



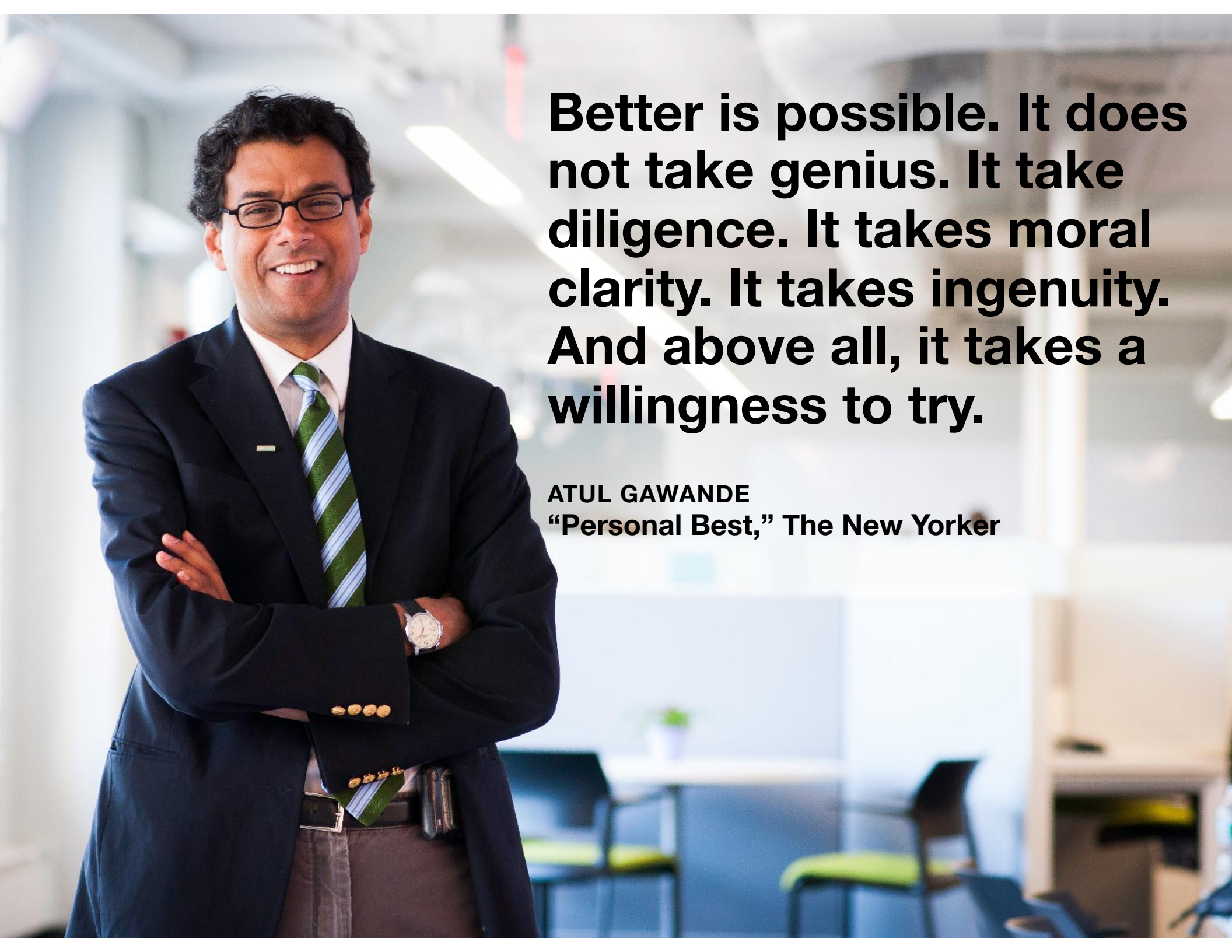
**Getting Better
Can
Save the World**

JIM KNIGHT

THE IMPACT CYCLE



WHAT INSTRUCTIONAL COACHES SHOULD DO
TO FOSTER POWERFUL IMPROVEMENTS IN TEACHING.

