



INSTRUCTIONAL
COACHING
GROUP

BROCHURE OF SERVICES

INSTRUCTIONAL COACHING GROUP

hello@instructionalcoaching.com

INSTRUCTIONALCOACHING.COM

LAWRENCE, KANSAS

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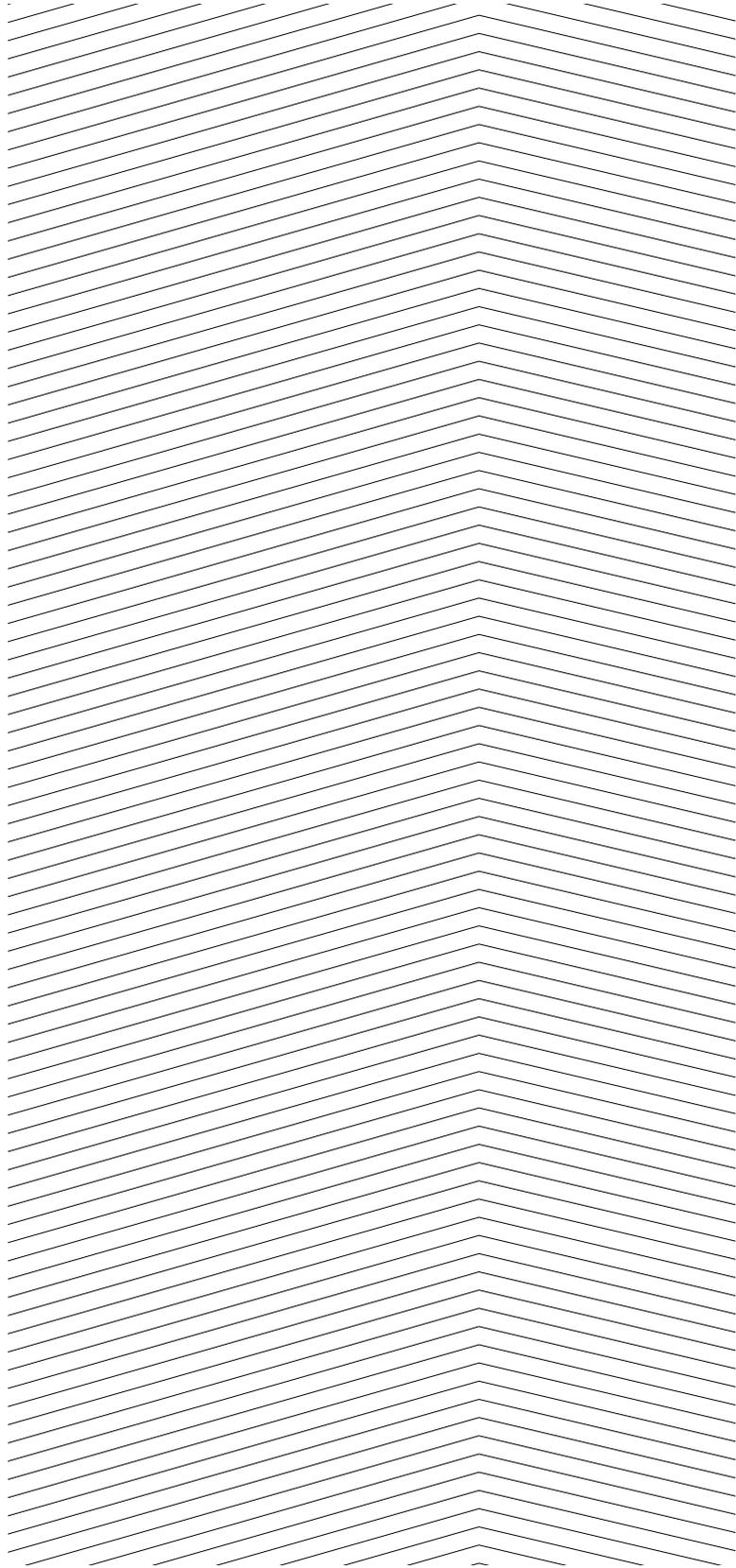
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**INSTRUCTIONAL
COACHING
GROUP**



OUR MISSION



For over 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, & 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 stylized, handwritten signature in black ink that reads "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.

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.

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.

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.

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
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LONG-TERM PARTNERSHIPS



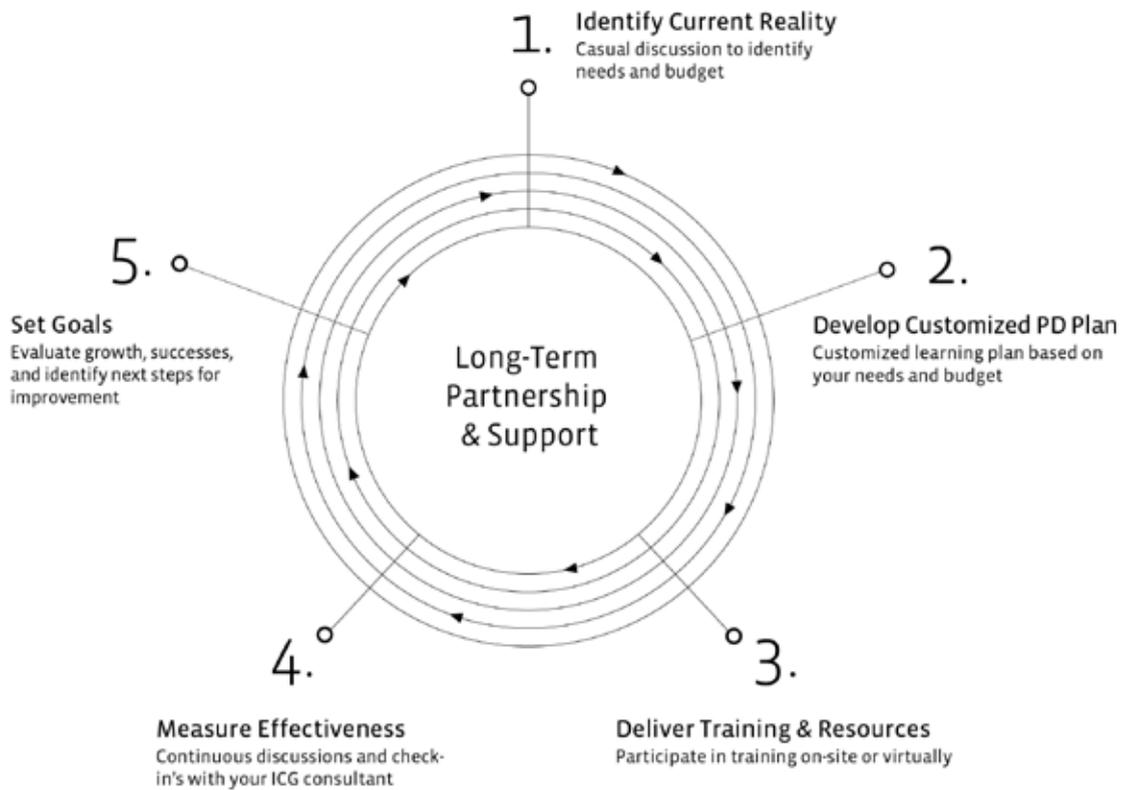
Long-term partnership has the greatest likelihood of turning professional learning into professional practice. It aids in sustainable coaching cultures where coaching becomes a practice everyone in the system embraces. This type of partnership moves schools and districts beyond workshops and courses to promote deeper implementation of research-based instructional coaching.

