Every student receives excellent instruction every day in every class.

Instructional Coaching Group
Every student receives excellent instruction every day in every class...BY DESIGN, not by accident.

Students are at the heart of all we do!!
Coaching done well may be the most effective intervention designed for human performance.

ATUL GAWANDE

“Personal Best,” The New Yorker
“I think it’s not just how good you are now...I think it’s how good you’re gonna be that really matters.”

--Atul Gawande
What Principals Need To Know About Coaching
Six Issues

1. Theoretical consistency
2. Understanding what coaches do
3. Role clarity
4. Confidentiality
5. Time
6. Support
Theoretical Consistency
Helping

1. Change
2. Identity
3. Thinking
4. Status
5. Motivation

- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Termination
“It isn’t that they can’t see the solution. It is that they can’t see the problem.”  
-GK Chesterton
Simple Truth # 1

Most people don’t know what it looks like when they do what they do.
Identity
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.
Thinking Workers
(Northwestern University)

We think for a living… it’s why we’re so tired at the end of the day and why we need autonomy.

If you’ve NOT been on a curriculum adoption committee, but then handed all the materials…
Simple Truth # 3

When we do the thinking for other people, they resist.
Helping situations are intrinsically unbalanced. Temporary loss of status and self-esteem not to know what to do next or not be able to do it.
Simple Truth # 4

If people perceive us as putting ourselves “one-up”, they resist.
Motivation
“Goals that people set for themselves and that are devoted to attaining mastery are usually healthy. But goals imposed by others—sales targets, quarterly reports, standardized test scores, and so on—can sometimes have dangerous side effects.”

--Daniel Pink
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
Partnership Principles
Equality
“There is a difference between being an expert and having expertise.”

Equality is that each person matters, not that each person has equal knowledge.
Choice

EXIT NOW
“Choice” is Nuanced...

• *Firm* on the standard
• *Flexible* on the way to get there
Block: “If we cannot say no, then saying yes has no meaning.” (Stewardship, 1993)
Barry Schwartz: The Paradox of Choice
When we empathetically listen to others’ ideas, thoughts, and concerns, we communicate that others’ lives are important and meaningful.
Dialogue
Antidialogical Age

Politics, Sports, and Reality TV
Pedagogy of the Oppressed
Paulo Freire
Dialogue = “thinking together”
Freire—5 requirements

• Humility
• Faith
• Love
• Critical Thinking
• Hope
Reflection
Looking back
Looking at
Looking ahead
Explore, Analyze, and Use...or Don’t! Reflection in ACTION
Praxis is enabled when teachers have a chance to...

explore
prod
stretch
recreate
Reciprocity
He sees the boy as simply another incredible human being.
Partnership approach gives life to people’s innate love of learning!
2
Understanding What Coaches Do
Partnership Coaching
(Enroll)
The Impact Cycle

- Identify
- Improve
- Learn
Overview of **Identify** Process

- **CURRENT REALITY**
- **STRATEGIES**
- **GOAL**
You have to start here...
PEERS Goals

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

Strategy

STUDENT-FOCUSED GOAL

INTRINSIC MOTIVATION!
HOW?

GOAL

CURRENT REALITY
The Questions

On a scale of 1-10, how close is 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?
Current Reality

Change = GOAL

Strategy

Checklist

Model

STRATEGY!

Practice

LEARN

IDENTIFY

IMPROVE
Improve

• Confirm Direction
• Review Progress
• Invent Improvements
• Plan Next Actions
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?
Role

Clarity
An employee experiences role clarity when they know what they need to do and what is expected of them. The content of their tasks, work methods, and priorities are all clear, and the employee is aware of their role within the organization. On the other end of the scale, role ambiguity occurs when the content, priorities and work methods are unclear.

