continually being refined based educator experiences with the strategies in classrooms).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Not what works but what works **BEST**
The Playbook

- One-page Table of Contents of high-impact strategies
- One-page descriptions for each strategy
- Checklists to help coaches describe each strategy
“You can’t get good at something you don’t know.”

—Doug Fisher
CREATING THE ONE-PAGE DESCRIPTION
If you can’t describe it clearly, it won’t happen.
Instructional coaches must know their practices deeply and communicate that knowledge clearly.
In One Sentence
The Hattie Check
What’s the Point?
How is this used by teachers?
How is this used by students?
Guiding Questions

**IN ONE SENTENCE:**
- If students can answer all of the guiding questions for a unit correctly and completely, they should get an A.

**THE HATTIE CHECK:**
- Student Expectations 144, Teacher Clarity 75
- Students can use guiding questions to review, monitor their learning, and confirm understanding.
- To develop guiding questions, teachers need to identify and clarify the knowledge, skills, and big ideas students need to learn.

**WHAT'S THE POINT?**
- Guiding questions clearly state what students need to know, do, and understand to be successful in a unit.
- Guiding questions are necessary for formative assessment and differentiation because teachers need to know what they are going to teach before they assess or differentiate.
- Guiding questions can and should be used as a point of departure for many classroom discussions.

**HOW ARE GUIDING QUESTIONS USED BY TEACHERS?**
- To develop guiding questions, teachers need to unpack prevailing standards and carefully identify the knowledge, skills, and big ideas students are to learn in a unit.
- Teachers report that they find it very valuable to create questions by collaborating with others teaching the same unit.
- Teachers should prompt students to write down part or all of each question on their own at the start of a unit.
- Guiding questions can be shared with students when learning maps are shared.
- Guiding questions can be posted in the classroom during each unit.

**HOW ARE LEARNING MAPS USED BY STUDENTS?**
- Students use guiding questions:
  - to keep the main goals of the unit in mind;
  - to frequently review and clarify their learning, and
  - as points of departure for classroom dialogue.
The Playbook

• One-page Table of Contents of high-impact strategies

• One-page descriptions for each strategy

• Checklists to help coaches describe each strategy
Checklists seem simple and lowly, but they help fill in the gaps in our brains and between our brains.

—Atul Gawande
CREATING THE CHECKLIST
Checklists remind us of the minimum necessary steps and make them explicit. They... instill a kind of discipline of higher performance.
Clarity

Curse of Knowledge
We don’t remember what it’s like to not know something.
### Checklist for Checklists

<table>
<thead>
<tr>
<th>An effective checklist is . . .</th>
<th>✔</th>
</tr>
</thead>
<tbody>
<tr>
<td>concise: less than ten lines and as short as possible.</td>
<td>○</td>
</tr>
<tr>
<td>explicit: everything important is stated.</td>
<td>○</td>
</tr>
<tr>
<td>precise: each item is clearly described.</td>
<td>○</td>
</tr>
<tr>
<td>easy to understand: use the right words stated in the simplest way.</td>
<td>○</td>
</tr>
<tr>
<td>comprehensive: everything that needs to be addressed is addressed.</td>
<td>○</td>
</tr>
</tbody>
</table>
### Figure 8.4 Think, Pair, Share Checklist

<table>
<thead>
<tr>
<th>Students know...</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who their learning partner will be before they start.</td>
<td></td>
</tr>
<tr>
<td>Exactly what the thinking prompt is to which they are responding.</td>
<td></td>
</tr>
<tr>
<td>How much time they will have to write their response.</td>
<td></td>
</tr>
<tr>
<td>That they are to use all the time they are given to think and write about their response.</td>
<td></td>
</tr>
<tr>
<td>The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation.</td>
<td></td>
</tr>
<tr>
<td>How they should communicate with each other (in particular, how they should listen and talk).</td>
<td></td>
</tr>
</tbody>
</table>


[http://www.corwin.com/highimpactinstruction](http://www.corwin.com/highimpactinstruction)
Creating Checklists

1. Identify 1 practice from your Playbook for which you need a checklist.
2. Create a checklist for that practice.
3. Share your checklist with a partner.
4. Ask…What can we do to make this simpler?
5. Refine your checklist.
Partnership

Using the playbook with

• Teachers
• Other coaches
• School administrators
• System/district leadership
What questions do you have about the instructional playbook?
Sharon Thomas & Ann Hoffman

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https://resources.corwin.com/impactcycle