



INSTRUCTIONAL
COACHING
GROUP

BROCHURE OF SERVICES

INSTRUCTIONAL COACHING GROUP

hello@instructionalcoaching.com

INSTRUCTIONALCOACHING.COM

LAWRENCE, KANSAS

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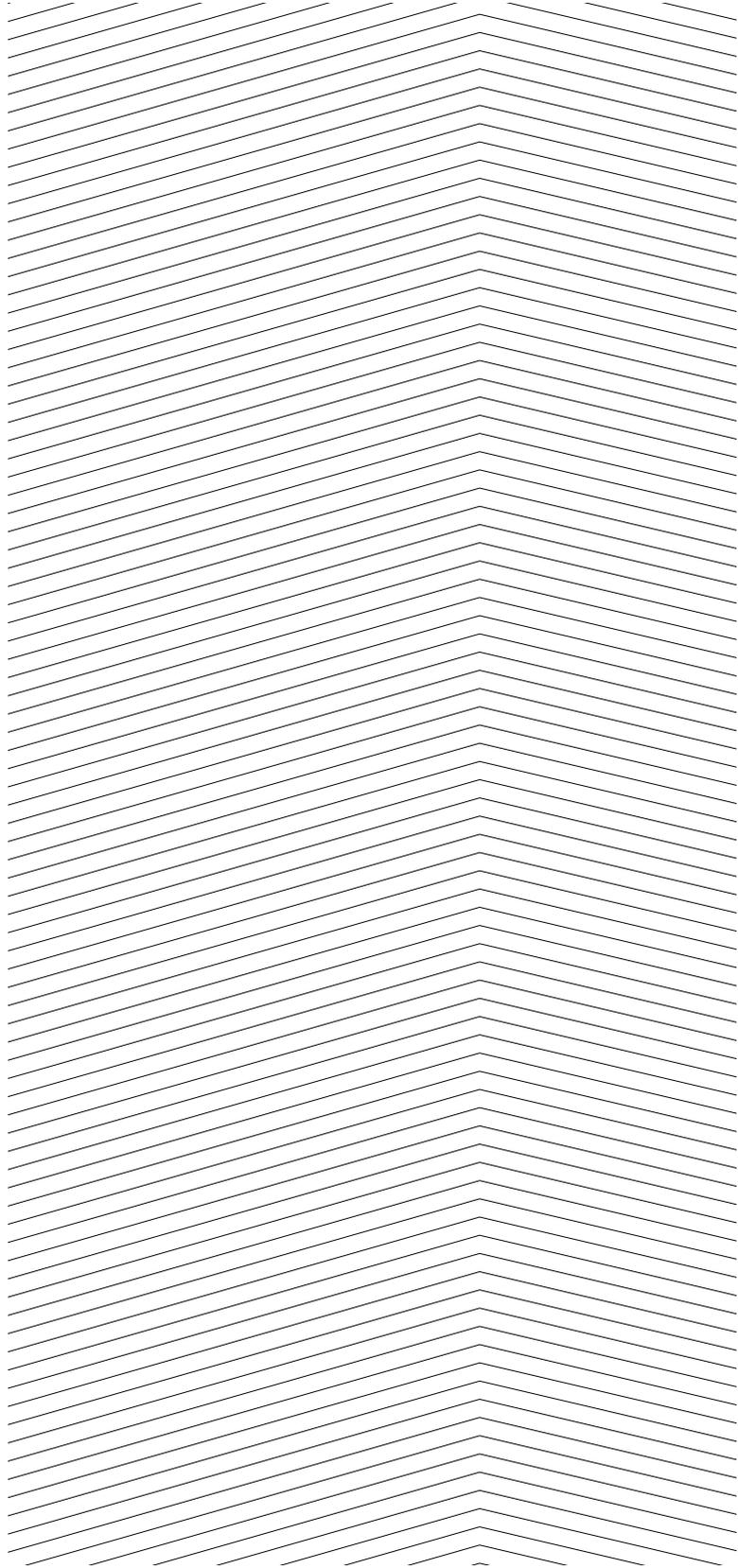
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**INSTRUCTIONAL
COACHING
GROUP**



OUR MISSION



For close to two decades, the Instructional Coaching Group (ICG) has worked to ensure that every student receives excellent instruction every day, in every class, everywhere. We embrace a partnership approach in everything we do, and although professional development for and in support of instructional coaches is central to our work, we also provide support for teachers, administrators, and other leaders. All of our research, workshops, institutes, publications, and other programming efforts are offered with one goal in mind: *to help students experience better learning and better lives.*

A handwritten signature in black ink, appearing to read "Jim Knight".

JIM KNIGHT

INSTRUCTIONAL COACHING GROUP



MEET THE ICG TEAM



The Instructional Coaching Group is a small team of passionate, talented, and hardworking people who want to make a difference. It's our pleasure to work with partners around the globe to improve the education of all students. If you are interested in ways you can partner with us to improve education, read through the following pages, or contact us about our institutes, on-site workshops, coaching, consulting, or publications.

REACH OUT TO US:

hello@instructionalcoaching.com

Jim Knight

SENIOR PARTNER

Jim Knight is the founder of ICG, author of many books on coaching, teaching, and leadership, and is a research associate at the University of Kansas Center for Research on Learning. In addition to leading institutes, workshops, and the yearly Teaching Learning Coaching conference, Jim has presented and consulted in various countries around the world, in addition to most U.S. states and Canadian provinces.

Michelle Harris

SENIOR CONSULTANT

Michelle Harris taught middle school English and social studies before serving as an instructional coach, Title I coordinator, student manager, and assistant principal at three middle schools, a K-8 school, and a 6-12 IBO school. A seasoned staff developer, Michelle has presented and keynoted across the United States, Europe, and Africa. She lives in Portland, Oregon, with her husband and two sons. When not working, she enjoys reading, traveling, attending her sons' numerous sporting events, entertaining friends and family, and sitting in a chair on a sunny beach.

