



# Instructional Coaching

# Our Questions

Why do we need coaches?

How should coaches work with adults?

What do instructional coaches do?

What does research show about instructional coaching?

jimknight@mac.com

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**My first  
teaching  
experience**





**My first  
teaching  
experience**



Toronto





**None**

“I [have gone] back to many of my clients and assembled data that answered the question ‘does anyone ever really change?’ ... Our database has grown to more than 250,000 respondents. My conclusion is unequivocal.

**Very few people achieve positive, lasting change without ongoing follow-up.”**

Marshall Goldsmith

Level

1

Row

2

**WARNING**

NO PARKING BEYOND  
THIS POINT



ILLEGALLY PARKED  
VEHICLES WILL BE  
TICKETED AND TOWED  
AT OWNERS EXPENSE,  
PLUS PARKING FEE

Delta  
Alaska



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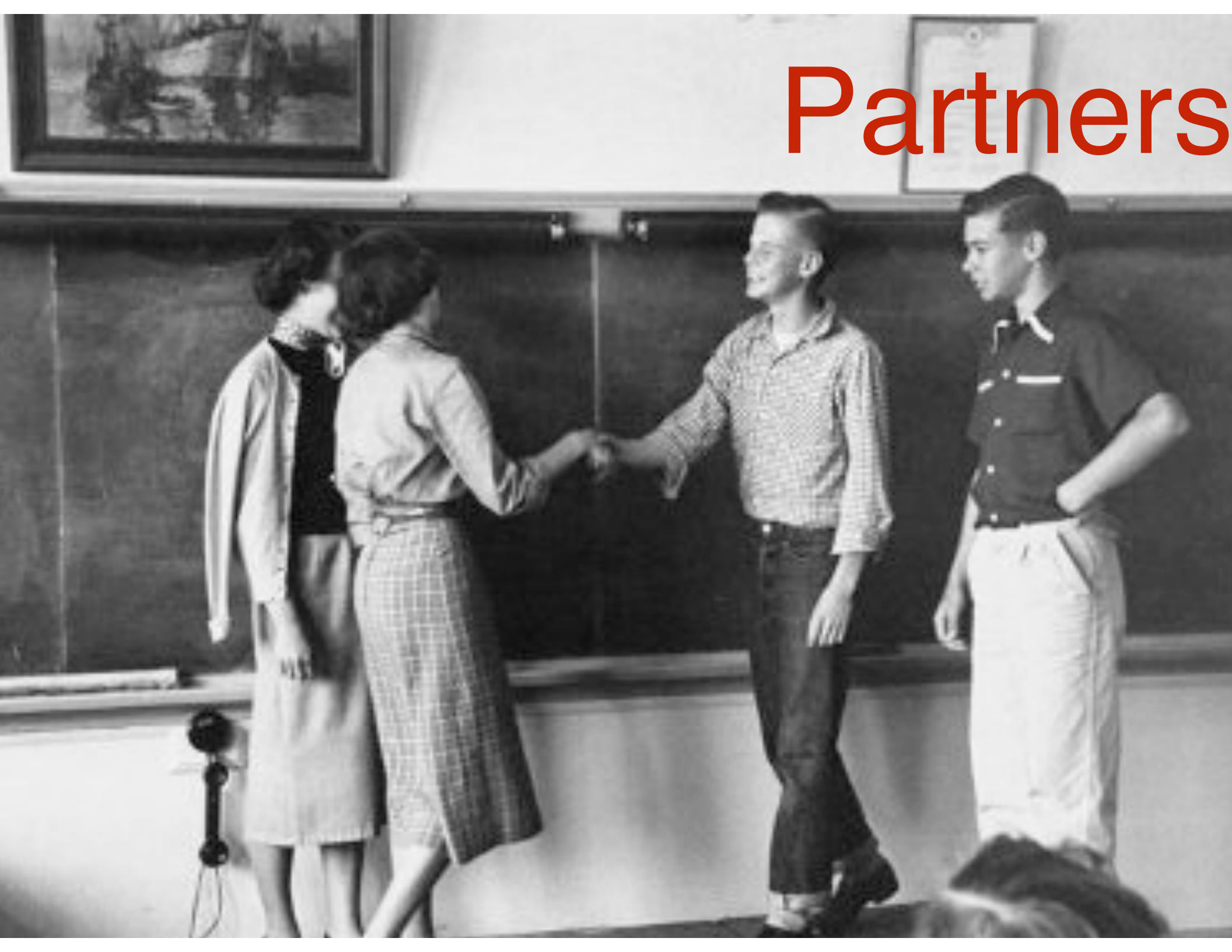
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# Partners