A man with dark, curly hair and glasses, wearing a dark blue suit, a white shirt, and a green and blue striped tie. He is standing with his arms crossed, smiling at the camera. He is wearing a watch on his left wrist. The background is a blurred office environment with desks, chairs, and overhead lights.

Better is possible. It does not take genius. It takes diligence. It takes moral clarity. It takes ingenuity. And above all, it takes a willingness to try.

ATUL GAWANDE
"Personal Best," The New Yorker

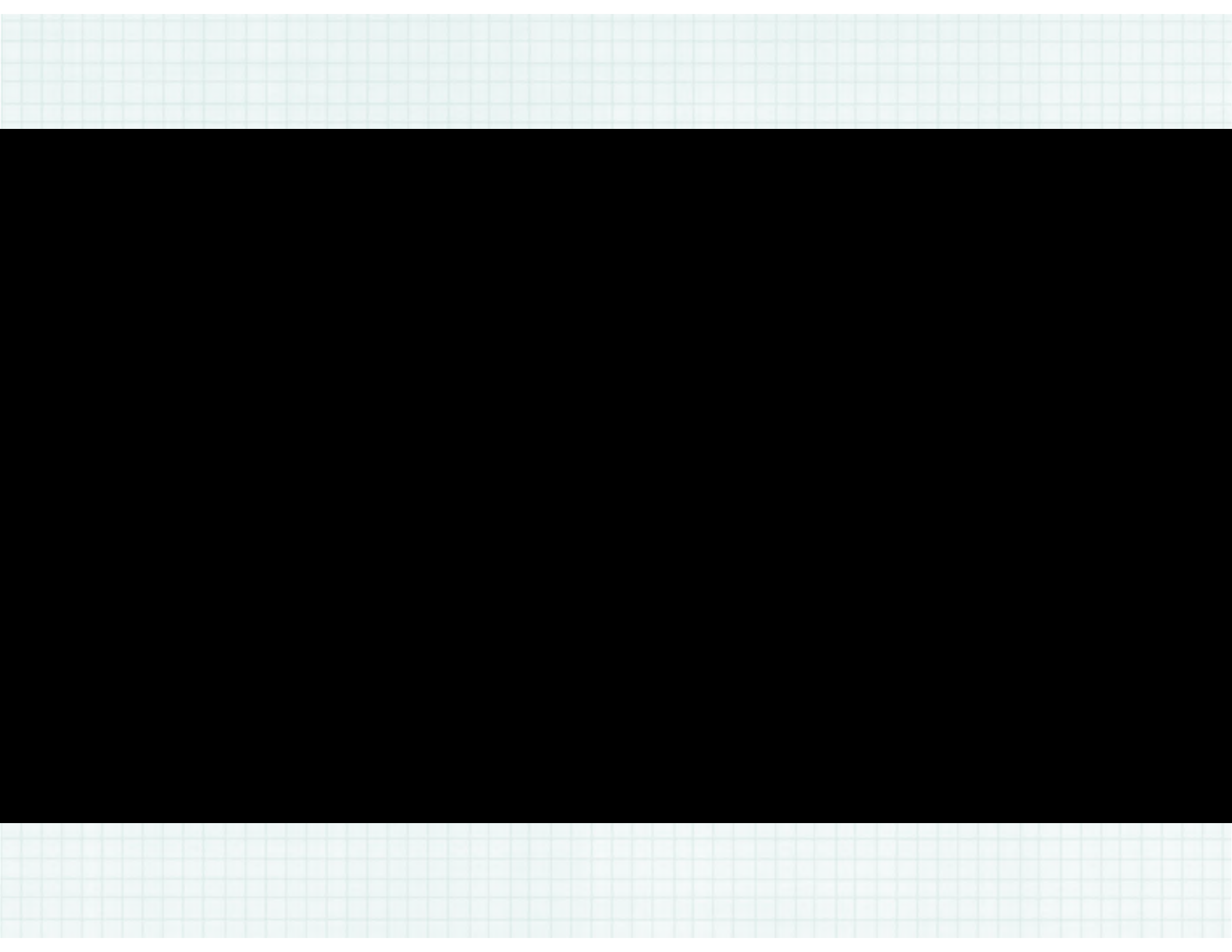
PARTNERS



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**Why do we
need to
get better?**

