

**Excellent instruction,  
every day, in every  
class, for every  
student**



# 7 Success Factors

Understanding adult learning

A coaching cycle

Teaching strategies (instructional  
playbook)

Data

Communication

Leadership

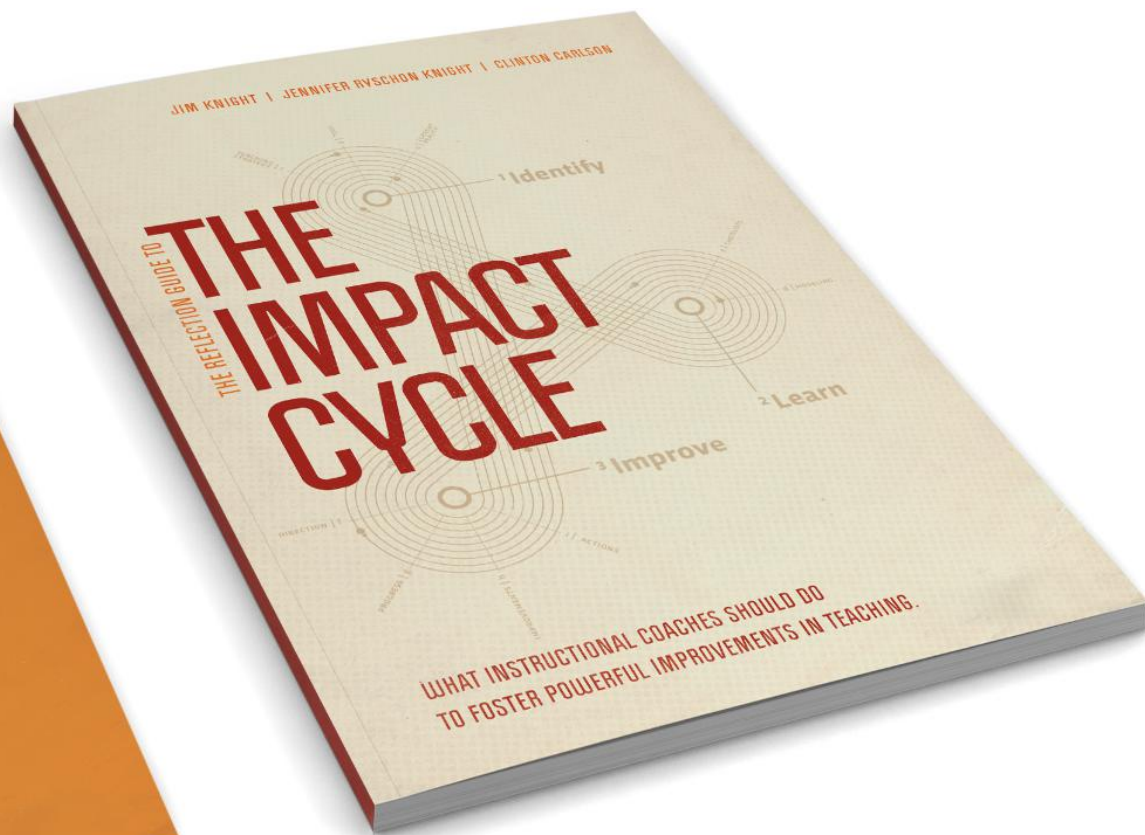
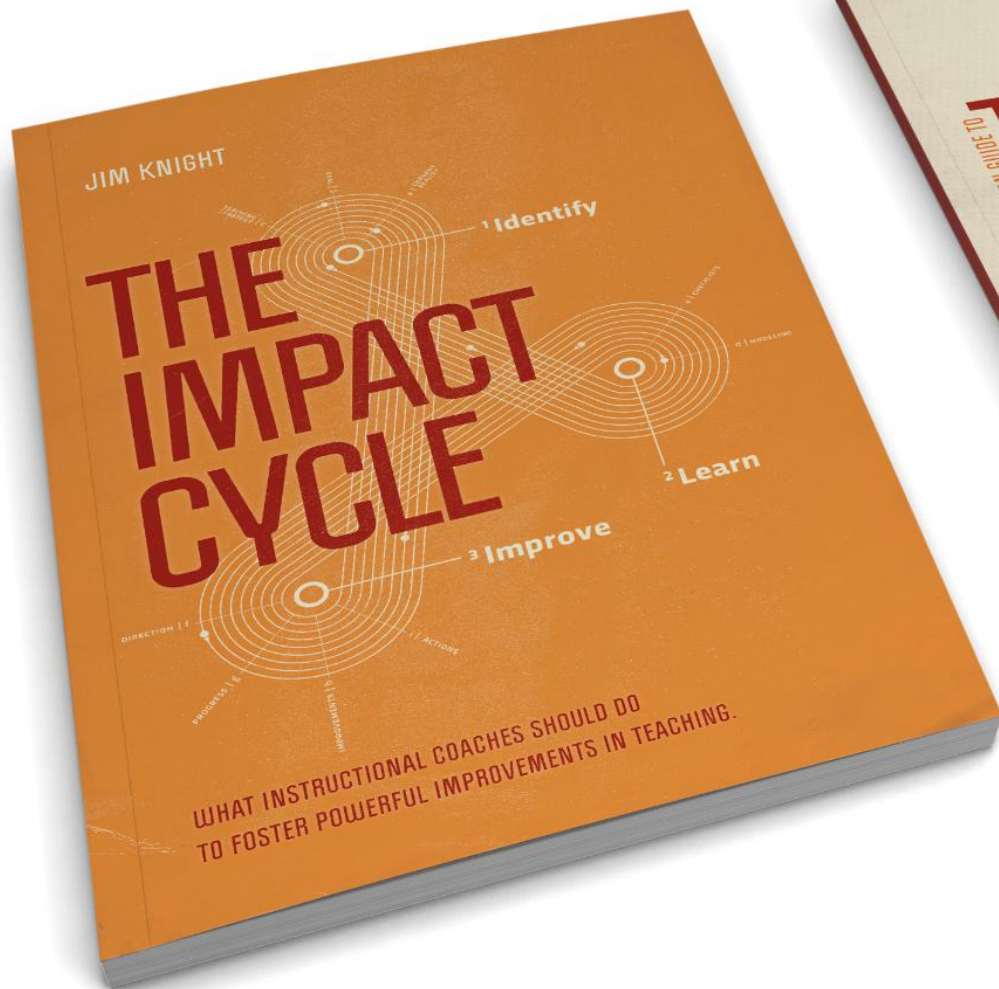
System support

