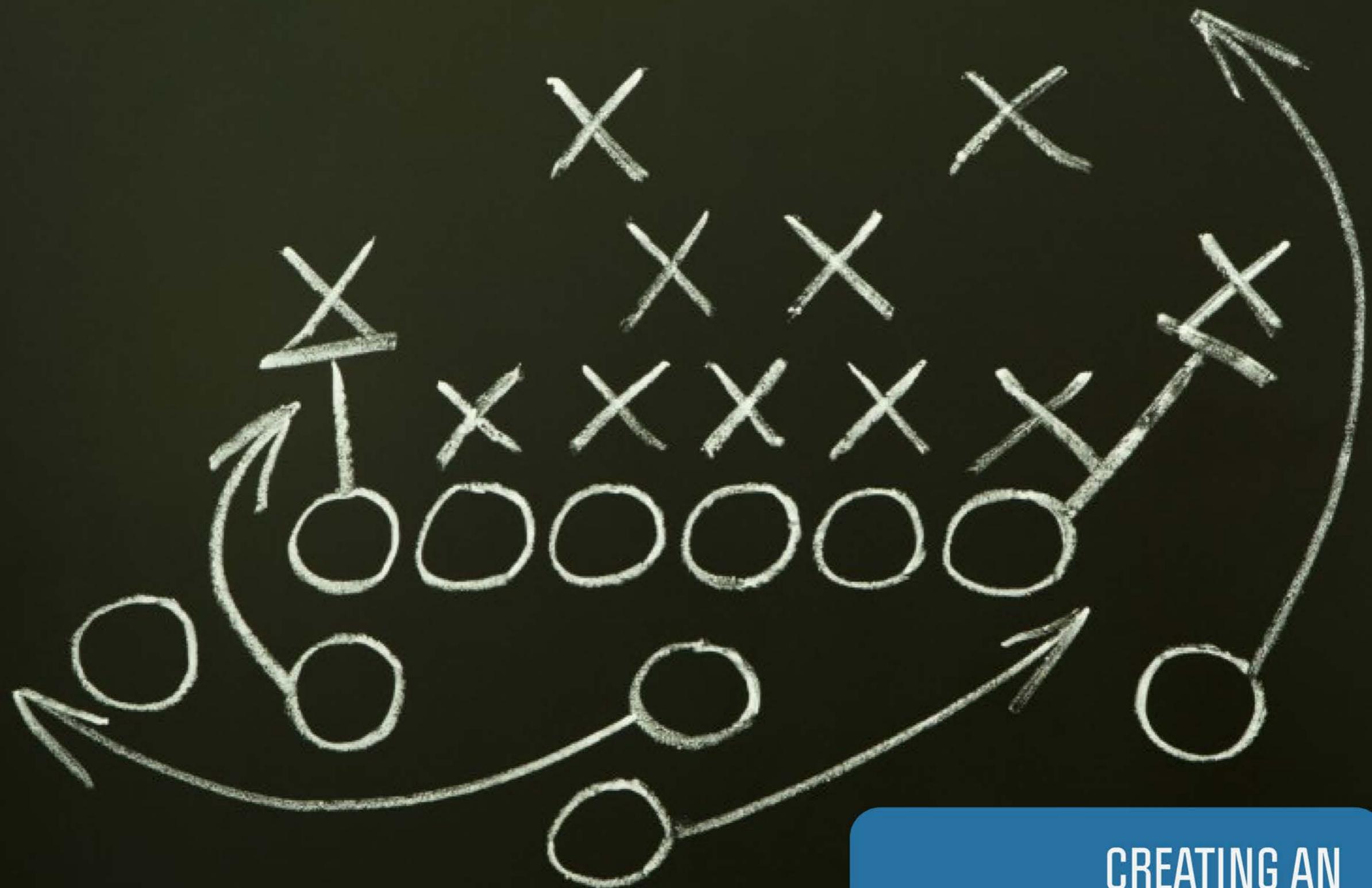




**Ann Hoffman &
Sharon Thomas
Senior Consultants
Instructional Coaching Group**

**EXCELLENT INSTRUCTION,
EVERY DAY,
IN EVERY CLASS,
FOR EVERY STUDENT**





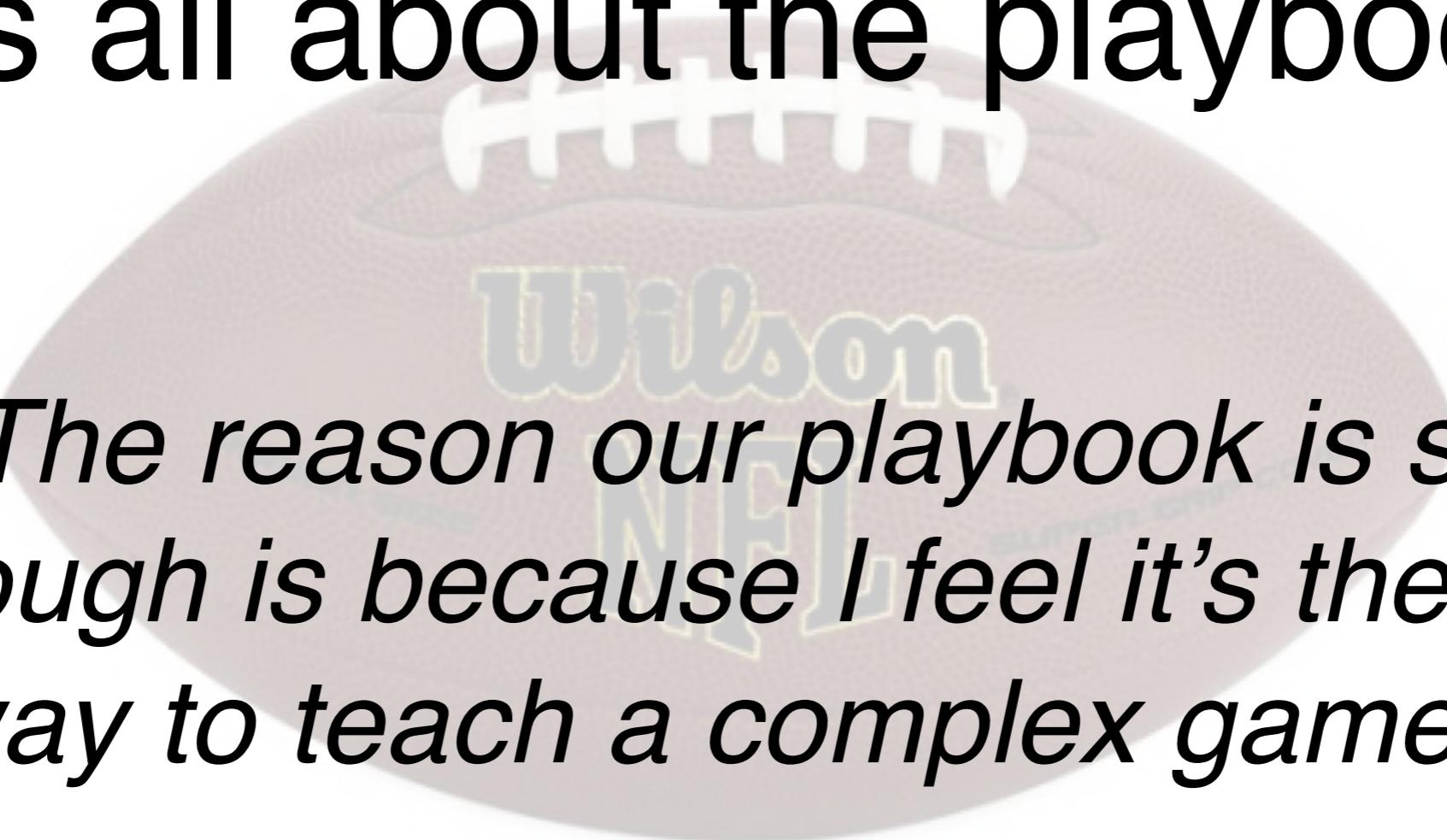
CREATING AN
INSTRUCTIONAL PLAYBOOK

Our Focus

1. Why ?
2. What?
3. How?

In the NFL...

