

actually get everything on one page—and not just editing stuff out—that means the tool and the process caused you to reflect on what it is you want to do . . . If you limit the number of pages people have to explain themselves, it forces them to reflect first and think about what they’re trying to do. That’s very important” (pp. 52–53).

One simple but powerful way for a team of instructional coaches to clarify and deepen their knowledge of teaching practices is to come together to identify the teaching strategies that need to be on the one-pager. Additionally, coaches and leaders should come together at least once a year to consider how the playbook can be improved. A playbook is a living document, and as such it should only include teaching strategies that have clearly shown that they can help teachers hit their goals. If a strategy hasn’t been used over an entire year, the team should consider removing it from the list.

## ONE-PAGE DESCRIPTIONS OF TEACHING STRATEGIES

The playbook should also contain one-page descriptions for each of the teaching strategies listed in the playbook. Instructional coaches can share these summaries to help teachers gain a quick understanding of any strategies they are learning. Coaches can also share the one-page document

### Sample One-Page Description of Teaching Strategies Based on *High-Impact Instruction*

#### 1. Content Planning

Guiding Questions

Learning Maps

#### 2. Formative Assessment

Specific Proficiencies

Assessments (checks for understanding, checklists, rubrics)

Modifications to Teaching and Learning

#### 3. Instruction

Thinking Prompts

Effective Questions

Cooperative Learning

Stories

Authentic Learning

#### 4. Community Building

Learner-Friendly Culture

Power With vs. Power Over

Freedom Within Form

Expectations

Witness to the Good

Effective Corrections