# 7 Success Factors

- A coaching cycle
- Adult learning
- Teaching strategies
- Data
- Communication
- Leadership
- System support

# 7 Success Factors

- **A coaching cycle**
- Adult learning
- Teaching strategies
- Data
- Communication
- Leadership
- System support





**Test:**

**What is your approach  
to coaching?**





**BELL  
THE  
WEST**



[instructionalcoaching.com](http://instructionalcoaching.com)



**#instructionalcoaching**



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# *Guiding Questions*

1. What is your approach to coaching?
2. How do instructional coaches identify goals with teachers?
3. How should instructional coaches go about explaining and modeling teaching strategies?
4. How do coaches partner with teachers to make adaptations until goals are met?

# Kansas Coaching Project

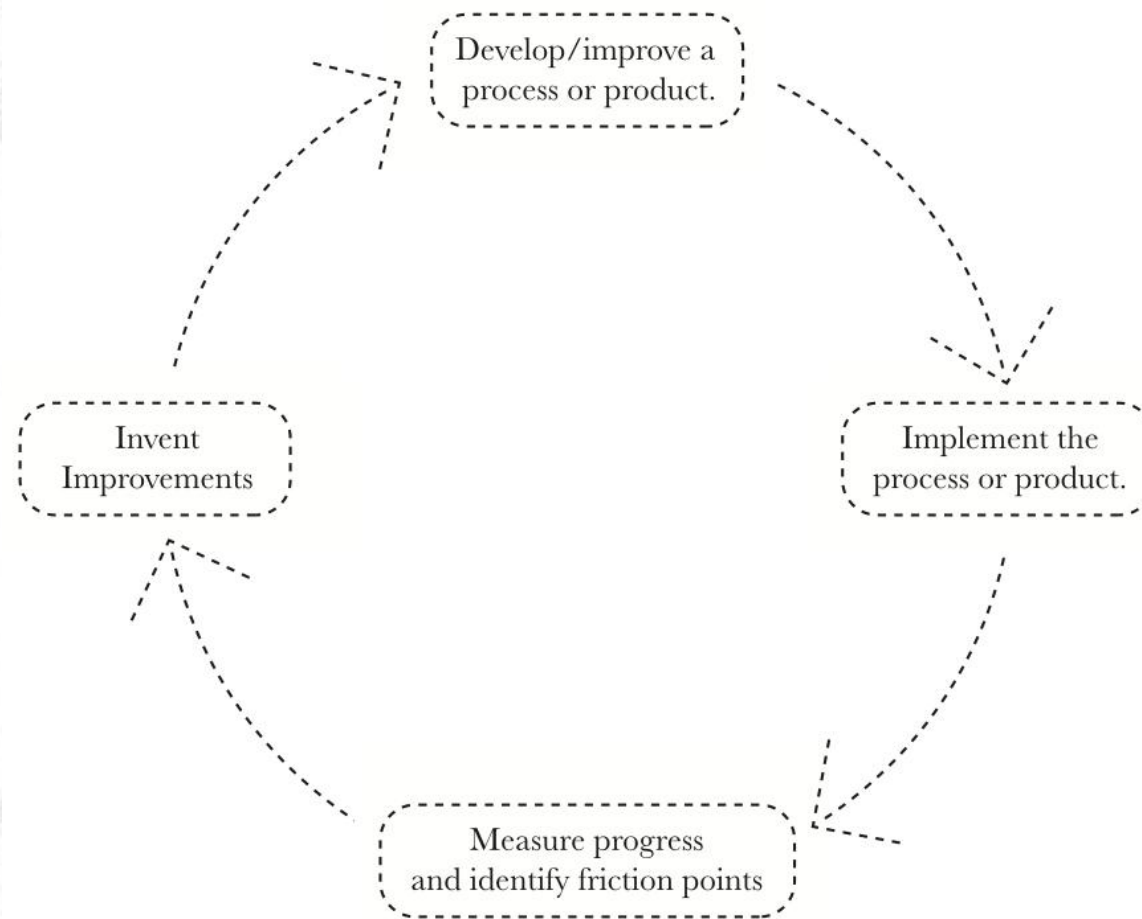
Partnership study

Qualitative studies

Quantitative studies

Lean-design research

# Lean-Design Research



What is your approach  
to coaching?



# Approaches to Coaching

Facilitative

Directive

Dialogical

# Facilitative

## *The Sounding Board*

Teachers already have most of the expertise they need to improve

Coach doesn't share expertise

Teacher does most of the thinking

Accountability is to the teacher

Inquiry

# Directive

## Master and Apprentice

Teacher doesn't have the knowledge they need to improve

Coach's expertise is the focus of the session

Coach does most of the thinking

Accountability is to the system

Advocacy

# Dialogical Partner

Teacher's knowledge is clearly valued, and coach's knowledge of evidence-based teaching strategies is often very helpful

Coach shares expertise, but dialogically

Coach and teacher think together

Coach makes the decision about what learning

Accountability is to the students

Advocacy & Inquiry



# Three Approaches to Coaching

Characteristic	Facilitative	Dialogical	Directive
Metaphor	Sounding board	Partner	Expert-Apprentice
Teacher Knowledge	Knows what they need to know to improve	Has valuable knowledge but may need other	Must implement new knowledge to improve
Decision Making	Teacher	Teacher	Coach
Approach	Does not share expertise	Shares expertise dialogically	Shares knowledge directly
Focus	Teacher	Student	Teaching practice
Mode of discourse	Inquiry	Balances advocacy with inquiry	Advocacy

An iceberg floating in a blue ocean. The tip of the iceberg is above the water line, and the much larger base is submerged below the water line. A horizontal line separates the surface and the deep.

