The Story of Instructional Coaching
Running head: TEACHER PERCEPTIONS OF PROFESSIONAL DEVELOPMENT

"ANOTHER DAMN THING WE'VE GOT TO DO:"
TEACHER PERCEPTIONS OF PROFESSIONAL DEVELOPMENT

Presentation Given at the American Educational Research Association
April 2000, New Orleans, Louisiana

Jim Knight
Findings

• a history of interpersonal conflict with other teachers;
• a historical belief that professional development is impractical;
• a feeling of being overwhelmed by the tasks they need to complete as teachers;
• resentment about the top-down decision-making in the district; and
• anxiety about changes taking place in their schools.
The Learning Strategies Presentation

She made so many of us so angry by her attitude probably as much as anything. We were doing it during ... you know, really, I don't know if it was fall or spring, but the weather was extremely hot and we really didn't have any air conditioned anything in this building at that time. ...

It was at the end of the day when you're really tired. We weren't being paid for it at all. We'd be here until way after four and the building would be empty by the time, you know, we would finish. I'm not quite sure that people really function well if they're mentally and physically tired. She may have had a much better audience if we had been rested...
She would come in and she would always talk about her experiences, her family, how all of this was very possible and how it would be very beneficial. She always looked so fresh, so clean... Red, perfectly styled hair, very attractive. She sparkled with jewelry. Diamonds. I've never seen any educator wear more diamonds than she did and it was tasteful. She looked good, and all of us felt absolutely so grubby, just really nasty ... we really weren't very receptive to her. I think we sat around looking like hostile juvenile delinquents. I'm sure we did. We were hostile, giving dirty looks, looking at each other and all of this hostile stuff. It's embarrassing to think about. A bit amusing, but mostly embarrassing ...
I think probably the thing that I didn't like, because I just don't believe it, I don't believe that there is any one system that is perfect, and this was virtually sold to us as being something that we had to do step-by-step, no deviation. There could be none of our personal input working with maybe an individual child. It was very cut, and very dried and it was nothing that you could deviate from. That irritated me. It was as if you absolutely had no brain and that you didn't know what might work better using the same basic idea. There was no possibility at all. None what so ever. While I could see that strategies would be really very effective with some children, I knew that it wouldn't work with everybody. And could you change it? No, was the answer we got. You could not. This was it. It had been tested ... you could not change it and she was really quite adamant about that ... she didn't bend anything ... you had to follow those instructions exactly. It was probably a combination of many things.
At any rate, after she finished her stint here, I think that most of us tucked the books away that our district bought for us and just never used them...
Your question

What, if anything, about this qualitative study resonates as still true today in your organization?
Running Head: PARTNERSHIP LEARNING

Partnership Learning:
Putting Conversation at the Heart of Professional Development

Presentation Given at the American Educational Research Association
April 1999, Montreal

Jim Knight
University of Kansas Center for Research on Learning
## Design

**Table 1**

### Counterbalanced Design

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<td>Partnership Learning</td>
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Research Questions

Knowledge
Implementation
Engagement
Enjoyment
Measures

Knowledge Test
Implementation Question
Engagement Form
Workshop Evaluation
Workshop Evaluation: Comprehension

Figure 1: Teacher's combined median ratings for comprehension.
Workshop Evaluation:

Engagement

Figure 2: Teacher's combined median ratings for engagement
Figure 4: Teachers' combined median ratings for enjoyment
Engagement Form

Figure 5: Engagement Form/Median Scores

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(not engaging) (neutral) (very engaging)
**Implementation Question**

Partnership Learning: 59
Traditional Training: 14

**Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?**
equality
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image: courtesy of jdurham at morguefile
Voice
Dialogue
Reflection
PRAXIS
Reciprocity
Your question
To what extent does your organization work from the partnership principles? Does anything need to change?
Learning consulting: Translating research into practice

Jim Knight
Research Associate, Center for Research on Learning

“... the literary translator is necessarily engaged with far more than words, far more than techniques, far more than stories or characters or scenes. [She/he] is ... engaged with worldviews and the passionately held inner convictions of men and women ... A large part of [his/her] task, and perhaps the most interesting ..., is the mining out and reconstruction of those worldviews, those passionately held and beautifully embodied inner convictions.”