Student engagement grades
5 -12 less than 55%

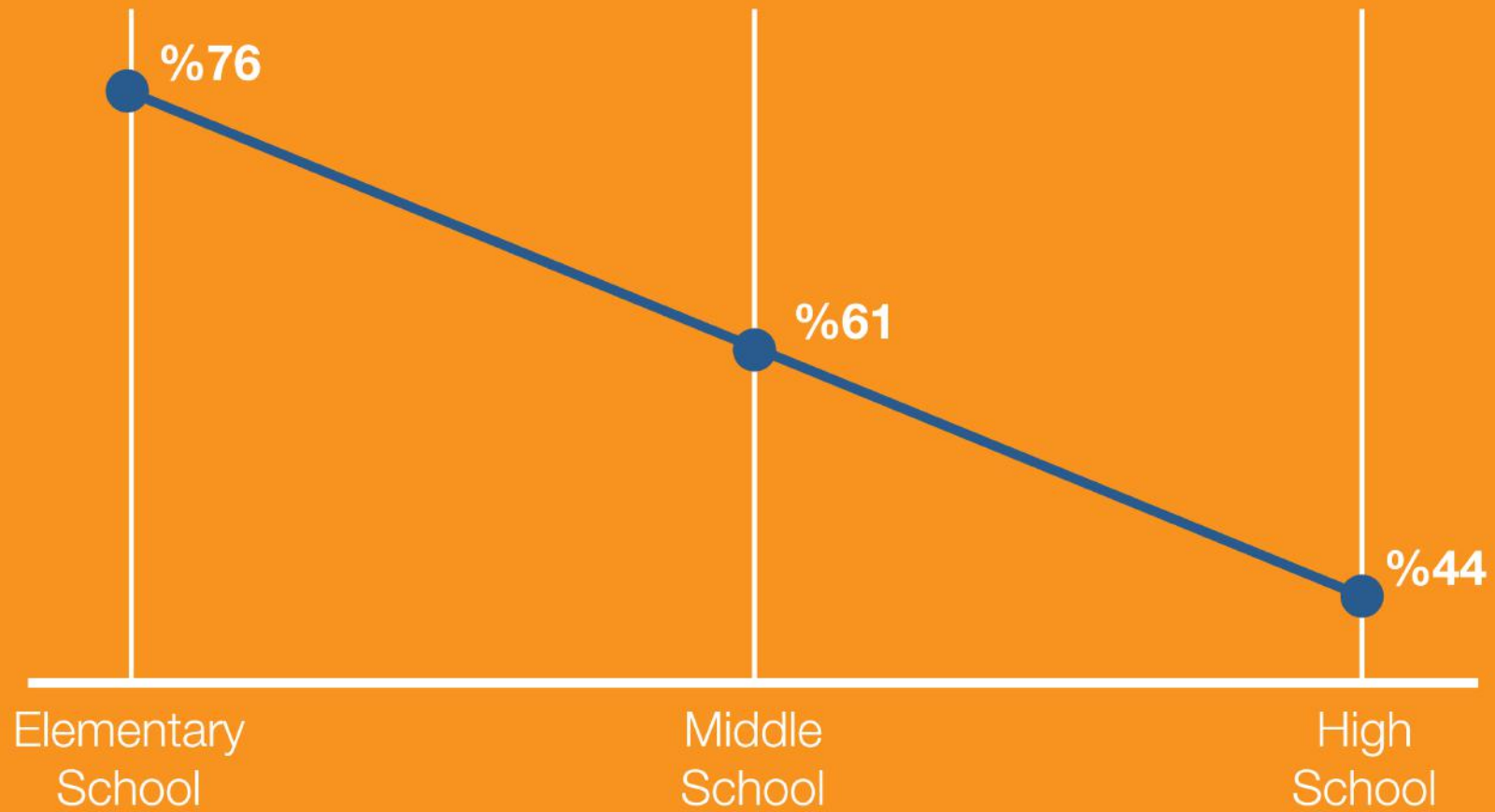
Shane Lopez

A closer look at word level reading...

