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Jim Knight, Senior Partner of Instructional Coaching Group (ICG), is a research associate at the University of Kansas Center for Research on Learning. He has spent more than two decades studying professional learning and instructional coaching. Jim earned his PhD in Education from the University of Kansas and has won several university teaching, innovation, and service awards.

The pioneering work Jim and his colleagues have conducted has led to many innovations that are now central to professional development in schools. Jim wrote the first major article about instructional coaching for the Journal of Staff Development, and his book Instructional Coaching (2007) offered the first extended description of instructional coaching. Jim’s book Focus on Teaching (2014) was the first extended description of how video should be used for professional learning. Recently, writing with Ann Hoffman, Michelle Harris, and Sharon Thomas, Jim introduced the idea of instructional playbooks with their book on that topic.

Jim has written several books in addition to this described above, including Unmistakable Impact: A Partnership Approach for Dramatically Improving Instruction (2011), High-Impact Instruction (2013), Better Conversations (2015), and The Impact Cycle (2018). Knight has also authored articles on instructional coaching and professional learning in publications such as Educational Leadership, The Journal of Staff Development, Principal Leadership, The School Administrator, and Kappan.

Through ICG, Knight also writes for the Radical Learners blog, conducts coaching workshops, hosts the Facebook Live Program Coaching Conversations, and provides consulting for coaching programs around the world.
ABOUT THE INSTRUCTIONAL COACHING GROUP

Backed by over twenty years of research and experience working with over 100,000 coaches from all around the world, the Instructional Coaching Group’s coaching experts work to help educators develop the skills and tools they need to make an unmistakably positive impact in student’s lives.

Our research has helped us identify several factors that are essential for developing and sustaining a great coaching program. We help people in organizations learn and implement these factors through workshops, institutes, and consulting.

Research
We have been studying instructional coaching for more than two decades. The goal of our research has always been improving education for every student.

View our Research →

Professional Development
We host workshops and institutes to help coaches, teachers, and administrators learn and implement the factors, habits, and strategies they need to succeed.

More on Professional Development →

Consulting
ICG’s trained consultants are available to meet with districts to help create plans for developing and supporting highly effective coaching programs.

More on Consulting →

To learn more about the Instructional Coaching Group, visit our website:
www.instructionalcoaching.com →
How to Use This Workbook

Take Notes
This handout is meant to summarize the resources you will get each week and be a tool for note taking. For that reason, you should load this PDF into your favorite note taking software (such as Notability) or print this off so that you can take notes.

Readings & Activities
Each week you will be given readings and activities. We know these are very busy times, so don't feel guilty if you aren't able to do the readings and activities. But if you can find the time, you should find they enhance your learning during workshops.

Attend Sessions Live If You Can
If you can, please try to attend the sessions live because our goal is to build a community of learners who will teach and learn with each other. However, again, we know you may not be able to watch the sessions live given all you are doing right now, so if you cannot watch, recordings of the sessions will be available for 7 days after each session.

Please Share Your Questions
Please keep note all of your questions on this participant guide and share the questions either during our time together or during our small-group coaching sessions. The coaching sessions are designed to give you a chance to ask and get answers to any and all questions you might be having.

Enjoy!
This course is designed to give you the knowledge and tools you need to flourish as an instructional coach. Please let us know what we can do to ensure you get what you need from this course.
WEEK ONE

INTRODUCTION TO INSTRUCTIONAL COACHING

Week 1: Introduction to Instructional Coaching

7  Way of Being
26  Coaching Process
13  Coaching and Communication: Habits and Skills
14  Strategic Knowledge

15  Tasks for Next Week
WEEK ONE

INTRODUCTION TO INSTRUCTIONAL COACHING

Way of Being

Effective Coaching

Way of Being
THE PARTNERSHIP PRINCIPLES

**Equality:** Everyone is of equal value, or we’re not better than others.

**Choice:** We need to let go of control and let others have a lot of autonomy in their lives.

**Voice:** People in organizations and conversations need to feel like their opinions matter—because their voices really do matter.
Dialogue: Conversations should be back and forth so that everyone’s ideas allow groups to think together. Dialogue is meaning flowing back and forth between people.

Reflection: During partnership conversations, people “look back” at what has happened, “look at” what is happening in the moment, and “look ahead” to what could happen.

Praxis: The most significant learning occurs when people apply ideas to their life. Praxis is learning in action.
**Reciprocity:** We should enter into conversations expecting to get back as much as we give.

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**Coaching Process**

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**THE IMPACT CYCLE**

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**Effective Coaching**

 Way of Being

 Coaching Process

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**Identify:** The teacher identifies a clear picture of reality, a goal, and a teaching strategy the teacher will use to reach the goal. At the end of this stage, the teacher has identified a powerful, student-focused goal that they really want their students to hit and a teaching strategy they will implement to try and hit the goal.

**Learn:** The coach explains the strategy that the teacher plans to implement, then ensures that the teacher sees the strategy being used by either the coach or another teacher. At the end of this stage, the teacher feels confident about trying out the strategy with their students.

**Improve:** The coach and teacher problem-solve, invent, and adapt until a strategy or strategies have been found that help the teacher hit the goal. At the end of this stage, the teacher and her students have hit the goal.
**CHECKLIST:**

### THE IMPACT CYCLE

#### Identify:
- Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data, student interviews, or student work.
- 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 the teacher wishes.
- Teacher chooses an approach to modeling that they would like to observe and 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.
Coaching and Communication: Habits and Skills

**Listening:** Listening is to coaching what skating is to ice hockey players. To think with their collaborating teachers, coaches need to take in what they are saying, and to encourage teachers to speak, coaches need to not just listen but also look like they are listening.

**Questioning:** When coaches question effectively, they ask the right kind of question for the situation, and they ask questions out of genuine curiosity, which is to say they don’t ask questions for which they know the answers.
Strategic Knowledge

An Instructional Playbook: Instructional coaches, because they focus on instruction, need to have a deep understanding of teaching strategies, and the easiest way to create organize thinking about teaching may be an instructional playbook.

Data: Coaches should be able to gather behavioral, cognitive, and emotional engagement data, and gather data related to student achievement.
OPTIONAL HOMEWORK

YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources
3. Answer questions on the following page

Bring your answers next week if you would like to share; your experience could be helpful for someone else!

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL: https://instructionalcoaching.com/instructional-coaching-intro-course/
1. After reviewing the article, “The Zero Learning Zone,” what do you need to do so that you can be certain to learn as much as possible from this course?

2. After reviewing the article, “3 Steps to Great Coaching,” what questions do you have about the Impact Cycle?

3. After reviewing Jim’s video and reading “Three Approaches to Coaching,” do you believe you will be expected to conduct facilitative, dialogical, directive or some other approach to coaching? What are your thoughts about those expectations?
Week 2: Helping and Partnership

- The Complexity of Helping (21)
- The Partnership Principles (24)

Tasks for Next Week (28)
IN ONE WORD...

In one word, right now, how are you feeling about being an instructional coach?

SHARE YOUR ANSWER ON MENTI
HELPING AND PARTNERSHIP

CHANGE


SIMPLE TRUTH #1

Most people don’t know what it looks like when they do what they do.

Do you agree that most people don’t know what it looks like when they do what they do? Why? Why not?
IDENTITY


How have people’s concerns about identity affected your work as a coach?

THINKING


If professionals are not involved in the thinking, do they commit to change initiatives?

SIMPLE TRUTH #2

People take it personally when we talk about their practice.

SIMPLE TRUTH #3

When we do the thinking for other people, they resist.
STATUS


In your experience, how is status at play in helping relationships?

SIMPLE TRUTH #4

If people perceive us as putting ourselves “one-up,” they resist.

SIMPLE TRUTH #5

Unless people care about a goal, they aren’t likely to achieve the goal.

MOTIVATION


In your experience, do people implement goals when they can’t see a good reason to?
THE PARTNERSHIP PRINCIPLES: CONTINUED

EQUALITY

*Instructional coaches and teachers are equal partners.*

Partnership involves relationships between equals. Thus, instructional coaches recognize collaborating teachers as equal partners, and they truly believe that each teacher’s thoughts and beliefs are valuable. Instructional coaches listen to teachers with the intent to learn, to really understand, and then respond, rather than with the intent to persuade.

CHOICE

*Teachers should have choice regarding what and how they learn.*

In a partnership, one individual does not make decisions for another. Because partners are equal, they make their own individual choices and make decisions collaboratively (Block, 1993). For instructional coaches, this means that teacher choice is implicit in every communication of content and, to the greatest extent possible, the process used to learn the content. Instructional coaches do not envision making teachers “think like them” as the purpose of their job. Rather, an instructional coach’s goal is to meet teachers where they currently are in their practice and offer choices for learning.
VOICE

Professional learning should empower and respect the voices of teachers.

All individuals in a partnership have opportunities to express their point of view. Indeed, a primary benefit of a partnership is that each participant has access to many perspectives rather than the one perspective of a leader (Covey, 2004; Lawrence-Lightfoot, 2000). Instructional coaches who act on this principle encourage teachers to express their opinions about content being learned. Instructional coaches view coaching as a process that helps teachers find their voice, not a process determined to make teachers think in a certain way.

DIALOGUE

Professional learning should enable authentic dialogue.

To arrive at mutually acceptable decisions, partners engage in dialogue. In a partnership, one individual does not impose, dominate, or control. Partners engage in conversation, learning together as they explore ideas (Bohm, 2000). For instructional coaches, this means that they listen more than they tell. Instructional coaches avoid manipulation, engage participants in conversation about content, and think and learn with collaborating teachers.
PRAXIS

Teachers should apply their learning to their real-life practice as they are learning.

Partnership should enable participants to have more meaningful experiences. In partnership relationships, meaning arises when people reflect on ideas and then put those ideas into practice. A requirement for partnership is that each participant is free to reconstruct and use content the way he or she considers it most useful (Bernstein, 1983). For instructional coaches, this means that, in partnership with collaborating teachers, they focus their attention on how to use ideas in the classroom as those ideas are being learned.

REFLECTION

Reflection is an integral part of professional learning.

If we are creating a learning partnership, if our partners are equal with us, if they are free to speak their own minds and free to make real, meaningful choices, it follows that one of the most important choices our collaborating partners will make is how to make sense of whatever we are proposing they learn. Partners don’t dictate to each other what to believe; they respect their partners’ professionalism and provide them with enough information so that they can make their own decisions (Brubaker, Case, & Reagan, 1994; Killion & Todnem, 1991; Palmer, 1998; Schön, 1987). Thus, instructional coaches encourage collaborating teachers to consider ideas before adopting them. Indeed, instructional coaches recognize that reflective thinkers, by definition, must be free to adopt or reject ideas, or they simply are not thinkers at all.
Instructional coaches should expect to get as much as they give.

In a partnership, all partners benefit from the success, learning, or experience of others—everyone is rewarded by what each individual contributes (Freire, 1970, Senge, 1990, Vella, 1995). For that reason, one of an instructional coach's goals should be to learn alongside collaborating teachers. Learning about each teacher's strengths and weaknesses while implementing new teaching practices will enhance a coach's ability to collaborate with all other teachers and the coach's skill in using the new teaching practice.

What percentage of the teachers you work with see professional development as praxis? What would have to change to increase that percentage?
YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources
3. Answer questions on the following page

Bring your answers next week if you would like to share; your experience could be helpful for someone else!

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL: https://instructionalcoaching.com/instructional-coaching-intro-course/
1. Which principles do you agree with? Which principles do you disagree with? What principles will you add?

2. What can you do to get better at working from the partnership principles?

3. What can you do to promote a school wide or district wide commitment to the principles?
**WEEK THREE**

GETTING READY TO COACH

Getting Ready to Coach

34  What am I doing?
36  How do I find collaborating teachers?
40  How do I work with my principal?
47  Where do I find the time?

57  Tasks for Next Week
In this session we'll talk about getting started as a coach. What question do you want answered in tonight's conversation?

