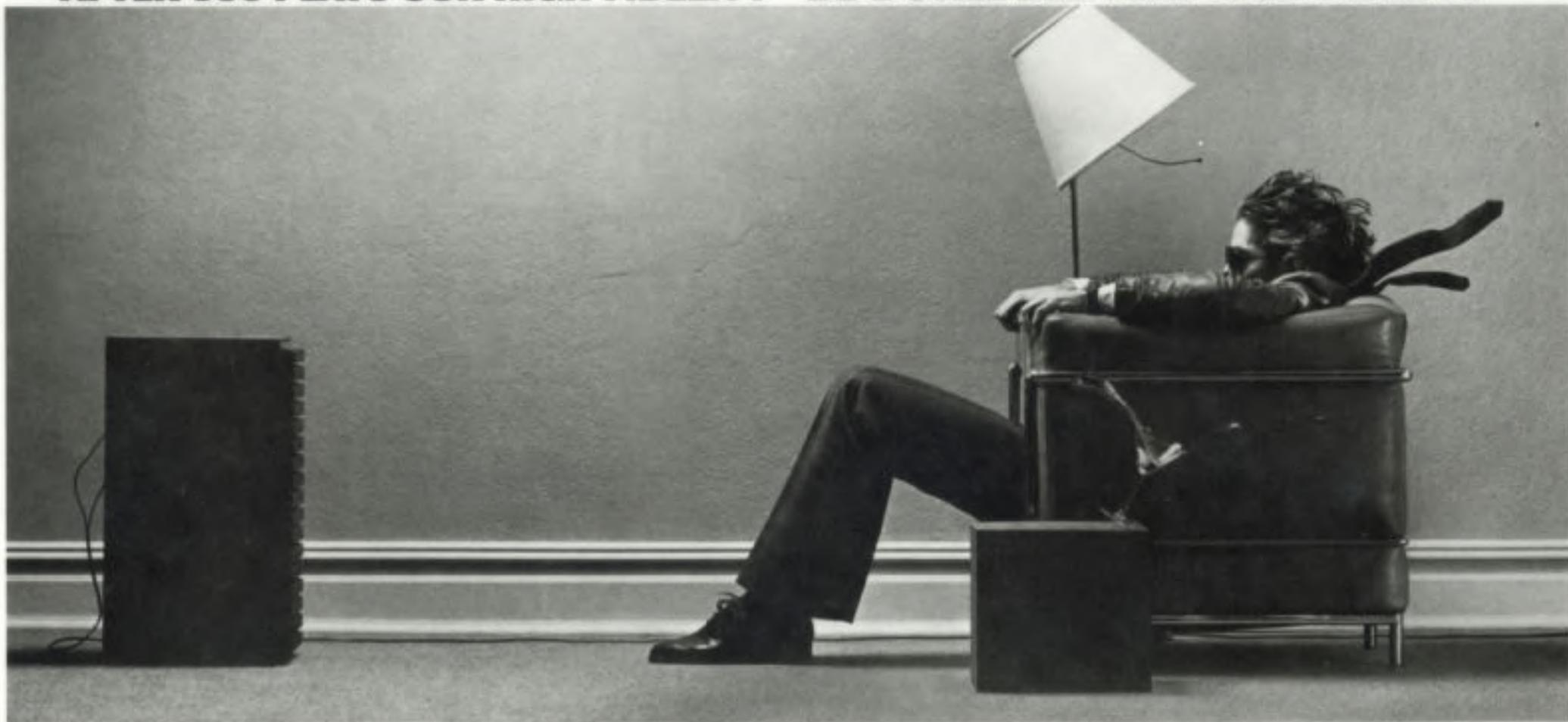


THE IMPACT CYCLE



INSTRUCTIONAL
COACHING GROUP

AFTER 500 PLAYS OUR HIGH FIDELITY TAPE STILL DELIVERS HIGH FIDELITY.



If your old favorites don't sound as good as they used to, the problem could be your recording tape.

Some tapes show their age more than others. And when a tape ages prematurely, the music on it does too.

What can happen is, the oxide particles that are bound onto tape loosen and fall off, taking some of your music with them.

At Maxell, we've developed a binding process that helps to prevent this. When oxide particles are bound onto our tape, they stay put. And so does your music.

So even after a Maxell recording is 500 plays old, you'll swear it's not a play over five.



IT'S WORTH IT.

PARTNERS



Spring

Summer

Autumn

Winter

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

Guiding Questions

- 1. What are the partnership principles and should I ground my coaching in them?**
2. What should be my approach to coaching?
3. How do instructional coaches identify goals with teachers?
4. How should instructional coaches go about explaining and modeling teaching strategies?
5. How do coaches partner with teachers to make adaptations until goals are met?

PARTNERSHIP PRINCIPLES



Partnership

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

Your Questions

In what ways do / don't you live by the partnership principles? Does anything need to change?

5:00

Guiding Questions

1. What are the partnership principles and should I ground my coaching in them?
- 2. What should be my approach to coaching?**
3. How do instructional coaches identify goals with teachers?
4. How should instructional coaches go about explaining and modeling teaching strategies?
5. How do coaches partner with teachers to make adaptations until goals are met.





BELL
THE
WEST

Guiding Questions

1. What are the partnership principles and should I ground my coaching in them?
- 2. What should be my approach to coaching?**
3. How do instructional coaches identify goals with teachers?
4. How should instructional coaches go about explaining and modeling teaching strategies?
5. How do coaches partner with teachers to make adaptations until goals are met.

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 or student

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

Teacher 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	Student	Teaching practice
Mode of discourse	Inquiry	Balances advocacy with inquiry	Advocacy

Your Questions

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

5:00

2:00

An iceberg floating in the ocean. The tip of the iceberg is visible above the water surface, while the much larger, jagged base is submerged below. The sky is blue with a few birds flying. The text 'SURFACE DEEP' is overlaid on the right side of the image.