Ann Hoffman

SENIOR CONSULTANT

Ann Hoffman is a Professional Development Leader for the University of Kansas Center for Research on Learning (KU-CRL) with more than 30 years of experience. As one of the first professional developers for KU-CRL as well as one of the first consultants with ICG, Ann has worked with thousands of teachers, coaches, and administrators in the United States and internationally. Ann is a recipient of the Gordon R. Alley Partnership Award and the Strategic Instruction Model Leadership Award, both from KU-CRL. She is also the 2017 recipient of the Don Deshler Leadership Award from the Instructional Coaching Group. In addition, Ann serves as a founding member of the advisory board for the Belin-Blank Center for Gifted and Talented Education at the University of Iowa. Ann lives in Iowa and California with her family.

Jenny Knight

SENIOR PARTNER

Jenny Knight co-authors the Reflection Guides and Field Guides and oversees most of the communication, design, and financial aspects of ICG. Jenny also partners with Jim to refine the vision and reach of ICG and to increase the impact of its research arm, The Impact Research Lab. Jenny is independently educated with emphases in educational practice, philosophy, and design.

Tricia McKale Skyles

PROFESSIONAL DEVELOPER

Tricia McKale Skyles is an educational consultant with Randy's Sprick's Safe and Civil Schools and a co-author of Coaching Classroom Management. After being a classroom teacher, Tricia served as an instructional coach, working extensively with the Strategic Instruction Model from the University of Kansas and continues as a consultant for Jim Knight's Instructional Coaching Group. A middle school teacher at heart, she now resides in Rolla, Missouri, with her family, when she isn't flying around the country in an aluminum tube.

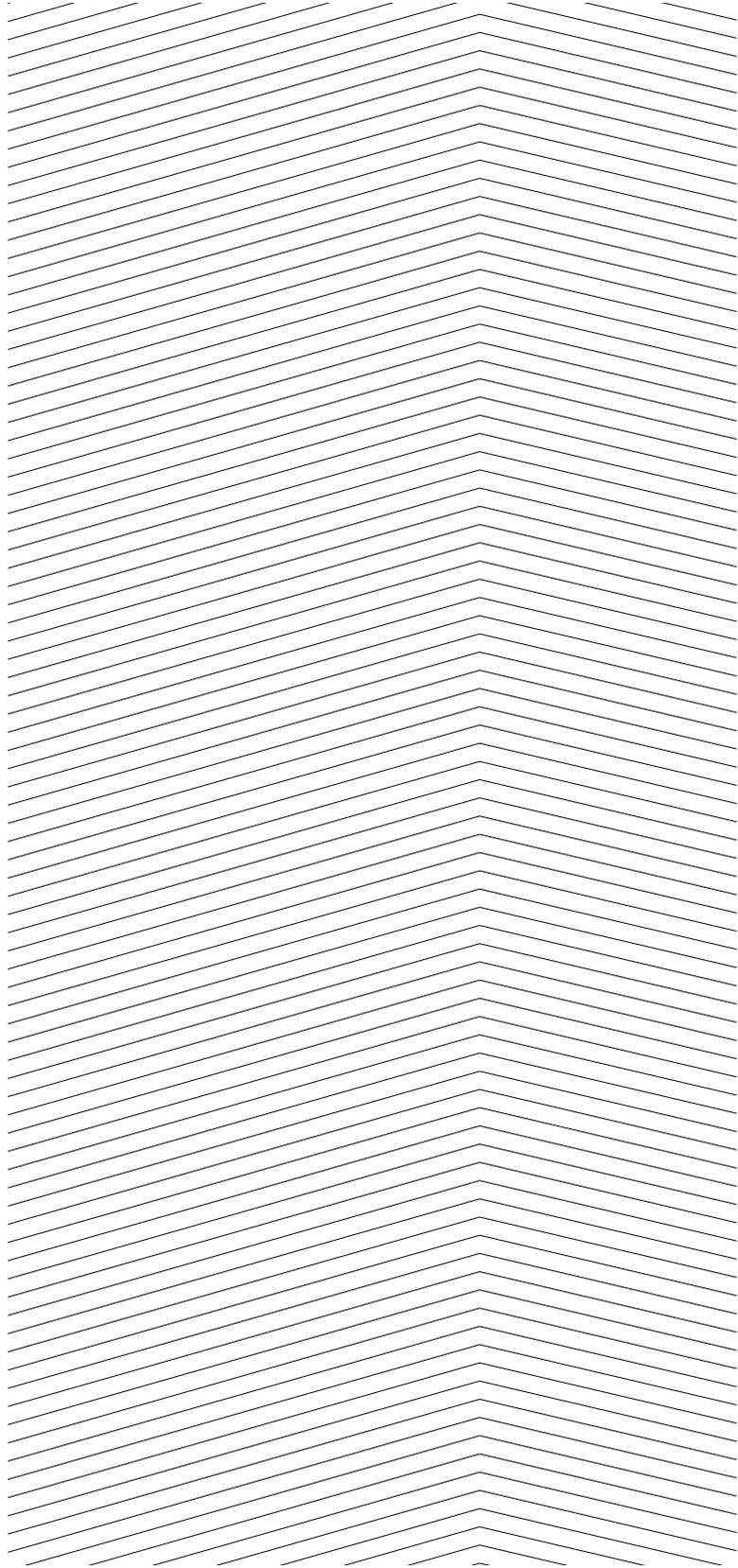
Sharon Thomas

SENIOR CONSULTANT

Sharon Thomas is a National Board Certified English teacher, instructional coach, student advocate, and writer. Along with her work in ICG workshops, Sharon coordinates the ICG Coaching Certification process. She is also a consultant for the Touchstones Discussion Project and a Certified SIM Professional Developer in the area of writing. She is the founder of the Cecil County [Maryland] Teacher Leadership Network and has presented at conferences across North America on the issues of secondary school literacy and teacher leadership. Her experience with teacher leadership in school reform was published in Principal Leadership. Sharon lives in Maryland with her family.