Spring	
Summer	
Fall	
Winter	

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# Helping

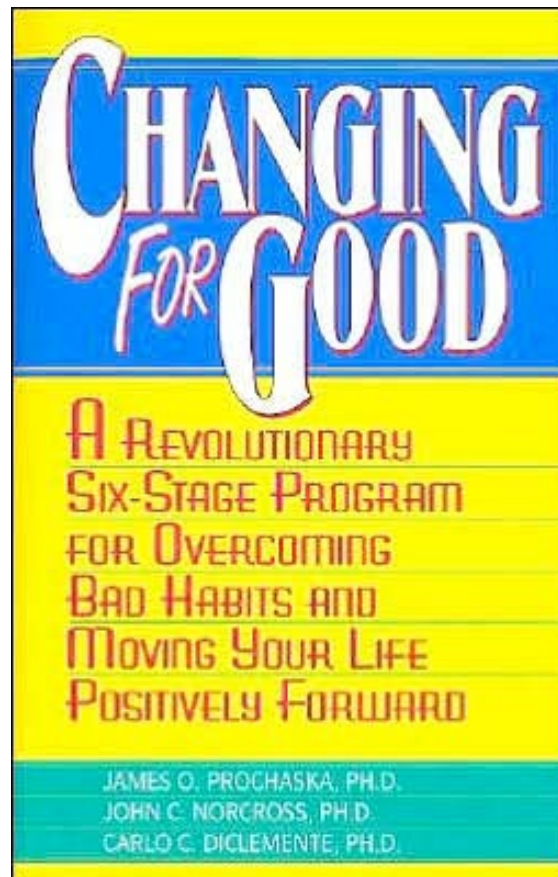


A green rectangular sign with the word "Change" written in large, white, sans-serif font. The sign is mounted on two wooden posts. The background is a bright blue sky with scattered white clouds. The sign has a white border with small circular patterns.