It's all about the playbook



“The reason our playbook is so thorough is because I feel it’s the best way to teach a complex game.”

Al Saunders
Offensive Coordinator

A close-up photograph of a person's hands writing in an open notebook. The person is wearing a blue, ribbed sweater. A silver ring is visible on their left hand. They are holding a black pen and writing on a white page with a red binding. The notebook is resting on a dark wooden surface. In the background, a laptop screen is partially visible.

WHY CREATE AN
INSTRUCTIONAL PLAYBOOK?

Instructional Coaches

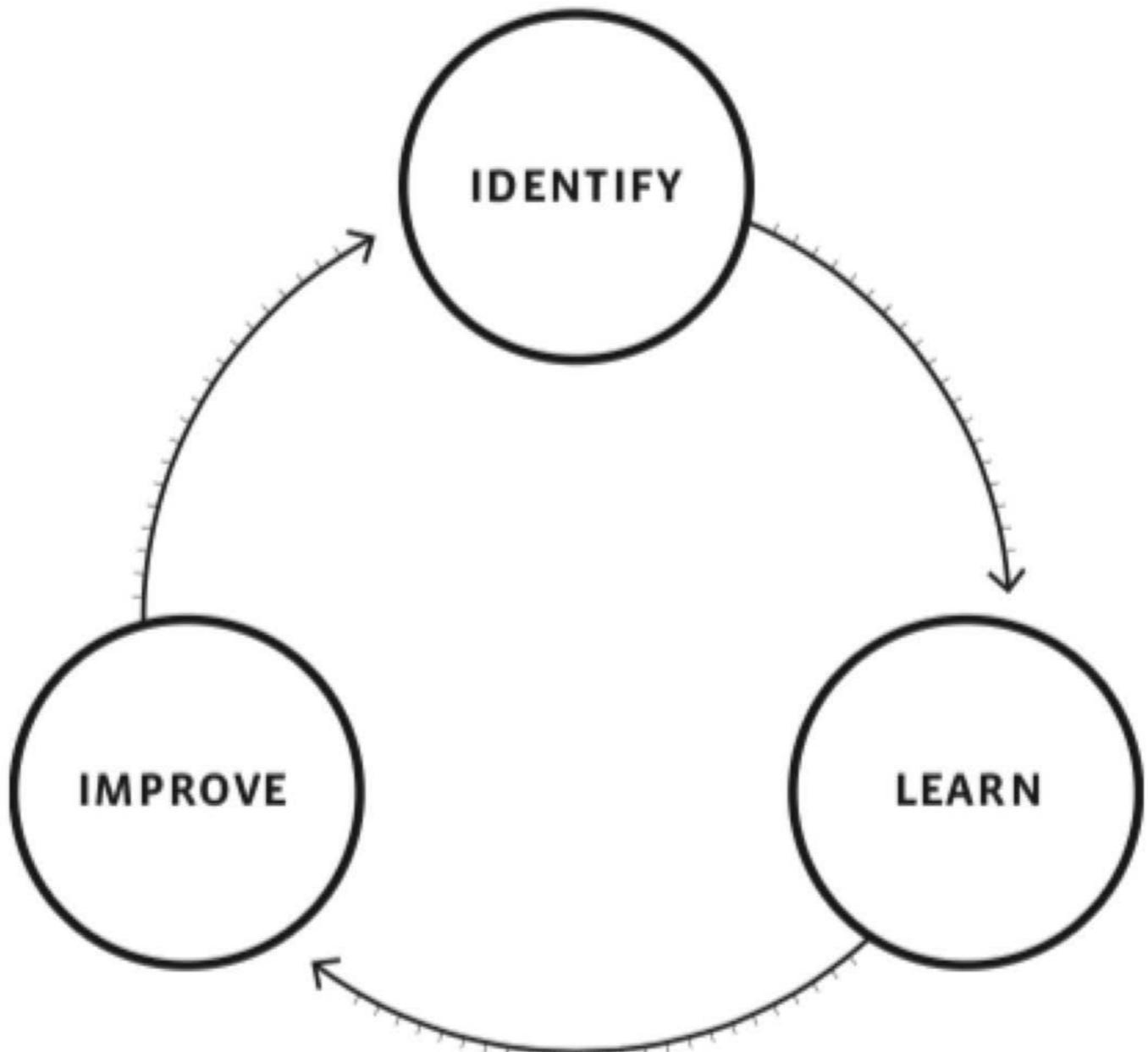
Partner with teachers to...

- Analyze current reality
- Set goals
- Identify and explain high-impact teaching strategies to hit the goals
- Provide support until goals are met