Role Clarity

The Impact Cycle
Resources
Walk-throughs
Substitute Teaching
Cafeteria/bus duty
Professional Learning Communities
Role Clarity

Meetings
Giving Presentations
Assessments
Mentoring
Personal Knowledge Building
4
Confidentiality
Time
COACHING TOOLS

Time Chart

LEGEND (tasks)
- Providing and managing resources
- Supporting teacher learning (enrolling, planning, modeling, observing, conferencing)
- Mentoring
- Attending Meetings
- Giving presentations
- Working with Assessment (analysis, reporting and other tasks)
- Building Personal knowledge
- Other
Support
Support

- Clarify and maintain focus
- Recognize the coach’s efforts
- Support the coach’s ongoing professional growth
- Create a psychologically safe environment
Accountability for Meeting Demanding Goals

<table>
<thead>
<tr>
<th>Psychological Safety</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Apathy zone</td>
<td>Anxiety zone</td>
</tr>
<tr>
<td>High</td>
<td>Comfort zone</td>
<td>Learning zone</td>
</tr>
</tbody>
</table>

(Edmondson, 2008)
Support

• Support the creation of an instructional playbook
Dialogue
EMBRACE THE MESS

LEARNING IS MESSY
Instructional coaches must know their practices deeply and communicate that knowledge clearly.
It is better to...

Know a few strategies very well than to know a lot of strategies superficially.
High Leverage
Hattie’s “Barometer of Influence”

- Desired Effects
- Reverse Effects
- Developmental Effects
- Teacher Effects

Hinge Point: hp = 0.40

© John Hattie
Visible Learning
3 parts
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.
WHY

1 PAGE?
A clear, precise description
• In One Sentence
• The Hattie Check
• What’s the Point?
• How is this used by teachers?
• How is this used by students?
## Checklist: An Effective Learning Map

<table>
<thead>
<tr>
<th>A quality checklist…</th>
<th>✓</th>
</tr>
</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>
</tr>
</tbody>
</table>

3. Checklist(s) or each strategy
Checklists seem simple and lowly, but they help **fill in the gaps** in our brains and between our brains.

*Cowboys and Pit Crews*

By Atul Gwande

*New Yorker*

May 26, 2011
A Bad Checklist

• Vague
• Imprecise
• Long
• Hard to use
• Try to spell out every step
An Effective Checklist

- Short (5-9 items)
- Focused (only most critical steps)
- Clear (simple & exact wording)
- Practical (easy to use & to the point)
- Concise (one page)
- Easy to read (clutter free)
“Simplicity boils down to two steps: Identify the essential. Eliminate the rest.”

Leo Babauta
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify</strong> the knowledge, skills, and big ideas and other information that needs to be in the map</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Display</strong> everything by transferring information to sticky notes and putting it out where it all can be seen</td>
<td></td>
</tr>
<tr>
<td><strong>Organize</strong> information into a map</td>
<td></td>
</tr>
<tr>
<td><strong>Connect</strong> information using line labels</td>
<td></td>
</tr>
<tr>
<td><strong>Refine</strong> the map by adding, subtracting, combining, and simplifying</td>
<td></td>
</tr>
<tr>
<td>Checklist: Introducing the Learning Maps &amp; Guiding Questions</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>The teacher takes 25-45 minutes to thoroughly introduce the unit.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students complete their personal map in their own handwriting (at least partially).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The teacher co-con structs the map with students.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>The teacher provides many opportunities for students to respond to learning so that learning is highly interactive.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Students store their map in a place where it will be easy for them to retrieve it.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Do not hold any strategies in higher esteem than students’ learning.

Doug Fisher
Support

• Meet frequently with the coach
• Walk the talk
Six Issues

• Theoretical consistency

• Understanding what coaches do

• Role clarity

• Confidentiality

• Time

• Support
Traits of successful Coaches…

1. Use partnership to work with adults
2. Understand the impact cycle/deep coaching
3. Have an instructional playbook
4. Understand how to gather data
5. Use effective communication strategies
6. Are effective leaders
7. Are supported by their system
Questions?