**Surface**

**Deep**

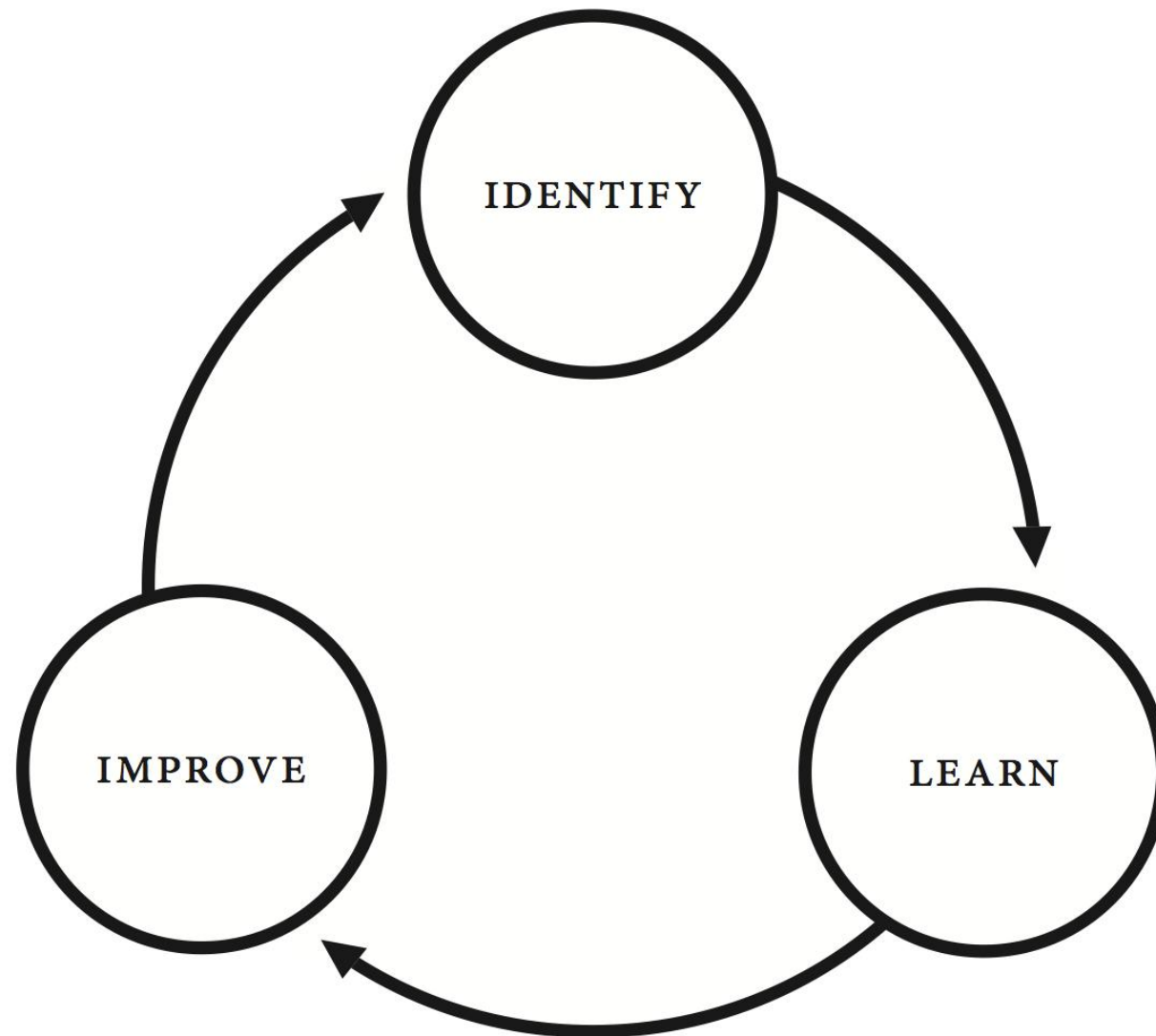
# *Your question*

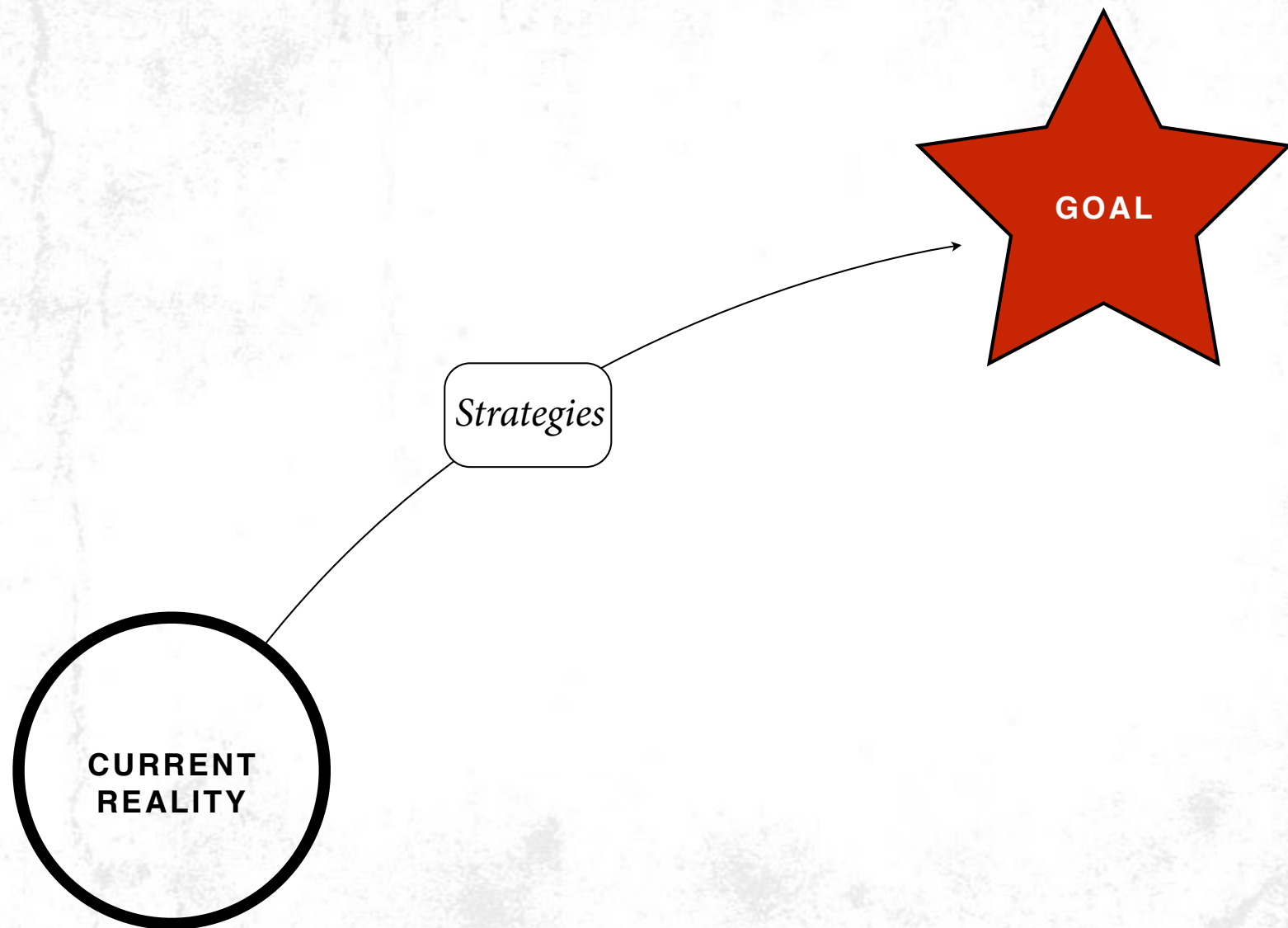
What approach to coaching will have the most positive impact on students' lives in your school(s)?