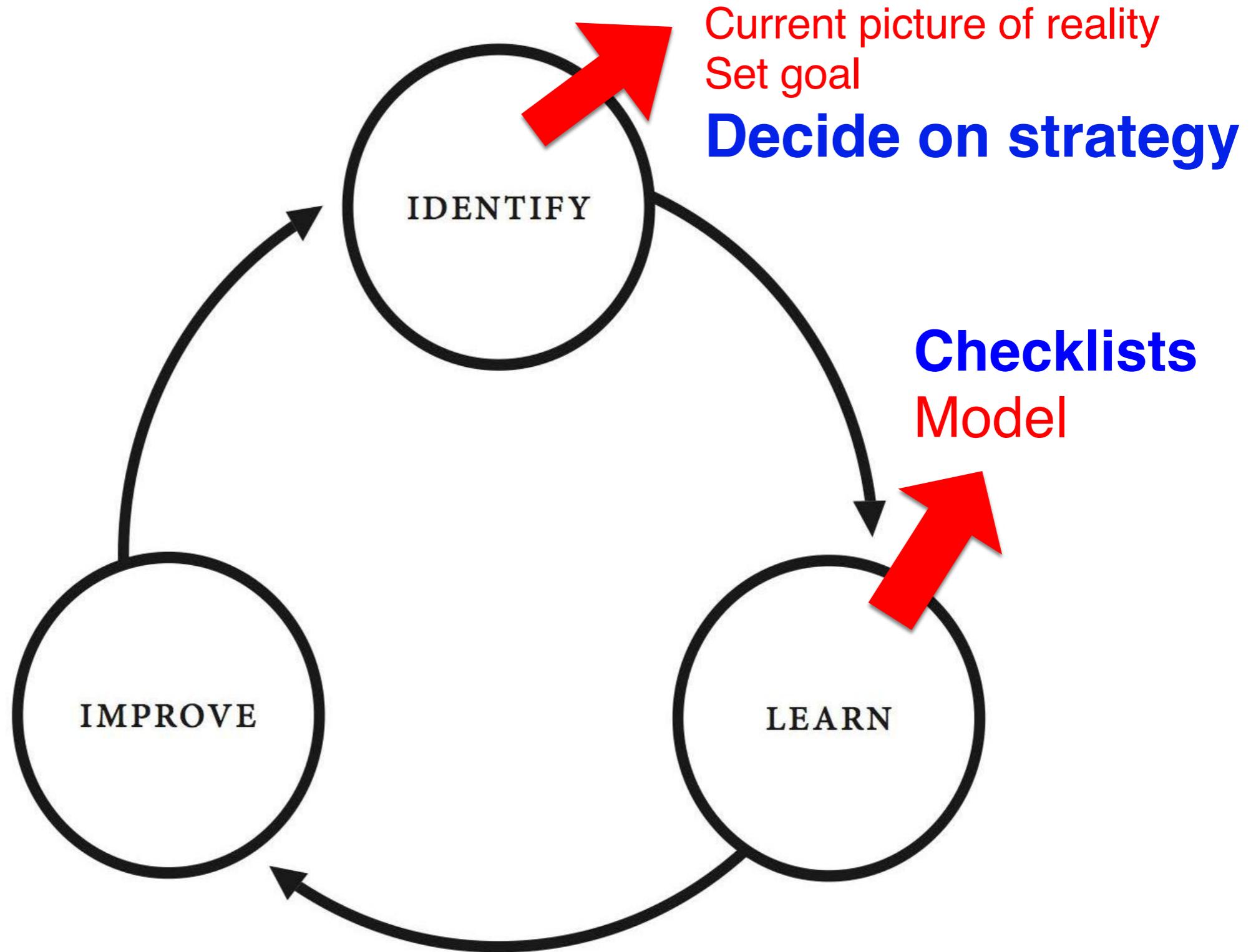
7 Success Factors

1. The Coaching Cycle
2. Instructional Playbook
3. Data
4. Communication
5. Understanding Adults and Change
6. Leadership
7. System Support

The Impact Cycle

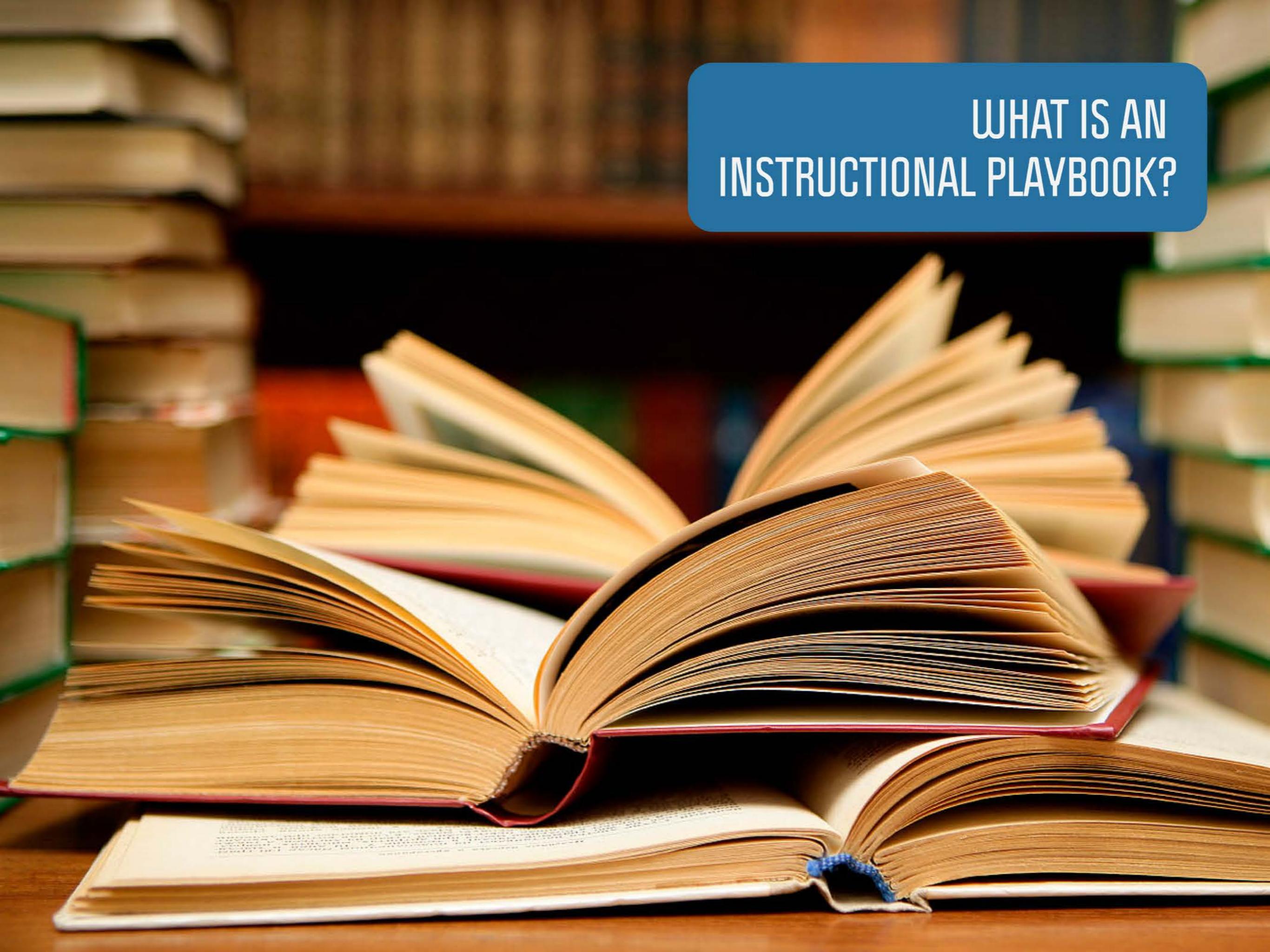


The Impact Cycle



Simplicity boils down to two steps: Identify the essential. Eliminate the rest.

— Leo Babauta

A stack of books is shown, with one book in the foreground open, revealing its pages. The books are stacked vertically, with some spines visible. The lighting highlights the texture of the paper and the edges of the books.