**INSTRUCTIONAL
COACHING
GROUP**



WORKSHOPS

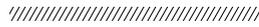


We provide a variety of workshops that can be customized and facilitated for your team at your location. Our team of certified consultants provides one- to two-day workshops structured around the research-validated Partnership Learning approach—offering practical, engaging, and enjoyable learning experiences for your team. The following are some of our most popular workshops; let us know if you'd like to learn more or schedule a workshop for your team.

TO LEARN MORE AND REGISTER, VISIT:

www.instructionalcoaching.com

THE SEVEN SECRETS OF GREAT INSTRUCTIONAL COACHING PROGRAMS



DESIGNED FOR

Coaches
Administrators
Educational Leaders

LENGTH

1-Day

Many coaches and on-site professional developers are finding themselves in high-stakes, critically important roles expected to lead school reform efforts with little or no professional preparation for successfully performing such tasks. Having worked with more than 100,000 coaches from around the world for close to two decades, ICG experts have identified seven factors that must be in place in order for coaches to flourish. This workshop provides an overview of those seven factors.

Content Overview

The workshop addresses the following questions:

- » Do our coaches understand the complexities of adult learning?
- » Are we using the Impact Cycle?
- » What is an instructional playbook and how do we create one?
- » What data do coaches need to gather and how can they use video to do so?
- » What are the essential Better Conversations Beliefs and Habits that instructional coaches can internalize and practice?
- » Do our coaches demonstrate effective leadership qualities?
- » What must a system do in order to support coaches?

Takeaways

Participants will:

- » Learn research-based coaching skills that can be used in professional practice immediately
- » Discuss each strategy, principle, tool, or idea with other coaches to gain multiple perspectives on the learning that is shared
- » Create an implementation plan to take back to schools and districts

THE IMPACT CYCLE



DESIGNED FOR
Coaches
Administrators

LENGTH
2-Day

Based on *The Impact Cycle* (2017) by Jim Knight, this workshop describes the coaching cycle proposed for instructional coaches. All teachers, schools, and classrooms face their own unique challenges. An established process for guiding the coaching experience ensures that instructional coaches have all of the tools they need to help teachers set and achieve their goals. The Impact Cycle—the product of 20 years of ICG research, (see instructionalcoaching.com/research)—provides a framework for any coaching scenario. Participants in this workshop will learn why the cycle is successful, and gain experience using it through examples and guided exercises.

Content Overview

- » Discuss the complexities of helping adults and the Partnership Principles
- » Become familiar with The Impact Cycle, which is composed of three stages:
 - » Identify
 - » a clear picture of the current reality
 - » a goal
 - » strategies for improvement
 - » Learn
 - » how to implement the strategies
 - » Improve
 - » by reviewing the results and adjusting the approach to ensure that the teacher accomplishes his or her goal

Takeaways

Participants will:

- » Develop a process for establishing a clear picture of reality through the use of video
- » Practice analyzing video to set goals
- » Practice using the Partnership Principles to help teachers select appropriate strategies for improvement
- » Establish methods for reviewing progress and improving the approach

BETTER CONVERSATIONS



DESIGNED FOR

Coaches
Administrators
Teachers
Educational Leaders

LENGTH

2-Day

Effective coaches, leaders, and educators communicate their message clearly, build healthy emotional connections with others, and maneuver through emotionally complex situations in ways that allow them to speak the truth so that will be heard. This workshop introduces 6 beliefs and 10 habits that promote healthy and productive relationships.

Content Overview

Better Conversation Beliefs:

1. I see conversation partners as equals.
2. I want to hear what others have to say.
3. I believe people should have a lot of autonomy.
4. I don't judge others.
5. I believe that conversation should be back and forth.
6. I believe that conversation should be life-giving.

Better Conversations Habits:

1. Demonstrating Empathy
2. Listening With Empathy
3. Fostering Dialogue
4. Asking Better Questions
5. Making Emotional Connections
6. Being a Witness to the Good
7. Finding Common Ground
8. Controlling Toxic Emotions
9. Redirecting Toxic Conversations
10. Building Trust

Takeaways

Participants will:

- » Identify and explore their own beliefs and habits
- » Leave the session with:
 - » New habits that will have an immediate, positive impact on their ability to communicate at work and at home
 - » A self-coaching strategy they can use to continue improving their communication skills long after they leave the workshop

BETTER LEADERS



DESIGNED FOR

Coaches
Administrators
Teachers
Educational Leaders

LENGTH

1-Day

This session asks participants to think of themselves as change leaders – people who lead themselves, other adults, and students through inevitable change by getting clear on what they are trying to accomplish and how to make that happen, and how to navigate through the complexities of change. This workshop introduces participants to several high-yield leadership strategies for first leading themselves and then leading others.

Content Overview

The workshop addresses the following questions:

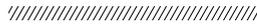
- » What is leadership, and what kind of difference am I making as a leader?
- » Am I clear on my purpose?
- » Do I put others ahead of myself?
- » Do I spend my time on the most important activities?
- » Am I confronting reality and leading with hope?
- » How do I make sure I lead through change in a way that creates trust?
- » Am I a multiplier or a diminisher?
- » Should I take a coaching approach to leading?