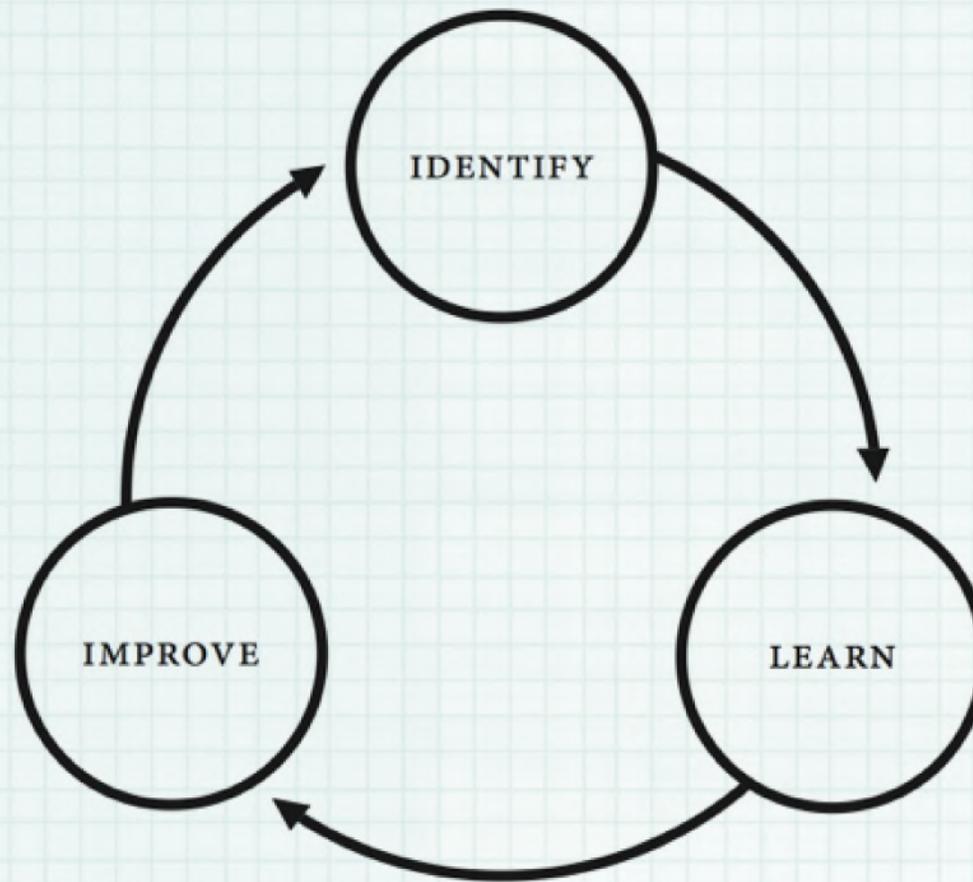
**SURFACE
DEEP**

Your Questions

To what extent are you able to promote deep coaching?