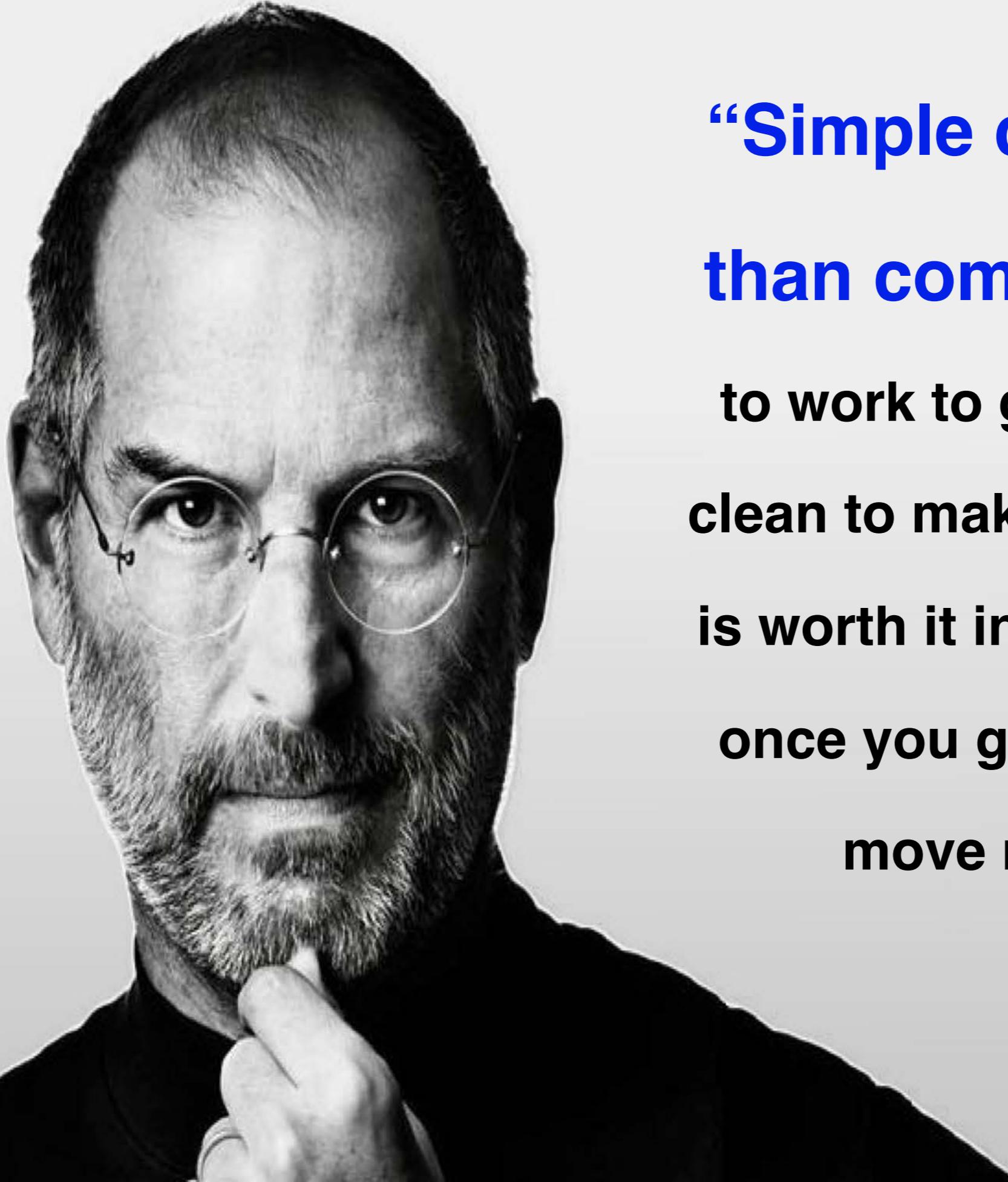
WHAT IS AN
INSTRUCTIONAL PLAYBOOK?

The Playbook

- One-page Table of Contents of high-impact strategies
- One-page descriptions for each strategy
- Checklists to help coaches describe each strategy



CREATING A TABLE OF CONTENTS



“Simple can be harder than complex. You have to work to get your thinking clean to make it simple. But it is worth it in the end because once you get there, you can move mountains.”

*Steve Jobs
Business Week
May 25, 1988*

Strategies Are...

A choice, not a
mandate

How People Change

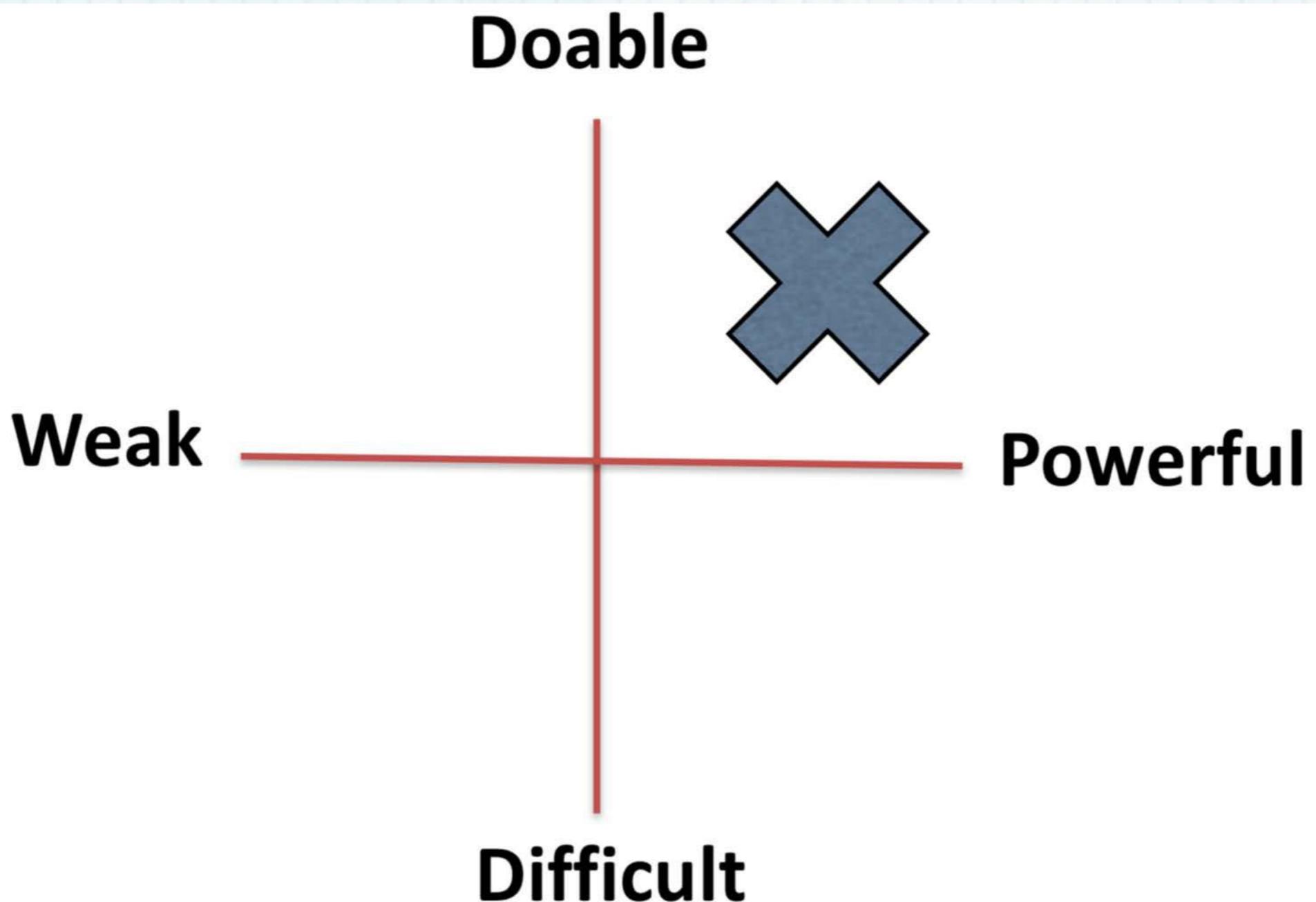
When you insist, they will
resist.



