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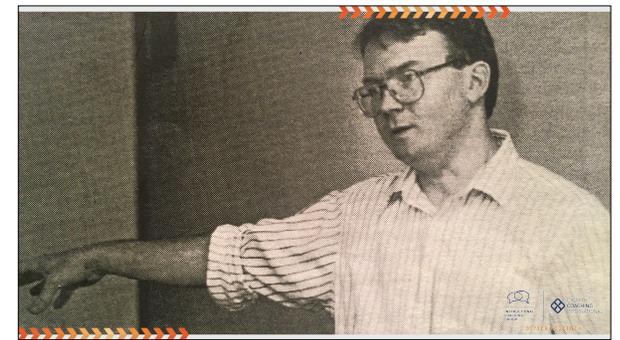
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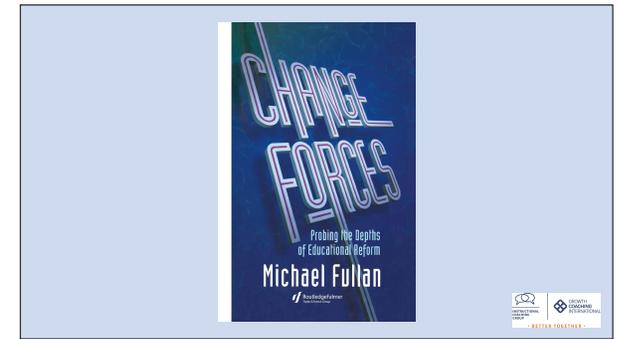
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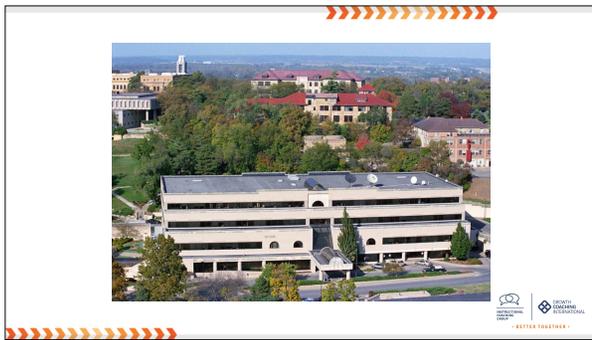
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What Have We Learned About Instructional Coaching the Past 29 Years?

14

And What Does It Mean Today?

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**1:00**  
**Your Learning Partner Question**  
 What do you think the teachers you work with would describe their experience of professional development?

16

Themes from over 300 interviews

- Recognize us as professionals
- Value our voices
- Help us with our most pressing concerns
- Don't waste our time
- Give us something we can use

See: "Another Damn Thing We've Got to Do: Teacher Perceptions of Professional Development" <https://www.instructionalcoaching.com/resources/research>

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Running head: TEACHER PERCEPTIONS OF PROFESSIONAL DEVELOPMENT

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

Presentation Given at the American Educational Research Association  
 April 2006, New Orleans, Louisiana

Jim Knight  
 University of Kansas Center for Research on Learning

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### Additional Research Studies

- Teacher perceptions of professional development (AERA, 2000)
- Partnership Learning (AERA, 1999)
- Implementation study (AERA, 2009)
- Intensive Learning Teams (*Unmistakable Impact*, 2011)
- Design study (2014)
- *Better Conversations* (2015)
- Lean-Design Research (Corwin, 2018)
- Evaluation Study (2018)
- A Year in the Life of Coach (2023)
- One-to-one coaching for coaches (2024)
- Fast-track impact cycle (currently)



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## What Have We Learned About Instructional Coaching the Past 29 Years?