2:00

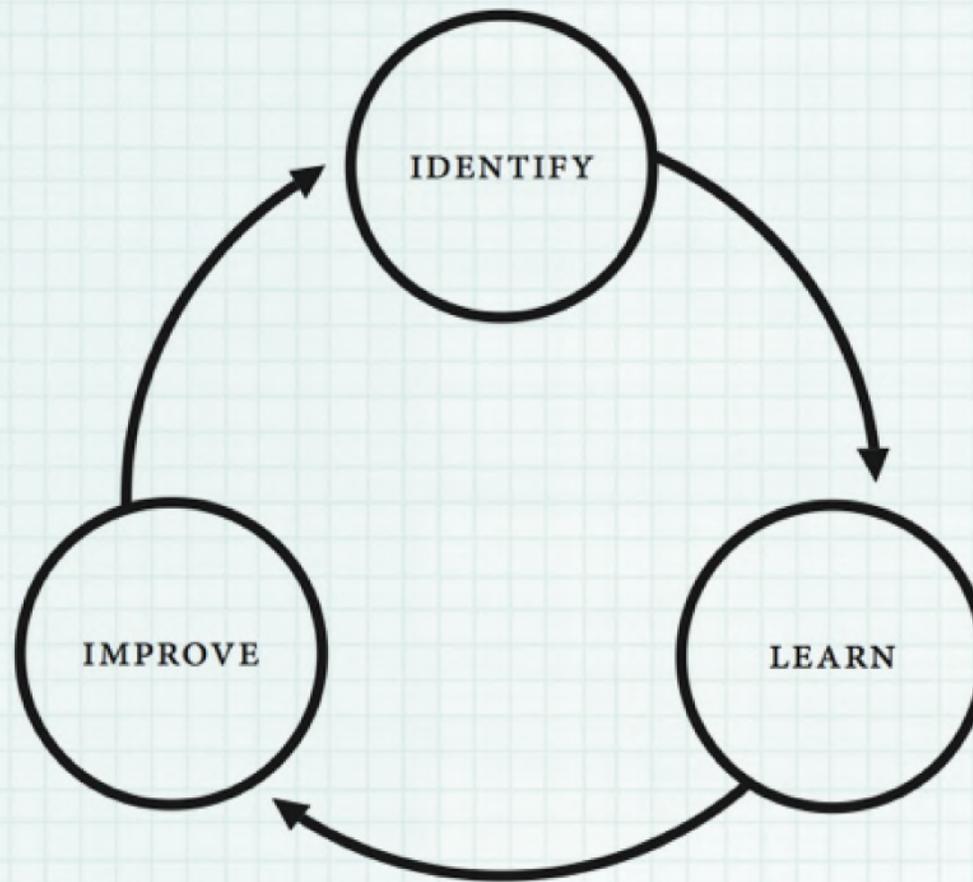
The Impact Cycle

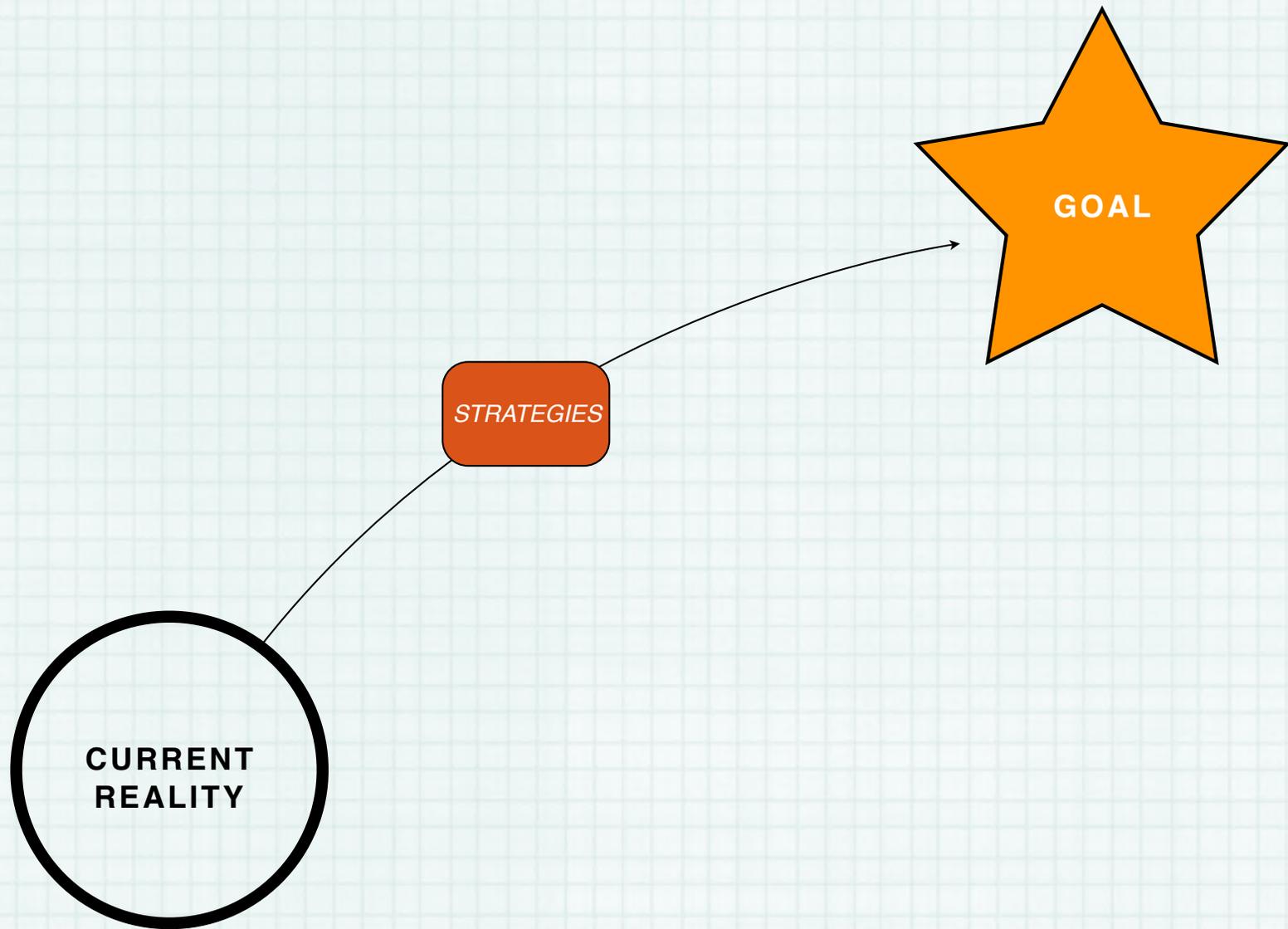


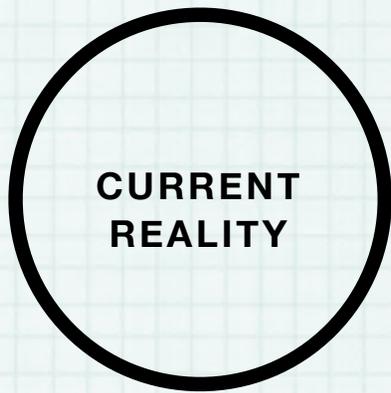
Your Questions

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4. How should instructional coaches go about explaining and modeling teaching strategies?
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The Impact Cycle







GOAL



Common Perceptual Errors

Confirmation bias

Habituation

Primacy Effect

Recency Effect

Stereotypes

COACHING TOOLS

Getting the Most out of Watching your Video



GOAL

- » Identify: two sections of the video that you like and one or two sections of video you'd like to further explore

CONTENT PLANNING

Watching yourself on video is one of the most powerful strategies professionals can use to improve. However, it can be a challenge. It takes a little time to get used to seeing yourself on screen, so be prepared for a bit of a shock. After a little time you will become more comfortable with the process.

- » Find a place to watch where you won't be distracted
- » You may find it helpful to read through the teacher and student surveys and/or the big ticket items to remind yourself of things to keep in mind while watching
- » Set aside a block of time so you can watch the video uninterrupted
- » Make sure you've got a pen and paper ready to take notes

WATCHING THE VIDEO

- » Plan to watch the entire video at one sitting
- » Take notes on anything that is interesting
- » Be certain to write the time from the video beside any note you make so that you can return to it should you wish to
- » People have a tendency to be too hard on themselves, so be sure to really watch for things you like
- » After watching the video, review your notes, and circle the items you will discuss with your coach (2 you like, and 1 or 2 you would like to further explore)
- » Sit back, relax, and enjoy the experience

COACHING TOOLS

Watch Your Students



DATE _____

After watching the video of today's class, please rate how close the behavior of your students is to your goal for an ideal class in the following areas:

Students were engaged in learning (95% engagement is recommended)

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

Students interacted respectfully

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

Students clearly understand how they are supposed to behave

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

Students rarely interrupted each other

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

Students engaged in high-level conversation

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

Students clearly understand how well they are progressing (or not)

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

Students are interested in learning activities in the class

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

comments

.....
.....
.....
.....

COACHING TOOLS

Watch Yourself



DATE _____

After watching the video of today's class, please rate how close your instruction is to your ideal in the following areas:

My praise to correction ratio is at least a 5 to 1 ratio

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

I clearly explained expectations prior to each activity

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

My corrections are calm, consistent, immediate, and planned in advance

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

My questions at the appropriate level (know, understand, do)

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

My learning structures (stories, cooperative learning, thinking devices, experiential learning) were effective

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

I used a variety of learning structures effectively

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

I clearly understand what my students know and don't know.

NOT CLOSE 1 2 3 4 5 6 7 RIGHT ON

comments

.....
.....
.....

2:00



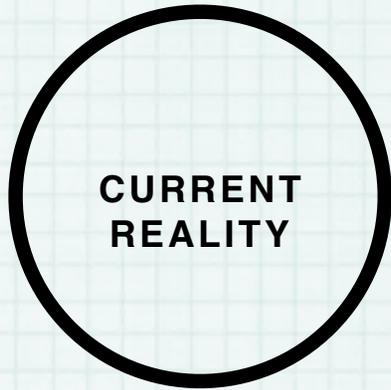
Seeing Reality

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

🔍▶ Your Questions

Is it important for teachers to get a clear picture of reality? If yes, how do you help them do that? Should anything change?

2:00



PEERS Goals

Powerful

Easy

Emotionally compelling

Reachable (measurable; strategy is identified)

Student-focused

Measurable Goals

- 90% of students are on task
- 80% of students will get 5 out of 5 on the checklist for writing a paragraph
- Transition time is less than 5%