Calendar
Feb. 5-6, 1999

When talking about staff development, we commonly describe the activity as “translating”
INSTRUCTIONAL COACHES MAKE
Progress through partnership
Intensive support can improve teaching

“Quick fixes never last, and teachers resent them. They resent going to inservices where someone is going to tell them what to do but not help them follow up. Teachers want someone who’s going to be there, who’s going to help them for the duration, not a fly-by-night program that’s here today, gone tomorrow.”

— Lynne Barnes, Pathways to Success instructional coach

By Jim Knight

Over the past four years, researchers and professional developers from the Kansas University Center for Research on Learning (KU-CRL) have used an approach to staff development that provides teachers
How is instructional coaching conducted in your organization?
Running head: STUDYING THE IMPACT OF INSTRUCTIONAL COACHING

Studying the Impact of Instructional Coaching

Jim Knight

University of Kansas

Kansas Coaching Project at the Center for Research on Learning

and

Jake Cornett

University of Kansas

Kansas Coaching Project at the Center for Research on Learning

and Department of Special Education

Presentation Given at the American Educational Research Association

April, 2009, San Diego, California
Instructional Coaching

Was there any evidence of use of the Unit Organizer?

87% of coached classes exhibited use of the Unit Organizer, compared to 33% of un-coached classrooms.
Will You Use In the Future?

- Review: 7
- Introduce: 7
- Add New: 6
- End Lesson: 5
Did You Continue to Use?

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

- Yes: 96%
- No: 35%
Lean-Design Research

1. Invent improvements
2. Develop/improve a process or product
3. Measure progress and identify friction points
4. Implement the process or product

Cycle:
- Invent improvements
- Develop/improve a process or product
- Measure progress and identify friction points
- Implement the process or product
- Invent improvements
Your question

What the major findings you’ve had as you’ve implemented coaching?
THE IMPACT CYCLE

What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching

JIM KNIGHT
Evaluation of video-based instructional coaching for Middle school teachers: Evidence from a multiple baseline study

David S. Knight\textsuperscript{a}, Mike Hock\textsuperscript{b}, Thomas M. Skrtic\textsuperscript{b}, Barbara A. Bradley\textsuperscript{b} and Jim Knight

\textsuperscript{a}University of Texas at El Paso, El Paso, Texas, USA; 
\textsuperscript{b}University of Kansas, Lawrence, Kansas, USA

Abstract

We designed a multiple baseline study to evaluate an instructional coaching model in which coaches use video recordings of collaborating teachers’ classrooms to inform their coaching practices. In this model, teachers and coaches use video evidence to co-construct a student-based goal and identify best practices to reach their goal. We found that the instructional coaching model is associated with greater use of effective pedagogical strategies among teachers and increased student engagement in the classroom.
# Classroom Observation Form

**Teacher and Coach name:** _____________________________________________________________

**Date:_______ Observer:_____ Reliability? _______ Lesson Topic:**__________________________

## 1. Planning Content
1. Lessons are linked to state standards
2. Guiding Questions (GQ) are linked to standards
3. Learning Maps (LM) are created and used for the unit
4. Within first 10 min., an Advance Organizer is given
   - Rationale for lesson is given
   - Student expectations for learning are shared by teacher
   - Current lesson is placed in context of unit
5. Students and the teacher co-construct the LM (even though it’s already created, they do it again together).

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**Comments**

## 2. Formative Assessment

The Teacher:
1. Selects an informal assessment tool (check all used)
   - White board?                  _____
   - Graphic organizer?         _____
   - Quiz?                              _____
   - Thumbs up/down?          _____
   - Other? ___________      _____

2. Is assessment tool clearly linked to the lesson target?

3. Informally assesses ALL students

4. Teacher provides feedback to students

5. Adjusts instruction based on the assessment

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**Comments**

## 3. Community Building

1. Behavioral expectations for all instructional activities
2. Behavioral expectations for student-student interactions
3. Behavioral expectations for all transitions
4. General classroom expectations are posted
5. Teacher exhibits respectful behavior toward students

6. Number of times students are praised / corrected

7. Time on Task
   7a. At 10 minutes in: ___# on task ___ # in class
   7b. At midway point of class: ___ / ___
   7c. With 10 minutes left in class: ___ / ___

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**Comments**

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Teacher 7 | SARAH L.
Teacher 4 | ROBIN T.
Your question

What has been the impact of coaching in your organization?