Post your question on Ideaboardz here →
# Week Three

## What Am I Doing?

### Three Models for Learning Support

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Mentor</th>
<th>Trainer</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>A felt need</td>
<td>New practice</td>
<td>Goal</td>
</tr>
<tr>
<td><strong>Relationship</strong></td>
<td>Expert to Novice</td>
<td>Expert to Novice</td>
<td>Peer</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Limited</td>
<td>Limited</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

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**Week Three**

**Instructional Coaching: An Introduction**

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### THREE APPROACHES TO INTERACTION

<table>
<thead>
<tr>
<th>CHARACTERISTIC</th>
<th>Facilitative</th>
<th>Dialogical</th>
<th>Directive</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>METAPHOR</strong></td>
<td>Sounding board</td>
<td>Partner</td>
<td>Expert-Apprentice</td>
</tr>
<tr>
<td><strong>TEACHER KNOWLEDGE</strong></td>
<td>Knows what they need to know to improve</td>
<td>Has valuable knowledge but may need other knowledge to improve</td>
<td>Must implement new knowledge to improve</td>
</tr>
<tr>
<td><strong>DECISION MAKING</strong></td>
<td>Teacher</td>
<td>Teacher</td>
<td>Coach</td>
</tr>
<tr>
<td><strong>APPROACH</strong></td>
<td>Does not share expertise</td>
<td>Shares expertise dialogically</td>
<td>Shares knowledge directly</td>
</tr>
<tr>
<td><strong>FOCUS</strong></td>
<td>Teacher / Student</td>
<td>Student</td>
<td>Teaching Practice</td>
</tr>
<tr>
<td><strong>MODE OF DISCOURSE</strong></td>
<td>Inquiry</td>
<td>Balances advocacy with inquiry</td>
<td>Advocacy</td>
</tr>
</tbody>
</table>
WEEK THREE

HOW DO I FIND COLLABORATING TEACHERS?

**ACTIONS**

*Use one or more of the following practices*

<table>
<thead>
<tr>
<th>ACTIONS</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>One-to-One interviews (example questions)</td>
<td></td>
</tr>
<tr>
<td>Large-group presentations (Are you interested?)</td>
<td></td>
</tr>
<tr>
<td>Small-group presentations (Are you interested?)</td>
<td></td>
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<tr>
<td>Principal referral</td>
<td></td>
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<tr>
<td>Workshops (Are you interested?)</td>
<td></td>
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<tr>
<td>Informal conversations</td>
<td></td>
</tr>
</tbody>
</table>

INSTRUCTIONAL COACHING: AN INTRODUCTION
Instructional Coaching

Instructional coaching is a confidential partnership entirely focused on making it easier for teachers to meet the needs of their students. If coaching isn’t a valuable and worthwhile activity for you, I haven’t done my job well.

Coaching and My PD Plan
Instructional coaching is an easy and powerful way you can complete your My PD Plan.

What can we do together?
All teachers identify the focus for their coaching cycle, often goals relate to student behavior (such as increasing engagement), achievement (as measured by, for example, formative assessment), and attitude (for example, encouraging students to read for pleasure). Many of the teaching practices we might use in pursuit of your goal may be drawn from the Big Four described in Jim Knight’s High-Impact Instruction:

Content Planning
Guiding Questions
Learning Maps

Formative Assessment
Specific Proficiencies
Checks for Understanding
Teaching and Learning Modifications

Instruction
Thinking Prompts
Questioning

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

CONTACT INFORMATION
Wayne Gretzky          Room 99          Extension 2857
EXAMPLE
ONE-TO-ONE INTERVIEW QUESTIONS

from p. 90-98, Instructional Coaching: A Partnership Approach

Teachers’ current reality
- Describe a typical day on the job.
- What kinds of pressures are you facing?
- What kinds of changes are you experiencing?

Students’ current reality
- Tell me about your students.
- What are the major needs of your students?
- What could have a significant influence on the success of your students?

School’s current reality
- How would you describe the relationship between grade levels (departments) and special education teachers?
- How would you describe the learning/teaching environment of the school?

Changes Experienced
- How has your job changed over the last five years?
- How has your teaching philosophy changed over the last five years?

Instructional practices
- Are you teaching a specific intervention? If yes, describe it.
- What impact does this intervention have on your students’ achievement?

Desired future
- What changes in your school could have the greatest influence on student success?
- Describe the ideal school.

Professional development
- Give examples of the kinds of professional development you’ve attended in the last six months.
- What is the most affective way for you to learn a new intervention or teaching practice?
- How can professional development sessions be structured to best meet your learning needs?
# Coaching Tools

Are you interested?

<table>
<thead>
<tr>
<th>NAME:</th>
<th>DATE:</th>
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</thead>
</table>

I am most interested in:

- [ ] These times are good for me:

- [ ] Maybe some other time:
HOW DO I WORK WITH MY PRINCIPAL?

Agenda: Principal/Coach Meeting

- Update from previous week
- Review time chart
- Principal’s most pressing concerns
- Problem solving
- Setting goals for upcoming week
- Review items on the playbook
**Role Clarity**

**What Coaches Do and Don’t Do**

Employees experience role clarity when they know what they need to do and what is expected of them. The content of their tasks, work methods, and priorities are all clear, and employees are aware of their role within the organization. On the other end of the scale, role ambiguity occurs when the content, priorities, and work methods are unclear.

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**MEREL WIJNANDS**
Confidentiality

A BROKEN TRUST

Cathy Winslow sat in her car, staring out the through the windshield lost in thought. A coach for only a few months, Cathy was deeply concerned that she had made the wrong career choice. “I think that everyone is against me,” she thought to herself. The sad truth was that Cathy was close to being right.

Cathy had the best reasons for becoming a coach. By helping teachers improve the way they taught, Cathy felt she could have a lasting impact on the lives of all the students those teachers taught. And Cathy was successful at first. She found teachers to work with; she modeled in the classrooms, and she observed teachers and gave them feedback. Things started out quite well.

Those days seemed a long time ago, unfortunately. In October, Cathy had a casual conversation with her principal, Dr. Carolyn Austin. During the chat, Carolyn asked Cathy how she thought a few teachers were doing, and Cathy was quick to say how impressed she was. Then Dr. Austin asked about Tom Drekker. Cathy was a bit taken aback, but she couldn’t hide her true feelings. Cathy knew Tom quite well. He was a real leader in the school, and Cathy didn’t think he was leading the school in the right direction. “Well the truth is,” Cathy said, “I don’t think he belongs in our school. He refuses to do anything I suggest, and I just don’t think he cares about kids.” Cathy and Carolyn talked for a few minutes about the situation, and then moved on to other topics.

A few days after their meeting, Tom Drekker sought out Cathy in the staff lounge and confronted her in the hall. In front of several staff, Tom turned on the coach, saying, “If I had know you were a spy for the principal, I never would have let you in my classroom. Thanks for screwing up my relationship with Austin.” After his outburst, Tom stormed past Cathy and headed back to his classroom. Apparently, Dr. Austin had followed up on her conversation with Cathy and confronted Tom. When Tom quickly realized the Dr. Austin had been talking Cathy, he was furious, and told his colleagues about the breach of trust. From that day on, teachers were much less interested in working with Cathy. Most staff, whether they liked Tom or not, felt that he had been treated poorly, and they didn’t feel comfortable working with their coach. Cathy knew she should have done things differently, but she wasn’t sure what.

“Honesty is the fastest way to prevent a mistake from turning into a failure.”

JAMES E. FAUST
A BROKEN TRUST: QUESTIONS

1. What did Cathy do, if anything, that she shouldn’t have done?

2. What did Principal Austin do, if anything, that was wrong?

3. What do you think should or should not be confidential in the conversation between a coach and principal?
Time

1. Review the list of tasks.
2. Are there any you would add?
3. What percentage of time do you think should be spent on each of these tasks?
4. What percentage of time do you think is being spent on these tasks?

<table>
<thead>
<tr>
<th>TASKS</th>
<th>% OF TIME</th>
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“My favorite things in life don’t cost any money. It’s really clear that the most precious resource we all have is time.”

STEVE JOBS
## Time Chart

### Improve:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Impact Cycle</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Provide and manage resources</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Walk-through observations</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Substitute teaching</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Cafeteria/bus duty</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Professional learning communities</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Meetings</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Giving presentations</td>
<td>○</td>
<td>○</td>
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<tr>
<td>Assessments (analysis, reporting, testing, etc.)</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Mentoring</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Personal knowledge building</td>
<td>○</td>
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Strategies can be shared and taught by creating an Instructional Playbook

To help teachers improve student learning and well-being by improving instruction, the coach must be able to clearly describe a set of teaching strategies teachers can use to hit their goals.

Virtual Course: The Instructional Playbook →

FURTHER READING

The Instructional Playbook: The Missing Link for Translating Research into Practice is our in-depth guide to understanding and creating a successful instructional playbook. The last section of the book contains playbook examples collected from 5 school districts around the U.S.

Order on ICG’s website →
Order on Amazon →

A successful Instructional Playbook includes Teaching Strategies that address content planning, formative assessment, instruction, and community building. Examples of these can be found in our book, High-Impact Instruction: A Framework for Great Teaching.

Order on Amazon →
WHERE DO I FIND THE TIME?

We’ve put together a few time management tools that we hope will be helpful to you. Feel free to print these and try them out, remembering that you can always edit them to create new tools that work best for you.

1. Organizer
2. Map
3. List
4. Year-at-a-Glance
5. Quarterly Planner
6. Monthly Planner
7. Weekly Planner
8. Daily Planner
9. Reflection
## Coaching Tools

### Organizer

<table>
<thead>
<tr>
<th>ROLES</th>
<th>PEOPLE</th>
<th>PROJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What positions do you hold?</td>
<td>Who in your life is important to you?</td>
<td>What do you want to accomplish?</td>
</tr>
</tbody>
</table>

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**DATE:**
<table>
<thead>
<tr>
<th>ORGANIZERS</th>
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## Weekly Planner

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COACHING TOOLS

Daily Planner

DATE:

SCHEDULE

MOST IMPORTANT TASKS

REFLECTION
## Reflection

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OPTIONAL HOMEWORK

YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources
3. Answer questions on the following page

Bring your answers next week if you would like to share; your experience could be helpful for someone else!

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL:
https://instructionalcoaching.com/instructional-coaching-intro-course/
WEEK THREE QUESTIONS:

1. What will you do to enroll teachers? When will you do it?

2. What is your policy for confidentiality?

3. Will you discuss your role with your principal? When will you do it?
WEEK FOUR

GETTING A CLEAR PICTURE OF REALITY

Week 4: Getting A Clear Picture of Reality

63  How do coaches partner with teachers to get a clear picture of reality?
75  Setting a PEERS Goal
78  Using the Identify Questions with teachers to identify goals

88  Resources + Downloads
89  Tasks for Next Week
LET'S TAKE A POLL...

WHICH STATEMENT BELOW MOST ACCURATELY DESCRIBES YOUR SITUATION?

- I have not coached yet, and everything is new to me.
- I have been coaching, but I have not had professional development on how to coach.
- I have been coaching, and I have had professional development on coaching, but not this approach to instructional coaching.
- I have been coaching, and I have had professional development on this approach to instructional coaching.
GETTING A CLEAR PICTURE OF REALITY

The Illusion of Objectivity

Because of perceptual errors, we view the world through an illusion of objectivity. We think we see ourselves and the world around us accurately, but we usually see and understand things through many filters that color our perceptions.
COMMON PERCEPTUAL ERRORS

Confirmation Bias: Our natural tendency to color our perceptions of reality by consciously or unconsciously seeking data that supports our assumption about the world around us.

Habituation: Our tendency to become desensitized to any experience, positive or negative, that we experience repeatedly.

Primacy Effect: Our tendency for our first experiences with someone or something to bias us in favor of a particular impression of that person or thing.

Recency Effect: Our tendency for our last experiences with someone or something to bias us in favor of a particular impression of that person or thing.

Stereotypes: Prejudging people as having the characteristics of a group (often negative) which blinds us to the unique characteristics of individuals.
Option One: Using Video

Conditions for success:

1. TRUST

2. CHOICE

3. INTRINSIC RATHER THAN EXTRINSIC MOTIVATION

4. BOUNDARIES

5. LEADERSHIP

6. PATIENCE
COACHING TOOLS

How to Get 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.