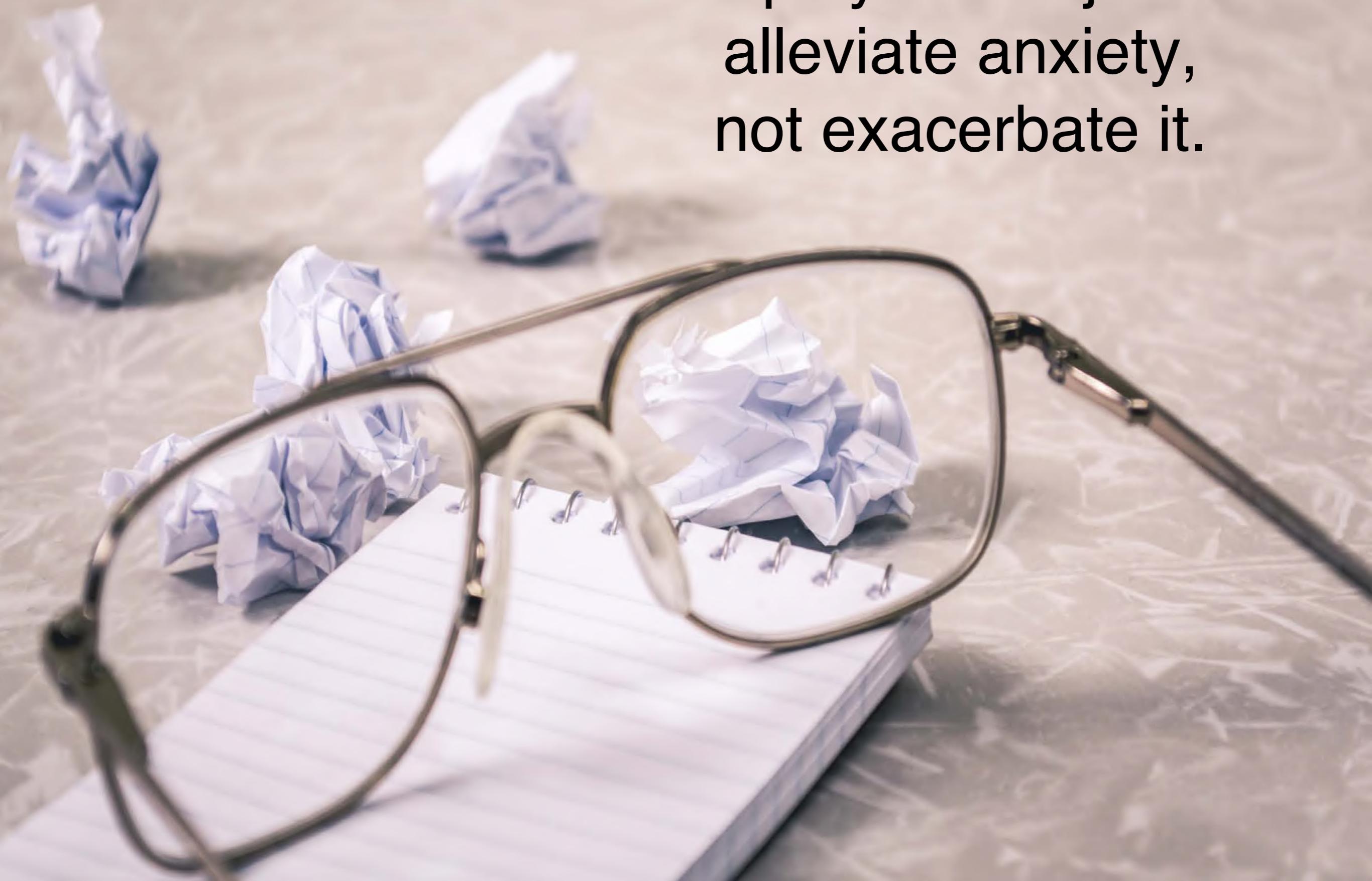
If everything is important, then nothing is important.

If everything is a priority, then nothing is a priority.

Prioritizing



The playbook's job is to
alleviate anxiety,
not exacerbate it.



Prioritizing

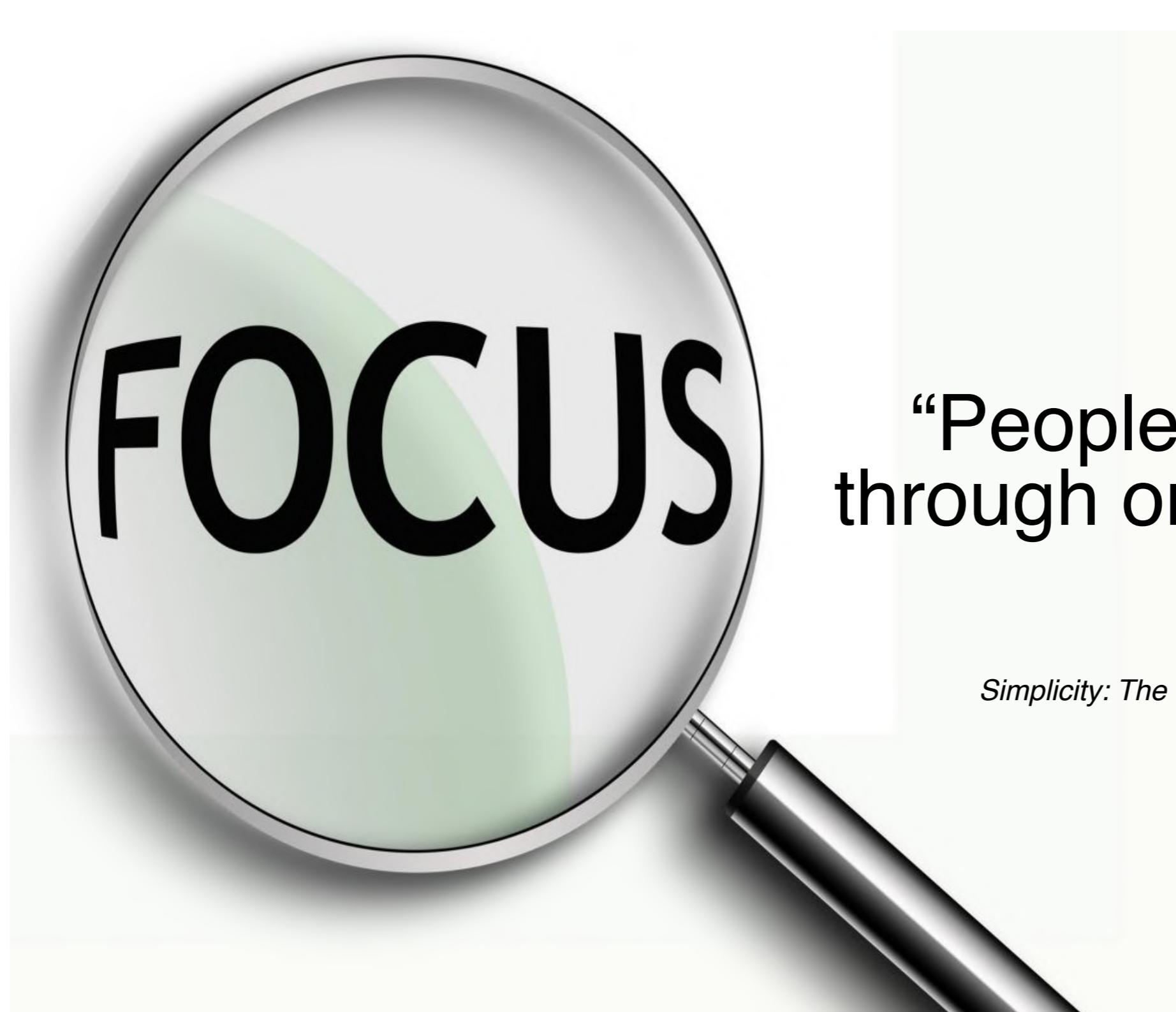
Better to know a few strategies
very well than to know a lot of
strategies superficially.

How People Change

The number of initiatives is irrelevant. It is the **degree of implementation** that creates impact.

lean
&
clean





FOCUS

A magnifying glass is positioned over the word "FOCUS". The word is written in a large, bold, black sans-serif font. The magnifying glass has a silver frame and a black handle, with its lens focused directly on the letter "O". The background is a light gray gradient.

“People get focused through one page tools.”