Their peaceful drifting halted suddenly with the approach of a mother and her two small children. The appearance of humans often signaled fine dining for the hungry flock. As if attached by some invisible string, the whole flock immediately set sail in the direction of the oncoming trio. At the pond's edge, the geese scrambled out of the water in waves and scattered over the bank. Their smooth, graceful glide across the water became a clumsy, stiff-legged waddle. The children squealed with delight as the geese moved closer, drawn by the trail of crackers laid down by their mother.

THE GALLUP STUDENT POLL

■ Percent Engaged



Teacher dropout 16%

Learning Policy Institute 2017

Students and teachers are
giving up on their dreams.

**What do we need
to do to engage
students and
teachers?**

1:00

2

Topdown
or
Partnership?



TOPDOWN

Compliance

Constructive Feedback

Coach Does the Thinking

One size fits all

PARTNERSHIP

Commitment

Dialogue

Teacher Does the Thinking

One size fits one

Essential Concepts

Commitment

Dialogue

Thinking

One Size Fits One

Your Questions

What questions do you have about these four concepts?

1:00

3

**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

Instructional Coaches

Partner with teachers to:

- analyze current reality
- set goals
- identify and explain teaching strategies to hit the goals
- provide support until goals are met



Your Questions

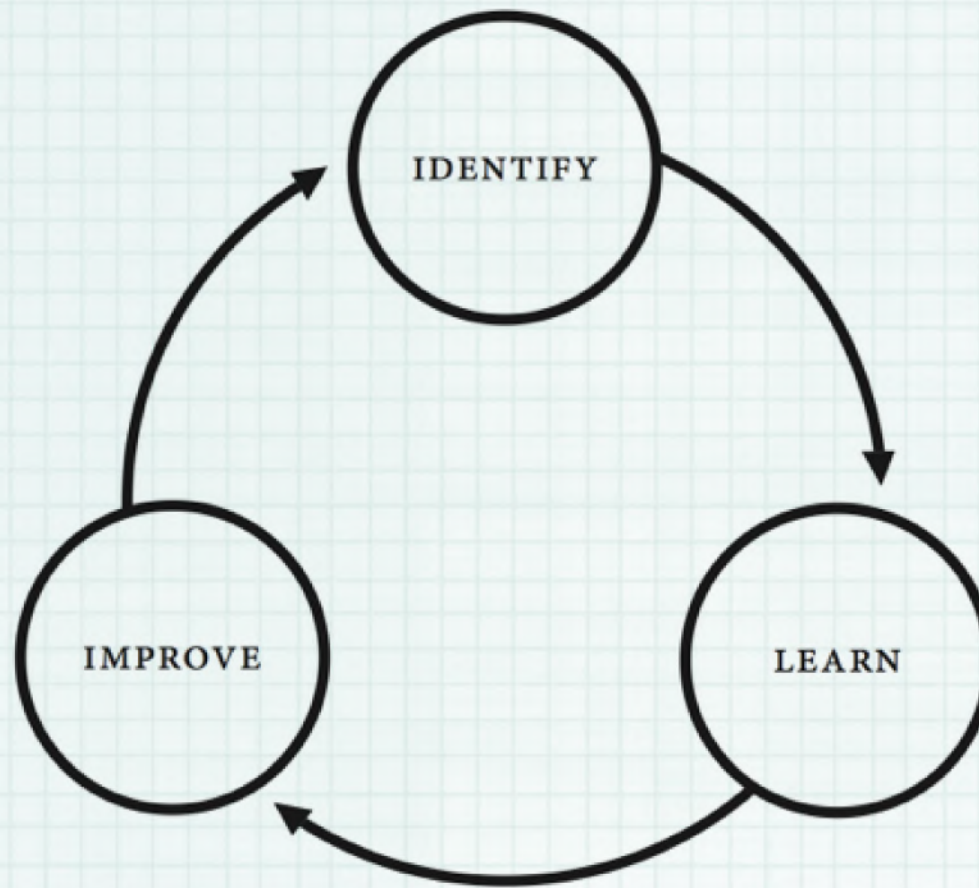
What approach to coaching would be most helpful for your school?