Partnership can involve not only workshops but also coaching of coaching leaders, consistent communication support, and embedded work on district- and school-specific concerns.

FOR A CUSTOMIZED PLAN, CONTACT US AT:

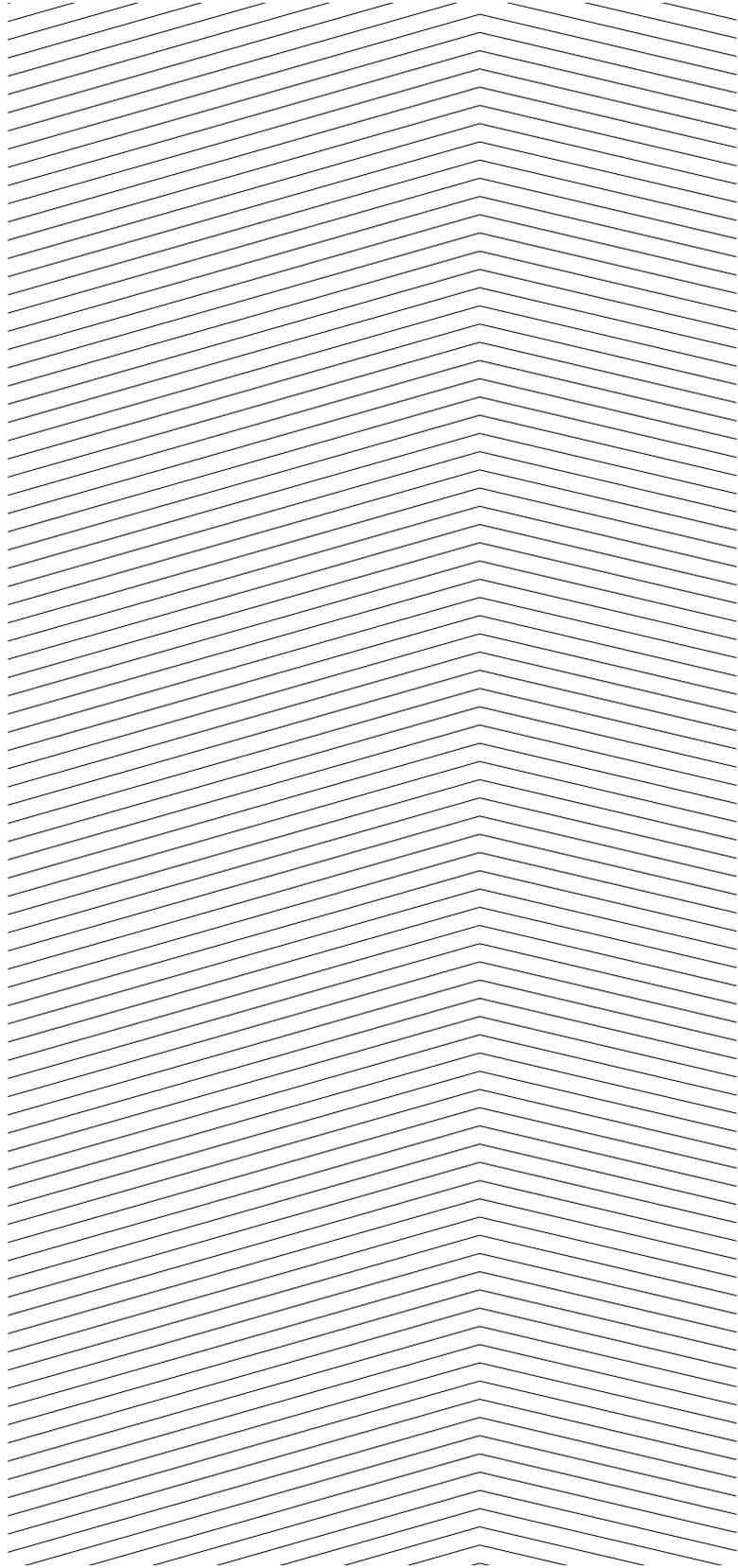
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Long-Term Partnerships Cycle





**INSTRUCTIONAL
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GROUP**



THE INSTRUCTIONAL COACHING INSTITUTE



Without sufficient professional development, instructional coaches struggle with the uncertainties of their role and, consequently, do not have the impact that they wish to have on the lives of educators and children. The Instructional Coaching Institute addresses this need by providing the comprehensive and foundational knowledge, from start to finish, that coaches and administrators need to be successful partners.

TO LEARN MORE AND REGISTER, VISIT:

instructionalcoaching.com/institutes



In this institute, participants will take a deep dive into the partnership principles, impact coaching cycle, high-impact instructional strategies, coaching skills, leadership strategies, types of data to gather, and other foundational principles, skills, and processes described in Jim Knight's books, which are based on more than 20 years of research conducted by Jim and his colleagues. Participants will receive all necessary materials, including books, supplementary guide books, coaching forms, and video examples, and will have the opportunity to apply all the ideas they learn over the 16-week course.

Our most comprehensive service, The Instructional Coaching Institute provides a big picture view of instructional coaching and includes an exhaustive learning opportunity covering five coaching areas presented in Jim Knight's bestselling books and research.

This is a go-to resource for gaining a deep understanding about the coach's role, responsibilities, and resources.