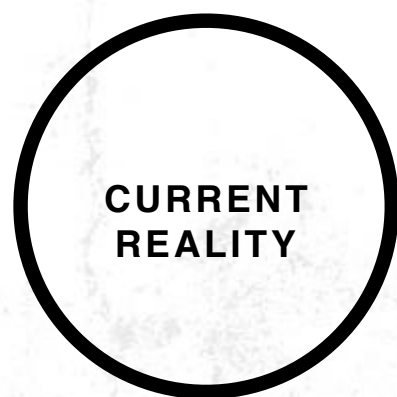
**2:00**



# The Impact Cycle







**CURRENT  
REALITY**

# Seeing Reality

- Video
- Interviewing students
- Reviewing student work
- Observation data





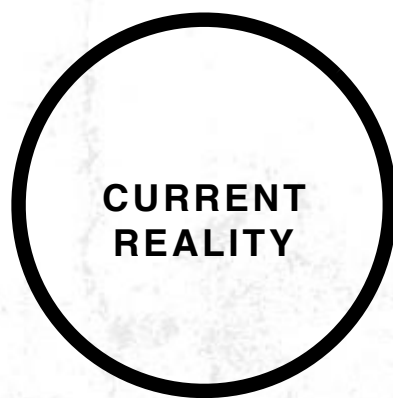
# *Your question*

Would you like to see anything change about how video is used in your school/district?