*Bill Jensen
Simplicity: The New Competitive Advantage*

Not overly complex or unwieldy

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

A one-page listing of the categories and strategies in your playbook

NEHS English Department Instructional Playbook

READING

- Close Reading Task planning
- Paired Texts
- Non-Print Texts
- Readers Workshop

WRITING

- Sentence Fundamentals
- Sentence Proficiency
- Paragraph Writing
- Theme Writing
- Paraphrasing and Summarizing

SPEAKING & LISTENING

- Touchstones Discussion
- Socratic Circles
- Fishbowl Discussion
- Blackboard Discussion Board

LANGUAGE

- Sentence Fundamentals
- Sentence Proficiency
- SIM Generalization Activities
- Peer Review
- Online Editing Tools

ENGAGEMENT

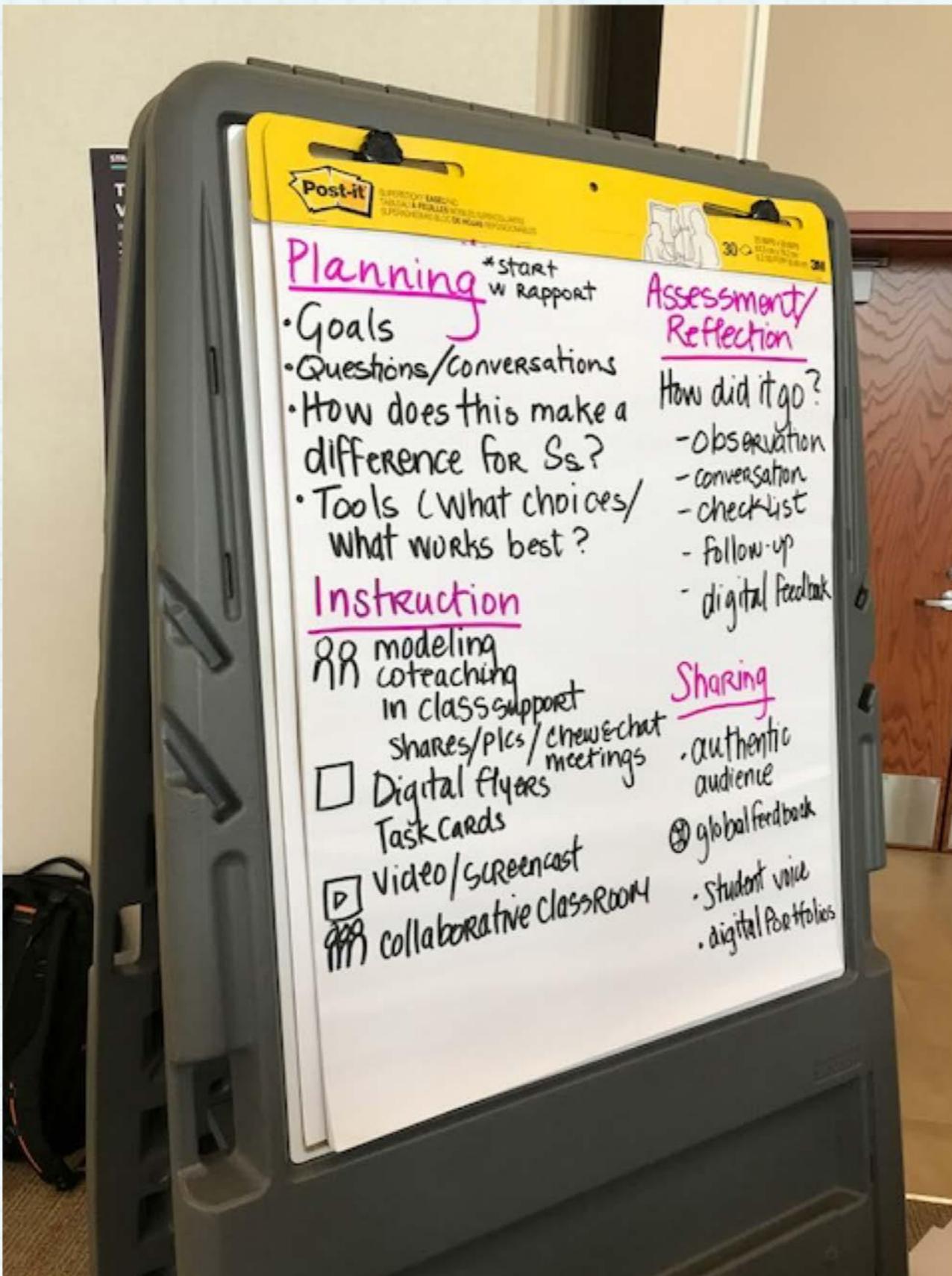
- Thinking Prompts
- Effective Questions
- Cooperative Learning
- Stories
- Authentic Learning

CLASSROOM MANAGEMENT

- CHAMPS
- PBIS
- Classroom Design and Environment

Page One: A one-page listing of the categories and strategies in your playbook

Page One: A one-page listing of the categories and strategies in your playbook



Page One: A one-page listing of the categories and strategies in your playbook

Behavior Instructional Playbook

PLANNING

- * Guiding Questions w/ the team
- * Narrow and define behavior
- * Structured behavior observation + formative assessment (data collection)

STRATEGIES

- * Antecedent Strategies
- * Replacement skills
- * Consequences

Defining terms and clarify how/when they apply

FOLLOW UP

- * Meet with the team to determine if strategies were effective

YES

On going consults with team

NO

modify strategies

Implement BIP
Instructional Playbook

Student Teachers
Novice Teachers

Classroom Environment
Playbook

Planning

• Learn as much as you can about your student

Creating the TOC

The Process

1. Everyone writes down the name of the practices that they are sharing with teachers (such practices as teaching expectations, increasing ratios of interaction, using checks for understanding, employing cooperative learning). One per sticky.
2. Once everyone has written down all of the practices, they are posted on a wall.

Creating the TOC

The Process

3. Use affinity diagram process (p. 193 of *Unmistakable Impact*) to sort out all the stickies.
4. Discuss as a group:
 - What have we missed? Have we adequately addressed all aspects of the classroom (engagement, achievement, environment, etc.)?
 - Can we make this simpler? What can we remove?
 - Are we really sharing all of the practices we've discussed?
5. Each individual creates their own version of the one-page document.

TOC Checklist



CHECKLIST: TABLE OF CONTENTS



List only high-priority teaching strategies.

✓

The list is no more than one page long.

List only teaching strategies (not, for example, professional development activities, data to be gathered).

Lists categories of teaching practices not small activities (cooperative learning rather than think, pair, share).

Listed strategies help teachers meet their goals within the coaching cycle.

The list is a living document (it is continually being refined based educator experiences with the strategies in classrooms).