Getting Ready
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.
- Review the Watch Yourself and Watch Your Student forms 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 catches your attention.
- 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 also watch for things you like.
- After watching the video, review your notes and circle the items you will discuss with your coach (two you like, and one or two you would like to explore further).
- Sit back, relax, and enjoy the experience.
WATCH YOUR STUDENTS

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:

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<th>NOT CLOSE</th>
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<th>RIGHT ON</th>
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<tr>
<td>Students were engaged in learning (at least 90% engagement is recommended)</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Students interacted respectfully.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Students talked about learning an appropriate amount of time</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Students rarely interrupted each other.</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Students engaged in high-level conversation</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Students clearly understand how well they are progressing (or not)</td>
<td>1 2 3 4 5 6 7</td>
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<tr>
<td>Students are interested in learning activities in the class</td>
<td>1 2 3 4 5 6 7</td>
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Comments:

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WATCH YOURSELF

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

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<th>NOT CLOSE</th>
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<tbody>
<tr>
<td>My praise to correction ratio is at least a 3-to-1 ratio.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
</tr>
<tr>
<td>I clearly explained expectations prior to each activity.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
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<tr>
<td>My corrections are calm, consistent, immediate, and planned in advance.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
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<tr>
<td>There was very little wasted time during the lesson.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
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<tr>
<td>My questions are appropriate for the learning occurring.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
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<tr>
<td>My learning structures (stories, cooperative learning, thinking devices, experiential learning) were effective.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
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<tr>
<td>I used a variety of learning structures effectively.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
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<tr>
<td>I clearly understand what my students know and don't know.</td>
<td>1 2 3 4 5</td>
<td>6 7</td>
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Comments:
Option Two: Interviewing Students

- Interviews work best with students one-to-one to facilitate a more candid discussion.
- To get a clear understanding of what students think of the class, we suggest interviewing about 20% of the students.
- The students can be interviewed by either the coach or the teacher.

Questions for Students in Grades 5-12
1. How would you say the class is going for you?
2. How engaged are you in class?
3. Tell me a bit about your goals for school, life, work.
4. What roadblocks are you encountering as you try to achieve your goals?
5. What can our class and our school do better to help you achieve your goals?
6. When do you feel comfortable speaking up in class?
7. What could be changed about our class to help you learn more?
8. What else can you tell me about how this class can become a better learning experience for you?

Questions for Students in Grades
1. What do you like about school?
2. What don’t you like about school?
3. What do you wish you could do more in school?
4. Describe what the perfect school would look like for you.
5. What do your friends say about the school?
6. IF you were the teacher, what would you change about the way things go in the class?
7. Is there anything you want to tell your teacher or the school principal?
Option Three: Reviewing Student Work

Another way to gain a clear picture of current reality is to review the work being done by the students. There are a few ways to do this.

- The coach and teacher can look together at recent work turned in by the students and identify major strengths and weaknesses.
- Coaches can review recent student work in collaboration with the teacher and summarize strengths and weaknesses by 1) applying criteria the teacher identifies as important, and 2) by operating from a shared understanding of the elements of the criteria used to analyze the work.

Other ways to gather data:
- Assessing reading skills by sitting beside the student and asking them to read a passage out loud.
- Speaking quietly with students at their desks and ask questions like “what are you learning right now?” or “why is this learning valuable?”
Option Four: Observation (Gathering Data)

When we talk about data with teachers, we ground the conversation in the partnership principles positioning the teacher as the person who will make the decisions about what data is gathered. Coaches don’t silence themselves, but they always share ideas provisionally and clearly. Coaches work with teachers for teachers and students, not for themselves.

Coaches should clarify before they observe to gather data.

**CHECKLIST: PRE-OBSERVATION CONVERSATION**

- Take notes during the conversation.
- Determine the desired form of feedback—(a) appreciation, (b) coaching, (c) evaluation, or (d) some other form.
- Determine the purpose of the observation—(a) to get a clear picture of reality, (b) to establish a baseline for setting a goal, (c) to monitor progress toward a goal, or (d) some other purpose.
- Explain the different kinds of data that can be gathered.
- Determine which types of data will be gathered.
- Determine the location, date, and time for the observation.
- Determine whether or not it is OK for you to talk with students in the class.
- Ask, “Is there anything I need to know about particular students or this class in general?”
- Determine where you will sit and whether or not it is OK for you to move around the class.
- Ask, “Is there anything else you want to ask me that you haven’t asked yet?”
- Determine how you will share data (e.g., face-to-face, via email).
- Identify when and where you will meet to discuss data.

*Take Notes…as seems useful.*

*Use the Observation planning form.*
OBSERVATION: THINGS TO CONSIDER

What kind of feedback does the teacher want?
Stone and Heen write about three types of feedback, and it’s important to clarify what kind of feedback the teacher would like...

• Appreciation—feedback on our successes
• Coaching—feedback that helps us get better (but coaches do not evaluate)
• Evaluation—feedback that tells us how we are doing in comparison to others or a standard.

What is the purpose of the observation?
Confirm what the purpose of the observation will be...

• To get a clearer picture of reality?
• To establish a baseline for setting a goal?
• To monitor progress toward the goal
• Some other purpose?

Explain the different kinds of data:
Time on task, experience sampling, instructional vs. non-instructional time, real learning index, ratio of interaction, corrections, disruptions, respectful interaction, types and kinds of questions, level of questions, opportunities to respond, correct academic responses, different students responding, teacher vs. student talk time

• The coach provides an overview of the data types
• The teacher decides what type to focus on
Determine when observation will take place:
- What class could teach us the most?
- The teacher chooses!

Ask for special information about the class or the students:
- Which parts of the class should observation be focused upon?
- Are there any particular students on which to focus?

Clarify what the teacher is comfortable with you doing while observing:
- Where shall the observer sit or stand?
- Is it OK to walk around?
- Is it OK to talk with the students?
- As a coach, you are a guest, so don’t interfere with the learning process!

Determine how data will be gathered:
- How data will be gathered depends on the focus of the observation
- Use forms to focus your observation
- Use seating charts to help keep track of data

Finalize other details:
- Confirm how data will be shared with the collaborating teacher
- Will the teacher wish to see the data before the coaching conversation, or will she be OK having that conversation in the coaching session?
- Where and when will the coach and teacher discuss the data?
- Before closing the conversation, the coach could ask if there is anything the teacher would like to ask that hasn’t been asked to this point.
## 20-MINUTE HIGH-IMPACT SURVEY

### COMMUNITY BUILDING

**Time on Task**

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<th>MINUTES</th>
<th>STUDENTS ON TASK</th>
<th>% ON TASK</th>
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**Ratio of Interactions**

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**Expectations**

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**Respect**

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<th>SHOWN TOWARD TEACHER AND OTHER STUDENTS</th>
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<th>NO</th>
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### INSTRUCTION

Check which of the following teaching practices were present and record the number of minutes for each:

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<th>MINUTES</th>
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<td>Cooperative learning</td>
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**Kinds of Questions**

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**Levels of Questions**

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<th>BIG IDEA</th>
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### PLANNING, ASSESSMENT, LEARNING

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<th>YES</th>
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- Teacher clearly states learning target for the lesson
- Teacher clearly describes success criteria for the student learning
- Teacher gathers data showing whether or not students are learning
- Teacher modifies teaching or learning to improve student achievement based on data gathered
SETTING A PEERS GOAL

A PEERS goal is a goal that is powerful, easy (to implement), emotionally compelling, reachable, and student-focused.

- Powerful
- Easy
- Emotionally Compelling
- Reachable (measurable, strategy identified)
- Student-focused
Powerful

• Is the goal worth the time you'll invest in trying to reach it?
• Will the goal make a significant difference in students' lives and learning?

---

Easy

“Simplicity is the ultimate sophistication.”

STEVE JOBS

• Is the powerful goal simply described?
• Does the goal describe a clear destination and the shortest path to that destination?
• Does the collaborating teacher believe they (and the students) can reach the goal?

---

Emotionally Compelling

• Change involves how people feel and think, so to be compelling, a goal needs to speak to a person's emotions as well as their reason.
• When people don't change, it often is because they don't feel emotionally compelled to solve the problem.
• The coach helps the teacher identify what part of the class worries them the most, or what they dislike the most about teaching, and uses that as a signifier of what could become an emotionally compelling goal.
Reachable

• A goal isn’t powerful unless it’s reachable. A goal provides hope if it can be reached.
• Is the goal clearly stated? Clarity dissolves resistance, according to Heath and Heath.
• Does the goal provide a vivid picture of what is possible? It’s important to have a clear vision of what the class looks like as a result of achieving the goal.
• Does the goal spell out exactly what you want to achieve? This makes it less likely that your collaborating teacher will settle for less than is possible, and it also help you chart your course of action.
• Are there clear strategies that could be used to reach the goal? Hope comes in knowing the goal can be reached, and having a path to get there.
• Does the goal have a clear finish line? Can you precisely describe what will be different as a result of hitting the goal? Imprecise goals create frustration, but clearly described goals build hope.
• What is the measurable finish line, and will it be clear how to measure progress toward the goal?

Student-focused

• A student-focused goal provides clear feedback on whether or not the changes implemented by the teacher are making a difference where it counts: in the lives and learning of the students (embedded responsible accountability).
• Does the goal provide clear feedback on whether or not the changes are making a difference for students?
• What will be different for the student if the goal is met?
The Identify Questions

The Identify Questions are a list of questions that the coaches and our research team developed, tested, and refined over time. They have proven to be powerful for structuring conversations that lead to the identification of a goal. When sitting down with a collaborating teacher (after reviewing a video) to set a PEERS goal, The Identify Questions are at the heart of the conversation.

1. **On a scale of 1-10, with 1 being the worst lesson you’ve taught and 10 being your ideal, how close was the lesson to your ideal?**

Using a scaling question rather than an opinion question makes for a more constructive conversation by:

- focusing on what things ought to be...
- encourages change...
- measures change...
- confirms progress...
- provides a means of deciding priorities and next steps...
- shows teachers they are in charge of the coaching process.

2. **What pleased you about the lesson?**

- a negative view of reality is as ineffective as denial.
- This question helps balance the conversation to include what did and didn't go well.
- What went well can be a point of departure for getting better.
- It is good to build on strengths—both teachers' and students'!

3. **What would have to change to move the lesson closer to a 10?**

- Keep the focus on what can be done, not on what isn't working
- Practice the power of visualization by describing exactly what it would look like if the students were acting in a way that promoted their learning.
- Describe the change you want to see in yourself and your students.
- This question grounds the discussion in reality while keeping the focus on a better possible future.
- Ask the miracle question to help clarify the solution:
“Suppose that tonight you go to bed—and you go to sleep as usual—and during the night a miracle happens—and the problem vanishes—and the issues that concern you are resolved—but you’re asleep, so you don’t know that the miracle has happened—so when you wake up tomorrow what will be the first things that tell you that the miracle has happened? How will you know that the transformation has occurred?”

Jackson and McKergow
The Solutions Focus: Making Coaching and Change Simple (2013)

4. **What would you see your students doing differently if your class was a 10?**

- What do the students need?
- What would aid the students’ wellbeing?
- Asking this question helps to avoid what Michael Bungay Stanier calls “the advice monster,” and will help you to stay curious.
- Consider: can I be comfortable as an instructional coach with the general ambiguity of asking a meaningful questions as opposed to giving advice?
- The problems with advising instead of asking are, 1) we alone are doing the thinking, and, 2) we decrease our collaborating teachers ownership of the solution and their commitment to change.

5. **Tell me more about what that would look like.**

- This is a variation of the AWE question and provides more clarification on the change the teacher hopes to see in the classroom.
- The question provides a look at the classroom from a broader perspective before pinning down a goal and strategies.

6. **How could we measure that change?**
• If coaching is to succeed, there must be a finish line, a way to measure progress to know when we’ve reached the goal for which we are aiming. How do we identify the endpoint? Are we measuring a behavior? Achievement?
• Has the teacher created a clear vision and description of what will be different when the goal is met?
• Quantifying the goal helps the coach and collaborating teacher determine if the changes they’re implementing are moving students forward.
• Progress toward the goal should be measured at least once a week to inform adjustments in order to stay on track.
• Can you describe clear goals that do not require a number?

7. **Do you want that to be your goal?**

• After working through the previous questions, the teacher is now ready to choose a goal that will really make a difference for students because she will know more clearly what it is she really wants for the students.
• Ask again, what do you really, really want? Give time for thoughtful response.
• As a coach, consider again that the coaching process is to be fully guided by the teachers’ concerns and desires.
• The question communicates that coaching is an act of service. As an instructional coach, then, do I see my job as an act of service?