Takeaways

Participants will:

- » Identify their beliefs about leadership and the kind of leader they want to be
- » Learn and explore strategies for leading themselves and others
- » Leave the session with:
 - » A deeper understanding of leadership
 - » A plan for implementing leadership strategies to better lead their own lives and lead others

INTRODUCTION TO LEADERSHIP COACHING



DESIGNED FOR

Coaches
Administrators
Teachers
Educational Leaders

LENGTH

1-Day

This workshop is a result of Instructional Coaching Group's partnership with Growth Coaching International, the leading provider of coaching professional development in Australia and New Zealand for more than two decades.

The quality of the conversations in an organization can critically influence the organization's effectiveness. This session explores how a coaching orientation, together with a strong coaching process and key coaching skills, can make a significant and immediate difference in the conversations in which school leaders engage every day. It provides leaders with the tools they need to take a coaching approach to all conversations with their teams.

Content Overview

This workshop covers three topics:

- » The GROWTH Coaching System
 - » Goals, Reality, Options, Way Forward, Tactics, Habits
- » Coaching Way of Being
 - » How to present yourself to others
- » Key Coaching Skills
 - » Asking questions and actively listening without interrupting

Takeaways

Participants will:

- » Distinguish coaching from other “learning through talking” interactions
- » Explore the difference between “coaching” and “a coaching approach” and when to use them
- » Become familiar with the elements of the GROWTH Coaching System
- » Establish a practical method of setting and achieving professional goals
- » Experience the impact of coaching conversations applied to real-world education topics
- » Consolidate confidence, knowledge, and skills through practice of the GROWTH coaching framework followed by reflection and feedback

IN PARTNERSHIP WITH



COACHING SKILLS FOR INSTRUCTIONAL COACHING

DESIGNED FOR
Coaches

LENGTH
2-Day

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This workshop is a result of Instructional Coaching Group's partnership with Growth Coaching International, the leading provider of coaching professional development in Australia and New Zealand for more than two decades.

Based on *Advanced Coaching Practice* (2019) and *An Introduction to Coaching Skills* (2017) by Christian van Nieuwerburgh, this session focuses on the beliefs, habits, and practices of effective, advanced coaches. Coaching is a particular form of conversation that requires specific skills. The 9 Key Coaching Skills essential to an advanced coach's success address the nuances and complexities of coaching conversations. Through an exploration of these skills, participants will become outstanding listeners, powerful questioners, and helpful facilitators of thinking.

Content Overview

9 Key Coaching Skills:

1. Developing trust
2. Being present
3. Listening actively
4. Clarifying
5. Empathizing
6. Being succinct
7. Asking the best questions
8. Giving feedback
9. Noticing

Takeaways

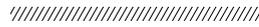
Participants will:

- » Learn, practice, and internalize the 9 Key Coaching Skills
- » Develop habits and behaviors to improve the effectiveness of coaching conversations

IN PARTNERSHIP WITH



VIDEO AS A PART OF PROFESSIONAL LEARNING



DESIGNED FOR

Coaches
Teachers
Administrators
Educational Leaders

LENGTH

1- Or 2-Day

Professional development has undergone three major advances in recent years—computers, the internet, and video. Based on the book *Focus on Teaching* (2014) by Jim Knight, this workshop describes how video can be used to support learning. Participants will learn the nuts and bolts of how to help teachers learn from video recordings of their lessons on their own, with an instructional coach, with teams, and as a part of teacher evaluation.

Content Overview

Topics include:

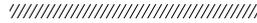
- » Why video is important
- » Creating a safe environment
- » The logistics of using video
- » How video can be used by different stakeholders:
 - » Coaches, teachers, administrators, and video learning teams

Takeaways

Participants will leave the session with:

- » Forms to guide the use of video
- » Practice experience in gathering data and using video with other workshop participants
- » A better understanding of how to create trust

VIDEO-ENHANCED PEER COACHING



DESIGNED FOR
Teachers

LENGTH
2-Day

This workshop is a result of Instructional Coaching Group's partnership with Growth Coaching International, the leading provider of coaching professional development in Australia and New Zealand for more than two decades.

Instructional coaching and the use of video are both acknowledged to be evidence-based practices for professional development for teachers. Unfortunately, school resources often do not allow for a coaching program, and many educators are unclear on how to use video to best help teachers. Insights regarding the productive use of video introduced in Jim Knight's *Focus on Teaching* (2014), combined with GCI's expertise in how teachers can coach each other, provide an affordable way for teachers to see the benefits of coaching even if they do not have access to an instructional coach. By maximizing the benefits of using video, this workshop explores the communication skills that facilitate peer coaching, the way of being that makes it work, and the coaching process.

Content Overview

- » Productive use of video
- » Creating a psychologically safe environment
- » Developing the skills necessary to coach

Takeaways

Participants will:

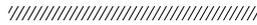
- » Learn and apply a functional coaching process
- » Practice coaching fellow participants
- » Implement the use of video in peer coaching exercises

IN PARTNERSHIP WITH



GROWTH
COACHING
INTERNATIONAL

HIGH-IMPACT INSTRUCTION



DESIGNED FOR

Coaches
Administrators
Teachers
Educational Leaders

LENGTH

1- 2- Or 3-Day

When it comes to improving instruction, educators have literally hundreds of options, and it can be difficult to know which teaching practices have the greatest potential to improve student learning. Based on the book *High-Impact Instruction* (2012) by Jim Knight and research from the Impact Research Lab, this workshop provides an overview of high-yield strategies teachers can use to plan instruction, assess learning, increase student mastery and engagement, and create positive learning communities in the classroom.