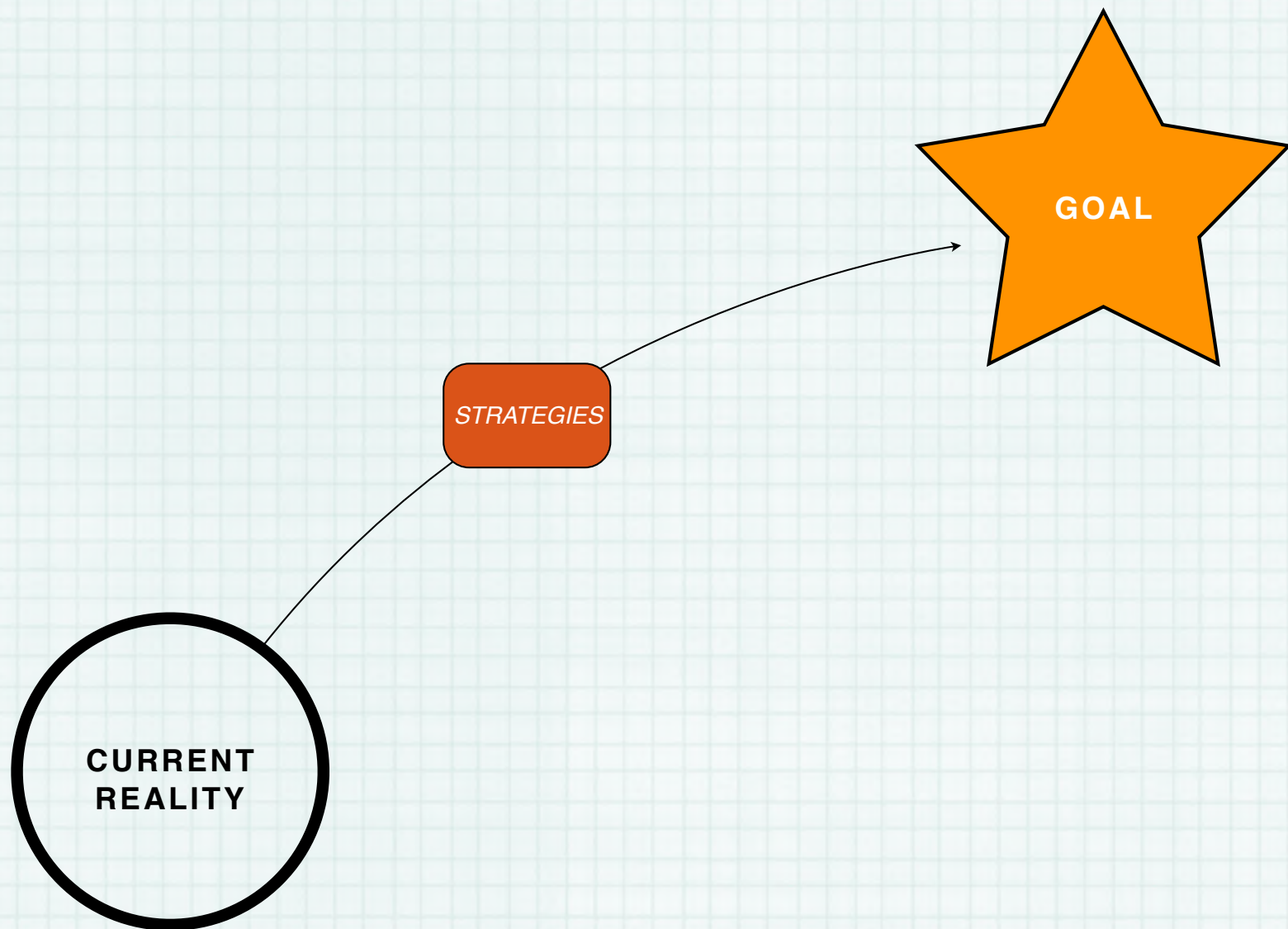
1:00

4

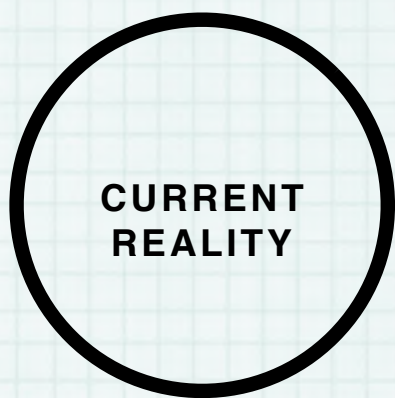
**How do
we get
better?**

The Impact Cycle



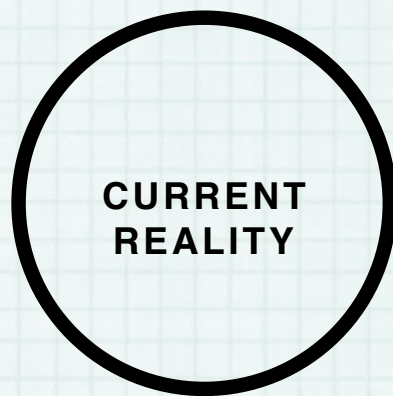


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PEERS Goals