8. **If you could hit that goal, would it really matter to you?**

• Unless the teacher cares deeply about the goal, she won’t reach it.
• Think creatively and remain open to hearing what the teacher’s most pressing concerns are.
• Does the goal hit the teacher in the gut? Does it feel right? If not, encourage the teacher to identify a more compelling goal.

9. **What teaching strategy can you use to achieve your goals?**

• As a coach, do you have a deep understanding of a small number of high-impact teaching practices?
• Do you have an instructional playbook of those practices at the ready?
• As a coach, do you feel prepared with solid strategies and practices to offer the collaborating teacher?
• As a coach, are you willing to see the list of strategies and practices in the playbook as a sort of menu of options from which the teacher is free to choose? Remember: coaching is not a top-down practice.
• Before offering your own strategies, ask the teacher if she knows of a strategy she’d like to try first.
• Keep the dialogue going and keep in mind the importance of balancing inquiry with advocacy.
• Two heads are better than one!

10. What are your next steps?

• What specific next actions do we need to take to move the cycle forward?
• When and where will coaching occur?
• What will happen during those sessions?
• How will the teacher see and learn the strategy to be used?
• When will the strategy be implemented?
• When will data be gathered?
OPTIONAL HOMEWORK

YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources
3. Answer questions on the following page

Bring your answers next week if you would like to share; your experience could be helpful for someone else!

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL: https://instructionalcoaching.com/instructional-coaching-intro-course/
1. Jot down notes about anything that is unclear about the Identify stage of the Impact Cycle. What is unclear? Please bring your questions to our next session.

<table>
<thead>
<tr>
<th>NOTES ON IDENTIFY STAGE</th>
<th>QUESTIONS / THINGS UNCLEAR</th>
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2. How is the Impact Cycle similar or different from the way you will be expected to coach?

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3. What questions do you have about how to implement the impact cycle? Please bring your questions to our next session.

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LEARN AND IMPROVE

Week 5: Learn and Improve
88  Stage Two: Learn
97  Stage Three: Improve

106  Tasks for Next Week
1. Why are checklists an important tool for instructional coaches?
2. How can coaches explain strategies dialogically?
3. What are the five different ways instructional coaches can model for teachers?
4. How should coaches partner with teachers to make adaptations until the goal is met?
Two ways instructional coaches can share and teach teaching strategies are by (a) sharing checklists and (b) modeling.

Checklists

Checklists challenge coaches to describe a practice concisely and help them get to the core of the strategy by identifying the essential elements.

- They make it easy to remember, describe, and model instructional practices
- They help ensure deep knowledge of the content
- They reinforce knowledge of the practices and help the coach communicate them effectively
- For these reasons checklists make up the bulk of the instructional playbook.
Explaining Strategies Can Fail for Four Reasons

1. A coach’s description can be too long or too detailed and lack precision.

2. Teachers are overwhelmed and can’t see themselves using the strategy. Checklists provide a way to check in with the teacher and assess whether they are understanding how the strategy works and if it is clear how they could use it.

3. Coaches don’t always know what it looks like when they’re explaining strategies, and they may think they’re being completely clear and concise when they aren’t. A video can reveal this, but a checklist provides focus and helps guard against false clarity.

4. Checklists help a coach remember everything by providing a clear structure and map for explaining the teaching strategies to teachers. In a sense, the thinking is done once when the checklist is made and then takes some of the load off the coach’s brain later because she won’t have to worry about whether or not she’s remembering everything or being clear enough. The checklist ensures these things by doing some of the remembering for the coach.

**HINTS FOR CHECKLIST USE**

- go through them line by line with the teacher
- get confirmation of understanding from the teacher
- ask for feedback and think together about ways to adapt the strategy to better meet students’ needs
- keep the checklists short and focused on the essential elements of a strategy, so those elements are easy to remember
Effective Checklists

BAD CHECKLISTS ARE...

- vague and imprecise
- too long
- hard to use
- impractical
- made by desk jockeys
- assume people are dumb
- turn brains off
- clutter the page

GOOD CHECKLISTS ARE...

- Precise
- Short but efficient containing essential information (5-9 items max)
- Easy to use
- Don’t spell everything out
- Only include critical steps
- Practical
- Don’t clutter the page
## Checklist: Using Assessments Effectively

<table>
<thead>
<tr>
<th>What to do:</th>
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<tbody>
<tr>
<td>Ensure all students respond.</td>
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<tr>
<td>Develop a group response ritual.</td>
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<tr>
<td>Ask students to explain their responses.</td>
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<tr>
<td>Repeat assessments to ensure clarity.</td>
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<tr>
<td>Reinforce students using assessment results.</td>
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<tr>
<td>Use effective questioning techniques.</td>
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**CHECKLIST: DIALOGICAL EXPLANATIONS**

<table>
<thead>
<tr>
<th>Coaching Behavior</th>
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<tbody>
<tr>
<td>Explain that the purpose of the conversation is to describe the parts of the strategy, and record any modification that teacher would like to make.</td>
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<tr>
<td>Provide a quick overview of the strategy, and ask the teacher to read the checklist to see what the strategy involves.</td>
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<tr>
<td>Ask if the teacher has any questions or thoughts about the checklist.</td>
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<tr>
<td>Go through each item on the checklist and ask the teacher if the explanation is clear and if she would like to modify it at all. Write down on the checklist any modifications the teacher would like to make.</td>
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<tr>
<td>If the teacher suggests modifications that the coach thinks might diminish the effectiveness of the strategy, share your thoughts with the teacher, while still positioning the teacher as the decision-maker in the conversation.</td>
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<tr>
<td>Sum up how the strategy will be taught asking if there is anything that is still unclear.</td>
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<tr>
<td>Ask, “Now that we’ve gone through this, on a scale of 1-10, how confident are you that you can implement this practice?”</td>
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<tr>
<td>If teacher doesn't feel confident, continue the explanation until the teacher is ready to implement.</td>
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Modeling

One of the most powerful ways to learn a process is to watch someone else do it. There are five different ways a coach can show (model) a teaching strategy to a teacher: 1) the coach models it in the teacher’s classroom with students present, 2) in the teacher’s class without the students present, 3) co-teaching, 4) visit another teacher’s classroom, or 5) watch video of the strategy being implemented.

1) Modeling the Strategy in the Teacher's Classroom, With the Students Present

- Coaches don't need to teach an entire lesson—they just need to model the teaching strategy being learned.
- If a coach teaches the entire class, it can erode a teacher's authority.
- The goal of modeling is to make it easy for teachers to implement teaching strategies effectively.

Tips for Coaches Who Want to Model a Lesson:

1. The coach can be introduced to the class as another professional who is trying out a new strategy and needs feedback from the teacher and students. The coach is positioned as the one who needs help, not the teacher.
2. Coaches must have a deep understanding of the practices they will be modeling.
3. The coach shouldn’t try to dazzle the students; a simple, clear demonstration is all that is necessary.
4. The coach and teacher should discuss prior to the lesson behavioral expectations in the classroom and confirm who will be managing students’ behaviour if expectations are violated. Coach and teacher should also discuss which students have particular learning needs that should be addressed.
5. Consider having the students make name tents, so the coach can converse with them using their names.
6. Honor the collaborating teacher during the model lesson.
7. Video-record the model lesson for further self-coaching and development as a coach and, perhaps, to share with other teachers who want to learn the same strategy.
OTHER TIPS FOR MODELING A LESSON WHEN STUDENTS ARE PRESENT

1. Consider getting to the class early to familiarize yourself with the students and to help ease the transition to having two teachers in class.
2. Review as necessary!
3. Be clear about what the expectations are for the class.
4. Have the students summarize what they’ve learned.
5. Expect to learn from you collaborating teacher.

2. MODELING IN THE CLASSROOM WITHOUT THE STUDENTS PRESENT

- Some teachers may feel more comfortable in this situation.
- If the teacher wants to introduce the strategy to the kids, this allows for that.
- Modeling in front of the kids doesn’t work well if the goal is a behavioral goal.
- Without the students present, the coach and teacher can stop the model at any point and discuss how it’s going.
- Prior to any model, make sure the teacher has her own checklist.

3. MODELING BY CO-TEACHING

Co-teaching makes sense when a coach knows she doesn’t have enough knowledge of the content the students are learning. Co-teaching allows the coach to model a teaching strategy in a particular part of a lesson while the teacher can ensure correct content is taught. Co-teaching is also effective when collaborating teachers are unhappy with some aspect of the lesson and would like their coach’s help or advice during or after the lesson.

CO-TEACHING HINTS AND HELPS

- The partnership principle of equality is during co-teaching with the teacher and the coach sharing authority.
4. MODELING BY VISITING ANOTHER TEACHER’S CLASSROOM

- ...can help the teacher master all kinds of strategies
- ...can help the teacher understand how to implement broader approaches to learning or new instructional programs
- ...ideally, the coach, teacher and model teacher should have some time to meet after the class to discuss what they saw.
- Keep in mind that in order for your collaborating teachers to visit other classrooms, you (the coach) may need to offer to cover classes for them.
- Everything we know about learning from modeling applies: a.) the coach, collaborating teacher and model teacher should review a checklist for the teaching strategy prior to class, b.) everyone should meet after the lesson to discuss what happened, and c.) if everyone agrees, a video-recording of the lesson can be a valuable learning tool the collaborating teacher and the model teacher.

About Model Teachers....

- Model teachers need to be masters of the strategies they’re demonstrating
- Model teachers must be confident and at ease discussing what goes on in their class
- Model teachers need to be positive and emotionally intelligent

Notes for the Coach:

- At the start of the year, begin to find and cultivate model teachers
- create a schedule of when strategies will be in use in the model teachers’ classrooms, and keep that handy
- consider creating a video library of the model teachers demonstrating the strategies, so those can be used if needed
- consider partnering with one or two teachers to create model classrooms.
5. MODELING BY WATCHING VIDEO

- Video is a useful aid for modeling, reviewing, and learning new strategies as well as for continued self-coaching for the model teacher
- Consider creating a library of modeling videos to accompany your instructional playbook
- Don’t forget to take advantage of online video libraries of modeled strategies such as can be found at The Teaching Channel

There is so much value in seeing a strategy modeled in several different ways. The more we see things in different contexts, the more we learn.

Breakout Questions:

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

What are your thoughts about the way Jim handled this conversation?
STAGE THREE: IMPROVE

After we have a clear picture of reality, have set a PEERS goal, and have identified and learned strategies we believe will help us reach the goal, we are now ready to enter the Improve phase of The Impact Cycle. This is where the magic happens! We suggest you keep a clear focus on the goal, stay patient and open-minded, and let the fun—and change!—begin!

During the improve phase, the coach and teacher move through the following four steps:

1) Confirm Direction
2) Review Progress
3) Invent Improvements
4) Plan Next Actions
The question addressed in the Improve phase is...

“Did we hit the goal?”

**IF YES, ASK....**

- Do you want to continue to refine your use of the practice?
- Do you want to choose a new goal to work on?
- Do you want to take a break?

**IF NO, ASK....**

- Do you want to change the goal?
- Do you want to change the way you measure progress toward the goal?
- Do you want to stick with the strategy as is?
- Do you want to revisit how you teach the strategy?
- Do you want to choose a new strategy?
Improve, Step One: Confirm Direction

When a coach and teacher meet to discuss progress toward the goal, the first thing to be done is to unpack a collaborating teacher’s most pressing concerns by asking questions.

Two questions are especially helpful for confirming the direction for the coaching conversation:

1. **Given the time we have today, what’s the most important thing for us to talk about?**
   - This question positions the teacher as the one setting the agenda
   - It assures issues that are important to the teacher are addressed.

2. **What’s On Your Mind? (The Kickstarter Question, Michael Bungay Stanier)**
   - The Kickstarter Questions helps confirm direction quickly by getting to the heart of the matter.
   - It helps move the session naturally into step 2: Review Progress.

Improve, Step Two: Review Progress

During instructional coaching there are primarily two reasons data is gathered: 1) to assess how close students are to the goal to identify what adjustments need to be made in order to ensure the goal is hit, and 2) to help gauge how the teacher is implementing the new strategy.