Content Overview

The Big Four Great Teaching Framework (described in High-Impact Instruction):

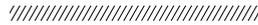
- » Content Planning
 - » Guiding questions and learning maps
- » Formative Assessment
 - » Specific proficiencies, checks for understanding, and modifications to teaching
- » Engaging Instruction
 - » Thinking prompts, effective questions, cooperative learning, stories, and authentic learning
- » Community Building
 - » Learner-friendly culture, power with rather than power over, freedom within form, expectations, being a witness to the good, and correcting fluently

Takeaways

Participants will:

- » Become familiar with the 16 research-based, high-impact teaching practices in the Big Four Great Teaching Framework
- » Learn how instructional coaches can provide essential support to teachers who choose to implement the high-impact teaching strategies
- » Receive free resources to support use of the Big Four in their school or district, including:
 - » observation forms
 - » coaching checklists
 - » online video clips of teachers discussing and using the practices

GATHERING DATA



DESIGNED FOR
Coaches
Administrators

LENGTH
1-Day

Data gathering is critical to effective instructional coaching because it helps make the invisible visible by providing the capacity to assess the kinds of questions being asked in the classroom, the use of instructional time, and student engagement. Based on the Data Toolkit in *The Impact Cycle* (2017) and the data-gathering information included in *Focus on Teaching* (2014) by Jim Knight, this workshop presents the data points needed to help teachers obtain a clear picture of reality, set goals, and monitor progress toward goals. Participants will be guided through several methods of gathering data and learn how to effectively analyze data to determine specific areas for improvement.

Content Overview

This session covers three types of data:

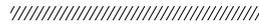
- » Engagement data
 - » Behavioral
 - » Cognitive
 - » Emotional
- » Achievement data
 - » Checks for understanding
 - » Rubrics/assessments
- » Teaching data
 - » Questions teachers ask
 - » Sharing positive information with students
 - » Managing instructional time

Takeaways

Participants will:

- » Practice gathering data and calibrating the coaching process to it
- » Receive provisional forms that can be adjusted to participants' specific needs

COACHING TO INCREASE ENGAGEMENT



DESIGNED FOR
Coaches

LENGTH
1-Day

Student engagement is an important aspect of learning, and addressing it through instructional coaching is an effective way to improve instruction. Based on the Data Toolkit in *The Impact Cycle* (2017) and chapters 5-9 in *High-Impact Instruction* (2012) by Jim Knight, this workshop focuses on defining the different types of engagement, how to measure them, and using teaching strategies to hit corresponding goals.

Content Overview

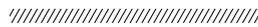
- » What engagement is
- » Why engagement is important
- » Gathering data for:
 - » Defining and assessing engagement
 - » Getting a clear picture of reality
 - » Setting goals
 - » Monitoring progress toward goals

Takeaways

Participants will:

- » Learn what distinguishes the different types of engagement:
 - » Behavioral
 - » Cognitive
 - » Emotional
- » Develop methods for gathering data and measuring various types of engagement
- » Practice the five teaching strategies proven to reach engagement goals and increase learning
 - » Thinking prompts
 - » Effective questions
 - » Stories
 - » Cooperative learning
 - » Authentic learning

COACHING TO IMPROVE CLASSROOM MANAGEMENT



DESIGNED FOR
Coaches

LENGTH
1-Day

Research has shown that control over students is not an effective model. Instead, creating a positive culture in the classroom that is based on respect and that honors students' autonomy has proven to lead to improved student learning. Based on the Data Toolkit in *The Impact Cycle* (2017) and chapters 10-15 in *High-Impact Instruction* (2012) by Jim Knight, this workshop focuses on increasing behavioral engagement, including strategies coaches can use to help teachers create positive learning communities in the classroom.

Content Overview

Six strategies for creating positive learning communities in the classroom

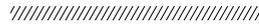
- » Creating a learner-friendly culture
- » Choosing power with, not power over
- » Exercising freedom within form
- » Identifying and teaching expectations
- » Reinforcing expectations
- » Correcting fluently

Takeaways

Participants will:

- » Learn how to gather data that can be used to:
 - » Get a clear picture of reality
 - » Set goals
 - » Monitor progress toward goals
- » Learn and practice the six strategies for creating a positive learning community

COACHING TO INCREASE ACHIEVEMENT



DESIGNED FOR
Coaches

LENGTH
1-Day

Instructional coaches aim to help teachers make a greater positive impact on the lives of students. One of the most direct ways to do that is to focus on student achievement. Based on the Data Toolkit in *The Impact Cycle* (2017) and chapters 2-4 in *High-Impact Instruction* (2012) by Jim Knight, this workshop presents strategies to increase achievement that ensure teachers will remain in touch with student progress toward clearly established goals. Implementing these strategies enables coaches to help teachers adjust their practices to the specific needs of the students.

Content Overview

Strategies to increase student achievement:

- » Clarifying guiding questions
- » Responsive teaching
- » Formative assessment
- » Learning maps

Takeaways

Participants will:

- » Learn how to set clear achievement targets for students
- » Identify how to measure students' progress toward achieving the targets
- » Learn how to partner with teachers to make adaptations until students hit the targets

CREATING AN INSTRUCTIONAL PLAYBOOK



DESIGNED FOR
Coaches
Educational Leaders

LENGTH
1- Or 2-Day

In settings where a clearly defined set of teaching strategies already exists, this workshop guides coaches and others (e.g., administrators) through the development of an instructional playbook. This workshop is based on *The Instructional Playbook: The Missing Link for Translating Research Into Practice* (2019) by Jim Knight, Ann Hoffman, Michelle Harris, and Sharon Thomas.

Instructional playbooks are packed with tools to facilitate the coaching process, but instead of reducing teaching or coaching to following a script, they provide a framework to apply and adjust to the specific needs of a given teacher and his or her classroom.