**Maximum engagement
during the introductory
phase on instruction**

**Feedback strategies during
writing time.**

**Engaging the high needs
learner.**

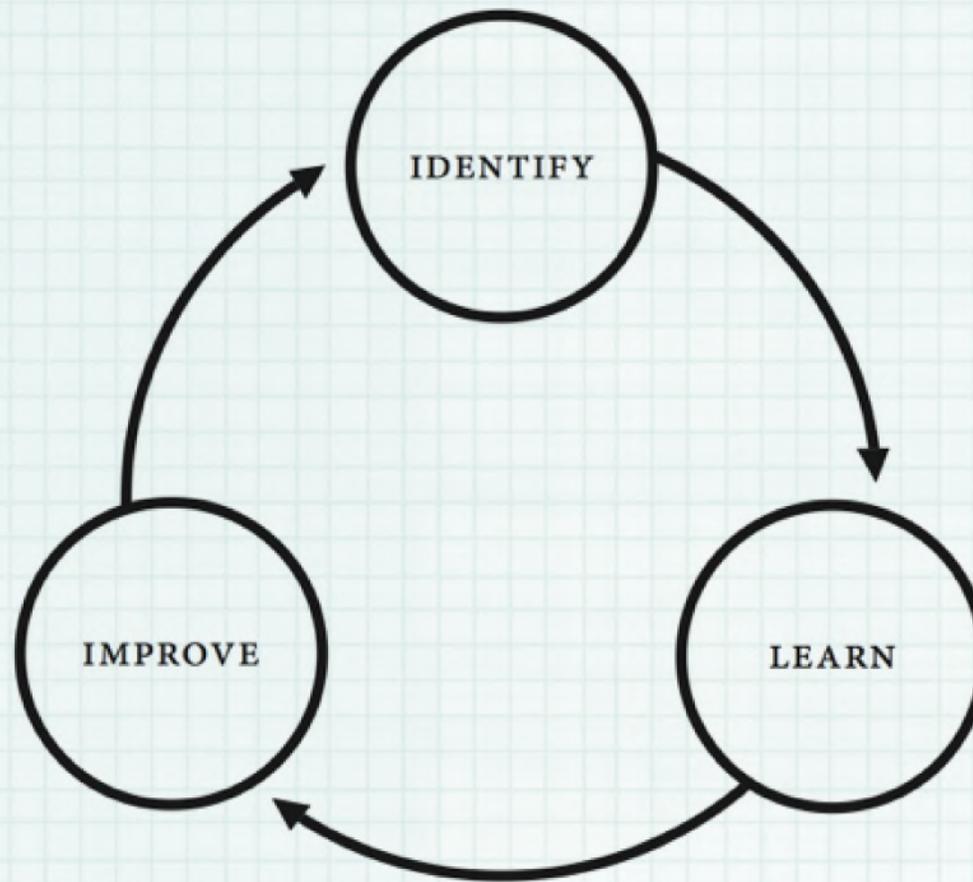
**Strategies to best
implement the inquiry
cycle.**

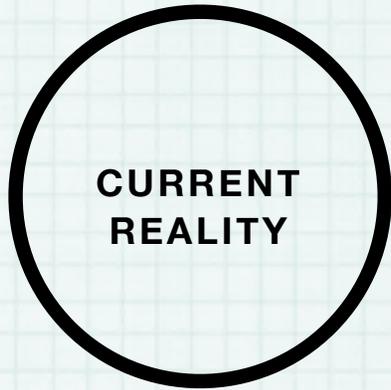
Your Questions

How is this approach to goal setting similar or different from the way you currently set goals with teachers?

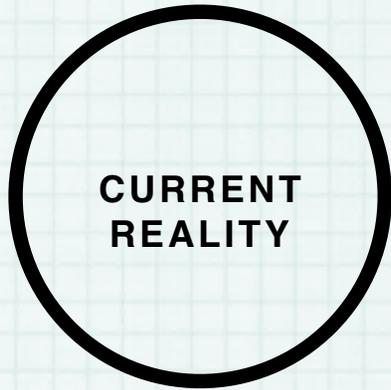
4:000

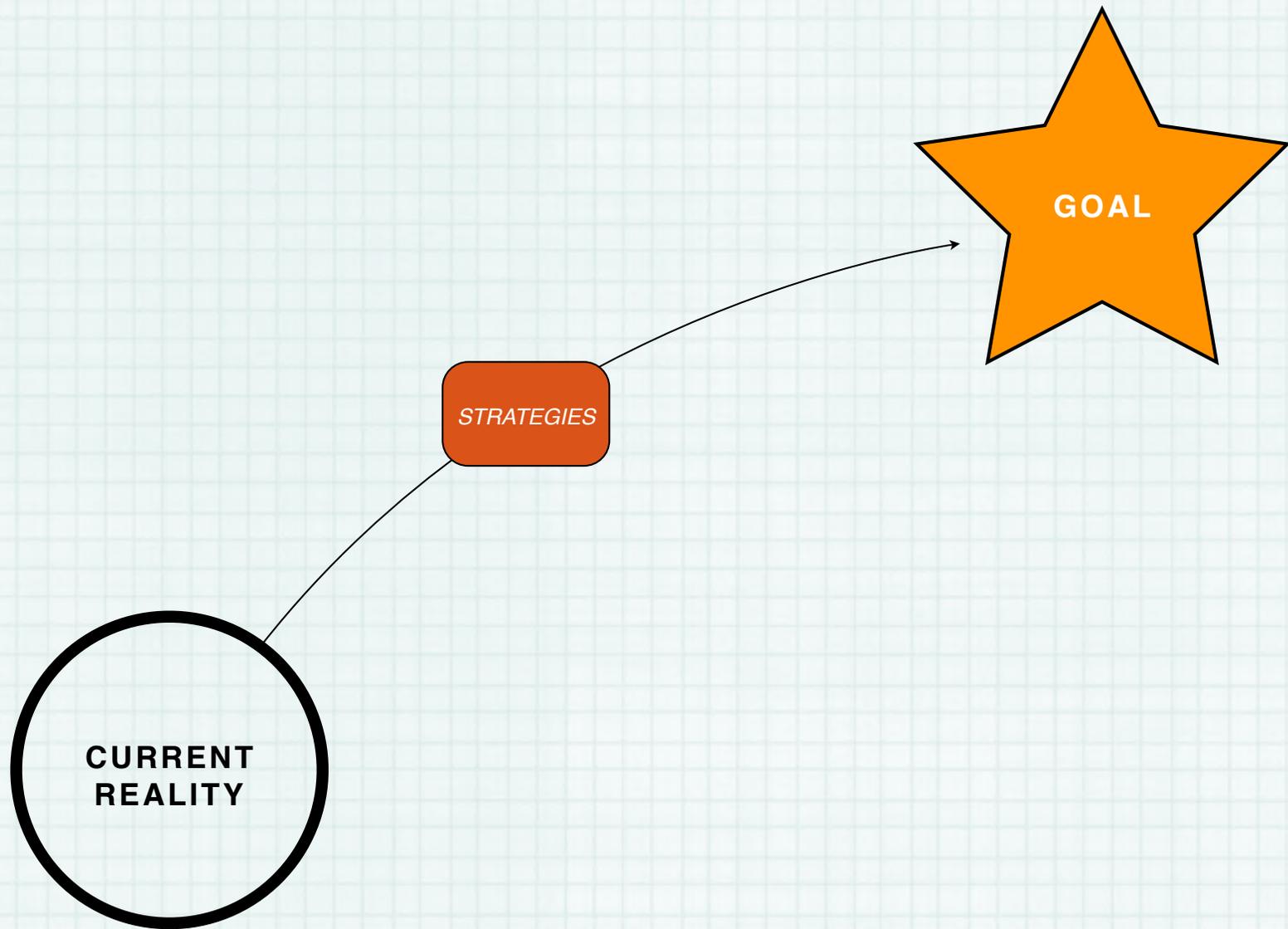
The Impact Cycle





GOAL





The Questions

On a scale of 1-10, how close is 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?