Powerful

Easy

Emotionally compelling

Reachable (measurable; strategy is identified)

Student-focused

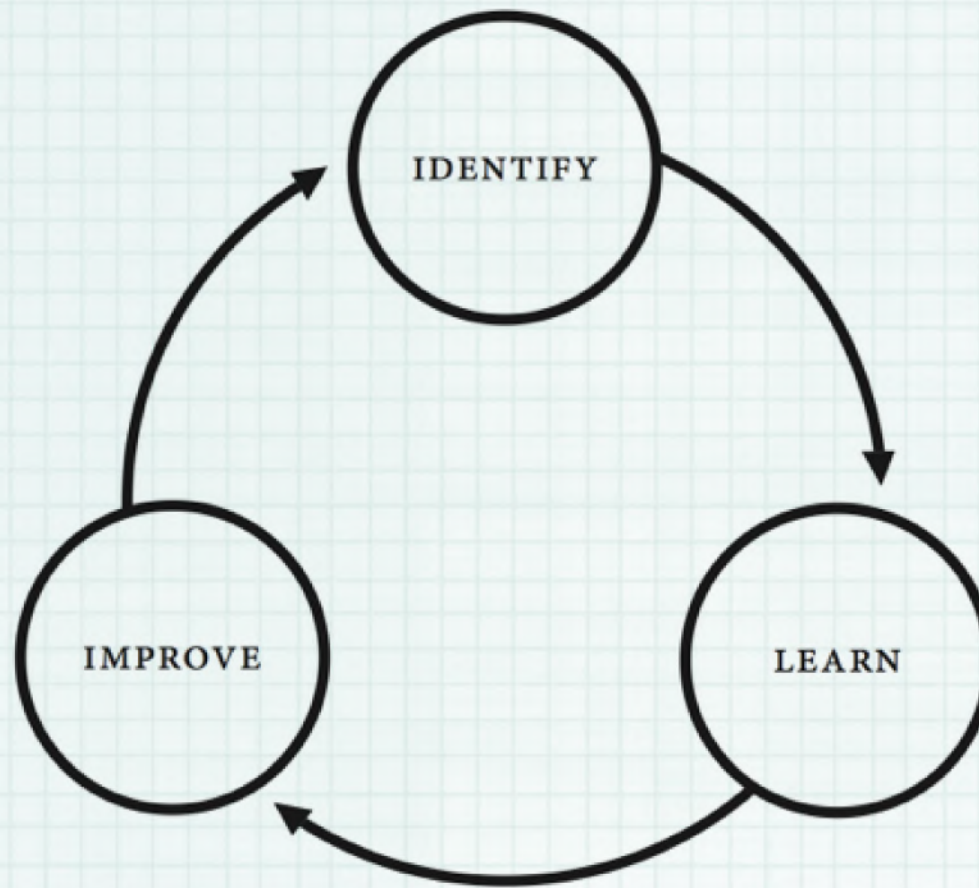


Your Questions

How do you think goal setting should occur?