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# 1



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## Recognizing Teachers as Professionals



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Partnership Learning 1

Running Head: PARTNERSHIP LEARNING

Partnership Learning:  
Putting Conversation at the Heart of Professional Development

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

Jim Knight  
University of Kansas Center for Research on Learning



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### Partnership Principles

1. Equality
2. Choice
3. Voice
4. Dialogue
5. Reflection
6. Praxis
7. Reciprocity

**1:00**



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### Design

COUNTERBALANCED DESIGN

Group	First Session	Second Session
Group A Training Model	Visual Imagery Partnership Learning	Self Questioning Traditional Training
Group B Training Model	Visual Imagery Partnership Learning	Self Questioning Traditional Training



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### Partnership: Implementation Question\*

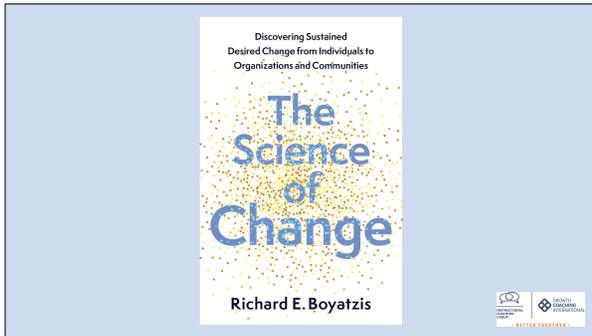
Partnership Learning: 59

Traditional Training: 14

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



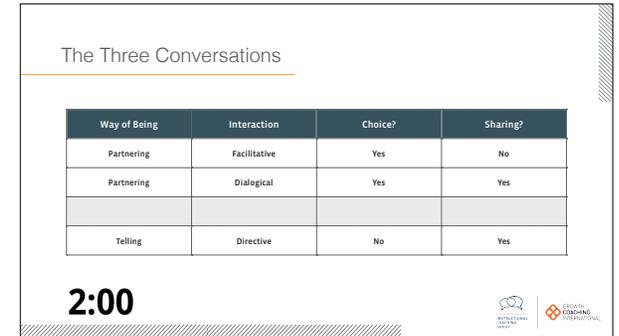
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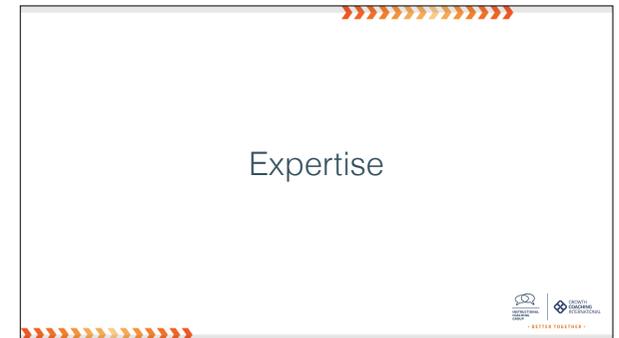
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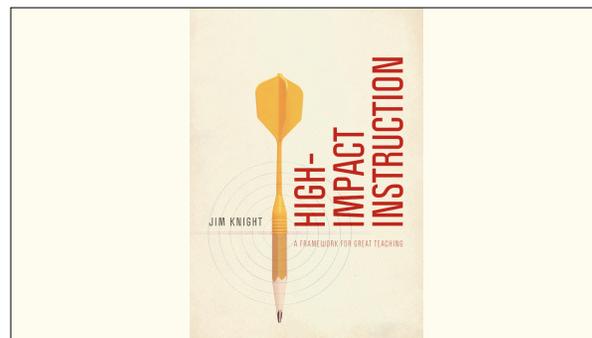
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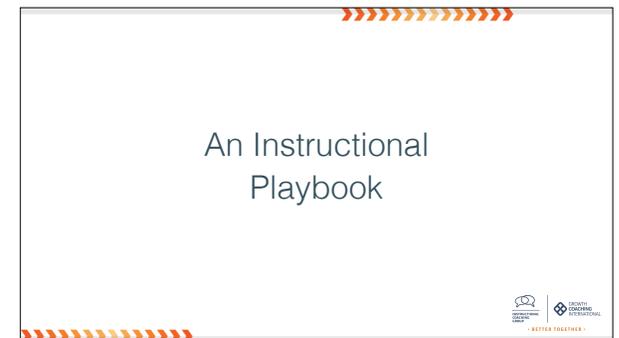
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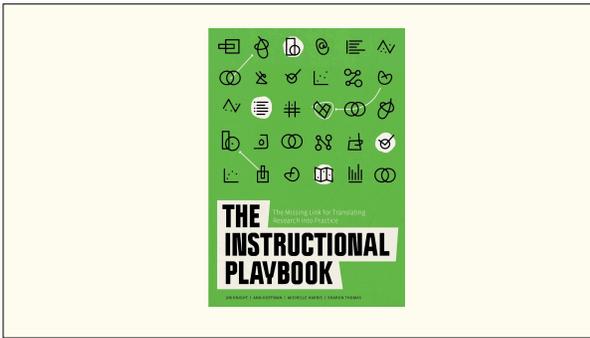
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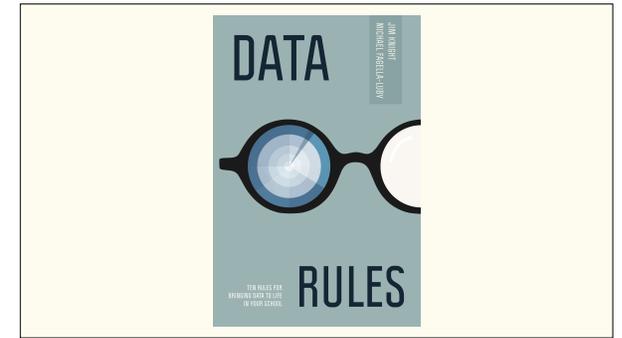
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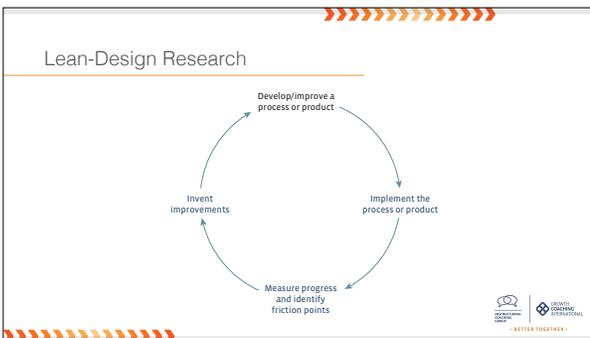
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- ### Design Insights
- Video
  - Questions
  - Goal setting
  - Explaining strategies
  - Modeling strategies
  - Instructional playbooks