Resources Provided At The Instructional Coaching Institute

Participants will receive:

- » The Instructional Playbook (Knight 2019) book bundle
- » The Impact Cycle (Knight 2017) book bundle
- » Better Conversations (Knight 2015) book bundle
- » Focus on Teaching (Knight 2014)
- » High-Impact Instruction (Knight 2012)
- » Unmistakable Impact (2011)
- » Better Leaders workbook
- » What Principals Need to Know About Instructional Coaching workbook



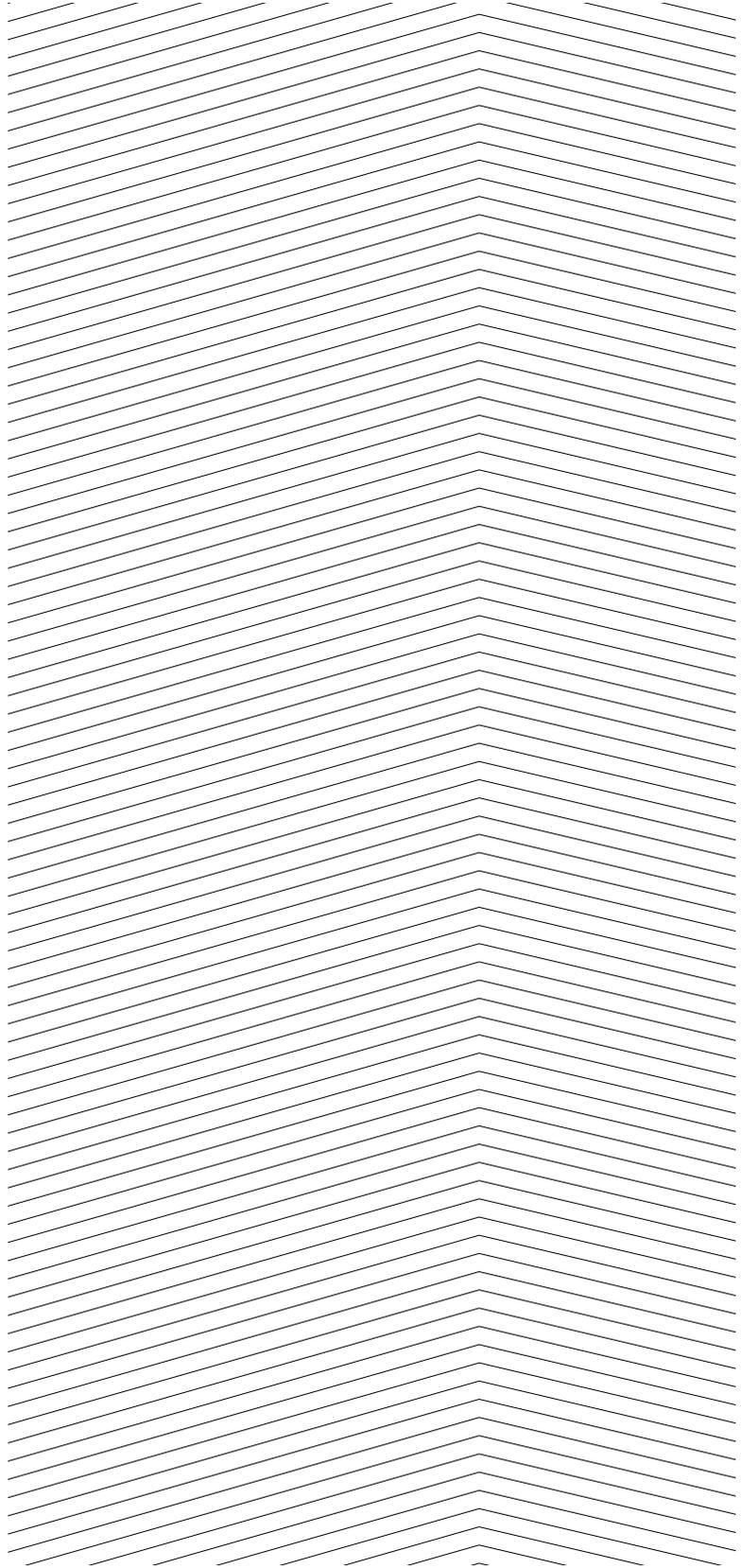
Key Takeaways

This unique learning opportunity helps coaches and administrators:

- » Establish a proven foundation for success
- » Develop a deeper & complete understanding of the coaching process & practices
- » Cultivate the necessary communication skills for healthy conversations
- » Deepen engagement in the classroom
- » Best utilize coaching tools and resources



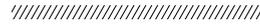
**INSTRUCTIONAL
COACHING
GROUP**



WHEN
November 2-4, 2021

WHERE
Virtual Event

TEACHING LEARNING COACHING CONFERENCE



"This is the single greatest professional development Opportunity I have attended In my 12 years as a teacher and 5 years as a coach. Don't miss it!"
-INSTRUCTIONAL COACH, ILLINOIS

"So much incredible learning at TLC. Can't wait to reflect on how to implement. Many thanks to all the presenters who got me thinking and ready for action!"
- LITERACY COACH, OHIO

"Every voice & thought is honored at TLC. I'm thankful to participate in such a thought-provoking group."
-MATH LEAD, GEORGIA