If goals have been met, then the coach and teacher plan their next actions. If the goal has not been met, the coach and teacher can move through the following series of questions (as appropriate to the coaching situation) to take a deeper look at what the data reveal:

A. **What has gone well?**
   - This question begins on a positive note!
   - Ask: can this success be amplified or applied to other aspects of the lesson in some way?
   - Other ways to ask this question are: “What are you seeing that shows this strategy is successful?” and “What progress has been made toward the goal?”
B. What did you learn?
• This is an open-ended question but still provides some focus for the conversation.
• It highlights the iterative, experimental, and creative nature of the work teacher and coach are doing together.
• Another way of asking this question is: “What surprised you?”

C. What roadblocks are you running into?
• This question helps balance the highs and lows of the coaching cycle
• It is open-ended which encourages dialogue
• This question helps focus the teacher’s commitment to the goal by asking, “What would it look like if your students cared deeply and were highly engaged in their learning?”
• After discussing what that would look like, ask: “What could we do that might move the students in that direction?”

Improve, Step Three: Invent Improvements

THE FIVE QUESTIONS FOR ADAPTIVE PROBLEM SOLVING

Instructional Coaches need to be adaptive problem solvers. The following five questions can help:

1. Do you want to stick with the strategy as it is?
• Change doesn’t happen immediately, and sometimes things stay the same—or get worse—before they get better. Have you given the strategy enough time?
• Sometimes it takes a while for the students to become more engaged and responsive to the new way of doing things. Are the students used to operating this way, yet?
• Does the strategy need more time to have an impact, or is it clearly not facilitating progress toward the goal?
2. Do you want to revisit how you use the strategy?
Further adaptation may be needed to refine the strategy for maximum impact. Consider the following three ideas:

- The teacher may need to change her practice
- The teacher may determine modifications she made decreased the strategy’s effectiveness, or
- The teacher may decide more changes need to be made in order to increase the strategy’s impact

3. Do you want to choose a new strategy?
- Remember: everything is an experiment! Relatively speaking, some strategies may work better than others.
- If the teacher decides to change the strategy, the coach should repeat most parts of the Learn phase of The Impact Cycle (checklists, adaptations, and modeling).

4. Do you want to change the way we measure progress toward the goal?
An effective measure is valid, reliable, and yields the same score when used by different people.

5. Do you want to change the goal?
- A general goal provides a rough target and gets the coaching cycle moving, but once changes and strategies are implemented, it may become clear that the goal needs to be refined or changed altogether.
- Consider: the goal may be too challenging or not challenging enough, also, it may not take the standards into account.
- Caution: resist the temptation to choose less challenging goals before you are absolutely certain the goal must be modified.
## Checklist:

### Impact Cycle

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<thead>
<tr>
<th>Identify:</th>
<th>Yes</th>
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<tbody>
<tr>
<td>Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data, student interviews, or student work.</td>
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<tr>
<td>Coach asks the identify questions with the teacher to identify a goal.</td>
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<td>☐</td>
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<tr>
<td>Teacher identifies a student-focused goal.</td>
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<tr>
<td>Teacher identifies a teaching strategy to use to hit the goal.</td>
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<tr>
<th>Learn:</th>
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<tr>
<td>Coach shares a checklist for the chosen teaching strategy.</td>
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<tr>
<td>Coach prompts the teacher to modify the practice if the teacher wishes.</td>
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<tr>
<td>Teacher chooses an approach to modeling that they would like to observe &amp; identifies a time to watch modeling.</td>
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<tr>
<td>Coach provides modeling in one or more formats.</td>
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<tr>
<td>Teacher sets a time to implement the practice.</td>
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<th>Improve:</th>
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<td>Teacher implements the practice.</td>
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<tr>
<td>Data is gathered (by teacher or coach in class or while viewing video) on student progress toward the goal.</td>
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<td>☐</td>
</tr>
<tr>
<td>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).</td>
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<tr>
<td>Coach and teacher meet to confirm direction and monitor progress.</td>
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</tr>
<tr>
<td>Coach and teacher make adaptations and plan next actions until the goal is met.</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Improve, Step Four: Plan Next Actions

A rule of thumb: Too much planning is better than too little!

Making a plan for next actions with your collaborating teacher involves four things:

1. Identifying the date and time for the next meeting
2. Identifying which tasks need to happen before the meeting
3. Identifying who will do which tasks
4. Estimating when those tasks will be completed.

As you co-construct the goal, consider the following:

- Does the goal need modifying? If yes, write a new goal.
- Have you modified the goal? If so, record the latest data on progress to the goal.
- Consider identifying the next actions by writing them down on sticky-notes. Then, organize the stickies chronologically, and identify who will do what.
- Partner with the teacher to determine a realistic, possible completion date. As always, the collaborating teacher is the decision maker here.
- Ask the collaborating teacher about their commitment to the goal. You could use a scale of 1-10 with 10 being I’m still very committed, and 1 being I’m totally done with this goal. If a teacher’s commitment has decreased, consider revisiting the Invent Improvements step and make adaptations until the teacher feels the goal is worth the effort.
OPTIONAL HOMEWORK

YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources
3. Answer questions on the following page

Bring your answers next week if you would like to share; your experience could be helpful for someone else!

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL: https://instructionalcoaching.com/instructional-coaching-intro-course/
1. If you have time for only one thing next week, please review the Impact Cycle Checklist. Jot down any questions you might have about The Impact Cycle. Please bring your questions to our session.

2. Now that you have seen the entire Impact Cycle, please revisit last week’s questions. How is The Impact Cycle similar or different from the way you will be expected to coach? What questions do you have about how to implement the impact cycle? Please bring your questions to our session.
WEEK SIX

GATHERING DATA

Week 6: Gathering Data
111  Gathering Data for Engagement
129  Gathering Data for Achievement
137  Gathering Data for Teaching

148  Tasks for Next Week
TODAY'S GUIDING QUESTIONS

1. How should data be gathered for engagement?
2. How should data be gathered for achievement?
3. How should data be gathered for teaching?
## CHECKLIST:

### IMPACT CYCLE

<table>
<thead>
<tr>
<th>Identify:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher gets a clear picture of current reality by watching a video of</td>
</tr>
<tr>
<td>their lesson or by reviewing observation data, student interviews, or</td>
</tr>
<tr>
<td>student work.</td>
</tr>
<tr>
<td>Coach asks the identify questions with the teacher to identify a goal.</td>
</tr>
<tr>
<td>Teacher identifies a student-focused goal.</td>
</tr>
<tr>
<td>Teacher identifies a teaching strategy to use to hit the goal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learn:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coach shares a checklist for the chosen teaching strategy.</td>
</tr>
<tr>
<td>Coach prompts the teacher to modify the practice if the teacher wishes.</td>
</tr>
<tr>
<td>Teacher chooses an approach to modeling that they would like to observe</td>
</tr>
<tr>
<td>and identifies a time to watch modeling.</td>
</tr>
<tr>
<td>Coach provides modeling in one or more formats.</td>
</tr>
<tr>
<td>Teacher sets a time to implement the practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improve:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher implements the practice.</td>
</tr>
<tr>
<td>Data is gathered (by teacher or coach in class or while viewing video)</td>
</tr>
<tr>
<td>on student progress toward to the goal.</td>
</tr>
<tr>
<td>Data is gathered (by teacher or coach in class or while viewing video)</td>
</tr>
<tr>
<td>on teacher’s implementation of the practice (usually on the previously</td>
</tr>
<tr>
<td>viewed checklist).</td>
</tr>
<tr>
<td>Coach and teacher meet to confirm direction and monitor progress.</td>
</tr>
<tr>
<td>Coach and teacher make adaptations and plan next actions until the</td>
</tr>
<tr>
<td>goal is met.</td>
</tr>
</tbody>
</table>
GATHERING DATA FOR ENGAGEMENT

Behavioral Engagement

How should data be gathered for behavioral engagement?
Assessing Time on Task

When you are gathering time-on-task data, you are taking a snapshot of student behavior at the moment you look at the student. Your observation is a sample of that moment, and it should reflect exactly what you see only at the moment of observation. More than anything, “time on task” means that students are engaged in the learning activity proposed for them by the teacher. Thus, if the teacher is asking students to write a paragraph, students who are on task (doing the task given to them) are writing a paragraph. If the teacher is leading classroom discussion, the students should be listening, asking questions, or responding to questions. As a general rule, the goal should be for students to be on task 90% of the time.

WHAT IT LOOKS LIKE*

Time on Task may include some of the following student behaviors.

- Doing the assigned task, which may include (but is not limited to):
  - Conducting an experiment
  - Reading
  - Working on a cooperative learning project
  - Writing in their notebook
  - Engaging in classroom debate
  - Completing a learning sheet

- Making eye contact with the teacher or other students engaged in the assigned learning.

- Responding verbally and nonverbally to teacher prompts, which may include (but is not limited to):
  - Smiling
  - Doing the assigned task
  - Asking questions
  - Engaging in hands-on activities
  - Taking out materials needed to work on a task
WHAT IT LOOKS LIKE*

Time on Task usually does not include some of the following student behaviors.

- Doing something other than the assigned task, such as:
  - Sleeping
  - Not taking out materials
  - Texting
  - Engaging in side conversations
  - Reading unassigned reading material
  - Touching or bothering other students

---


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<p>| | | |</p>
<table>
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<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:06</td>
<td>Guided Reading</td>
<td>15/15</td>
<td>100%</td>
</tr>
<tr>
<td>8:16</td>
<td>Answering Questions</td>
<td>9/15</td>
<td>60%</td>
</tr>
<tr>
<td>8:26</td>
<td>Point Sentence</td>
<td>13/15</td>
<td>86%</td>
</tr>
<tr>
<td>8:36</td>
<td>Writing Paragraphs</td>
<td>13/15</td>
<td>86%</td>
</tr>
</tbody>
</table>


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Instructional vs. Non-Instructional Time

Measuring instructional time in the classroom can help a teacher gauge how much time students spend actively involved in learning. The coach can use the stopwatch function on a smartphone to measure the amount of time spent on each classroom activity that the teacher would like to measure. The coach can then tally the amount of time spent on each activity to help the teacher set classroom goals.

ANALYZING INSTRUCTIONAL TIME

The teacher and coach can determine how to classify classroom time according to which types of data are the most helpful to the teacher in setting a goal. These three pie charts show examples different ways to categorize classroom time.

- **CLASSROOM 1**
  - WARM-UP, 25%
  - TEACHER-LED INSTRUCTION, 40%
  - STUDENT WORK TIME, 25%
  - CLOSURE, 10%

- **CLASSROOM 2**
  - STUDENT PRACTICE, 30%
  - TRANSITIONING BETWEEN ACTIVITIES, 20%
  - DIRECT INSTRUCTION, 50%

- **CLASSROOM 3**
  - LEARNING ACTIVITIES, 70%
  - TRANSITIONING BETWEEN ACTIVITIES, 10%
  - INTERRUPTIONS TO ACTIVITIES (EXTERNAL), 10%
  - DISRUPTIONS TO ACTIVITIES (INTERNAL), 10%
## MEASURING INSTRUCTIONAL TIME VS. NON-INSTRUCTIONAL TIME

<table>
<thead>
<tr>
<th>INSTRUCTIONAL TIME</th>
<th>NON-INSTRUCTIONAL TIME</th>
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</table>

*TOTAL TIME: ___________________________ TOTAL TIME: ___________________________


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Disruptions

When you are measuring disruptions, you are tallying each time a student disrupts another student’s learning or your teaching. This is easy to do—just watch the video and put a tally on a piece of paper each time a student is disruptive. If two students are disruptive at the same time, score that as two disruptions. You can find many suggestions on how to reduce the number of disruptions in High-Impact Instruction (Knight, 2013).

MEASURING DISRUPTIONS

8:00 – 8:36
total: 15
5/10 minutes
Student Responses

Measuring student responses to questions can help a teacher to determine how much voice students have in class, the extent to which students have the opportunity to show what they know, and which students are answering more often and/or more correctly to classroom questions. The coach keeps a tally of the types of responses that the teacher wants to analyze and tallies up the responses for the teacher to review and reflect on later.