Identify Questions

Your Questions

Will you use the identifying questions? Why? Why not? If yes, how will this be different from the way you currently coach?

4:000

The Art of Questioning

Create a Welcoming Environment

Build Trust

Listen

Gain Clarity

Ask for More

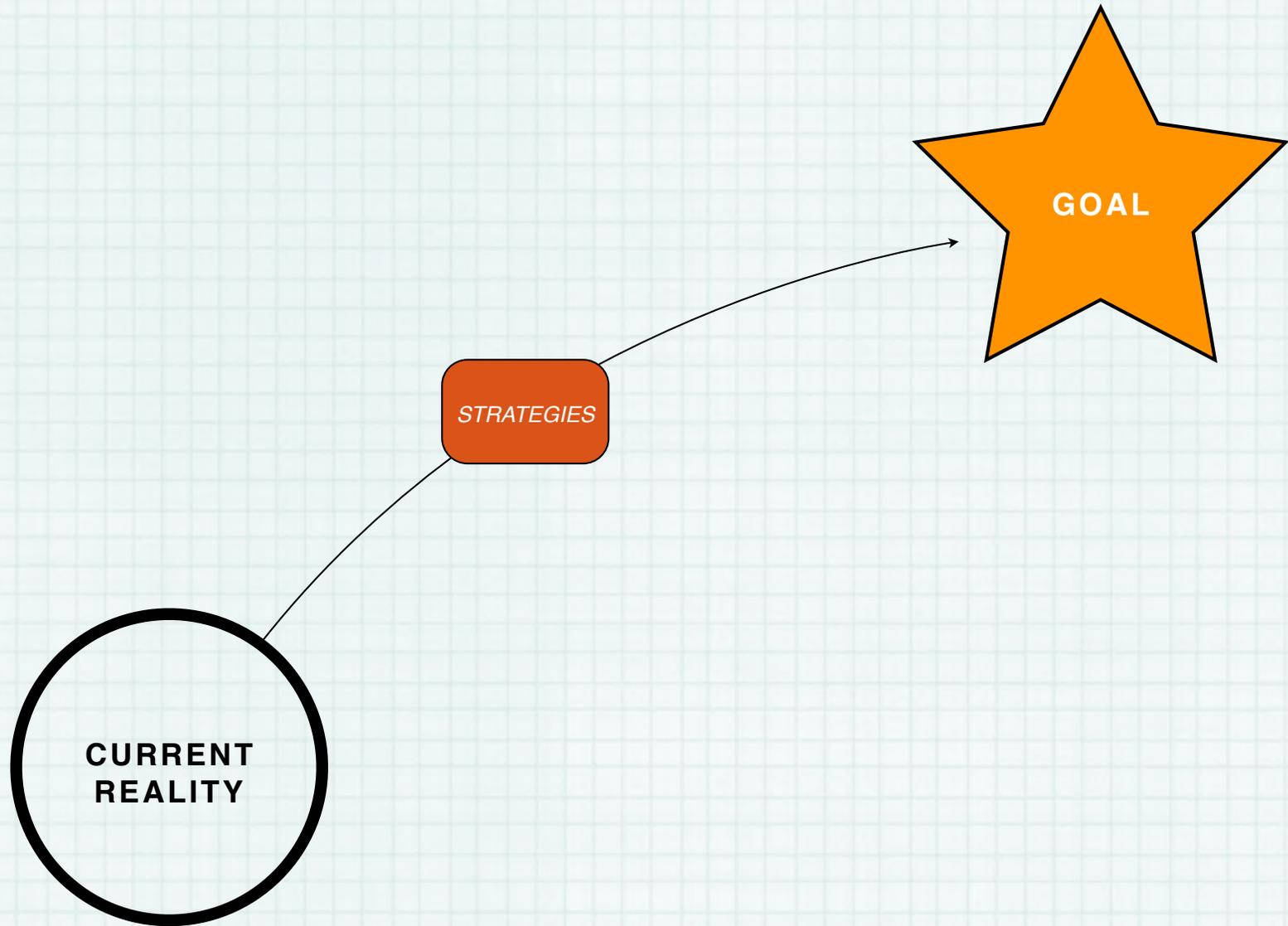
Learn Rather than Judge

Keep out of the Answer

Listening & Questioning Effectively

To listen and question effectively, I ...	✓
Make sure my conversation partner does most of the talking	
Pause and affirm before I start talking	
Don't interrupt (except when it is very helpful)	
Ask one question at a time	
Ask for clarification when I'm not certain what is being said	
Ask, "And what else?"	
Assume people are doing their best	
Avoid leading questions	
Avoid giving advice disguised as a question	

2:00



The Questions

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

What pleased you about the lesson?

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

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Describe what that would look like.

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Identify Questions

Identify

Your Questions

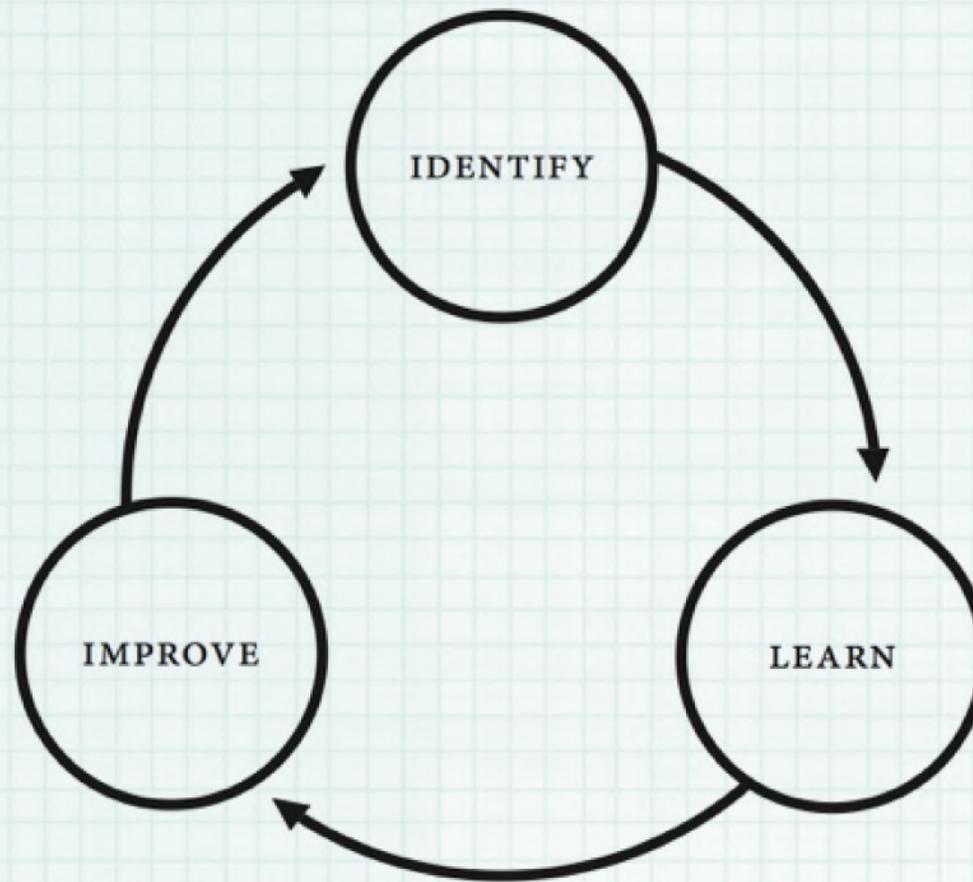
Will you use the identifying questions? Why? Why not? If yes, how will this be different from the way you currently coach?