Not what works
but
what works **BEST**

The Playbook

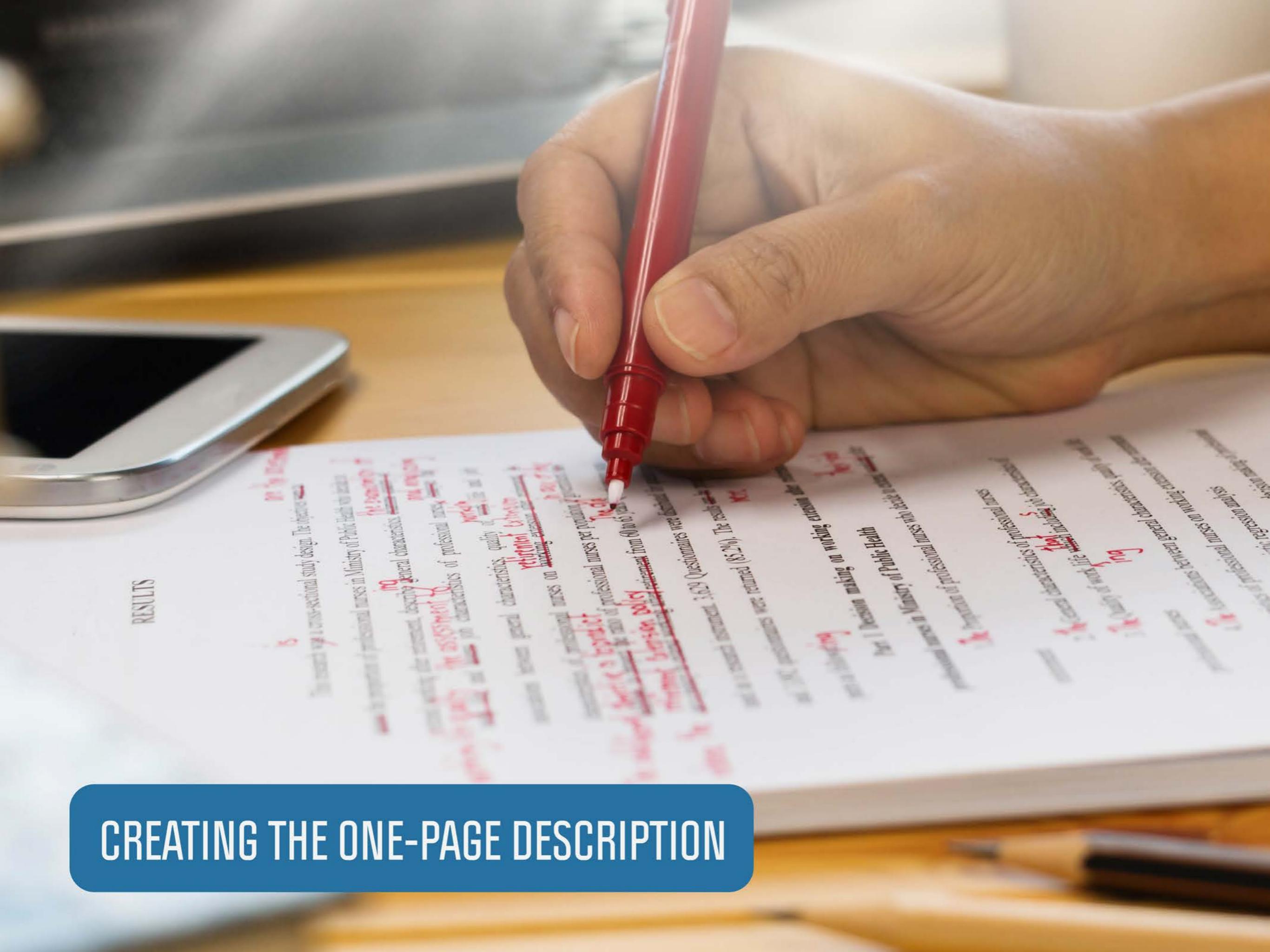
- One-page Table of Contents of high-impact strategies
- One-page descriptions for each strategy
- Checklists to help coaches describe each strategy

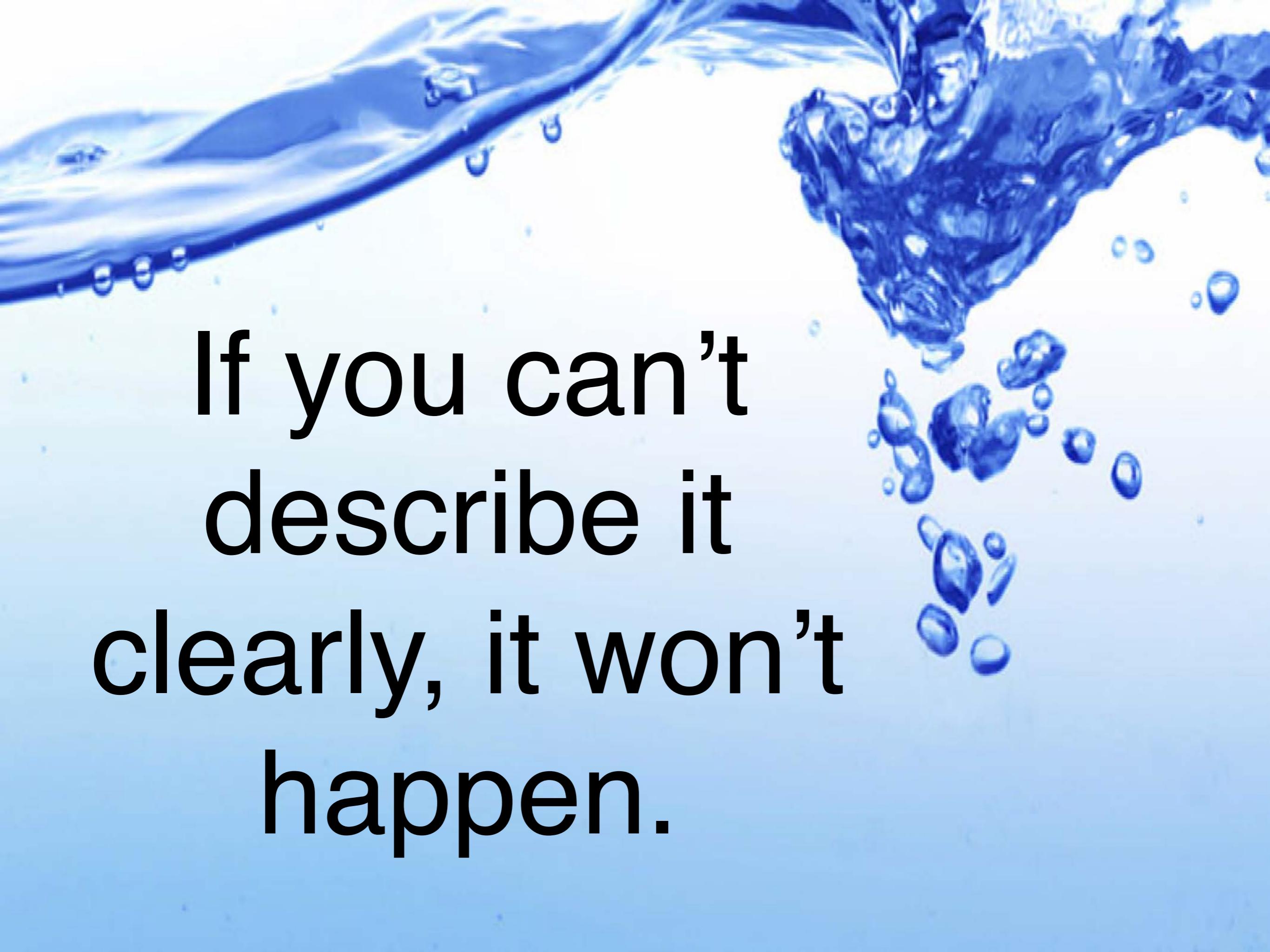
“You can’t get good at something you don’t know.”

— Doug Fisher

RESULTS

CREATING THE ONE-PAGE DESCRIPTION



The background of the image features a vibrant blue liquid in motion, with large, expressive waves and numerous small, glistening bubbles of varying sizes. The liquid's surface is textured and layered, creating a sense of depth and fluidity.

If you can't
describe it
clearly, it won't
happen.

Clarity

Instructional coaches must know their practices deeply and communicate that knowledge clearly.

One Page Description

In One Sentence

The Hattie Check

What's the Point?

How is this used by teachers?

How is this used by students?

Model

Guiding Questions

IN ONE SENTENCE:

- If students can answer all of the guiding questions for a unit correctly and completely, they should get an A.