**MEASURING RESPONSES**

8:06 – 8:36
total responses: 26
OTR > 1/min
9/20
Cognitive Engagement

How should data be gathered for cognitive engagement?
ENGAGEMENT FORM

Date: ...........................................

Instructions: Each time you hear the bell, please rate how engaging the learning activity is in which you are involved. You are only to rate whether or not the learning activity is engaging for you.

<table>
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<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>NON-COMPLIANT</td>
<td></td>
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</tr>
<tr>
<td>COMPLIANT</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>ENGAGED</td>
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</tr>
</tbody>
</table>

Student engagement in K-12 is less than 55%.

SHANE LOPEZ

Available for download at resources.corwin.com/impactcycle

Emotional Engagement

How should data be gathered for emotional engagement?

- I have a best friend at school.
- I feel safe in this school.
- My teachers make me feel my schoolwork is important.
- I have the opportunity to do what I do best every day.
- In the last seven days, I have received recognition or praise for doing good schoolwork.

* From GallupStudentPoll.com
Exit Tickets

Exit tickets are a way to collect student feedback on engagement at the end of an activity or lesson. Examine the different exit ticket examples here to develop a quick source of information on engagement that can help the teacher to set engagement goals.

Access & Download these forms:
» https://resources.corwin.com/impactcycle
» Click “Instructional Coaches’ Toolkit”
I feel happy today.

I'd feel happier if:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

happiness

I was happy today.

1  2  3  4  5  6  7
Not at all  Totally

What would have to change to make you happier?

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________

happiness
I feel comfortable speaking in class.

Never

What could be changed to make it easier for you to speak in class?

openness
I feel safe at school.

1  2  3  4  5  6  7
Never  Always

I’d feel safer if:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

safety
What are your goals for this week?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What strategies will you use to meet your goals?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How confident are you that you will meet your goal?

1 2 3 4 5 6 7
Not confident Very confident

How can I help you to hit your goals?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

hope
Today's lesson was meaningful.

1 2 3 4 5 6 7
Not at all Totally

What could I change to make it more meaningful?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

meaning
GATHERING DATA FOR ACHIEVEMENT

Achievement

How should data be gathered for Achievement?
To Assess Knowledge, Use Checks for Understanding

Checks for understanding are quick formative assessments that teachers use daily in class to gauge student performance on specific pieces of academic content. They are especially useful for ensuring that students understand declarative knowledge before moving on to the development of skills and the understanding of big ideas in the curriculum. Examine the list of checks for understanding to gather examples that teachers can use to help set academic goals for students.

Using Checks for Understanding to Assess Knowledge

The Goal: The teacher knows how well every student is doing, and every student knows how well he or she is doing.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Tickets</td>
<td>Exit tickets are short tasks students hand in at the end of class. Exit tickets are usually completed on small pieces or paper or index cards and may include a writing assignment, a short quiz, or a single question.</td>
</tr>
<tr>
<td>White Boards</td>
<td>With white boards, teachers ask all students to answer a question on their individual white board, then hold them up at the same time. Teachers can then lead a clarifying discussion if there are conflicting answers.</td>
</tr>
<tr>
<td>Response Cards</td>
<td>Response cards include index cards with a “yes” on one side and a “no” on the other side, or cards with the colors red, yellow, and green on them. Teachers ask students to answer a question by holding up the appropriate card for their answer at the same time as their classmates.</td>
</tr>
<tr>
<td>Clickers</td>
<td>Various companies sell electronic devices that enable students to respond to questions and send their responses directly to a teacher’s computer or tablet. Using such tools, teachers can see immediately which students answered correctly and incorrectly, and tallies of answers can be displayed via a projector or SmartBoard.</td>
</tr>
<tr>
<td>Thumbs Up, Thumbs Down, Thumbs Wiggly</td>
<td>The teacher asks students to communicate their responses to questions through their thumbs. Holding their thumbs up means they agree/understand, holding their thumbs down means they don’t understand/agree, and holding their thumbs horizontally and wiggling means they’re not sure if they understand/agree.</td>
</tr>
<tr>
<td>Assessment Technique</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>Turn-to-your-neighbor</strong></td>
<td>After students complete a learning task, teachers can ask them to compare their answer or idea with a neighboring student to see if they have the same answer. If yes, students give the teacher a “thumbs up.” If no, students give the teacher a “thumbs down.”</td>
</tr>
<tr>
<td><strong>Hot potato</strong></td>
<td>Ask a student a question to test his or her understanding of content. If the student gets the answer right, then he gets to ask another question that tests another student’s understanding. The student asking the question must know the answer so that he or she can confirm whether or not the new student gets the correct answer. Sometimes teachers let students pick who will answer the question; at other times, teachers pick who will answer the question.</td>
</tr>
<tr>
<td><strong>Soccer, hockey, basketball</strong></td>
<td>Teachers organize the class into two teams and draw a playing field on the whiteboard. To start the game, a puck or ball is drawn at the center of the field. If a team gets a correct answer, the teacher moves the ball or puck closer to the other team’s goal. If a member of a team gets an answer wrong, the ball or puck moves toward their own goal. If the ball or puck gets in their zone, and they get a wrong answer, or the other team gets a right answer, a goal or basket is scored.</td>
</tr>
<tr>
<td><strong>Graphic organizers</strong></td>
<td>Asking students to create graphic organizers (such as descriptive, sequential, problem-solution, and compare and contrast organizers) is a good check of student understanding because, in most cases, students won’t be able to create correct graphic organizers unless they understand the content.</td>
</tr>
<tr>
<td><strong>Writing game show</strong></td>
<td>With a little effort, teachers can develop their own version of popular game shows such as Jeopardy, Who Wants to Be a Millionaire, Wheel of Fortune, or Family Feud. Teachers should divide the class into teams and give each team review time prior to the game.</td>
</tr>
<tr>
<td><strong>Jigsaw or gallery work</strong></td>
<td>Students are organized into groups to create a poster on chart paper that they can display in the room. The poster should demonstrate the students’ knowledge of content covered; for example, a poster might consist of a few bullet points, a picture, a metaphor, or a graphic organizer. Once the groups have finished, mix students so that a new group is formed that includes a member from each initial group. Have the groups then walk around the room, stopping at each poster. Whoever created the poster explains it to the rest of their new group.</td>
</tr>
<tr>
<td><strong>Four corners bell work</strong></td>
<td>Give students a question and then ask them to move to a corner of the room based on their answer. For example, a teacher might pose a multiple-choice question and designate each different corner as a, b, c, or d.</td>
</tr>
<tr>
<td><strong>Quizzes or tests</strong></td>
<td>Multiple-choice, true-or-false, fill-in-the-blanks, and short-answer quizzes and tests are used frequently to gauge student performance. Quizzes or tests can be used with many of the above assessment techniques.</td>
</tr>
</tbody>
</table>
Teachers can assess student understanding by ask students to retell in their own words what they have learned, using words other than those they heard or read during the learning.

Teachers use this strategy to check student understanding by putting students in groups and giving them a task to complete, a question to answer, a term to memorize, or some other assignment. They should explain that, in groups, everyone is responsible for everyone’s learning and that they’ll check with one group member, but that they don’t know who, to ensure that everyone has learned what needs to be learned. Thus, all students need to ensure that everyone knows whatever is being learned.

Student understanding can be assessed using numerous writing assessments. Students can be prompted to write a response to a passage they’ve read, write a letter to an author, write a short story to illustrate a concept that has been learned, and so forth.

**To Assess Skills, Use Rubrics**

---

**Rubrics**

1. Focus on learning within identified boundaries

---
2. **Focus on learning outcomes, not learning tasks**

3. **Describe one criteria at a time**

4. **Use language children can easily understand**

5. **Valid**

6. **Comprehensive**
Single-Point Rubric

Single-point rubrics (also referred to as “checklists”) provide a listing of the key steps in a process that students must complete. They are often used in mastery-focused learning situations because they are a “yes or no” way to determine whether students can demonstrate a skill. Checklists should contain all the necessary steps in the process but should also be as concise as possible to make mastery clear.

CREATE A SINGLE-POINT RUBRIC

- Brainstorm all that goes on the rubric
- Organize each item in a sequence
- Edit to make the rubric shorter and clearer
<table>
<thead>
<tr>
<th>Areas for Improvement</th>
<th>Criteria</th>
<th>Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavor</td>
<td>Balanced, not bitter, distinctive, slightly sweet</td>
<td></td>
</tr>
<tr>
<td>Temperature</td>
<td>Hot, but easy to drink</td>
<td></td>
</tr>
<tr>
<td>Aroma</td>
<td>Strong, balanced, not burnt</td>
<td></td>
</tr>
<tr>
<td>Acidity</td>
<td>Bright, lively feel when first tasted</td>
<td></td>
</tr>
<tr>
<td>Aftertaste</td>
<td>Pleasant taste lingers after coffee has been drunk</td>
<td></td>
</tr>
</tbody>
</table>
Traditional Rubrics

Traditional rubrics involve ranges of performance when students are demonstrating a skill. The ranges should be used instructionally to provide students with specific feedback on how to improve. Creating traditional rubrics can be an arduous process but may be necessary to help the teacher to differentiate feedback on different elements of a process and to help students understand the process more fully.

MULTIPLE-POINT RUBRIC: POUR-OVER COFFEE

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flavor</td>
<td></td>
<td>Too strong or too bitter</td>
<td>Balanced, not too bitter</td>
<td>Wow taste, slightly sweet, strong but not overpowering</td>
</tr>
<tr>
<td>Temperature</td>
<td>Hot, but easy to drink</td>
<td>Too hot</td>
<td>Pleasant</td>
<td>Hot, but easy to drink</td>
</tr>
<tr>
<td>Aroma</td>
<td>Strong, balanced, not burnt</td>
<td>Some scent, but unpleasant</td>
<td>Pleasant coffee scent</td>
<td>Strong, balanced, pleasant scent</td>
</tr>
<tr>
<td>Acidity</td>
<td>Bright, lively feel when first tasted</td>
<td>Subdued</td>
<td>Some brightness</td>
<td>Bright, lively feel when first tasted</td>
</tr>
<tr>
<td>Aftertaste</td>
<td>Pleasant taste lingers after coffee has been drunk</td>
<td>Some aftertaste but not pleasant</td>
<td>Pleasant aftertaste</td>
<td>Pleasant aftertaste lingers long after coffee has been drunk</td>
</tr>
</tbody>
</table>
Reinforcing Students

Effective teachers encourage students by making sure students realize that they see them acting in ways that will help them learn. Teachers can learn a lot about the way they guide learning by watching to see how often they praise students for appropriate behavior and how often they correct students for inappropriate behavior. The ratio of times a teacher lets students know she sees them doing what they are supposed to be doing versus the number of times a teacher corrects students is usually referred to as ratio of interaction (Reinke, Herman, & Sprick, 2011; Sprick, 2009). For more information on ways to encourage students and why you should encourage teachers to do so, see High-Impact Instruction (Knight, 2013).
Ratio of Interaction

When you are gathering ratio-of-interaction data, you are observing how often teachers reinforce students for appropriate behavior and how often teachers correct students for inappropriate behavior. As a general rule, we suggest that teachers pay five times as much attention to appropriate behavior as they do to inappropriate behavior.

Ratio of interaction is not a measure of a teacher’s niceness. Rather, it is a measure of how a teacher directs her attention. Indeed, even if a teacher speaks very positively while attending to a student who is acting inappropriately, that teacher’s action must still be recorded as a correction because the student is getting attention because the student is acting in ways counter-productive to learning.

WHAT IT LOOKS LIKE

Attention to appropriate behavior can be expressed verbally or nonverbally and can be directed to an entire class or an individual student. Teachers’ verbal attention to students is usually perceived with a teacher calling attention to what is going well.

**Some examples of verbal positive attention include the following:**
- “Your effort on this assignment really paid off”
- “The way you’re paying attention is going to help you learn”
- “This is what I’m talking about, class; this is the way a great team learns together”
- “Thank you for getting ready so quickly.”
- “Keep it up. This is the way winners behave.”