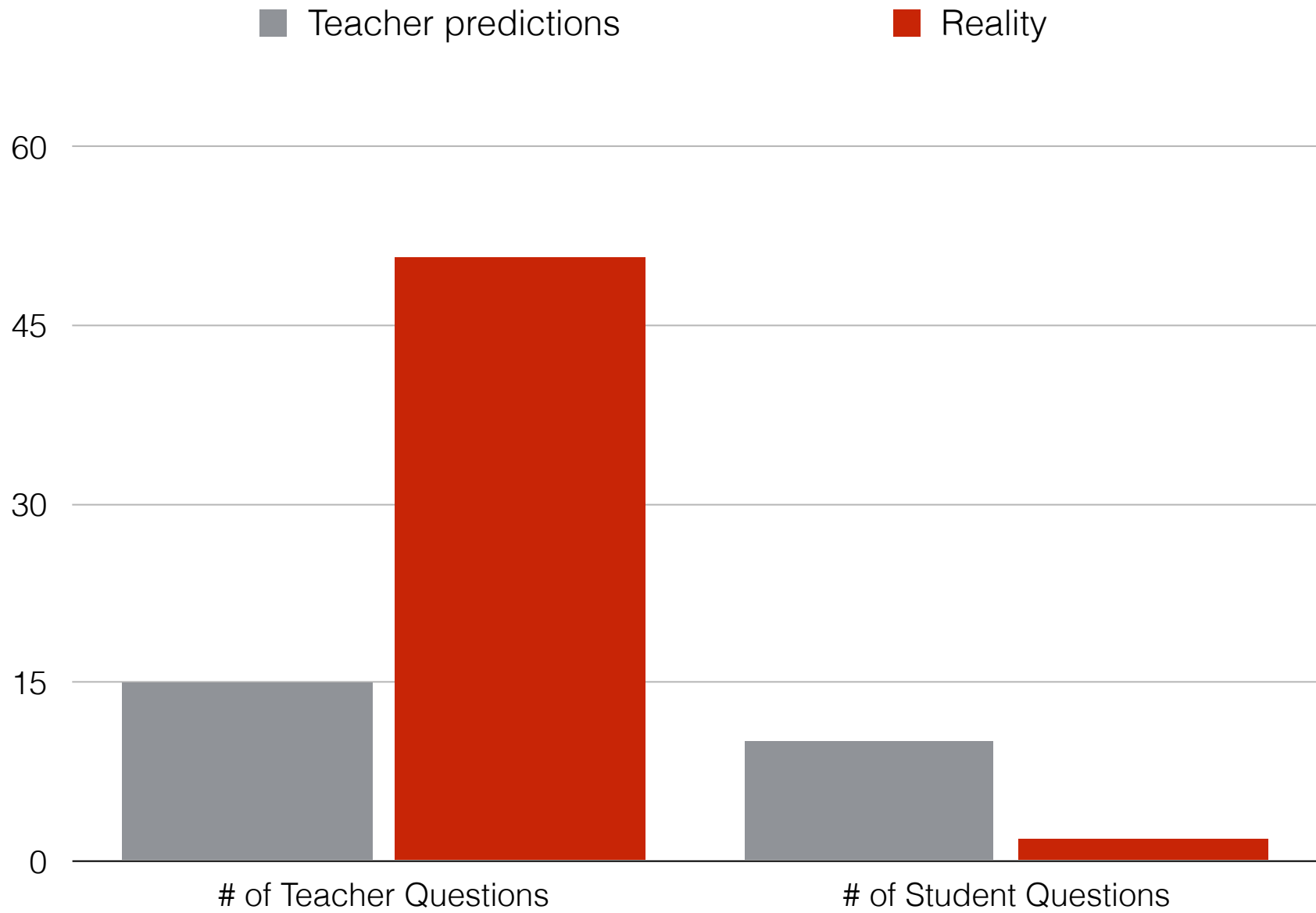
Change



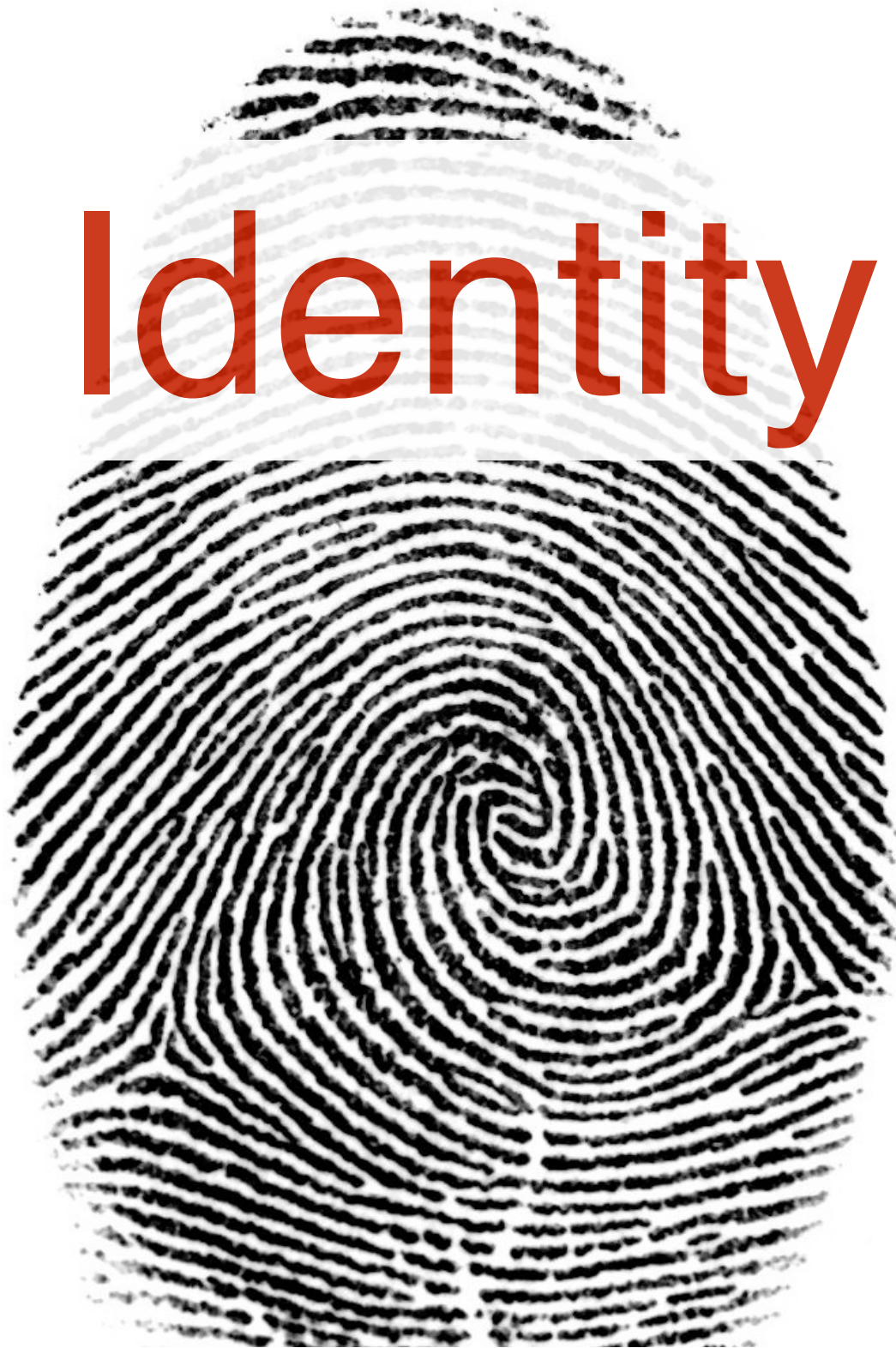
Prochaska, Norcross, DiClemente, & Crawley. (1994). *Changing for good.*