**2:00**

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# PEERS Goals

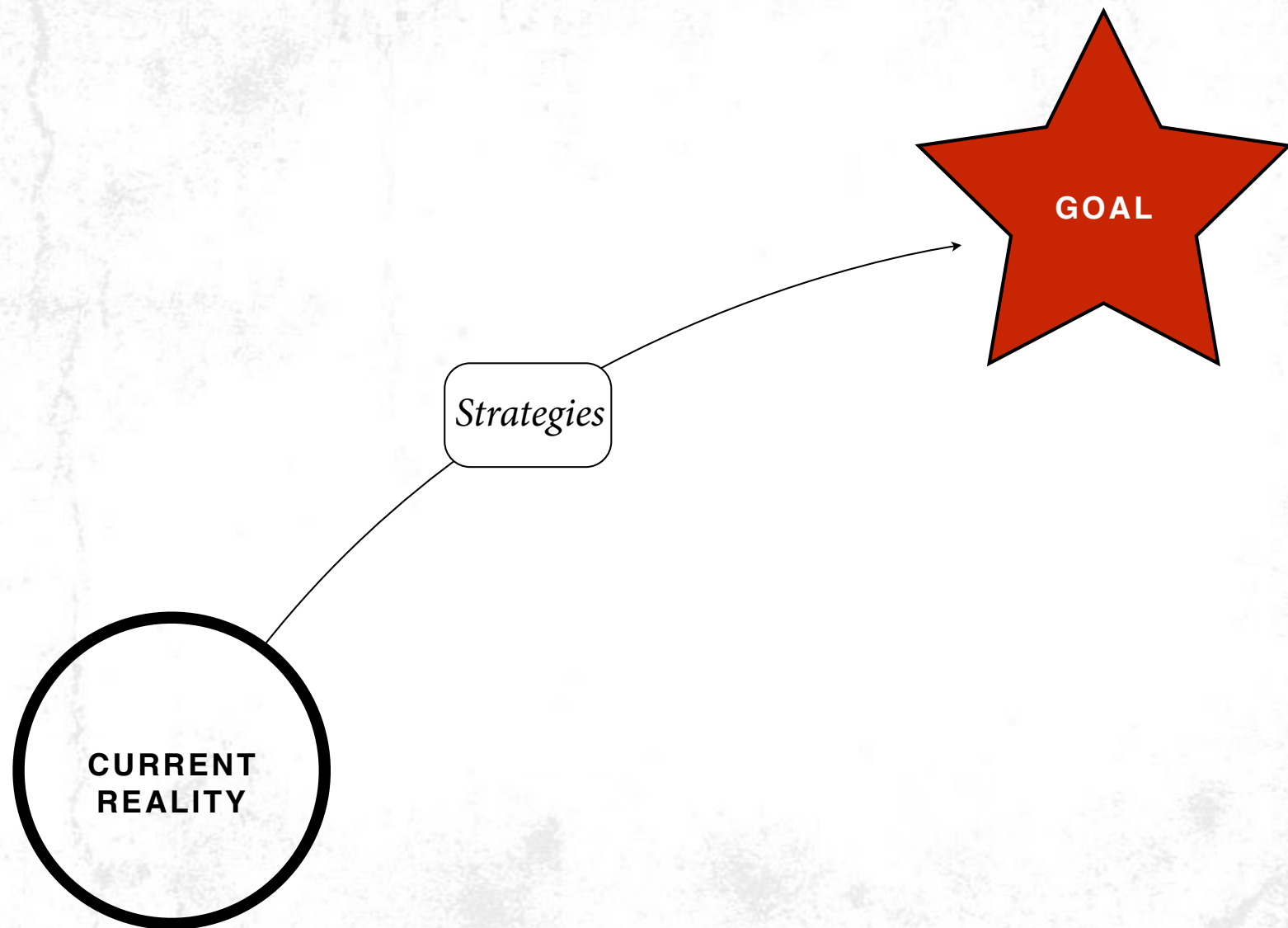
Powerful

Easy

Emotionally compelling

Reachable (measurable; strategy is identified)

Student-focused



# The Questions

On a scale of 1-10, how close the lesson to your ideal?

What pleased you about the lesson?

What would have to change to make it closer to a 10?

What would you see your students doing differently?

Describe what that would look like?

How could we measure that?

Should that be your goal?

If you could reach that goal would it really matter to you?

What teaching strategy would you like try to achieve your goals?