**Some examples of nonverbal positive attention include the following:**
- Thumbs up
- Nodding yes
- Smiling in the direction of someone receiving your attention
- High-fiving a student

**Some examples of verbal negative attention include the following:**
- “You need to get working”
- “What are you supposed to be doing now?”
- “John, that’s not acceptable”
- “In this class, we raise our hands before talking”
- “Eyes up here”
Some examples of nonverbal negative attention include the following:
- Moving over to be close to a student who is off task (proximity control)
- Staring at a student until they stop the inappropriate behavior (the evil-eye)
- Frowning at a student
- Taking a student’s book out and pointing to the task the student should be doing

Ratio of Interaction

Ratio: 3:5

\[
\frac{9}{14}
\]
Questions

Analyzing the questions that the teacher and students ask can be helpful when examining patterns of responses among students or groups of students, including the willingness to respond to questions. At the teacher’s request, the coach can collect data on whether the questions are open or closed (kind), opinion or right/wrong (type), and whether the questions are aimed at the learning of knowledge, skills, or big ideas (level).

### MEASURING QUESTIONS WITH A QUESTION CHART

<table>
<thead>
<tr>
<th>QUESTION</th>
<th>KIND</th>
<th>TYPE</th>
<th>LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Access & Download this chart:

» https://resources.corwin.com/impactcycle

Retrieved from the companion website for High-Impact Instruction: A Framework for Great Teaching by Jim Knight.

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Measuring consistent corrections can help a teacher to determine how he or she is responding to violations of classroom rules or expectations. The coach and teacher determine which classroom policies will be the focus of the data collection, and they discuss in depth what constitutes a rule or expectation infraction. If the teacher has a set of escalating consequences for a particular infraction, the coach and teacher will discuss those issues as well so that the data collection process is as clear as possible. After reviewing the data that the coach captures, the teacher can determine the need for a goal around corrections.

### CONSISTENT CORRECTIONS CHART

<table>
<thead>
<tr>
<th>OBSERVED</th>
<th>CORRECTED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>


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Teacher Talk vs. Student Talk

Measuring teacher talk vs. student talk in the classroom is similar to measuring instructional time vs. non-instructional time. Measuring teacher talk can help a teacher gauge how much literal voice students have in the classroom to determine whether voice could be an issue in engagement. The coach can use the stopwatch function on a smartphone to measure the amount of time when the teacher is talking and then subtract that from the total number of minutes in the class to obtain a percentage. The coach can then provide that data to the teacher to aid in setting classroom goals.

TEACHER TALK VS. STUDENT TALK CHART


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<table>
<thead>
<tr>
<th>TEACHER</th>
<th>STUDENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL TIME: ___________________________</td>
<td>TOTAL TIME: ___________________________</td>
</tr>
</tbody>
</table>
Opportunities to Respond

Measuring opportunities to respond can help a teacher to determine how much voice students have in class and the extent to which students have the opportunity to show what they know. The coach keeps a tally of the opportunities that the teacher gives students to answer questions or otherwise demonstrate their understanding either verbally or nonverbally. The coach can then tally the responses for the teacher to review and reflect on later.

### OPPORTUNITIES TO RESPOND CHART

<table>
<thead>
<tr>
<th>Total OTR</th>
<th>minutes</th>
<th>_______ / minute</th>
</tr>
</thead>
</table>


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EXAMPLE: OPPORTUNITIES TO RESPOND CHART

26 OTR
30 minutes

1 / minute

8:06 – 8:36
total responses 26
OTR > 1/min
# 20-MINUTE HIGH-IMPACT SURVEY

## COMMUNITY BUILDING

### Time on Task

<table>
<thead>
<tr>
<th>MINUTES</th>
<th>STUDENTS ON TASK</th>
<th>% ON TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Ratio of Interactions

<table>
<thead>
<tr>
<th>REINFORCING</th>
<th>CORRECTING</th>
</tr>
</thead>
</table>

### Expectations

<table>
<thead>
<tr>
<th>CLEARLY POSTED OR STATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
</tbody>
</table>

### Respect

<table>
<thead>
<tr>
<th>SHOWN TOWARD TEACHER AND OTHER STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
</tr>
</tbody>
</table>

## INSTRUCTION

Check which of the following teaching practices were present and record the number of minutes for each:

<table>
<thead>
<tr>
<th>CHECK</th>
<th>PRACTICE/ACTIVITY</th>
<th>MINUTES</th>
<th>CHECK</th>
<th>PRACTICE/ACTIVITY</th>
<th>MINUTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning routine</td>
<td></td>
<td></td>
<td>Transition time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stories</td>
<td></td>
<td></td>
<td>Quizzes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thinking prompts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cooperative learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Experiential learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Labs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seat work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Direct instruction</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PLANNING, ASSESSMENT, LEARNING

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>

- Teacher clearly states learning target for the lesson
- Teacher clearly describes success criteria for the student learning
- Teacher gathers data showing whether or not students are learning
- Teacher modifies teaching or learning to improve student achievement based on data gathered

OPTIONAL HOMEWORK

YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources
3. Answer questions on the following page

Bring your answers next week if you would like to share; your experience could be helpful for someone else!

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL: https://instructionalcoaching.com/instructional-coaching-intro-course/
WEEK SIX QUESTIONS:

1. Do you think it is important to gather engagement data? Why? Why not?

2. What kinds of data do you think you will end up gathering next year?
CREATING AN INSTRUCTIONAL PLAYBOOK

Week 7: Creating An Instructional Playbook

154  What is an Instructional Playbook?
156  Creating the Table of Contents
162  Creating the One-Page Descriptions
165  Creating the Checklists

176  Tasks for Next Week
TODAY'S GUIDING QUESTIONS

1. What is an Instructional Playbook?
2. How do I create the table of contents?
3. How do I create one-page descriptions?
4. How do I create checklists?
CHECKLIST:
KNOWLEDGE OF PRACTICES

DATE:

Instructions: Indicate how much you disagree or agree with each of the following statements by filling in the appropriate number.

3 = I DISAGREE
7 = I AGREE

I have a one-page document that describes the teaching practices I share with teachers.

I can easily list the teaching practices I share with teachers.

I have created checklists for all the teaching practices I share.

I can easily describe the teaching practices I share with teachers.

I am very comfortable leading workshops on the practices I share with teachers.

I am very comfortable modeling the practices I share with teachers.

I am very comfortable helping teachers adapt practices to fit their unique needs.
CHART:
THE IMPACT CYCLE

IDENTIFY

IMPROVE

LEARN
WHAT IS AN INSTRUCTIONAL PLAYBOOK?

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

LEO BABAUTA
Parts of an Instructional Playbook

### ONE-PAGE TABLE OF CONTENTS OF HIGH-IMPACT STRATEGIES

- High-Impact Strategies
- One-page overview
- Checklists to help coaches describe each strategy

### ONE-PAGE DESCRIPTIONS FOR EACH STRATEGY

- Strategy 1
- Strategy 2
- Strategy 3
- Strategy 4

### CHECKLISTS TO HELP COACHES DESCRIBE EACH STRATEGY

- Checklist for Strategy 1
- Checklist for Strategy 2
- Checklist for Strategy 3
- Checklist for Strategy 4
HOW DO I CREATE THE TABLE OF CONTENTS?

“How get focused through one-page tools.”

BILL JENSEN
Focus

*If everything is important, then nothing is important. If everything is a priority, then nothing is a priority.*
Better to know a few strategies very well than to know a lot of strategies superficially.
# Table of Contents Model

## CONTENT PLANNING
- Guiding Questions
- Learning Maps

## FORMATIVE ASSESSMENT
- Specific Proficiencies
- Checks for Understanding
- Single-Factor Rubrics
- Traditional Rubrics

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

## COMMUNITY BUILDING
- Learner-Friendly Culture
- Power With vs Power Over
- Freedom Within Form
- Expectations
- Witness to the Good
- Fluent Corrections
Creating the Table of Contents

**PREPARATION**

- Every participant brings an electronic device to access district/organization instructional materials.
- Prior to the session, coaches review their notes to see which student-focused goals are being set and which teaching strategies they have shared with teachers.

**CONDITIONS**

- Meet with your team in a setting where everyone can hear everyone else and where there will be few interruptions.
- The room needs to have somewhere chart paper can be posted. Bring chart paper, stickies, and markers.
- Clarify that
  - *this is a brainstorming conversation, so no decisions are final.*
  - *everyone will have input into the Instructional Playbook.*
  - *an Instructional Playbook is a living document that will be revised as necessary.*

**THE PROCESS**

1. ICG Consultant gives overview and models process.
2. Everyone receives a package of stickies.
3. Everyone writes down past and/or present PEERS goals they are coaching on and strategies they have used to help teachers reach the PEERS goals. (Some strategies might be cooperative learning, reinforcing student behavior, or graphic organizers).
4. Write each strategy on a separate stickie note.
5. Use affinity diagram process (p. 193 of *Unmistakable Impact*) to sort out all the stickies.
6. Once everyone has written down all the strategies on stickie notes, they are posted on chart paper where everyone can see them.
7. To determine the categories for your Table of Contents, begin to sort stickie notes into groups.
8. Identify your groups. These will be your draft Table of Contents categories.

*Continued on next page*
9. Facilitators then ask for feedback on what should go on the document, and facilitator creates a one-page synthesis:
   - *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?*
   - *Does each strategy clearly address a PEERS goal?*

**SAMPLE:**
**PEERS GOALS AND STRATEGIES**

<table>
<thead>
<tr>
<th>PEERS GOAL</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| At least 85% of students will be authentically engaged during independent work time after 5 data collections. | • Student Choice  
• Questioning  
• Unit Organizer |

**CHECKLIST:**
**TABLE OF CONTENTS**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>List only high-priority teaching strategies.</td>
<td>o</td>
</tr>
<tr>
<td>The list is no more than one page long.</td>
<td>o</td>
</tr>
<tr>
<td>List only teaching strategies (not, for example, professional development activities, data to be gathered).</td>
<td>o</td>
</tr>
<tr>
<td>Lists categories of teaching practices not small activities (cooperative learning rather than think, pair, share).</td>
<td>o</td>
</tr>
<tr>
<td>Listed strategies help teachers meet their goals within the coaching cycle.</td>
<td>o</td>
</tr>
<tr>
<td>The list is a living document (it is continually being refined based educator experiences with the strategies in classrooms).</td>
<td>o</td>
</tr>
</tbody>
</table>
WEEK SEVEN

HOW DO I CREATE ONE-PAGE DESCRIPTIONS?

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

DOUG FISHER
Strategy Questions

1. A description of the strategy in one sentence (“In One Sentence”)

2. A brief summary of the research supporting the strategy (“Research”)

3. A brief summary of the purpose of the strategy (“What’s the Point?”)

4. A description of what the teacher is doing when implementing the strategy (“How is ______ used by teachers?”)

5. A description of what the students are doing when using the strategy (“How is ______ used by students?”)
One-Page Description Model: Learning Maps

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

RESEARCH:
- Student Expectations 1.44, Teacher Clarity .75, Concept Mapping .75 (Hattie, 2008).
- 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 their 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 support repeated review.

HOW ARE LEARNING MAPS USED BY TEACHERS?
- Teachers should spend 25-40 minutes to introduce the unit through an interactive discussion of the map on the first day of a unit.
- Throughout the unit, the maps may 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.
HOW DO I CREATE CHECKLISTS?