# Identity



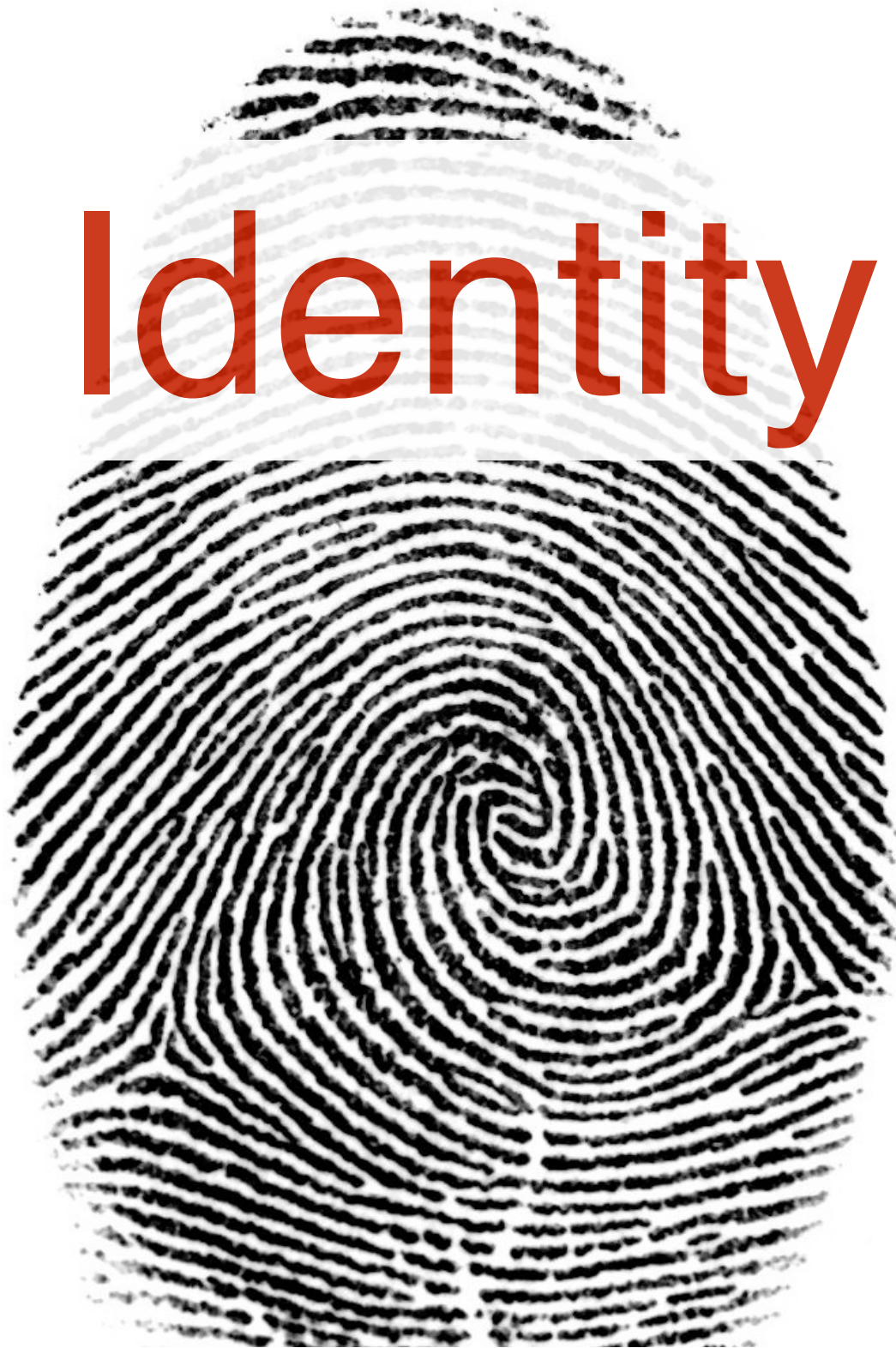






LITTLE  
PEANUT

# Identity





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The **NEW YORK TIMES** Business Bestseller

YOUR BOSS ■ YOUR SPOUSE ■ YOUR FRIENDS  
YOUR KIDS ■ YOUR CLIENTS

# Difficult Conversations

HOW TO DISCUSS  
WHAT MATTERS MOST



DOUGLAS STONE ■ BRUCE PATTON ■ SHEILA HEEN  
OF THE HARVARD NEGOTIATION PROJECT

With a foreword by Roger Fisher, coauthor of *GETTING TO YES*

Copyrighted Material



The story we tell ourselves  
about who we are.

*Stone, Patton, and Heen*

**Thinking**

# Thinking for a Living

How to Get Better Performance and Results  
from Knowledge Workers

Thomas H. Davenport  
*Coauthor of Working Knowledge*

HARVARD BUSINESS SCHOOL PRESS



**Status**

# HELPING



HOW TO OFFER, GIVE, AND RECEIVE HELP

Understanding Effective Dynamics in One-to-One,  
Group, and Organizational Relationships