THE HATTIE CHECK:

- Student Expectations 144, Teacher Clarity .75
- Students can use guiding questions to review, monitor their learning, and confirm understanding.
- To develop guiding questions, teachers need to identify and clarify the knowledge, skills, and big ideas students need to learn.

WHAT'S THE POINT?

- Guiding questions clearly state what students need to know, do, and understand to be successful in a unit.
- Guiding questions are necessary for formative assessment and differentiation because teachers need to know what they are going to teach before they assess or differentiate.
- Guiding questions can and should be used as a point of departure for many classroom discussions.

HOW ARE GUIDING QUESTIONS USED BY TEACHERS?

- To develop guiding questions, teachers need to unpack prevailing standards and carefully identify the knowledge, skills, and big ideas students are to learn in a unit.
- Teachers report that they find it very valuable to create questions by collaborating with others teaching the same unit.
- Teachers should prompt students to write down part or all of each question on their own at the start of a unit.
- Guiding questions can be shared with students when learning maps are shared.
- Guiding questions can be posted in the classroom during each unit.

HOW ARE LEARNING MAPS USED BY STUDENTS?

Students use guiding questions:

- *to keep the main goals of the unit in mind,*
- *to frequently review and clarify their learning, and*
- *as points of departure for classroom dialogue.*

The Playbook

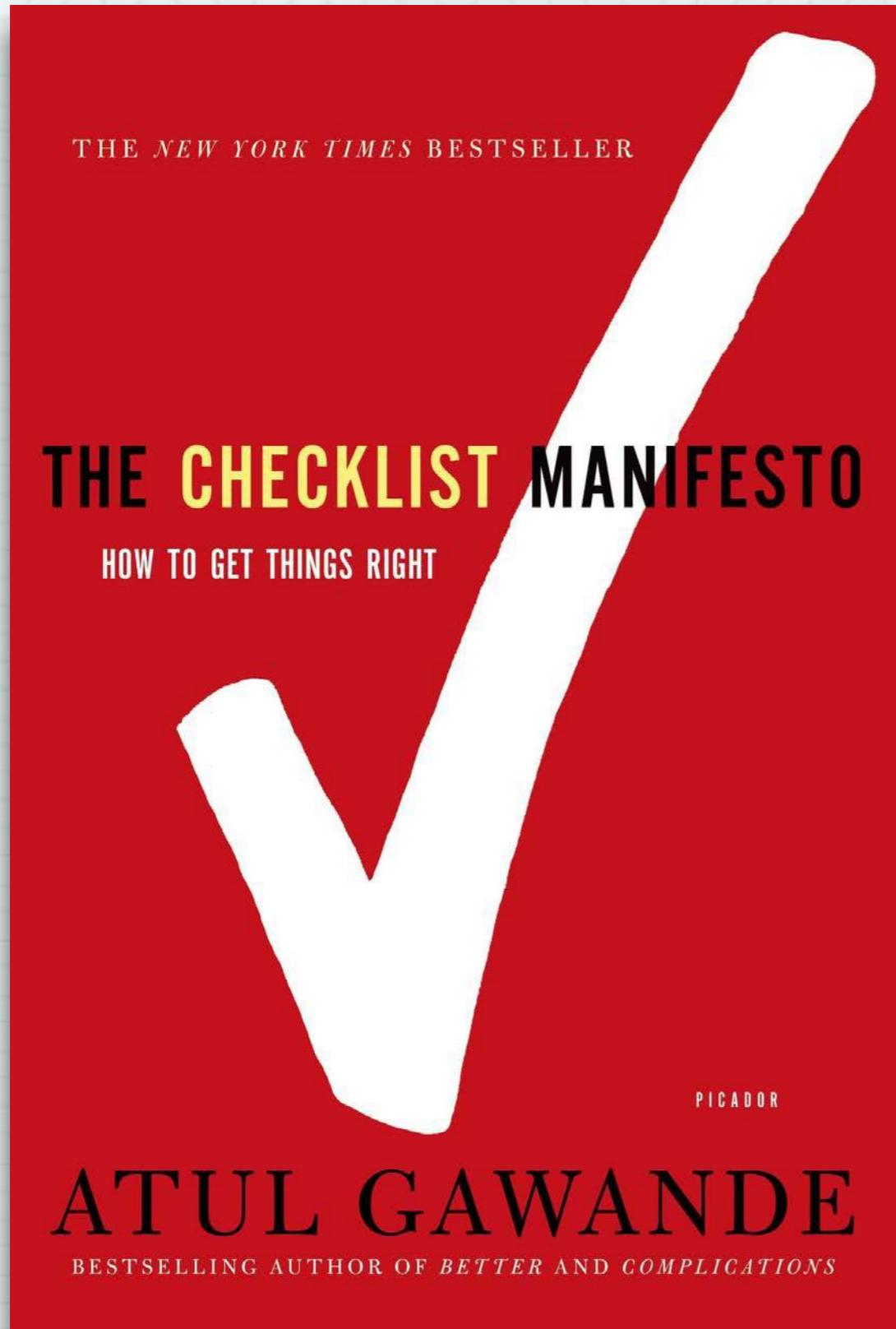
- One-page Table of Contents of high-impact strategies
- One-page descriptions for each strategy
- Checklists to help coaches describe each strategy

Checklists seem simple and lowly,
but they help fill in the gaps in our
brains and between our brains.

—Atul Gawande



CREATING THE CHECKLIST



Checklists remind us of the **minimum necessary steps** and make them explicit. They... instill a kind of discipline of higher performance.

Clarity

Curse of
Knowledge

Clarity

We don't remember what it's like to not know something.

Checklists



CHECKLIST: CHECKLIST FOR CHECKLISTS

|||||||

An effective checklist is ...

concise: less than ten lines and as short as possible.

explicit: everything important is stated.

precise: each item is clearly described.

easy to understand: use the right words stated in the simplest way.

comprehensive: everything that needs to be addressed is addressed.

Figure 8.4 Think, Pair, Share Checklist

<i>Students know . . .</i>	✓
Who their learning partner will be before they start.	
Exactly what the thinking prompt is to which they are responding.	
How much time they will have to write their response.	
That they are to use all the time they are given to think and write about their response.	
The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation.	
How they should communicate with each other (in particular, how they should listen and talk).	

Retrieved from the companion website for *High-Impact Instruction: A Framework for Great Teaching* by Jim Knight. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2013 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.

Creating Checklists

1. Identify 1 practice from your Playbook for which you need a checklist.
2. Create a checklist for that practice.
3. Share your checklist with a partner.
4. Ask...What can we do to make this simpler?
5. Refine your checklist.

Strategy —→ **Checklist** —→ **Explain** —→ **Refine**

A photograph showing two students from the waist down, sitting outdoors on a bench. The student on the right is wearing a white button-down shirt and blue jeans, and is holding an open book with both hands, looking at the pages. The student on the left is wearing a blue t-shirt and dark pants, and is pointing their index finger towards the book. A green beaded bracelet is visible on the left student's wrist.

SHARING THE INSTRUCTIONAL PLAYBOOK

Partnership

Using the playbook with

- Teachers
- Other coaches
- School administrators
- System/district leadership

A close-up photograph of a person's hand holding a yellow pencil, writing on a white, lined page of a spiral-bound notebook. Shavings from the pencil are scattered on the page. The spiral binding of the notebook is visible on the right side.

Living Document

For the Future....

- What questions do you have about the instructional playbook?

For more information...

Sharon Thomas & Ann Hoffman

sharon@instructionalcoaching.com

ann@instructionalcoaching.com

www.instructionalcoaching.com

<https://resources.corwin.com/impactcycle>