Instructional Coaching
Guiding Questions

1. What complicates the task of helping adults?

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

3. What is the instructional coaching improvement cycle? How do I do it? Should I do it?
Learning Map

**Instructional Coaching Institute**

- **Helping**
  - by understanding

- **Improving Instruction**
  - by using the

- **Coaching Cycle**

- **Partnership**
  - by embracing
#instructionalcoaching
@jimknight99
#instructionalcoaching
<table>
<thead>
<tr>
<th>Season</th>
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<tbody>
<tr>
<td>Spring</td>
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<tr>
<td>Summer</td>
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<td>Autumn</td>
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<td>Winter</td>
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</tbody>
</table>
Your question

How similar or different are your teachers’ comments about coaching compared with Sharon’s comments?
Coaching done well may be the most effective intervention designed for human performance.

ATUL GAWANDE
“Personal Best,” The New Yorker
1. What complicates the task of helping adults?

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3. What is the instructional coaching improvement cycle? How do I do it? Should I do it?
Helping
Teacher predictions vs. Reality

- **# of Teacher Questions**
  - Teacher predictions: 15
  - Reality: 45

- **# of Student Questions**
  - Teacher predictions: 15
  - Reality: 1
Simple Truth # 1

Most people don’t know what it looks like when they do what they do.
Your question
What experiences have you had that support or disprove the statement that “most people don't know what it looks like when they do what they do?”
Identity
You are the luckiest guy in the world.

I would love to be married to me.
Identity
THANKS FOR THE FEEDBACK

THE SCIENCE AND ART OF RECEIVING FEEDBACK WELL

Even when it is off-base, unfair, poorly delivered, and Frankly, you're not in the mood.

Douglas Stone & Sheila Heen

of the Harvard Negotiation Project

co-authors of DIFFICULT CONVERSATIONS
The story we tell ourselves about who we are.

*Stone and Heen (2014)*
Simple Truth # 2

People take it personally when we talk about their practice.
Your question

How have people’s concerns about identity affected your work as a coach?
Thinking
Simple Truth # 3

When we do the thinking for other people, they resist.
Status
HELPING
HOW TO OFFER, GIVE, AND RECEIVE HELP
Understanding Effective Dynamics in One-to-One, Group, and Organizational Relationships
EDGAR H. SCHEIN
Simple Truth # 4

If people perceive us as putting ourselves “one-up”, they resist.
Motivation
Simple Truth # 5

Unless people care about a goal, they aren’t likely to achieve the goal.
Helping

1. Change
2. Identity
3. Thinking
4. Status
5. Motivation
Do you agree that the 5 simple truths are important?
Which of the five simple truths (if any) must be addressed for professional development to succeed?
1. Change
2. Identity
3. Thinking
4. Status
5. Motivation

Helping
Helping

1. Change
2. Identity
3. Thinking
4. Status
5. Motivation
1. What complicates the task of helping adults?

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

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Partnership Principles
Equality
I have a dream that one day this nation will rise up and live out the true meaning of its creed: “We hold these truths to be self-evident: that all men are created equal.”
Can professional development be successful if teachers aren’t treated as equals? Why? Why not?
Assignment: 
choose
Your question

Can professional development be successful if teachers do not have choice? Why? Why not?
Voice
Should teachers have a voice in their professional development? Why? Why not?
Dialogue
Reflection
Reciprocity
PRAXIS
Your question
What percentage of the teachers you work with see professional development as praxis? What would have to change to increase the percentage?
Partnership

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity
Learning Map

INSTRUCTIONAL COACHING INSTITUTE

Helping by understanding

by embracing

IMPROVING INSTRUCTION by using the

Coaching Cycle

Partnership
Partnership

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity
Your question

Which partnership principles do you think should you live by? What other principles would you add?
Guiding Questions

1. What complicates the task of helping adults?

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

3. What is the instructional coaching improvement cycle? How do I do it? Should I do it?
The Impact Cycle

1. Identify
2. Learn
3. Improve

The cycle continues in a loop.
The Impact Cycle

- Identify
- Improve
- Learn

The cycle flows from Identify to Improve to Learn and back to Identify.
Enrolling teachers

One-to-one conversations
Large-group presentations
Small group presentations
Principal referral
Workshops
Informal conversations
The Impact Cycle