**EDGAR H. SCHEIN**

# Motivation



Daniel H. Pink

author of the *New York Times* bestseller

*A Whole New Mind*

**DRiVE**

The Surprising Truth  
About What Motivates Us

# Helping

1. Change
2. Identity
3. Thinking
4. Status
5. Motivation

# Partnership Principles



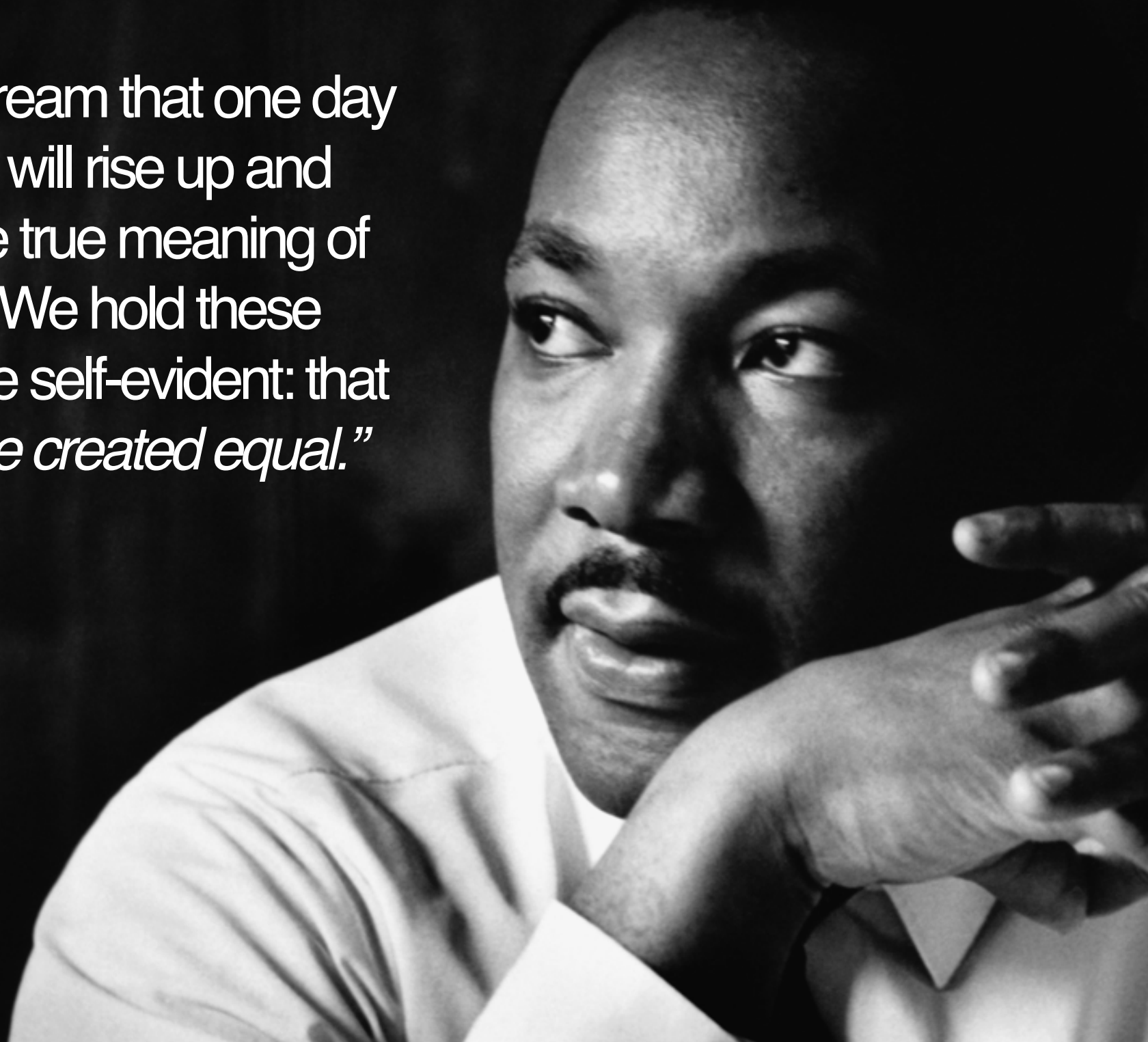








I have a dream that one day  
this nation will rise up and  
live out the true meaning of  
its creed: "We hold these  
truths to be self-evident: that  
*all men are created equal.*"