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Start With Kids

46

was to

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Strategy Focused

```

    Researcher
      ↓
    Consultant
      ↓
    Teacher
      ↓
    Student
  
```

48

Student Focused

```

    Student
      ↓
    Teacher
      ↓
    Consultant
      ↓
    Researcher
  
```

49

Why Student-Focused?

- Puts the focus in the right place
- Ensures the teacher is a partner
- Provides a helpful way to measure impact
- More motivating for teachers
- Better goals and plans
- More sustained implementation

50

1:00

## Your Learning Partner Question

What difference do you think it makes when professional development starts with kids?

51

4

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Use an Adaptive Conversational Framework

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THE EDUCATIONAL FORUM

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

David S. Knight<sup>1</sup>, Mike Hack<sup>2</sup>, Thomas M. Skittle<sup>3</sup>, Barbara A. Bradley<sup>4</sup> and Jim Knight<sup>1</sup>

<sup>1</sup>University of Iowa, <sup>2</sup>Iowa, <sup>3</sup>Iowa, <sup>4</sup>Iowa, USA

<sup>1</sup>University of Kansas, Lawrence, Kansas, USA

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

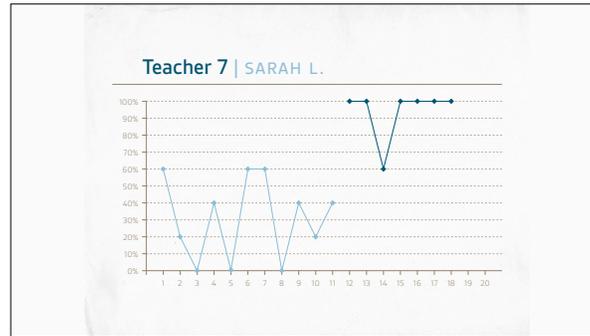
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**Classroom Observation Form**

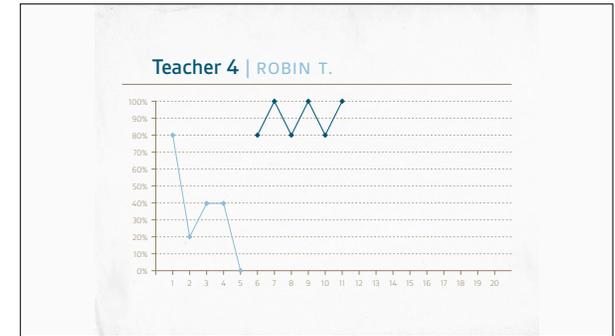
Teacher and Coach Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observability? \_\_\_\_\_ Lesson Topic: \_\_\_\_\_