Content Overview

Guide and collaborate around the three elements of an instructional playbook:

- » Table of contents
- » Checklists
- » One-pagers of each strategies to be used

Takeaways

Participants will:

- » Develop a usable draft of an instructional playbook that can be adjusted as necessary

COACHING TEAMS



DESIGNED FOR

Coaches

LENGTH

1-Day

By definition, instructional coaching is a one-to-one conversation, so the term coaching teams is a bit of a misnomer. Nevertheless, coaches are often asked to lead teams. This workshop describes processes and concepts coaches can use to facilitate better teams and better team learning. To be successful, it is important for a learning team or professional learning community to construct a set of values and processes. Incorporating insights from *Unmistakable Impact* (2010) and *Focus on Teaching* (2014) by Jim Knight, this workshop focuses on the beliefs that guide effective teams and the skills and processes necessary for improvement.

Content Overview

The workshop covers two ways to facilitate team learning:

- » Helping teams function
 - » Establishing team norms
 - » Developing strategies for improving team communication
 - » Monitoring team effectiveness
- » Establishing processes for learning
 - » Using video to learn teaching strategies
 - » Analyzing lessons
 - » Focusing on a theme
 - » Developing checklists or a playbook
 - » Engaging in collaborative problem-solving

Takeaways

Participants will:

- » Attain powerful tools to instill the beliefs and habits of effective teams
- » Learn processes that encourage team learning

DESIGNING & DELIVERING HIGH-IMPACT PRESENTATIONS



DESIGNED FOR

Coaches
Teachers
Administrators
Educational Leaders

LENGTH

1- Or 2-Day

Presentations and workshops are important parts of most professional learning, but their impact depends on how effectively they are designed and delivered. This workshop describes how presenters can work from the Partnership Principles to build relationships with an audience, and guides participants through important strategies for designing and delivering presentations by providing them an opportunity to create their own. Participants will learn how to develop powerful slides, integrate activities to increase engagement and learning, and deliver content clearly.

Content Overview

Topics include:

- » Grounding presentations and workshops in the Partnership Principles
- » Preparing materials, mapping, organizing content, and integrating activities that prompt real-life application
- » Creating powerful slides that enhance the presenter's message
- » Employing dialogue architecture that structures sessions while respecting participants' freedom
- » Employing communication strategies to connect with the audience and powerfully deliver a message
- » Telling stories to enhance your message and build community

Takeaways

Participants will:

- » Learn design principles to create slides that are beautiful and effective
- » Apply design strategies and principles by developing a presentation or workshop
- » Practice delivery and communication strategies to connect and communicate effectively by giving short presentations to small audiences (other participants)
- » Improve skills and strategies by watching video recordings of participant presentations after they present

NOTE: To take full advantage of this workshop, we recommend that participants bring the raw materials they need to develop or rework a workshop (notes, books, curriculum guides, PowerPoint slides, etc.) and a laptop on which to create the presentation.

WHAT ADMINISTRATORS NEED TO KNOW ABOUT COACHING



DESIGNED FOR
Coaches
Administrators

ALSO USEFUL FOR:
State, District, And
School Decision-
Makers

Site-Based Professional
Developers

Others Interested
In Coaching

LENGTH
1-Day

The impact coaches have is directly related to how effectively they are supported (or not supported) by their administrators. For that reason, it is crucial that administrators participate in professional development that clarifies what coaches do and how they can be supported. This workshop provides a deep understanding of how administrators and instructional coaches can collaborate to ensure that coaches have an unmistakably positive impact on teachers' teaching and students' learning.

Content Overview

This workshop will cover the following:

- » The Partnership Principles that should guide coaches' interactions with teachers
- » Actions coaches can take to partner with teachers to set and hit goals
- » The six specific actions administrators can take to support coaches effectively
- » The five simple truths of helping that must be addressed for any professional development activity to be effective