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

ATUL GAWANDE
Four Purposes of a Checklist

- Describes what a good, quality product looks like
- Describes how to create something
- Describes what teachers do
- Describes what students do

**CHECKLIST:**
**CHECKLIST FOR CHECKLISTS**

<table>
<thead>
<tr>
<th>An effective checklist is . . .</th>
<th>☑</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concise:</strong> less than ten lines and as short as possible.</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Explicit:</strong> everything important is stated.</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Precise:</strong> each item is clearly described.</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Easy to Understand:</strong> use the right words stated in the simplest way.</td>
<td>☑</td>
</tr>
<tr>
<td><strong>Comprehensive:</strong> everything that needs to be addressed is addressed.</td>
<td>☑</td>
</tr>
</tbody>
</table>
## Checklist Model: Effective Guiding Questions

| Effective guiding questions . . . |  
|----------------------------------|---|
| address the standards.           |  
| identify the knowledge students need to learn. |  
| identify the skills students need to learn. |  
| identify the big ideas students need to learn. |  
| address meaningful and/or important topics. |  
| address personally relevant topics. |  
| use the most appropriate words. |  
| keep language easy to understand. |  
| prompt students to use learning strategies. |  
| prompt students to use technology. |  
| prompt students to use communication skills. |  

### Checklist Model: Learning Map

**A quality learning map . . .**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>✔️</th>
<th>✗</th>
</tr>
</thead>
<tbody>
<tr>
<td>answers all the guiding questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a starting map with only the core idea, paraphrase, and subtopics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has a complete ending map on no more than one page</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shows connections through line labels</td>
<td></td>
<td></td>
</tr>
<tr>
<td>is organized according to the sequence of the learning in the unit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**CHECKLIST MODEL:**
**INTRODUCING THE LEARNING MAP AND GUIDING QUESTIONS**

| The teacher spends 25-45 minutes to thoroughly introduce the unit |
| Students complete their personal map in their own handwriting (at least partially). |
| The teacher co-constructs the map with students. |
| The teacher provides many opportunities for students to respond to learning so that learning is highly interactive. |
| Students store their map in a place where it will be easy for them to retrieve it. |
### Checklist Model:
#### Daily Use of the Learning Map and Guiding Questions

<table>
<thead>
<tr>
<th>Item</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have their map open on their desk when the bell rings to start the class.</td>
<td></td>
</tr>
<tr>
<td>Class begins with a review of the content covered up until the current point in the unit.</td>
<td></td>
</tr>
<tr>
<td>The learning map is used to introduce the day’s lesson.</td>
<td></td>
</tr>
<tr>
<td>Students record new content learned on the learning map.</td>
<td></td>
</tr>
<tr>
<td>Each day ends with a review of the material depicted on the learning map.</td>
<td></td>
</tr>
</tbody>
</table>
### CHECKLIST MODEL:
**END-OF-UNIT REVIEW WITH LEARNING MAP AND GUIDING QUESTIONS**

<table>
<thead>
<tr>
<th>Teacher and students have created a complete learning map by the end of the unit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning map should be integrated into the end of unit review.</td>
</tr>
<tr>
<td>Teacher should prompt students to use the map to study for the end of unit text (when there is a test).</td>
</tr>
<tr>
<td>Teacher should prompt students to keep their maps stored in an orderly, easy-to-find place in their notebooks.</td>
</tr>
<tr>
<td>When returning students’ tests, the teacher should clearly explain how the map would have helped them prepare for the test.</td>
</tr>
</tbody>
</table>
### Checklist Model: I, We, You Do It

<table>
<thead>
<tr>
<th>I Do It</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Review prior learning.</td>
<td></td>
</tr>
<tr>
<td>Explain why today’s learning is important.</td>
<td></td>
</tr>
<tr>
<td>Tell students what they need to do.</td>
<td></td>
</tr>
<tr>
<td>Think out loud.</td>
<td></td>
</tr>
<tr>
<td>Problem solve.</td>
<td></td>
</tr>
<tr>
<td>Attack the challenge in different ways.</td>
<td></td>
</tr>
<tr>
<td>Address categories of error that arose in the previous day’s work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We Do It</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the students how to do what they are learning.</td>
<td></td>
</tr>
<tr>
<td>Call on several students to explain how to do the task being learned.</td>
<td></td>
</tr>
<tr>
<td>Ask students to explain their thinking.</td>
<td></td>
</tr>
<tr>
<td>Shape students’ responses (connect and redirect).</td>
<td></td>
</tr>
<tr>
<td>Encourage students with praise for effort.</td>
<td></td>
</tr>
<tr>
<td>Assess student understanding (perhaps with a quick assessment like response cards).</td>
<td></td>
</tr>
<tr>
<td>Reteach if necessary.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>You Do It</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Let students perform independently.</td>
<td></td>
</tr>
<tr>
<td>Give brief constructive feedback.</td>
<td></td>
</tr>
<tr>
<td>Give feedback on the fly.</td>
<td></td>
</tr>
<tr>
<td>Identify categories of error if students haven’t mastered the learning</td>
<td></td>
</tr>
<tr>
<td>Plan how to address the categories of error in the next lesson.</td>
<td></td>
</tr>
</tbody>
</table>

Creating the checklists

### Preparation

- Every coach brings all materials related to the teaching practices listed on the one-page document.
- Prior to the session, each coach reviews the one-page document that has been created to summarize the practices coaches share.
- Everyone needs to read and understand the materials they will be discussing during the session.

### Conditions

- Participants need to read and review the material before these sessions.
- The room needs to have somewhere chart paper can be posted. Bring chart paper, stickies, and markers.
- Clarify that:
  - *Everyone needs to participate to create the best checklists.*
  - *This isn’t an evaluation of anyone’s knowledge, but a time to clarify understanding.*

### The process

- Identify one practice on the one-page document for which you need a checklist.
- Ask everyone to create a checklist for that practice (an alternative is to use a variation on the jigsaw cooperative learning structure described on pages 211-213 in *high-impact instruction*).
- Share the checklist for checklists so coaches can use it as a guideline for their work.
- Ask everyone to share their individual checklists.
- Create a master document that synthesizes everyone’s work.
- Refine the draft checklist by reviewing the checklist for checklists.
OPTIONAL HOMEWORK

YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources
3. Answer questions on the following page

Bring your answers next week if you would like to share; your experience could be helpful for someone else!

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL:
https://instructionalcoaching.com/instructional-coaching-intro-course/
WEEK SEVEN QUESTIONS:

1. Create a draft Table of Contents for strategies you will use as an instructional coach.

2. Create a draft checklist for one of the strategies on your table of contents.
WEEK EIGHT

BETTER CONVERSATIONS

Week 8: Better Conversations
181 Better Conversations: Beliefs
187 Better Conversations: Habits
196 Tasks for Next Week
1. **Better Conversation: Beliefs**
   - I see others as equal partners in conversations.
   - I don’t judge my conversation partners.
   - I want to hear what others have to say.
   - I believe others should have a lot of autonomy.
   - Conversation should be back and forth.
   - Conversation should be life-giving.

2. **Better Conversation: Habits**
   - Demonstrate Empathy
   - Listen Effectively
   - Ask Good Questions
   - Find Common Ground
## Personal Reflection
### Communication Profile

<table>
<thead>
<tr>
<th>WHERE I AM RIGHT NOW</th>
<th>WHERE I WANT TO BE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Untrue</strong></td>
<td><strong>Very True</strong></td>
</tr>
<tr>
<td><img src="image1" alt="Circle Diagram" /></td>
<td><img src="image2" alt="Circle Diagram" /></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>I listen effectively.</strong></td>
<td><strong>I ask questions effectively.</strong></td>
</tr>
<tr>
<td><img src="image3" alt="Circle Diagram" /></td>
<td><img src="image4" alt="Circle Diagram" /></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>I build emotional connections.</strong></td>
<td><strong>People trust me.</strong></td>
</tr>
<tr>
<td><img src="image5" alt="Circle Diagram" /></td>
<td><img src="image6" alt="Circle Diagram" /></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>I praise others effectively.</strong></td>
<td><strong>I control my emotions effectively.</strong></td>
</tr>
<tr>
<td><img src="image7" alt="Circle Diagram" /></td>
<td><img src="image8" alt="Circle Diagram" /></td>
</tr>
<tr>
<td>1 2 3 4 5 6 7 8 9 10</td>
<td>1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>I treat others as equals.</strong></td>
<td><strong>My conversations are usually good for me and my partner.</strong></td>
</tr>
<tr>
<td><img src="image9" alt="Circle Diagram" /></td>
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<td><strong>I am fully present in all conversations.</strong></td>
<td><strong>I frequently find common ground with other people.</strong></td>
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<td><img src="image11" alt="Circle Diagram" /></td>
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<td><strong>I successfully redirect destructive conversations.</strong></td>
<td><strong>I collaborate effectively with others.</strong></td>
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WHY SHOULD WE WORRY ABOUT COMMUNICATION?

1. Communication is central to school improvement.

2. Effective communication is an essential skill for a fulfilling life.

3. Better Conversations is a movement toward a more authentic version of yourself.
Moralistic Judgment

“Moralistic judgments … imply wrongness or badness on the part of people who don’t act in harmony with our values. Such judgments are reflected in language: ‘The problem with you is you’re selfish.’ ‘She’s lazy.’ ‘They’re prejudiced.’ ‘It’s inappropriate.’ Blame, insults, put-downs, labels, criticism, comparisons, and diagnoses are all forms of judgment.”

MARSHALL ROSENBERG
Nonviolent Communication

There are many ways we can roll our eyes that don’t involve our eyes.

MICHAEL FULLAN
The Six Secrets of Change

“It’s not our differences that divide us. It’s our judgments about each other.”

MARGARET WHEATLEY
Turning to One Another
REFLECTION QUESTIONS

1. On a scale of 1-10, how important is it for you to resist moralistically judging your colleagues, friends, and loved ones?

![Scale from 1 to 10]

2. On a scale of 1-10, how **effectively** do you resist moralistically judging your colleagues, friends, and loved ones?

![Scale from 1 to 10]
Empathy

“Empathy is the art of stepping imaginatively into the shoes of another person, understanding their feelings and perspectives, and using that understanding to guide your actions.”

ROMAN KRZNARIC
Empathy: Why it Matters and How to Get it
LOOKING AHEAD:

Demonstrating Empathy

Use this form to prepare yourself for a conversation you are soon going to have where you intend to demonstrate empathy. Do your best to consider fully how you are thinking and feeling about the conversation, and how your conversation partner is thinking and feeling.

What assumptions or preconceptions are you bringing to the conversation that might make it difficult to listen with empathy?

What emotions do you anticipate your conversation partner might be feeling?

What needs do you think your conversation partner currently has regarding your future topic of conversation?

What other thoughts do you have about understanding your conversation partner’s perspective and emotions?
## Conditions for Dialogue

*From Paulo Freire’s *Pedagogy of the Oppressed*

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Listening

Commit to listen

Be the listener not the speaker

Pause and affirm

Don't interrupt
5 Questioning Strategies

Avoid giving advice disguised as a question.

Avoid leading questions.

Ask one question at a time.

Ask, “And what else?”

Ask for clarification.
**CHECKLIST: LISTENING AND QUESTIONING EFFECTIVELY**

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<tr>
<th><strong>TO LISTEN AND QUESTION EFFECTIVELY, I</strong></th>
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<tr>
<td>Make sure my conversation partner does most of the talking.</td>
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<td>Pause and affirm before I start talking.</td>
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<tr>
<td>Don’t interrupt (except when it is very helpful).</td>
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<tr>
<td>Ask one question at a time.</td>
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<tr>
<td>Ask for clarification when I’m not certain what is being said.</td>
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<td>Ask, “And what else?”</td>
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<td>Assume people are doing their best.</td>
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<tr>
<td>Am non-judgmental.</td>
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<tr>
<td>Avoid leading questions.</td>
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</tr>
<tr>
<td>Avoid giving advice disguised as a question.</td>
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</tbody>
</table>
REFLECTION QUESTIONS

1. On a scale of 1-10, how important is it for you to listen effectively to your colleagues, friends, and loved ones?

1 2 3 4 5 6 7 8 9 10

2. On a scale of 1-10, how effectively do you listen to your colleagues, friends, and loved ones?

1 2 3 4 5 6 7 8 9 10
Conversation Should be Life-giving

I note the obvious differences between each sort and type, but we are more alike, my friends, than we are unalike.

MAYA ANGELOU
Life-Alienating Conversations

from Marshall Rosenberg, Non-violent Communication

Moralistic judgments

Making comparisons

Making demands

Denial

Labeling others
How would your life be different if you walked away from gossip and verbal defamation? Let today be the day...speak only the good you know of other people and encourage others to do the same.

STEVE MARABOLI
OPTIONAL HOMEWORK

YOUR TASKS FOR NEXT WEEK

1. Access the Course Resources at the link below
2. Review the provided articles, videos, & other resources

ACCESS COURSE RESOURCES HERE

If the above link does not work, find course resources at this URL: https://instructionalcoaching.com/instructional-coaching-intro-course/
COURSE FEEDBACK

HOW DID YOU LIKE THIS COURSE?

We’d love to hear your feedback, so we know how we can improve this course! To share your feedback in a short survey, please click the button below.

SHARE YOUR FEEDBACK HERE

If the above link does not work, find course survey at this URL: https://www.surveymonkey.com/r/IntroInstructionalCoaching
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