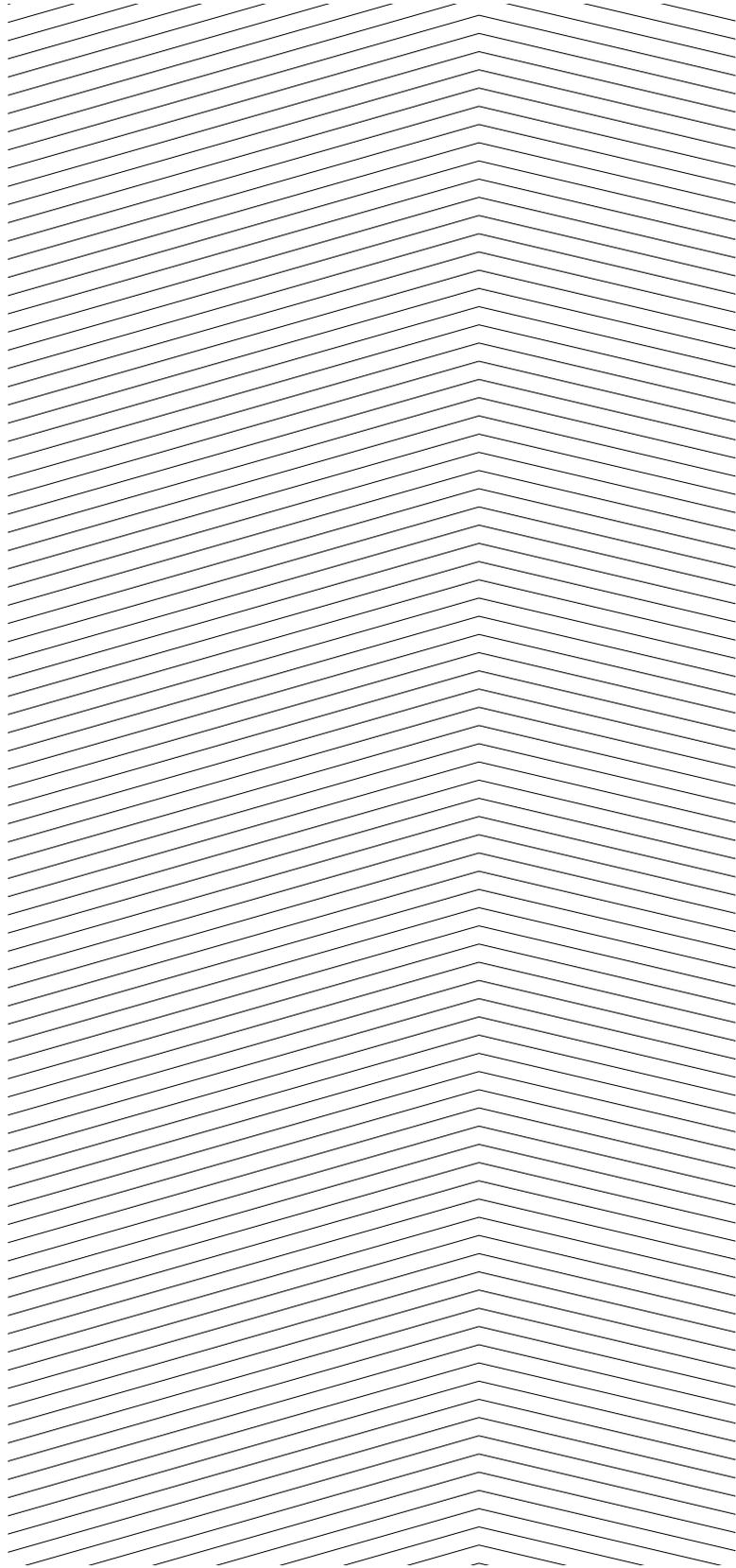
The Teaching Learning Coaching Conference (TLC) is the world's leading conference for instructional coaching and instructional practice. Each year TLC consists of education experts & practitioners who lead keynote presentations and learning sessions focused on high-impact teaching strategies, proven instructional coaching practices, and system-change strategies designed to lead to high performance schools.

This unique and supportive opportunity is designed for coaches, and the teachers and administrators who work with them. Bring your teams to build upon your coaching foundation, regardless of where you are in your teaching journey.

TO LEARN MORE AND REGISTER, VISIT:
tlc-conference.com



**INSTRUCTIONAL
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OUR WORKSHOPS



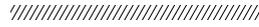
We provide a variety of workshops for instructional coaches, administrator, and teachers that can be customized and facilitated for your team. These workshops are structured around the research-validated Partnership Learning approach—offering practical, engaging, and enjoyable learning experiences for your team—and are always designed to make an unmistakable positive impact on student learning and well-being.

Contact us for a professional development plan that is tailored to your coaches and organization, or to inquire about private workshops for your teams.

TO LEARN MORE AND REGISTER, VISIT:

www.instructionalcoaching.com/workshops

Instructional Coaching: An Introduction



DESIGNED FOR
New Coaches

COURSE LENGTH
8 weeks
1 hour per session

FORMAT
Virtual

The 8-week introductory workshop was built to help new coaches through the challenges, questions, and new relationships that come with taking on the exciting role of instructional coach.

It is specifically designed for newer instructional coaches and addresses topics such as: role clarity, using strategies and goals, how to enroll teachers in coaching, how to best work with principals and administration, as well as other topics that will arm new coaches with the skills to succeed.

Content Overview

Topics include:

- » Determining what should and should not be shared with administrators
- » Understanding your role and how to describe it
- » Understanding and successfully addressing teacher resistance through the partnership principles
- » Planning your coaching day
- » Documenting what you do
- » Helping teachers use video and other methods to get a clear picture of reality
- » Identifying the highest-impact teaching strategies teachers can use to hit goals
- » How to set goals with teachers
- » What a typical goal might look like How to explain teaching strategies
- » How to ensure teachers see what strategies look like in action
- » How to gather data and what data to gather

Takeaways

Participants will:

- » Leave this workshop with confidence in their role, a foundation for coaching success using proven coaching practices, and answers to their questions during Q&A time with an ICG senior consultant

A Process for Distance Coaching



DESIGNED FOR
Coaches

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

For distance coaching to succeed, coaches need to have a proven approach that they can use to ensure coaching success. Neither teachers nor coaches want to waste time or find themselves in unsuccessful conversations. At the Instructional Coaching Group, we are partnering with Growth Coaching International (GCI) to share coaching processes, skills, and beliefs that will help any coach be more successful.

Content Overview

In this virtual course, participants will learn about the principles that guide GROWTH coaching, the GROWTH coaching process itself, and the coaching skills that make powerful online coaching possible. The GROWTH coaching model is an easy to learn and powerful coaching process for guiding individual or multiple coaching conversations.

Teachers are focused on ensuring virtual classroom environments meet specific guidelines and still need support during this crisis. GCI's GROWTH model helps coaches address teachers' issues of concern by giving professionals a process for troubleshooting issues as they arise, while still operating within the partnership approach that ICG's research recommends.

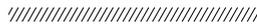
Takeaways

Participants will take away:

- » An understanding of the complexities of coaching in virtual work environments
- » An understanding of the differences between deep instructional coaching (involving goals for student growth) and surface coaching (involving goals that educators set for themselves to navigate professional concerns)
- » Practice in using GROWTH Coaching as a tool for helping educators navigate areas where they want to improve
- » Knowledge of key coaching skills that can help coaches to improve in working with others as partners

NEW COURSE!

Coaching in Times of Chaos



DESIGNED FOR

Coaches
Administrators

COURSE LENGTH

5 hours

FORMAT

In-person
Virtual

It is crucial that we take care of our own mental well-being, as well as promoting mental health to those around us. Register for this 'zen moment for the brain' and learn how to help teachers reduce anxiety, regardless of where they are.