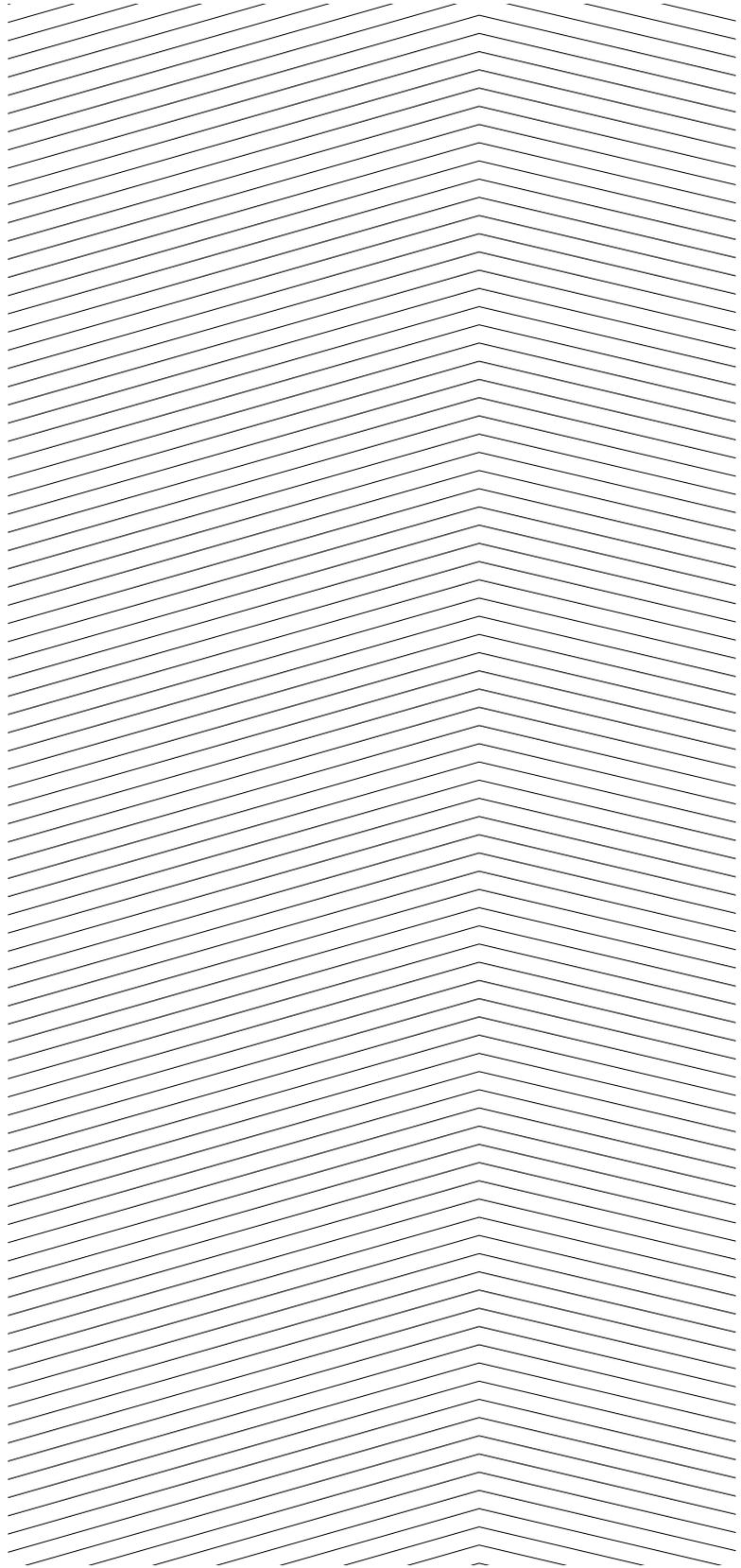
Takeaways

Participants will:

- » See the instructional coaching Impact Cycle in action
- » Learn how to prioritize coaches' time and determine tasks they should and should not do
- » Discuss creating an instructional playbook that summarizes high-leverage teaching strategies coaches will share
- » Determine what policy should exist regarding teacher confidentiality
- » Develop strategies for addressing teachers who are resistant to change



**INSTRUCTIONAL
COACHING
GROUP**



SUPPORT & FOLLOWUP



Every school, classroom, teacher, and coach are different and require unique considerations throughout the implementation of the skills and practices presented in our workshops. To address these more specific needs beyond the workshops, we also offer support and followup sessions.

TO LEARN MORE AND REGISTER, VISIT:

www.instructionalcoaching.com

COACHING COACHES



DESIGNED FOR
Coaches
Administrators

LENGTH
1- Or 2-Day

This workshop provides an overview of a series of high-leverage strategies that Coaching Champions (leaders who are responsible for coaching) can use to support coaches. Participants learn how to partner with coaches to ensure that they implement an effective coaching cycle, continuously improve their communication skills, deepen their knowledge of effective teaching strategies, and develop important leadership strategies and habits.

Content Overview

This session covers three topics:

- » Success factors for instructional coaching programs:
 - » Understanding the Impact Cycle
 - » Partnership approach to working with adults
 - » Gathering useful data
 - » Creating and using an instructional playbook
 - » Using the Better Conversations Beliefs and Habits in all communications
 - » Effective leadership qualities and tactics
 - » System support
- » Measuring implementation of the success factors using the following tools:
 - » The Knowledge of Practices Survey (KoP)
 - » The Coaching Impact Tool (CIT)
 - » The Partnership Communication Self-Assessment Tool (PCSAT)
 - » The Partnership Leadership Self-Assessment Tool (PCLAT)
 - » The Coaching Time Monitoring Form
- » Practices for coaching coaches:
 - » Regularly scheduled one-to-one coaching meetings
 - » Collaborative sessions to develop checklists for all the practices coaches routinely share
 - » Video study groups to improve coaching and communication skills

Takeaways

Participants will:

- » Learn research-based ideas, tools, and practices needed to create a successful program
- » Discuss each strategy, principle, tool, or idea with other participants to gain multiple perspectives on the learning that is shared
- » Make plans to ensure that the five success factors are implemented in their school or district

ONE-TO-ONE COACHING



DESIGNED FOR
Educational Leaders

LENGTH
30-60 Minute Session

FORMAT:
Facetime
Skype
Google Hangout
Phone Call

Just as teachers need coaches to help them learn and implement new instructional strategies, coaches, administrators, and other educators need coaches to help them develop and support flourishing coaching programs. And it is often during application – not just in a workshop – that they can truly benefit from having a coach. To meet this need, we offer one-to-one personalized sessions.

Content Overview

The coaching provided by ICG is primarily tailored for educational leaders who are designing, implementing, or overseeing a coaching program, and generally focuses on the following topics:

- » Using ICG tools to provide followup and support for coaches
- » Planning future professional development for coaches, teachers, and administrators
- » Co-developing coaching professional development plans with leaders
- » Co-planning weekly or bi-weekly professional learning meetings for coaches
- » Problem solving issues related to teachers, coaches, and administrators
- » Other issues that arise as coaching programs are rolled out

Coaching sessions typically last 30-60 minutes and take place according to a schedule and format that best suit participants' needs: weekly, monthly, quarterly; FaceTime, Skype, Google Hangout, or over the phone.

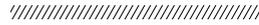
Sessions are led by Jim Knight, Michelle Harris, and Ann Hoffman.

Takeaways

Participants will:

- » Address specific issues related to the development or implementation of their own coaching programs
- » Create plans for continued improvement

GOING DEEPER WITH EMBEDDED COACHING



DESIGNED FOR

All Educational Leaders

LENGTH

Ongoing

After any professional development workshop, the most common questions concern followup. ICG experts work hard to ensure that our workshops are clear, engaging, grounded in partnership, and ever improving, but more specialized attention is often needed. During embedded coaching days, the school stakeholders determine the agenda based on their specific needs with regard to implementing the Impact Cycle coaching model.

