The Impact Cycle
Before we get started!
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#instructionalcoaching
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1. How have we studied instructional coaching?
2. What complicates the task of helping adults?
3. What are the partnership principles and should I ground my coaching in them?
4. What is the instructional coaching improvement cycle? How do I do it? Should I do it?
PARTNERS
Research?
# Partnership Study

Table 1

**Counterbalanced Design**

<table>
<thead>
<tr>
<th>Group</th>
<th>First Session</th>
<th>Second Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Visual Imagery</td>
<td>Self Questioning</td>
</tr>
<tr>
<td>Training Model</td>
<td>Partnership Learning</td>
<td>Traditional Training</td>
</tr>
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</table>
Implementation Question

Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?

- 59: Partnership Learning
- 14: Traditional Training
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.
# Classroom Observation Form

**Teacher and Coach name:** ____________________________________________________________

**Date:** __________ **Observer:** _____ **Reliability?** _____ **Lesson Topic:** ________________________________

## 1. Planning Content

| 1. Lessons are linked to state standards | Yes ___ No___ |
| 2. Guiding Questions (GQ) are linked to standards | Yes ___ No___ |
| 3. Learning Maps (LM) are created and used for the unit | Yes ___ No___ |
| 4. Within first 10 min., an Advance Organizer is given | Yes ___ No___ |
| - Rationale for lesson is given | Yes ___ No___ |
| - Student expectations for learning are shared by teacher | Yes ___ No___ |
| - Current lesson is placed in context of unit | Yes ___ No___ |

5. Students and the teacher co-construct the LM (even though it’s already created, they do it again together).

| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |

**Total ____/ 8__**

**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

| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |

**Total ____/ 5__**

## 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: ___ / ___

| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |
| Yes ___ No___ |

**Total ____/ 5**

**Pr.:_____/ Cor.:_____**

| Percentage |
| Percentage |
| Percentage |

**Average**
Teacher 7 | SARAH L.
Teacher 6 | EVAN T.
Change
The bar chart compares the number of teacher questions (Teacher predictions) and the number of student questions (Reality). The chart indicates a significant difference in the number of questions asked by teachers compared to students.
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
DRIVE
The Surprising Truth About What Motivates Us
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 think the 5 simple truths (or some of them) are accurate? If so, what implications do the truths have for professional development?
Helping

1. Change
2. Identity
3. Thinking
4. Status
5. Motivation
Partnership Principles
We the People

insure domestic Tranquility, provide for the common defence, and our Posterity, to ordain and establish this Constitution.
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.”
THE DON DESHLER
Leadership Award
Identify someone who truly sees others as equals.

What do they do that shows that they see others as equals?
Your question

Can professional development be successful if teachers aren’t treated as equals? Why? Why not?
Your question

Can professional development be successful if teachers do not have choice? Why? Why not?
Voice
FIRST, BREAK ALL THE RULES
WHAT THE WORLD’S GREATEST MANAGERS DO DIFFERENTLY

FROM GALLUP
Foreword by Jim Harter, Ph.D.

NOW INCLUDES
Access to the Clifton StrengthsFinder Assessment and the Q12 Employee Engagement Survey
student voice
The Instrument of Change

Russell J. Quaglia
Michael J. Corso
Your question

Do teachers in your school feel they have a voice in their professional development? In reality to what extent do they?
Your question
Do teachers in your school feel they have a voice in their professional development? In reality to what extent do they?
Dialogue
Pedagogy of the Oppressed
Paulo Freire
Conditions for Dialogue*

1. Humility
2. Hope
3. Faith
4. Critical Thinking
5. Love

*Paulo Freire
Your questions

How important is it for people to experience dialogue?

How easy is it for you to let others have control?
Reflection
PRAXIS
Reciprocity
Your question

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

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity
5:00
The Impact Cycle

Identify

Improve

Learn
CURRENT REALITY

GOAL
Common Perceptual Errors

- Confirmation bias
- Habituation
- Primacy Effect
- Recency Effect
- Stereotypes
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)

1 2 3 4 5 6 7

Students interacted respectfully

1 2 3 4 5 6 7

Students clearly understand how they are supposed to behave

1 2 3 4 5 6 7

Students rarely interrupted each other

1 2 3 4 5 6 7

Students engaged in high-level conversation

1 2 3 4 5 6 7

Students clearly understand how well they are progressing (or not)

1 2 3 4 5 6 7

Students are interested in learning activities in the class

1 2 3 4 5 6 7

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
Seeing Reality

• Video
• Interviewing students
• Reviewing student work
• Observation data
Why, if at all, is it important to get a clear picture of reality to improve?
2:00
CURRENT REALITY

GOAL
PEERS Goals

- Powerful
- Emotionally compelling
- Easy
- Reachable (measurable; strategy is identified)
- Student-focused
Measurable Goals

• 90% of students are on authentically engaged
• 90% of students will get 5 out of 5 on the checklist for writing a paragraph
• Transition time is less than 5%
Maximum engagement during the introductory phase of instruction
Feedback strategies during writing time.

2:00
Your Questions

How is this approach to goal setting similar or different from the way you currently set goals?
INSTRUCTIONAL PLAYBOOK
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?
What are your thoughts about the identify questions?
The Impact Cycle
Checklist for Using Assessments Effectively

<table>
<thead>
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<th>Use assessments effectively to . . .</th>
<th>✓</th>
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<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>
<td></td>
</tr>
<tr>
<td>Use effective questioning techniques.</td>
<td></td>
</tr>
<tr>
<td>Reinforce students as they respond.</td>
<td></td>
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<tr>
<td>Read nonverbal cues.</td>
<td></td>
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<tr>
<td>Create a mistake-friendly culture.</td>
<td></td>
</tr>
<tr>
<td>Consider giving students progress charts.</td>
<td></td>
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</table>
Your Questions

How do you ensure that your explanations are clear? Should you use more checklists as a part of your coaching?
Model

in the class
co-teach
prior to class
another class (with coach)
another class (without coach)
video
When does it help you to see others do something before you try to do it? When is modeling essential and when is it unnecessary?
2:00
The Impact Cycle

- Identify
- Learn
- Improve
What should coaches do when they sense teachers are starting to lose hope?
Improve

- Confirm Direction
- Review Progress
- Invent Improvements
- Plan Next Actions
What questions do you have about the impact cycle?
1. How have we studied instructional coaching?
2. What complicates the task of helping adults?
3. What are the partnership principles and should I ground my coaching in them?
4. What is the instructional coaching improvement cycle? How do I do it? Should I do it?