Coaching has always been about connecting, collaborating, and building a bridge between the exceptional work being done in classrooms to the rest of the school and system. How do we maintain these expectations when emotions are high, adults and students alike are worried, and the tech learning curve is steep? We'll explore some of the issues that today's coaches are facing and help tackle issues and use approaches we've learned while navigating them.

Content Overview

Questions covered include:

- » How do we coach when times are so uncertain and chaotic?
- » How do I walk on solid ground?
- » How can I stay humble and practice benevolence?
- » How do I practice self-compassion?
- » How do I coach with my heart, my head, and my hands?
- » How do I first lead myself, then lead others?
- » How do I build and maintain trust?
- » How can I continually be a witness to the good?
- » How can I listen without judgment?
- » How can I be sure I'm modeling and tending to adults' social /emotional needs?
- » How do I stay grounded in reality while remaining optimistic?
- » How do I meet people where they are?

Takeaways

Participants will gain:

- » Understanding of the need to be solid in their beliefs and actions
- » Reflection on their beliefs and actions
- » Understanding of the ongoing need for empathy, understanding, and compassion in their coaching
- » A deeper understanding of tools and tactics for compassionate empathy-based coaching
- » A plan for implementing these tools and tactics

NEW COURSE!

High-Impact Remote Instructional Strategies



DESIGNED FOR
Coaches
Teachers

COURSE LENGTH
10 hours

FORMAT
In-person
Virtual

Based on Jim Knight’s book *High Impact Instruction* and research around best practices in times of chaos and uncertainty, this course is designed for teachers and coaches who are looking for high-leverage strategies to use in remote teaching situations. We look at five different areas for those strategies: reducing anxiety, classroom relationships, engagement, instructional strategies, and planning/assessment.

Content Overview

The workshop addresses the following questions:

- » How do we reduce anxiety for ourselves and for the teachers we coach?
- » How do we build relationships?
- » Why is engagement important and what is it?
- » What instructional strategies are most engaging?
- » How do we plan and assess?

Takeaways

Participants will:

- » Understand the “why” behind best practices for reducing anxiety
- » Know how to build relationships with students for a learner-friendly environment
- » Understand why engagement is so important for students as well as teacher retention
- » Learn new strategies for highly engaging teaching practices
- » Have options for ways to plan and assess

Leave the session with:

- » A deeper understanding of tools and tactics for remote and blended teaching
- » A plan for implementing these tools and tactics

The Seven Secrets of Great Instructional Coaching Programs



DESIGNED FOR

Coaches
Administrators
District Leaders

COURSE LENGTH

5 hours

FORMAT

In-person
Virtual

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

COURSE LENGTH
10 hours

FORMAT
In-person
Virtual

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

The workshop addresses the following questions:

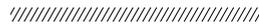
- » Discuss the complexities of helping adults and the Partnership Principles
- » Become familiar with The Impact Cycle, which is composed of three stages:
 - » Identify
 - » a clear picture of the current reality
 - » a goal
 - » strategies for improvement
 - » Learn
 - » how to implement the strategies
 - » 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
District Leaders

COURSE LENGTH

5 hours

FORMAT

In-person
Virtual

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:

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

Better Conversations Habits:

- » Demonstrating Empathy
- » Listening With Empathy
- » Fostering Dialogue
- » Asking Better Questions
- » Making Emotional Connections
- » Being a Witness to the Good
- » Finding Common Ground
- » Controlling Toxic Emotions
- » Redirecting Toxic Conversations
- » 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
District Leaders

COURSE LENGTH

5 hours

FORMAT

In-person
Virtual

Better Leaders introduces participants to several high-yield leadership strategies for first leading themselves and then leading others. In this workshop we ask participants to think of themselves as change leaders—people who lead themselves (as well as other adults and students) through inevitable change by 1) gaining clarity on their goals, and 2) learning to navigate through the complexities of change.

Content Overview

The workshop addresses the following questions:

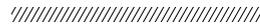
- » What is leadership, and what kind of difference am I making as a leader?
- » Am I clear on my purpose?
- » Do I put others ahead of myself?
- » Do I spend my time on the most important activities?
- » Am I confronting reality and leading with hope?
- » How do I make sure I lead through change in 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
District Leaders

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

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



Video as a Part of Professional Learning



DESIGNED FOR

Coaches
Teachers
Administrators
District Leaders

COURSE LENGTH

5 hours

FORMAT

In-person
Virtual

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:

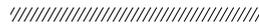
- » Why video is important
- » Creating a safe environment
- » The logistics of using video
- » How video can be used by different stakeholders:
 - » Coaches, teachers, administrators, and video learning teams

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

COURSE LENGTH
10 hours

FORMAT
In-person
Virtual

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.

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

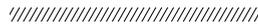
Participants will:

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

IN PARTNERSHIP WITH



High-Impact Instruction



DESIGNED FOR
Teachers
Coaches

COURSE LENGTH
10 hours

FORMAT
In-person
Virtual

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

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

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

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

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 for Positive Classrooms



DESIGNED FOR
Coaches

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

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

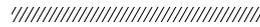
- » Creating a learner-friendly culture
- » Choosing power with, not power over
- » Exercising freedom within form
- » Identifying and teaching expectations
- » Reinforcing expectations
- » Correcting fluently

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

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

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

The Instructional Playbook



DESIGNED FOR

Coaches
District Leaders

COURSE LENGTH

5 hours

FORMAT

In-person
Virtual

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:

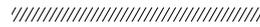
- » Table of contents
- » Checklists
- » One-pagers of each strategies to be used

Takeaways

Participants will:

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

Coaching Teams



DESIGNED FOR
Coaches

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

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.

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. Coaches will gain an understanding of the processes and concepts they can use to facilitate better teams and better team learning.

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
District Leaders

COURSE LENGTH

5 hours

FORMAT

In-person
Virtual

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.*

Working with Adults: Helping & Partnership



DESIGNED FOR
Coaches
Teachers

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

Neither teachers nor coaches want to waste time or find themselves in unsuccessful conversations. Whether face-to-face or via a virtual platform, helping adults sometimes is often more difficult than helping students. Why do adults resist? This virtual workshop focuses on why helping for change is complex and what research says about what we can do to lessen resistance to change.