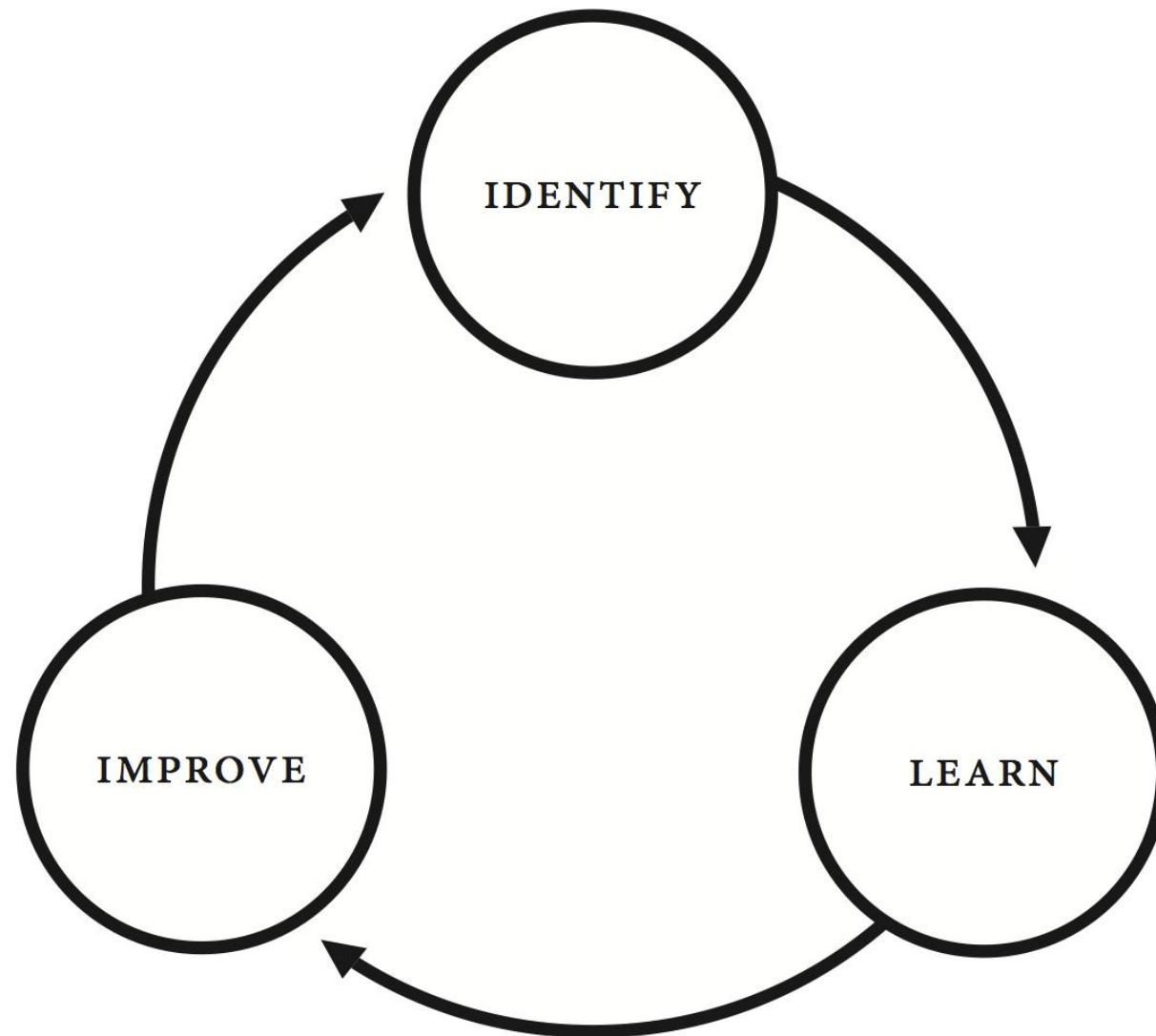


# *Your question*

How is this approach to goal setting similar/different from goal setting in your school(s)?

**2:00**

# The Impact Cycle



# Instructional Playbook



# High-Impact Teaching Practices

## Content Planning

- Guiding Questions
- Learning Maps

## Formative Assessment

- Specific Proficiencies
- Checks for Understanding
- Teaching Modifications

## Instruction

- Thinking Prompts
- Effective Questions
- Cooperative Learning
- Stories
- Authentic Learning

## Community Building

- Learner-Friendly Culture
- Power With, not Power Over
- Freedom Within Form
- Expectations
- Witness to the Good
- Corrections

## **Learning Maps**

### **In One Sentence:**

- A graphic organizer depicting the essential knowledge, skills, and big ideas students are to learn in a unit.

### **The Hattie Check:**

- Student Expectations 1.44; Teacher Clarity .75; Concept Mapping .75.
- Students can use learning maps to review, monitor their learning, and confirm understanding.
- Learning maps are a form of concept map teachers can use to ensure their lessons are clear.

### **What's the Point?**

- Learning maps are powerful because the visual depiction of a unit keeps students and teachers on track.
- The map is an accommodation for students who struggle to take notes, and it structures the beginning and ending of lessons.
- Learning maps are living study guides that make connections explicit and that support repeated review.

### **How Are Learning Maps Used By Teachers?**

- Teachers should take 25-40 minutes to introduce the unit through an interactive discussion of the map on the first day of a unit.
- Through out the unit, the maps can be used as visual prompts for conversations around advance and post organizers.
- Teachers should prompt students to record new information on their maps as it is learned.
- At the end of the unit, maps can be integrated into the unit review.

### **How Are Learning Maps Used By Students?**

Students use learning maps

- to take note of key information,
- to frequently review and clarify their learning, and
- as points of departure for classroom dialogue.

## Checklist: An Effective Learning Map

A quality checklist...	✓
Answers all the guiding questions	
Has a starting map with only the core idea, paraphrase, and sub topics	
Has a complete ending map on no more than one page	
Shows connections through line labels	
Is organized in the sequence of the learning in the unit	

# Precise & Provisional



**Figure 3.6** Checklist for Using Assessments Effectively

<i>Use assessments effectively to . . .</i>	✓
Ensure that all students respond.	
Develop a group response ritual.	
Ask students to explain their responses.	
Use effective questioning techniques.	
Reinforce students as they respond.	
Read nonverbal cues.	
Create a mistake-friendly culture.	
Consider giving students progress charts.	

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# Model

in the class

co-teach

prior to class

another class (with coach)

another class (without coach)