Content Overview

While the specific content of each embedded coaching session will be determined by the participants, schools or districts typically request activities that fall into any of the following four categories:

- » “Live” coaching in which either the ICG consultant coaches a classroom teacher or a coach within that district coaches a teacher
- » Examining specific Impact Cycles within the school or school at different stages of the process and troubleshooting issues surrounding those cycles
- » Meetings with school and/or district leaders in which the ICG consultant responds to questions and concerns about coaching and the Impact Cycle model
- » Watching coaching video as a group to examine various elements of coaching interactions

Takeaways

Participants will:

- » Directly address specific challenges unique to a particular school, district, teacher, or classroom
- » Ensure thorough implementation of the Impact Cycle through guided activities crafted specifically for the needs of the participants
- » Witness real-life coaching interactions
- » Move beyond a foundational understanding of the coaching model to successfully applying it to real-world scenarios



INSTRUCTIONAL
COACHING
GROUP

BOOKS & RESOURCES



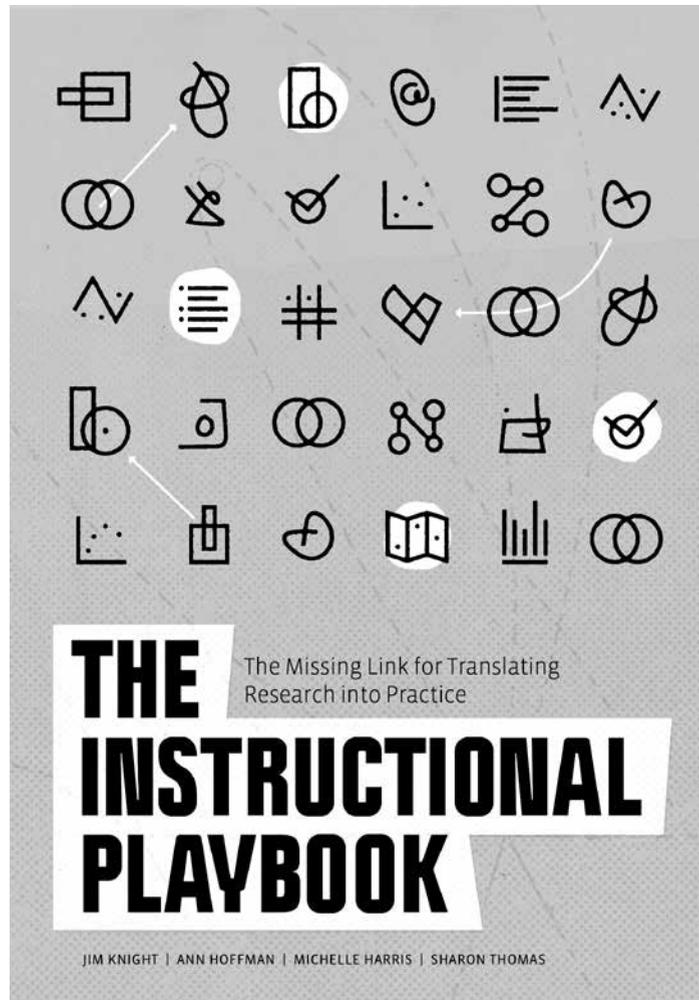
Jim Knight, along with ICG's team of experienced consultants, has written extensively on topics related to education, teaching, coaching, and communication. These publications are all grounded in the work of ICG experts and other highly regarded professionals in the fields of education and research. Our publications provide insights for instructional coaches, teachers, and administrators with the singular goal of improving instruction and, most important, student learning.

TO VIEW ALL OF ICG'S BOOKS & RESOURCES, VISIT:

www.instructionalcoaching.com/resources

TITLES FROM ICG INCLUDE:

- » *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching* (2017)
- » *The Reflection Guide to The Impact Cycle* (2017)
- » *Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected* (2015)
- » *The Reflection Guide to Better Conversations* (2015)
- » *Focus on Teaching: Using Video for High-Impact Instruction* (2014)
- » *High-Impact Instruction: A Framework for Great Teaching* (2012)
- » *Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction* (2010)
- » *Coaching: Approaches and Perspectives* (2008)
- » *Instructional Coaching: A Partnership Approach to Improving Instruction* (2007)



***The Instructional Playbook: The Missing Link for Translating Research Into Practice* (2019)**

Providing resources for teachers to help implement new teaching strategies is an essential part of an instructional coach's work, and an instructional playbook can be one of the most effective tools to ensure that teachers reach the goals they set with their coach. This succinct document can be tailored to specific needs and goals and provides a reference to keep both teachers and coaches on track. *The Instructional Playbook: The Missing Link for Translating Research into Practice* illustrates the value of instructional playbooks and guides readers through the three elements that comprise them:

- » The Strategy List, a condensed list of high-impact teaching strategies
- » "One-Pagers," or one-page descriptions for each of the teaching strategies
- » Checklists to help facilitate the teaching practices contained in the playbook

THANK YOU



We appreciate the opportunity to provide support for educators in any capacity we can. ICG's mission of helping students experience better learning and better lives has led us to develop meaningful and rewarding relationships with educators and other professionals from around the world, and we are excited to explore new possibilities related to coaching and instruction.

There are always ways for us to learn from each other, so even if your interests are not directly addressed in this brochure, please don't hesitate to contact us with any questions or information at *hello@instructionalcoaching.com* or by visiting our website.

FOR MORE INFORMATION, VISIT:

www.instructionalcoaching.com