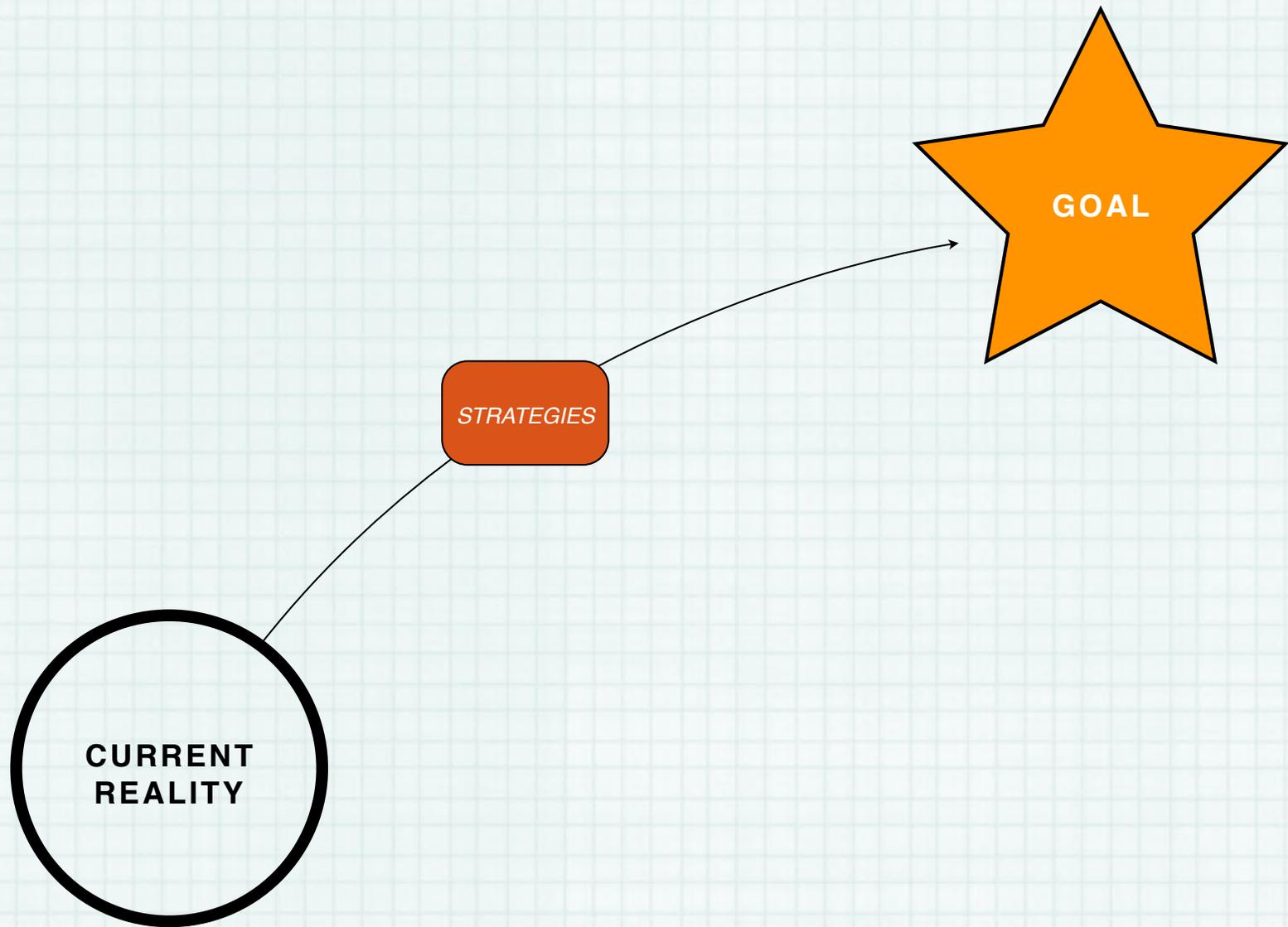
2:00

Guiding Questions

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The Impact Cycle







THE *NEW YORK TIMES* BESTSELLER

THE **CHECKLIST** MANIFESTO

HOW TO GET THINGS RIGHT



PICADOR

ATUL GAWANDE

BESTSELLING AUTHOR OF *BETTER* AND *COMPLICATIONS*



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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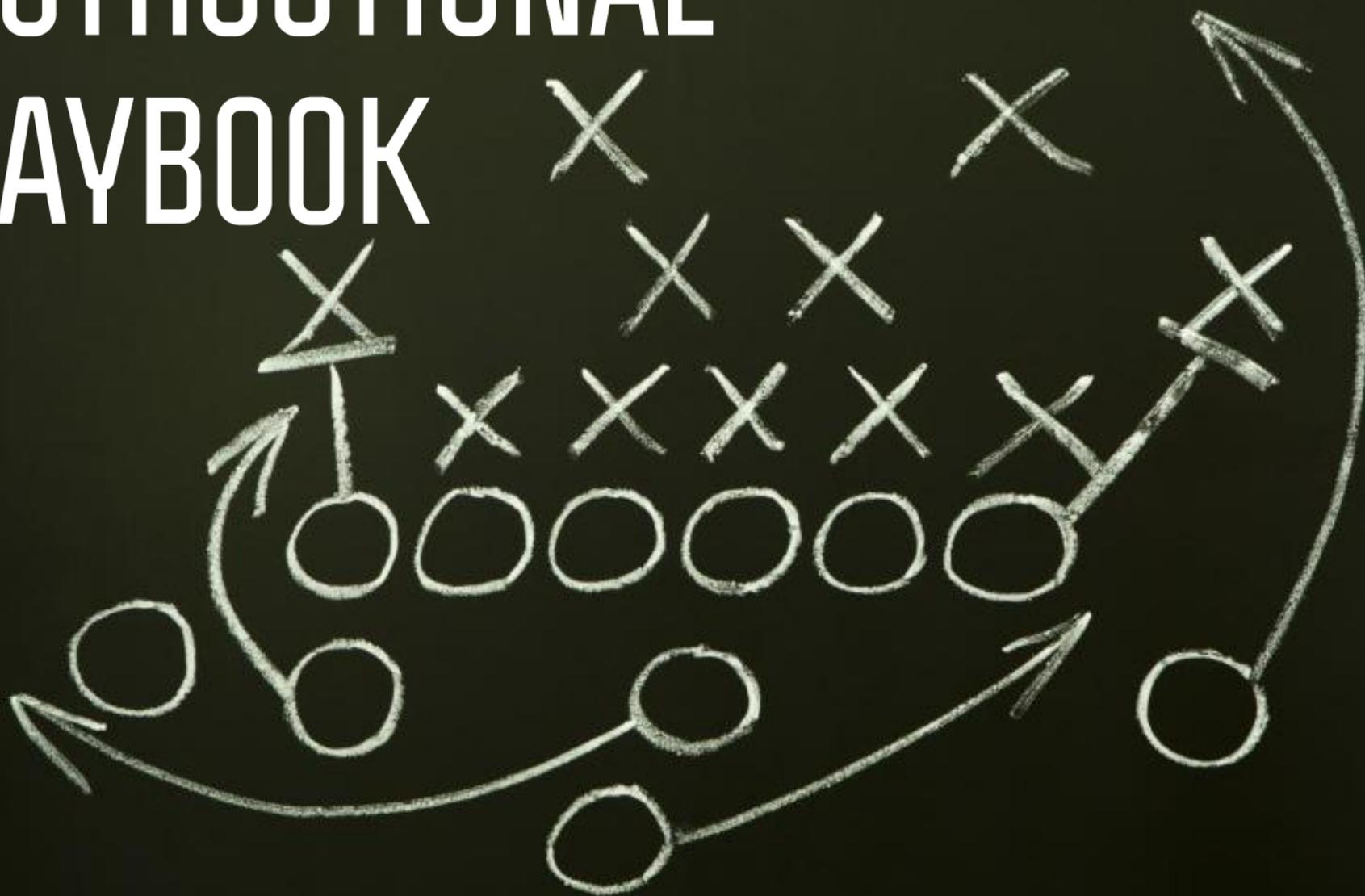


Your Questions

How do you ensure that your explanations are clear?
Should you use more checklists as a part of your coaching?