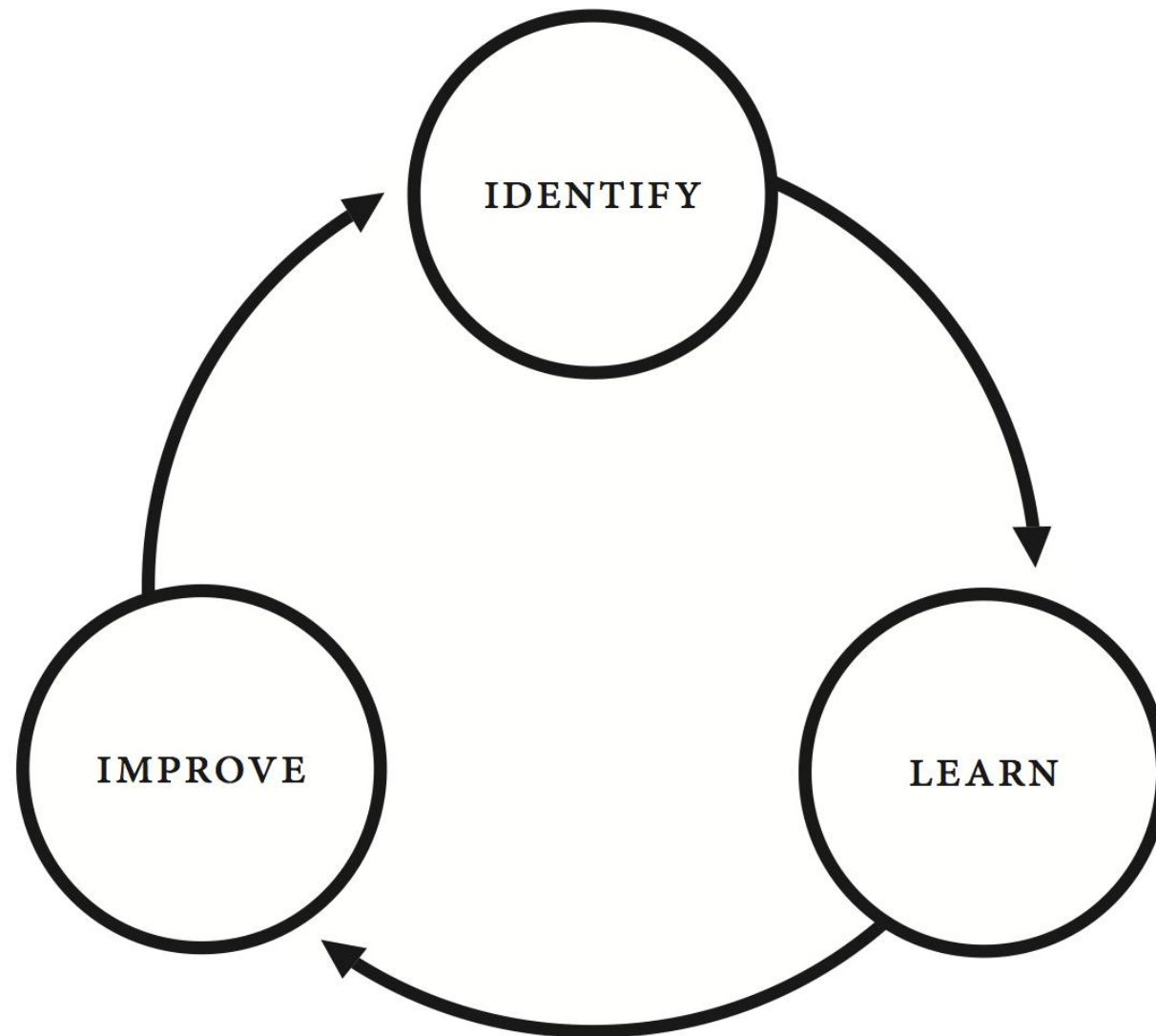
video

# *Your question*

How might you use the ideas of (a) instructional playbooks, (b) checklists, and (c) modeling teaching strategies?

**2:00**

# The Impact Cycle





# IMPROVE PHASE

- 1 IMPLEMENT TEACHING STRATEGY
- 2 MONITOR PROGRESS TOWARD GOAL
- 3 MODIFY STRATEGY, IF NECESSARY
- 4 REVISIT GOAL

# Improve

- Confirm Direction
- Review Progress
- Invent Improvements
- Plan Next Actions

# Confirm Direction

- Given the time we have today, what's the most important thing for us to talk about?
- What's on your mind?

# Review Progress

- What has gone well?
- What are you seeing that shows that the strategy is successful?
- What progress has been made toward the goal?



# Review Progress

- What did you learn?
- What surprised you?
- What roadblocks are you running into?

# Inventing Improvements

- Do you want to stick with the strategy as it is?
- Do you want to revisit how you use the teaching strategy?
- Do you want to choose a new strategy?

# Inventing Improvements

- Do you to change the way we measure progress toward the goal?
- Do you want to change the goal?







# Plan Next Actions

- Determine next meeting
- Identify tasks
- Add dates
  - Confirm commitment



**CHECKLIST:**

# Impact Cycle

////////////////////////////////////

**IDENTIFY:**

- ☐ Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data (video is best!)  
.....
- ☐ Coach asks the identify questions with the teacher to identify a goal  
.....
- ☐ Teacher identifies a student-focused goal  
.....
- ☐ Teacher identifies a teaching strategy to use to hit the goal  
.....

**LEARN:**

- ☐ Coach shares a checklist for the chosen teaching strategy  
.....
- ☐ Coach prompts the teacher to modify the practice if they wish  
.....
- ☐ Teacher chooses an approach to modeling that they would like to observe & identifies a time to watch modeling  
.....
- ☐ Coach provides modeling in one or more formats  
.....
- ☐ Teacher sets a time to implement the practice  
.....

**IMPROVE:**

- ☐ Teacher implements the practice  
.....
- ☐ Data is gathered (by teacher or coach in class or while viewing video) on student progress toward to the goal  
.....
- ☐ Data is gathered (by teacher or coach in class or while viewing video) on teacher's implementation of the practice (usually on the previously viewed checklist)  
.....
- ☐ Coach and teacher meet to confirm direction and monitor progress  
.....
- ☐ Coach and teacher make adaptations and plan next actions until the goal is met.  
.....

**2:00**

# *Guiding Questions*

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# *Your question*

What questions do you have about the impact cycle?