1:00

The Impact Cycle



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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ing units
length
1 ft 12 in
1 yd 3 ft
200 lb 1 ton
liquid
1 qt 2 pints
1 gal 4 quarts
1 lb 16 oz

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



PAT Time
5
5-6
Reading
Camp
Joy

FEBRUARY
10, 2015

Crum Corner

PRIDE



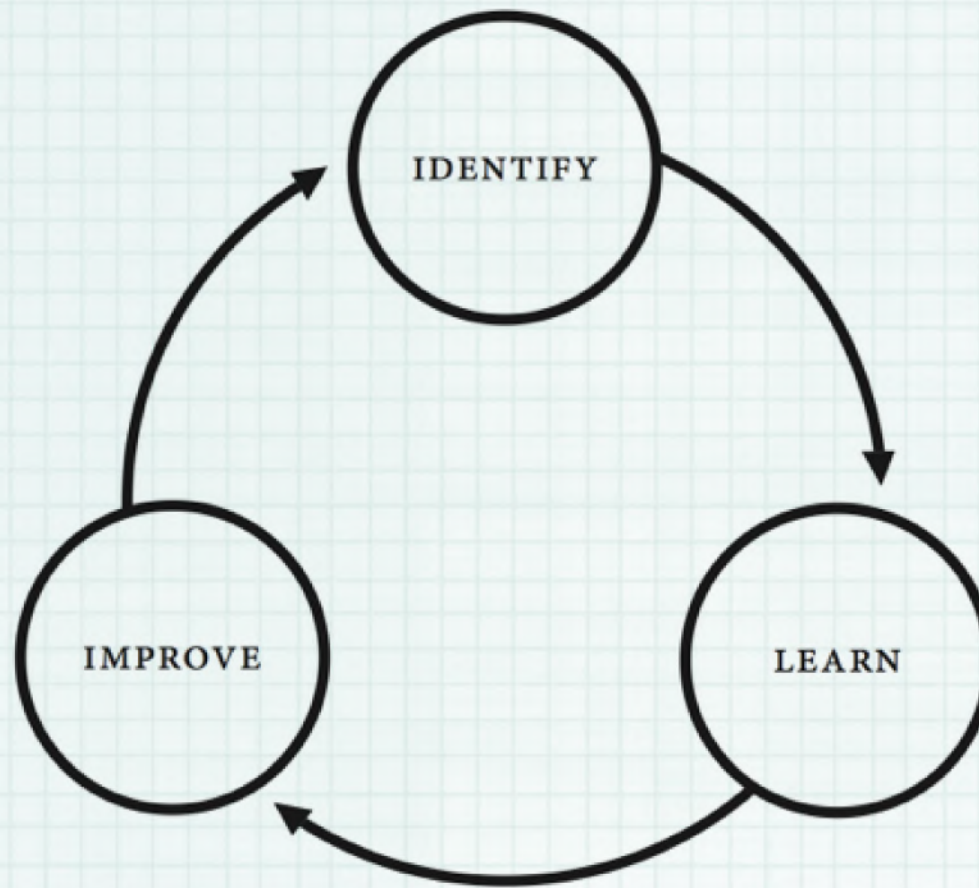
Grade 4

Your Questions

What are best practices that you've learned for helping teachers learn teaching practices?

1:00

The Impact Cycle





Your Questions

What should coaches do when they sense teachers are starting to lose hope?

1:00



Essential Concepts

Commitment

Dialogue

Thinking

One Size Fits One