- Identify
- Improve
- Learn
The Impact Cycle

- Identify
- Improve
- Learn

Flow: Identify -> Improve -> Learn -> Identify
The Impact Cycle

1. Identify
2. Improve
3. Learn

The cycle continues in a circular pattern.
COACHING TOOLS

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
COACHING TOOLS

Watch Your Students

DATE

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

comments
COACHING TOOLS

Watch Yourself

DATE

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
Your question

What do you need to do to encourage teachers to use video within the coaching cycle?
The Improvement Cycle

identify

improve

learn
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%
Your question

How are goals used in your coaching?
CURRENT REALITY

Strategies

GOAL
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
### Turn-to-Your-Neighbor 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>What tasks, if any, they need to do before they turn to their neighbor.</td>
<td></td>
</tr>
<tr>
<td>What tasks they need to do with their partner (for example, confirm their understanding, compare answers, share an opinion).</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>
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</tr>
</tbody>
</table>

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Do you have an instructional playbook? If not, should you? If yes, how is it working out?
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?
The Questions

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

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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?
Your question

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

- Identify
- Improve
- Learn

Arrows indicate the cyclic process.
Checklists

Checklists remind us of the minimum necessary steps and make them explicit. They ... instill a kind of discipline of higher performance.

The checklist manifesto: How to get things right
Figure 3.6 Checklist for Using Assessments Effectively

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

Creating a checklist

• brainstorm all that goes on the checklist
• organize each item in a sequence
• edit to make the checklist shorter and clearer
Precise & Provisional
The Improvement Cycle

IDENTIFY

IMPROVE

LEARN
Creating a checklist

- brainstorm all that goes on the checklist
- organize each item in a sequence
- edit to make the checklist shorter and clearer
Your question

Do you have checklists for everything you describe. If not, should you? If yes, how are they working for you?
The Improvement Cycle

1. Identify
2. Learn
3. Improve

Diagram showing the cycle: Identify → Learn → Improve → Identify...
in the class
co-teach
prior to class
another class (with coach)
another class (without coach)
video
Your question

How important is it for you to see how to do actions?
How important is some form of modeling in coaching?
The Improvement Cycle

- Identify
- Improve
- Learn
DID YOU HIT THE GOAL

YES

DO YOU WANT TO:
A. Continue to refine your use of the practice?
B. Choose a new goal?
C. Take a break?

NO

DO YOU WANT TO:
A. Revisit how you teach the new practice?
B. Choose a new practice?
C. Stick with the practice as it is?
IMPROVE PHASE

1. Implement teaching strategy
2. Monitor progress toward goal
3. Modify strategy, if necessary
4. Revisit goal
Your question

What should coaches do when they sense teachers are starting to lose hope?
The Impact Cycle

- Identify
- Improve
- Learn
The Impact Cycle

1. Identify
2. Learn
3. Improve

The cycle continues as follows:
- Identify
- Learn
- Improve
- Identify

This cycle emphasizes continuous improvement and learning from experiences to enhance impact.
<table>
<thead>
<tr>
<th>COACHING BEHAVIOR</th>
<th>OBS.</th>
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</thead>
<tbody>
<tr>
<td><strong>IDENTIFY</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data (video is best!)</td>
<td></td>
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<tr>
<td>Coach asks the identify questions with the teacher to identify a goal</td>
<td></td>
</tr>
<tr>
<td>Teacher identifies a student-focused goal</td>
<td></td>
</tr>
<tr>
<td>Teacher identifies a teaching strategy to use to hit the goal</td>
<td></td>
</tr>
<tr>
<td><strong>LEARN</strong></td>
<td></td>
</tr>
<tr>
<td>Coach shares a checklist for the chosen teaching strategy</td>
<td></td>
</tr>
<tr>
<td>Coach prompts the teacher to modify the practice if they wish</td>
<td></td>
</tr>
<tr>
<td>Teacher chooses an approach to modeling that they would like to observe &amp; identifies a time to watch modeling</td>
<td></td>
</tr>
<tr>
<td>Coach provides modeling in one or more formats</td>
<td></td>
</tr>
<tr>
<td>Teacher sets a time to implement the practice</td>
<td></td>
</tr>
<tr>
<td><strong>IMPROVE</strong></td>
<td></td>
</tr>
<tr>
<td>Teacher implements the practice</td>
<td></td>
</tr>
<tr>
<td>Data is gathered (by teacher or coach in class or while viewing video) on student progress toward to the goal</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
</tr>
<tr>
<td>Coach and teacher meet to discuss implementation and progress toward the goal</td>
<td></td>
</tr>
<tr>
<td>Teacher makes modifications until the goal is met</td>
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</tr>
</tbody>
</table>
Learning Map

Instructinal Coaching Institute is about improving instruction by understanding partnership by embracing by using the coaching cycle.
The Impact Cycle

1. Identify (current reality, PEERS goal; strategy)
2. Learn (checklist; model)
3. Improve (did we hit the goal?)
What questions do you have about the impact cycle?
The Improvement Cycle

IDENTIFY

LEARN

IMPROVE