My first teaching experience
My first teaching experience
Greetings From Toronto Canada
One of the main barriers... to turning knowledge into action is the tendency to treat talking about something as equivalent to actually doing something about it.

JEFFREY PFEFFER & ROBERT SUTTON
The Knowing-Doing Gap
How is this similar/different from your view of coaching?
Coaching done well may be the most effective intervention designed for human performance.

**Atul Gawande**
“Personal Best,” The New Yorker
Coaching *done well* may be the most effective intervention designed for human performance.

**Atul Gawande**

“Personal Best,” *The New Yorker*
no. 1

Effective coaching is not an either or proposition
Focus on Students or Teaching Practices
Accountability or Teacher Choice
Explicit or Contextually Relevant
Expertise
or
Respect for Professionalism
Significant Impact or Rapport
Focus on Students and Teaching Practices
Accountability and Teacher Choice
Explicit and Contextually Relevant
Expertise and Respect for Professionalism
Significant Impact and Rapport
The predisposition and the capacity to hold in their heads two opposing ideas at once. And then, without panicking or simply settling for one alternative or the other, they’re able to creatively resolve the tension between those two ideas by generating a new one that contains elements of the others but is superior to both. Roger Martin
no. 2 Coaching involves complex helping relationships
Problems

Simple
Complicated
Complex

--Zimmerman & Glouberman
Helping
Helping

» IDENTITY
» THINKING
» STATUS
» MOTIVATION
Does your experience suggest that helping is complex in these ways?
People don’t do a very good job of assessing their own practice.
no. 4 People aren’t motivated by other people’s goals.
Other Data

Time on task
Transition time
Types of student answers
Ratio of interaction
Get a clear picture of current reality
Identify a change you want to see in students
Identify a measurable student goal outcome
Identify a strategy to try
The Questions

On a scale of 1-10, how close was 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?
Measurable Goals

- 90% of students are on task
- 70% of English Language Learners participate in discussions
- 80% of responses involve original thought
- students talk 50% +
- 80% are highly proficient on exit tickets
- class begins in 3 minutes
- transition time is less than 5%
The Big 4

» Planning
» Assessment
» Instruction
» Community Building
Do you think goal setting is an essential part of coaching?
Knowledge transfer involves making tacit knowledge explicit.
THE CHECKLIST MANIFESTO • HOW TO GET THINGS RIGHT

ATUL GAWANDE
BESTSELLING AUTHOR OF
BETTER AND COMPLICATIONS
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
### Turn-to-Your-Neighbor Checklist

| Students know . . .                                                                 |  
|------------------------------------------------------------------------------------|--
| Who their learning partner will be before they start.                             | ✓
| What tasks, if any, they need to do before they turn to their neighbor.            |  
| What tasks they need to do with their partner (for example, confirm their understanding, compare answers, share an opinion). |  
| 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. |  
| How they should communicate with each other (in particular, how they should listen and talk). |  

Precise & Provisional
Students know . . .

<table>
<thead>
<tr>
<th>Students know . . .</th>
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no. 6 We usually need to see practices to learn them.
in the class
co-teach
prior to class
another class (with coach)
another class (without coach)
video
in the class
co-teach
prior to class
another class (with coach)
another class (without coach)
video
Top-down Coaching

COACH

uses data to shape

TEACHER
Partnership Coaching
Components

- Enroll
- Identify
- Explain & Mediate
- Model
- Observe
- Explore
- Support & Refine
Was there any evidence of use of the Unit Organizer?

- Yes: 92
- No: 36
Will You Use In the Future?
Did You Continue to Use?

- Yes: 68%
- No: 18%
Will You Use In the Future?

96% say yes, and 35% say no.
Teacher 5 | AMBER M. (PRAISE/CORRECTION)
Effective coaching is not an either or proposition.
Coaching involves complex helping relationships.
no. 3

People don’t do a very good job of assessing their own practice.
no. 4

People aren’t motivated by other people’s goals.
SIX BIG IDEAS

no. 5

Knowledge transfer involves making tacit knowledge explicit.
SIX BIG IDEAS

no. 6 We usually need to see practices to learn them.
Working on learning maps at the High-Impact Instruction Institute.
https://www.facebook.com/instructional.coaching
Are you a radical learner?
http://www.radicallearners.com
jimknight@mac.com