Choice

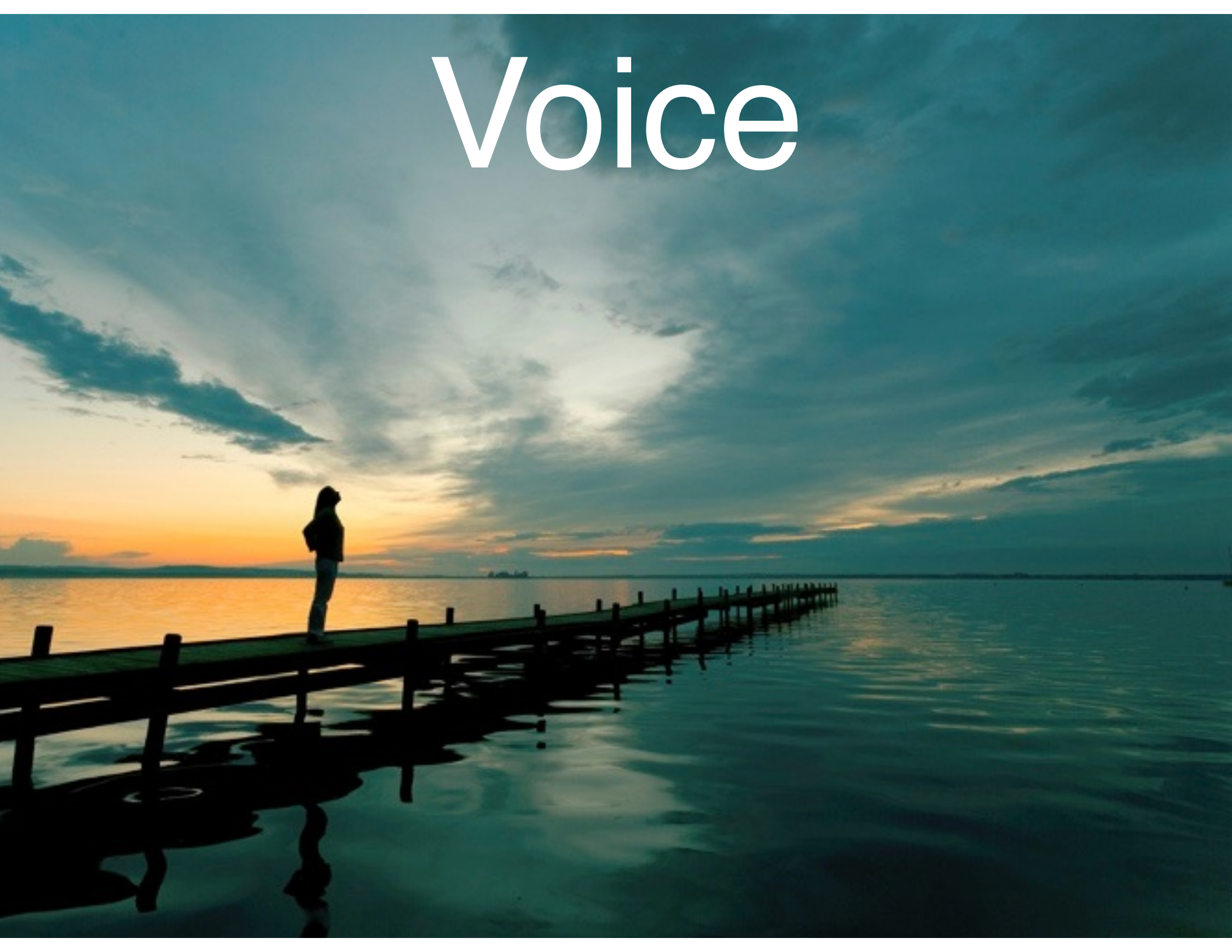


EXIT NOW





# Voice





# Dialogue