2:00

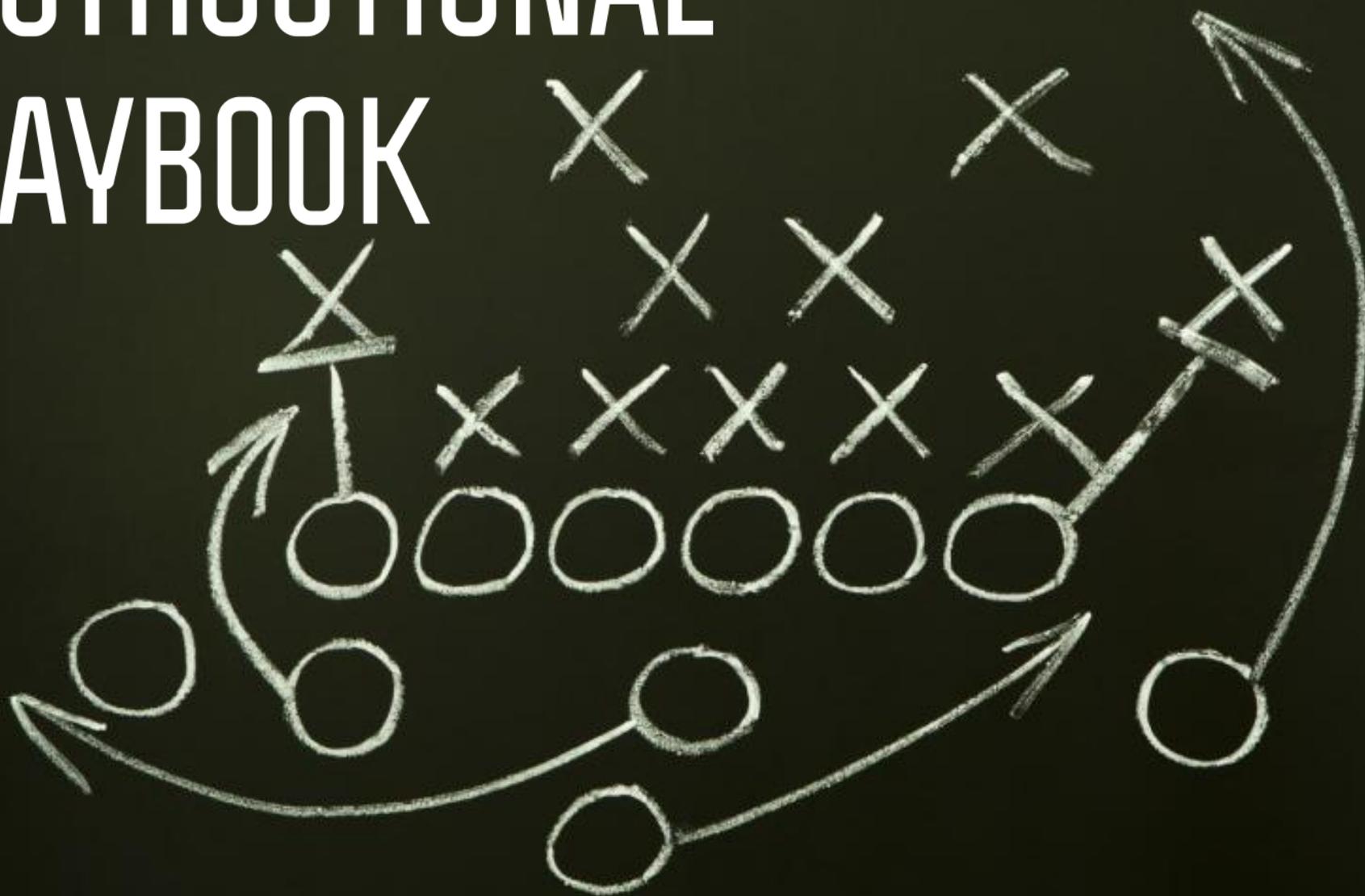
INSTRUCTIONAL PLAYBOOK







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

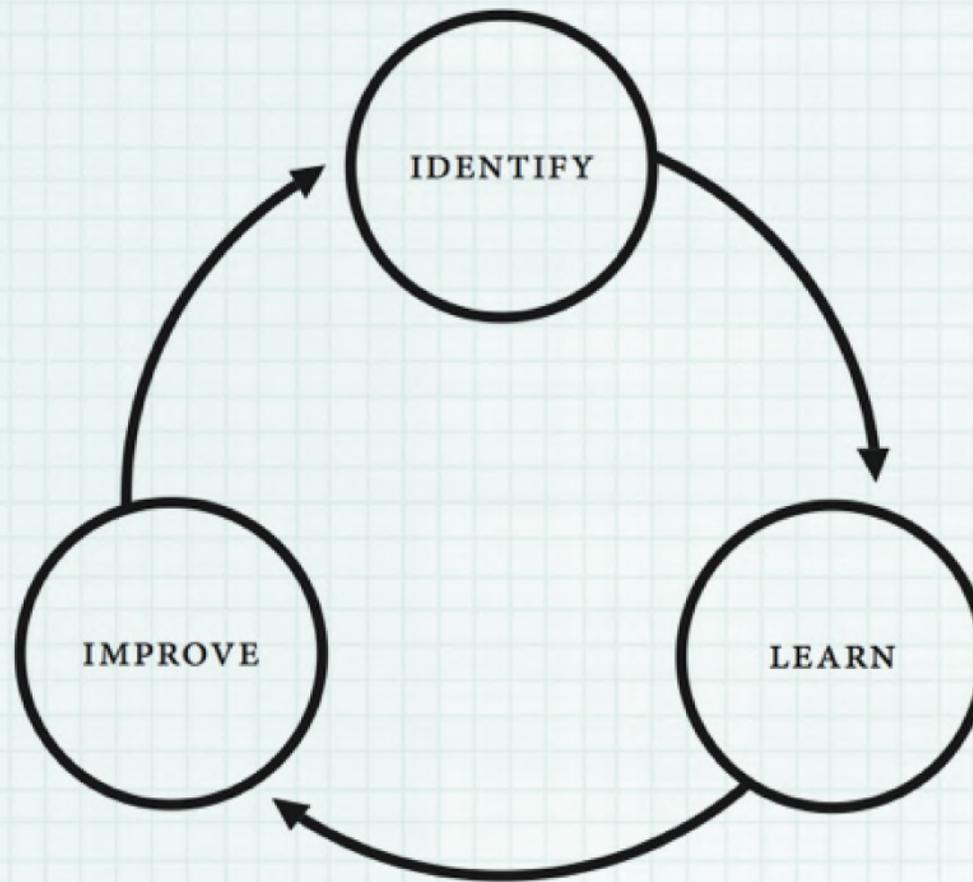
A quality checklist...	✓
Answers all the guiding questions	
Has a starting map with only the core idea, paraphrase, and sub topics	
Has a complete ending map on no more than one page	
Shows connections through line labels	
Is organized in the sequence of the learning in the unit	

Your Questions

Do you have an instructional
playbook? Should you?

5:000

The Impact Cycle





Model

in the class

co-teach

prior to class

another class (with coach)

another class (without coach)

video

Your Questions

To what extent is modeling a part of your coaching?

4:000

Guiding Questions

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- 5. How do coaches partner with teachers to make adaptations until goals are met.**

IMPROVE PHASE

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

Your Questions

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

2:00

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
.....

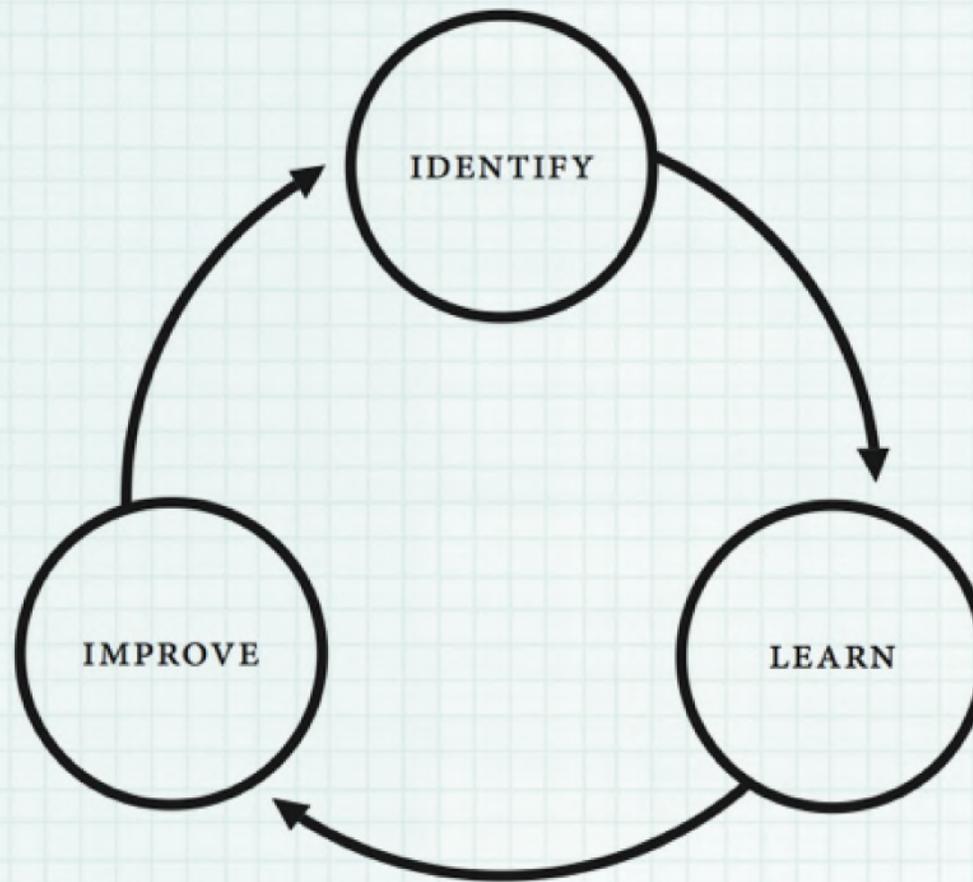
LEARN:

- 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.
.....

The Impact Cycle



Guiding Questions

1. What are the partnership principles and should I ground my coaching in them?
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4. How should instructional coaches go about explaining and modeling teaching strategies?
5. How do coaches partner with teachers to make adaptations until goals are met.

Your Questions

What questions do you have about the impact cycle?

The Questions

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

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?

Identify

The Questions

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

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

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Describe what that would look like?

How could we measure that?

Should that be your goal?

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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

Will you use the identifying questions? Why? Why not? If yes, how will this be different from the way you currently coach?



<https://www.surveymonkey.com/r/ZZ72M5F>

5:00

10:00