Content Overview

An overview of the research behind helping adults:

- » Participants discuss their experiences working with adults paying particular attention to Change, Identity, and Thinking
- » Troubleshooting any roadblocks that may have risen
- » A discussion of Status and Motivation
- » A discussion of the first three Partnership Principles: Equality, Choice, & Voice
- » Information on video recording and why it's important for coaching conversations and/or partnership conversations
- » A discussion of the final four Partnership Principles: Dialogue, Reflection, Praxis, and Reciprocity
- » Participants discuss their experiences having conversations with adults, reflecting on their use of the Partnership Principles
- » Participants discuss how understanding the complexities of helping has informed their conversations
- » Suggestions for how participants can continue to learn and improve as coaches

Takeaways

Participants will:

- » Understand the research around why adults might resist help
- » Have tools and tactics for ameliorating resistance in adults

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

COURSE LENGTH
5 hours

FORMAT
In-person
Virtual

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

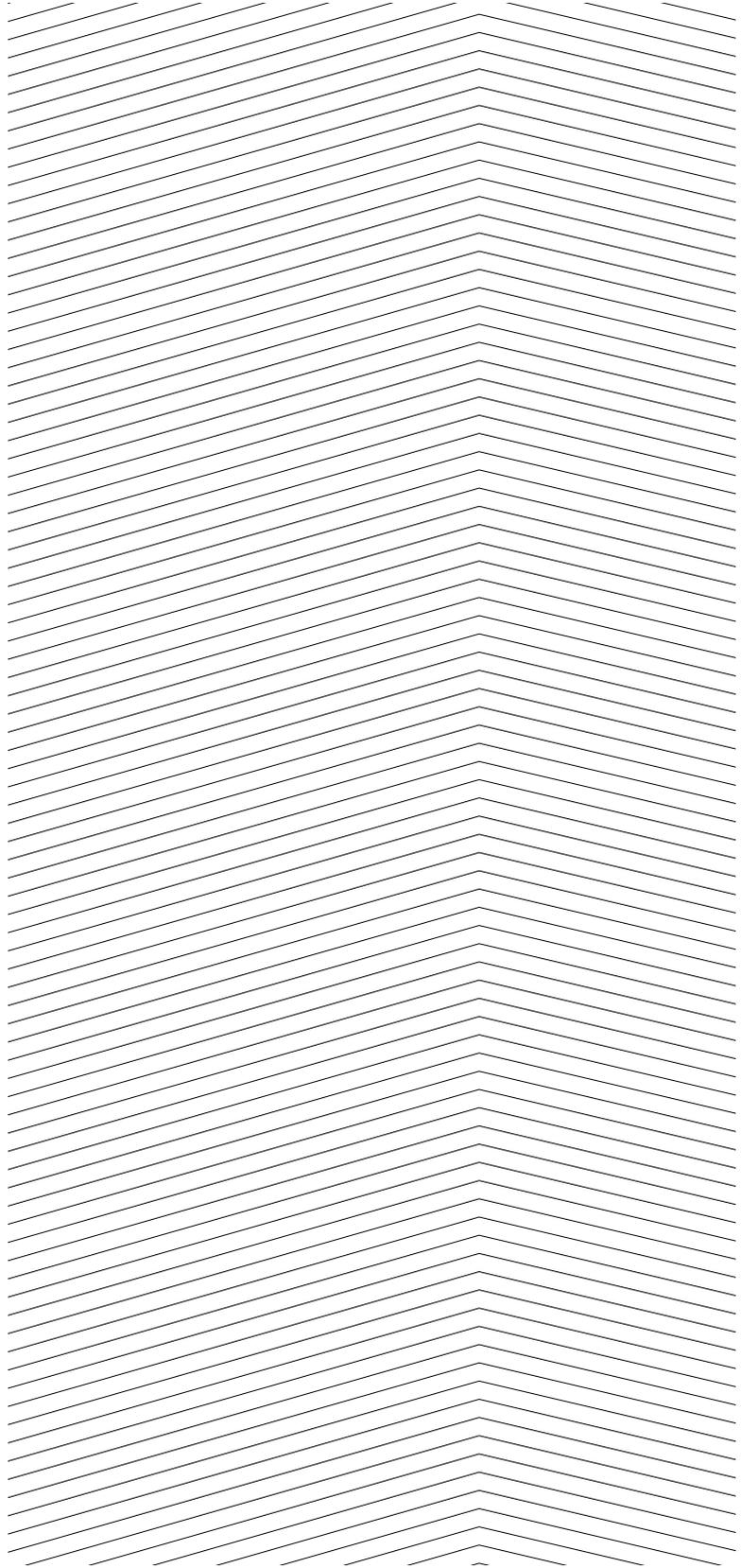
Participants will:

- » 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

TO LEARN MORE AND REGISTER, VISIT:
www.instructionalcoaching.com/workshops



**INSTRUCTIONAL
COACHING
GROUP**



EXTENDED SUPPORT



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 follow-up sessions.

TO LEARN MORE AND REQUEST SUPPORT:

hello@instructionalcoaching.com

Coaching Coaches



DESIGNED FOR

New Coaches
Experienced Coaches
Administrators

COURSE LENGTH

10 hours

FORMAT

In-person
Virtual

PREREQUISITE

The Instructional
Coaching Institute

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

Complimentary Consultation



DESIGNED FOR

District Leaders
Administrators
Teachers
Coaches

LENGTH

30-60 Minute Session

FORMAT:

Facetime
Skype
Zoom
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

Coaches
Administrators
Teachers
District Leaders

LENGTH

Ongoing

In order to set up our partnership schools and districts to have the most success, we've created follow-up workshops for embedded coaching. We know that after the excitement of an event day wears off, there can be a bit of a "what next" feeling. Embedded coaching days provide on-the-spot professional learning with an ICG senior consultant, focused on the needs of each coach.