1. Planning Content	2. Formative Assessment	3. Community Building	Comments
<ul style="list-style-type: none"> <li>1. Content is aligned to standards</li> <li>2. Content is appropriate for the level of students</li> <li>3. Content is relevant to students' lives</li> <li>4. Content is challenging for students</li> <li>5. Content is presented in a clear and concise manner</li> <li>6. Content is presented in a way that is accessible to all students</li> <li>7. Content is presented in a way that is engaging to all students</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher uses a variety of assessment methods</li> <li>2. Teacher uses assessment to inform instruction</li> <li>3. Teacher uses assessment to provide feedback to students</li> <li>4. Teacher uses assessment to monitor student learning</li> <li>5. Teacher uses assessment to adjust instruction</li> <li>6. Teacher uses assessment to provide feedback to students</li> <li>7. Teacher uses assessment to provide feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>1. Teacher establishes a positive classroom culture</li> <li>2. Teacher uses strategies to engage all students</li> <li>3. Teacher uses strategies to engage all students</li> <li>4. Teacher uses strategies to engage all students</li> <li>5. Teacher uses strategies to engage all students</li> <li>6. Teacher uses strategies to engage all students</li> <li>7. Teacher uses strategies to engage all students</li> </ul>	

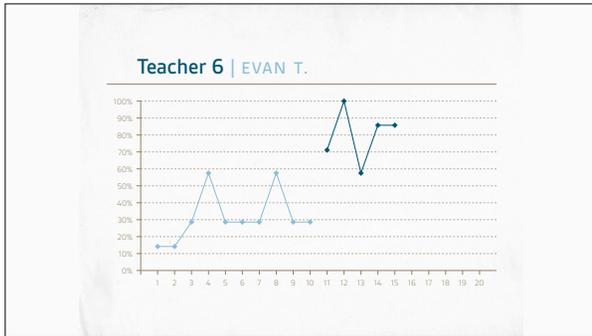
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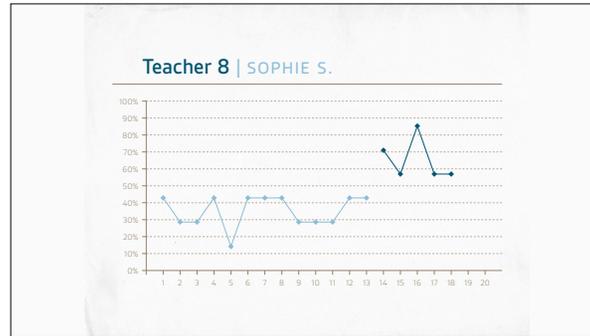
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**EFFECT SIZE**

1.02

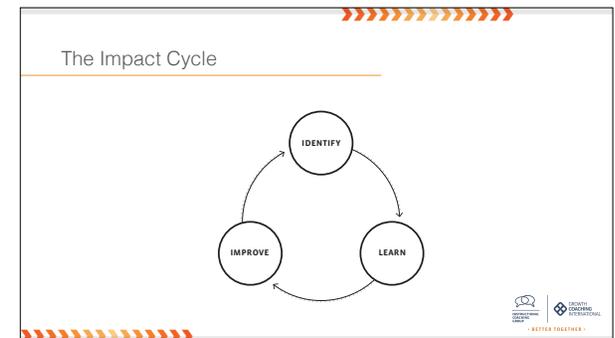
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**What Is an Adaptive Change Model?**

61

**Crysta Crum**  
FOURTH GRADE

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63



1:00

## Your Learning Partner Question

What is your first reaction to the impact cycle?



73

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## The Concept of Instructional Coaching



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## Instructional Coaching Defined

- One-to-one
- Recognizes teachers as professionals
- Goal-directed
- Student-focussed
- Adaptive
- Rigorous

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1:00

## Your Learning Partner Question

What questions do you have regarding instructional coaching?



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