Content Overview

Since each district's needs are different, agenda items may vary. However, most schools and districts request the following:

- » "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

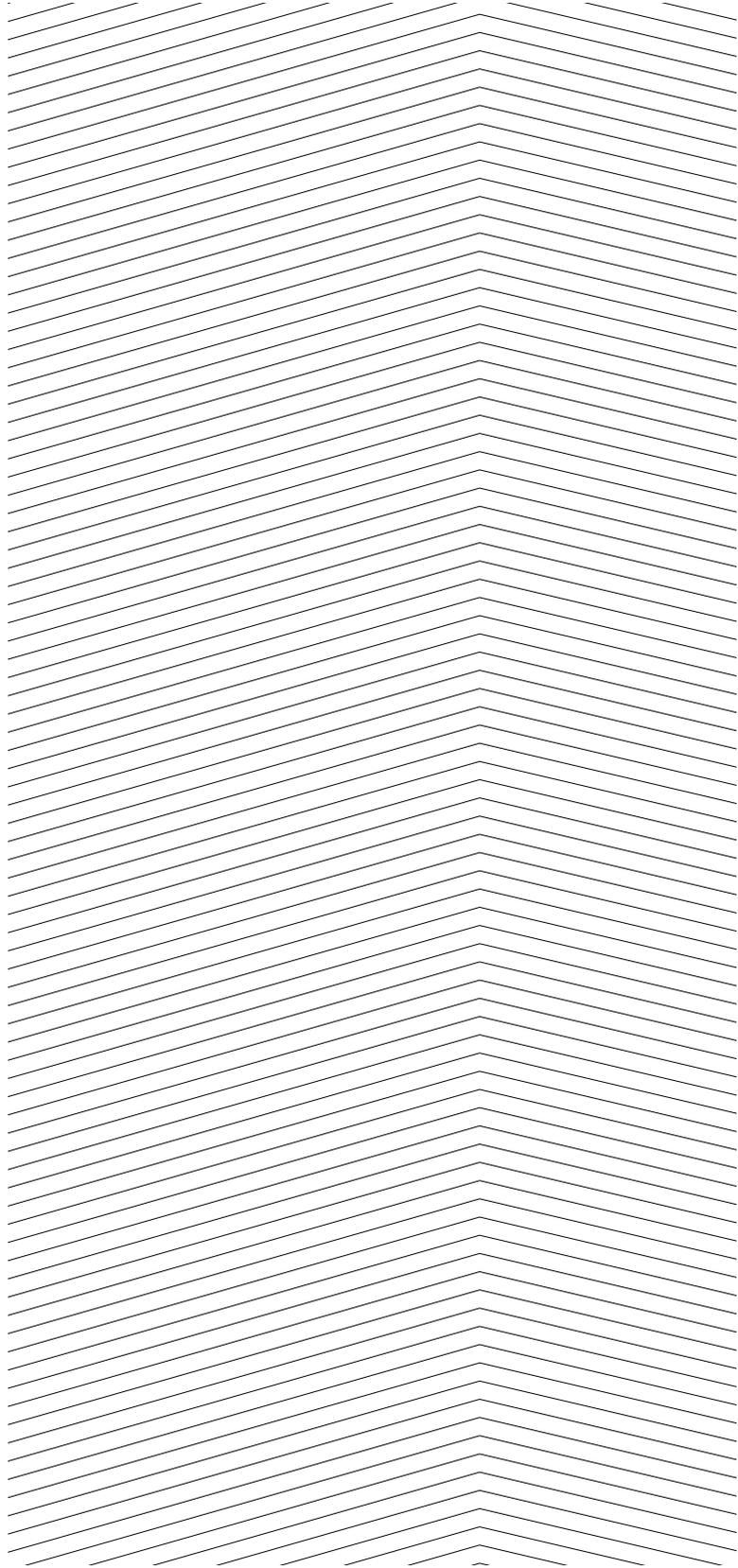
Participants will:

- » 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

TO LEARN MORE AND REQUEST SUPPORT:
hello@instructionalcoaching.com



**INSTRUCTIONAL
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BOOKS & RESOURCES

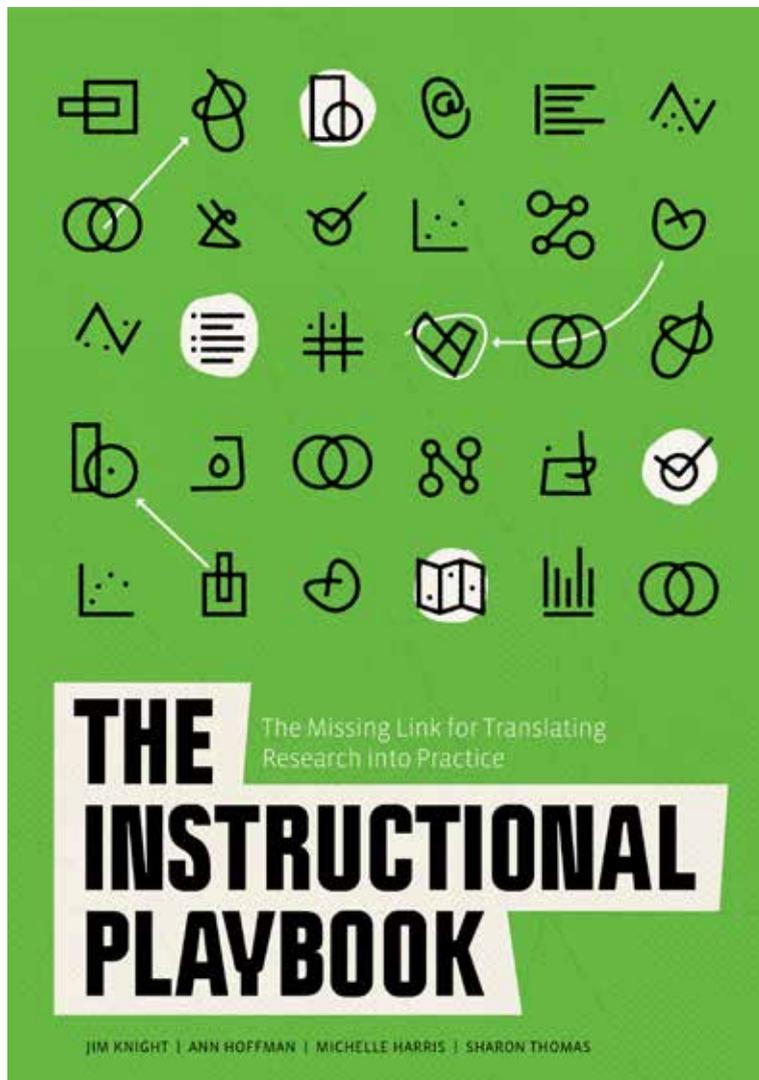


Jim Knight, along with ICG’s team of experienced consultants, has written extensively on topics related to education, teaching, coaching, and communication. These publications are all grounded in the work of ICG experts and other highly regarded professionals in the fields of education and research. 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

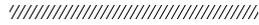
The Instructional Playbook: The Missing Link for Translating Research Into Practice



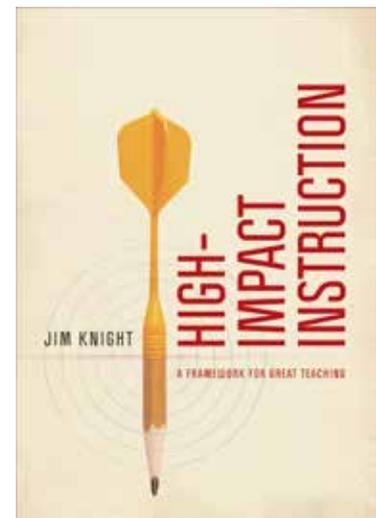
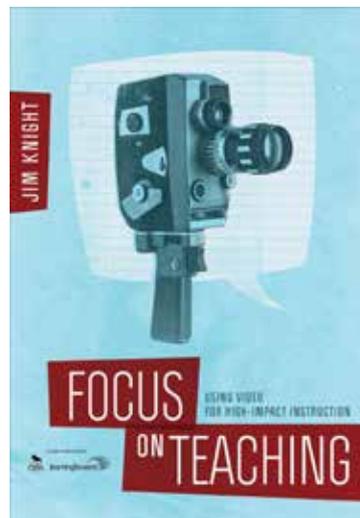
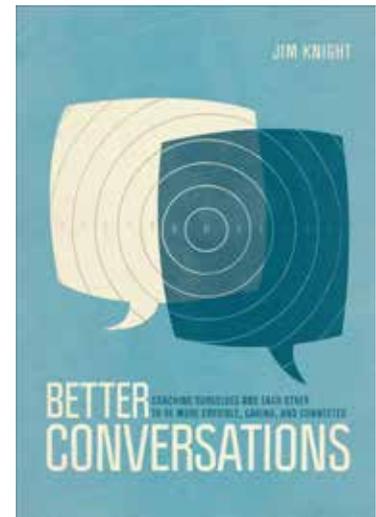
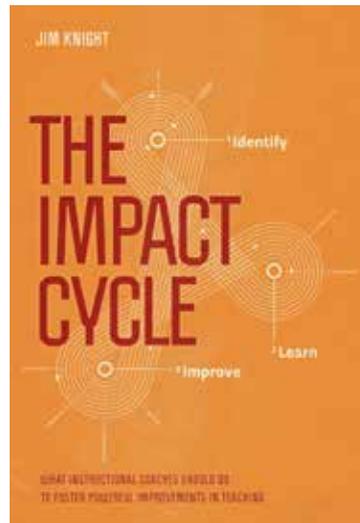
Providing resources for teachers to help implement new teaching strategies is an essential part of an instructional coach's work, and an instructional playbook can be one of the most effective tools to ensure that teachers reach the goals they set with their coach. This succinct document can be tailored 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

Additional titles from ICG:

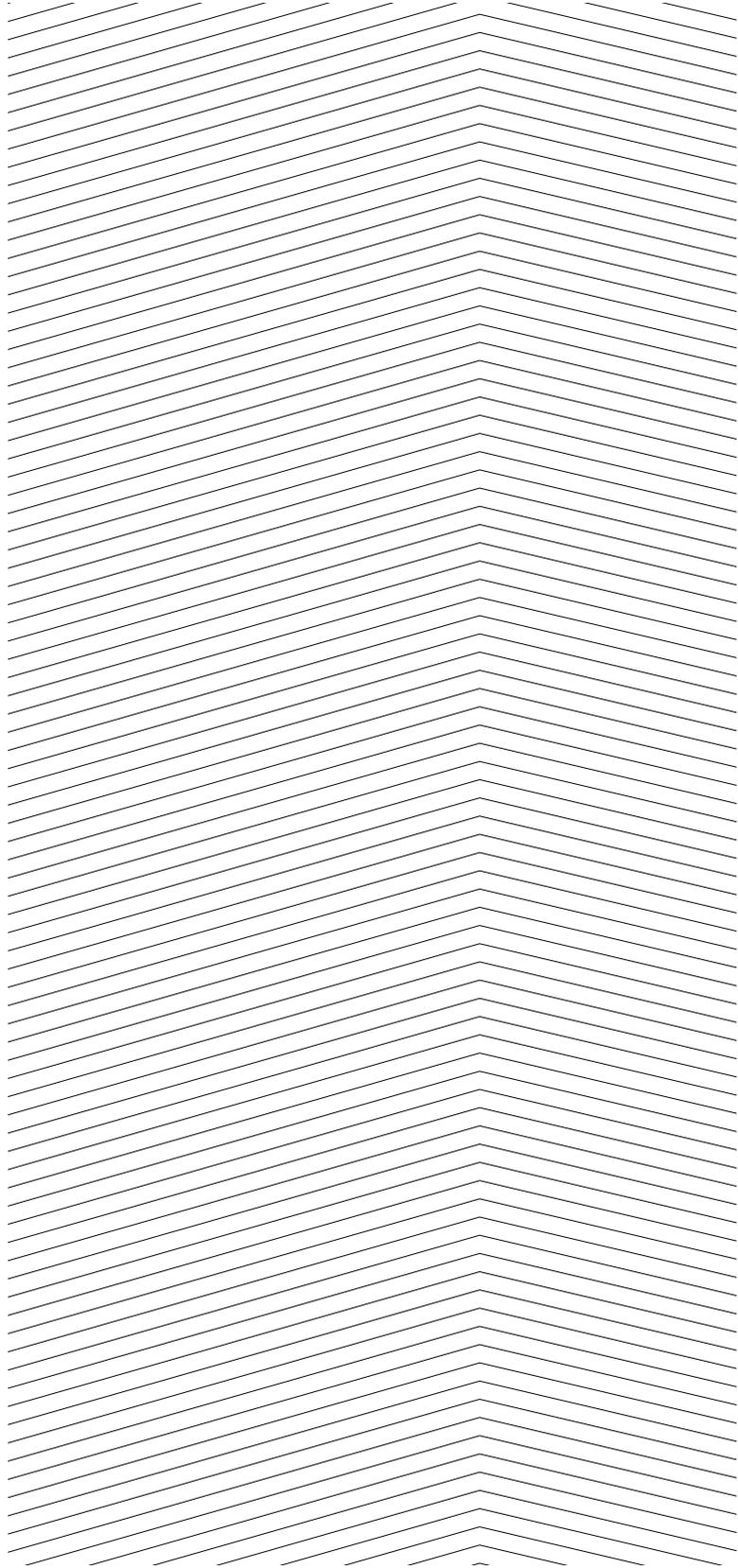


- » The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching (2017)
- » Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected (2015)
- » Focus on Teaching: Using Video for High-Impact Instruction (2014)
- » High-Impact 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)





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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:

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