# Reflection

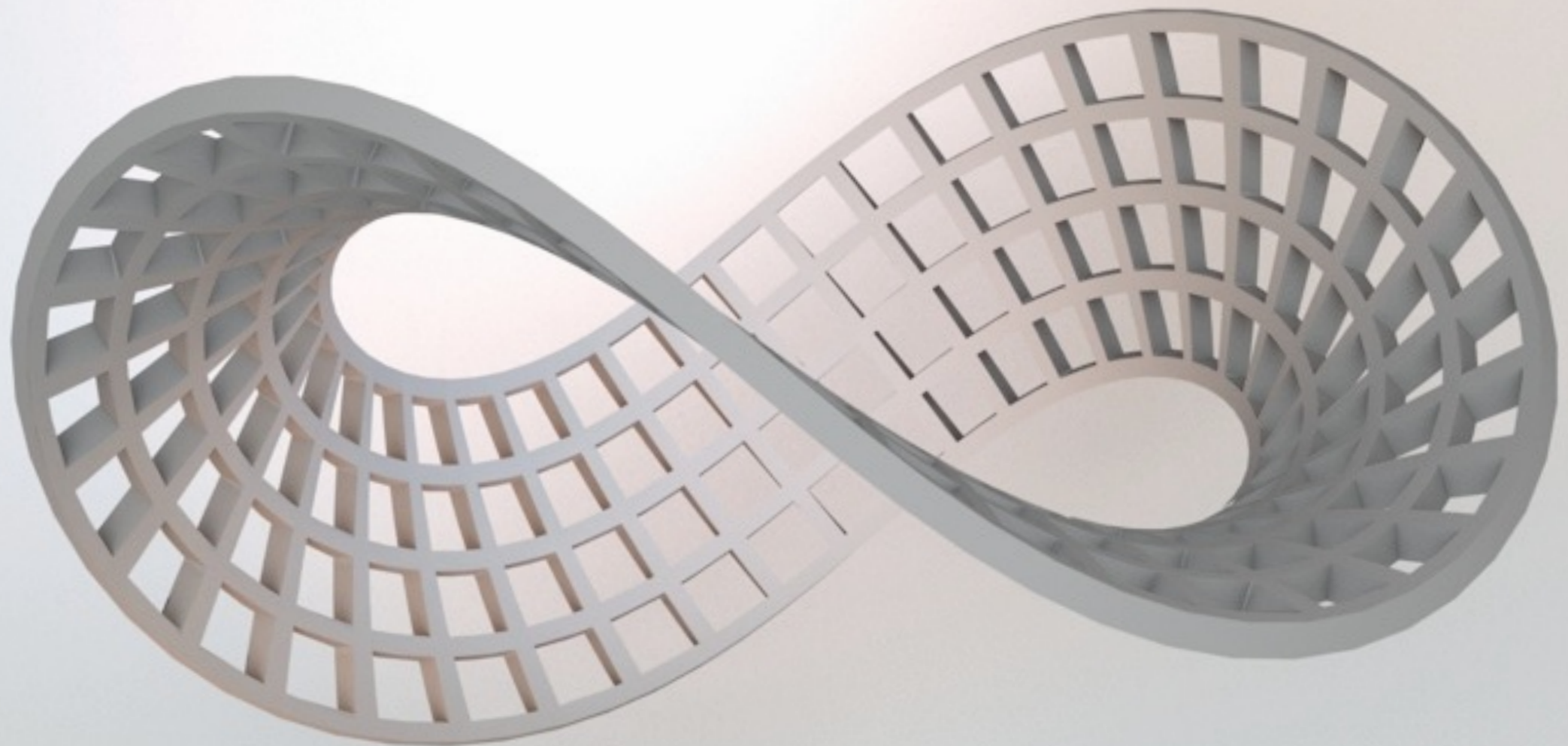




# PRAXIS



# Reciprocity



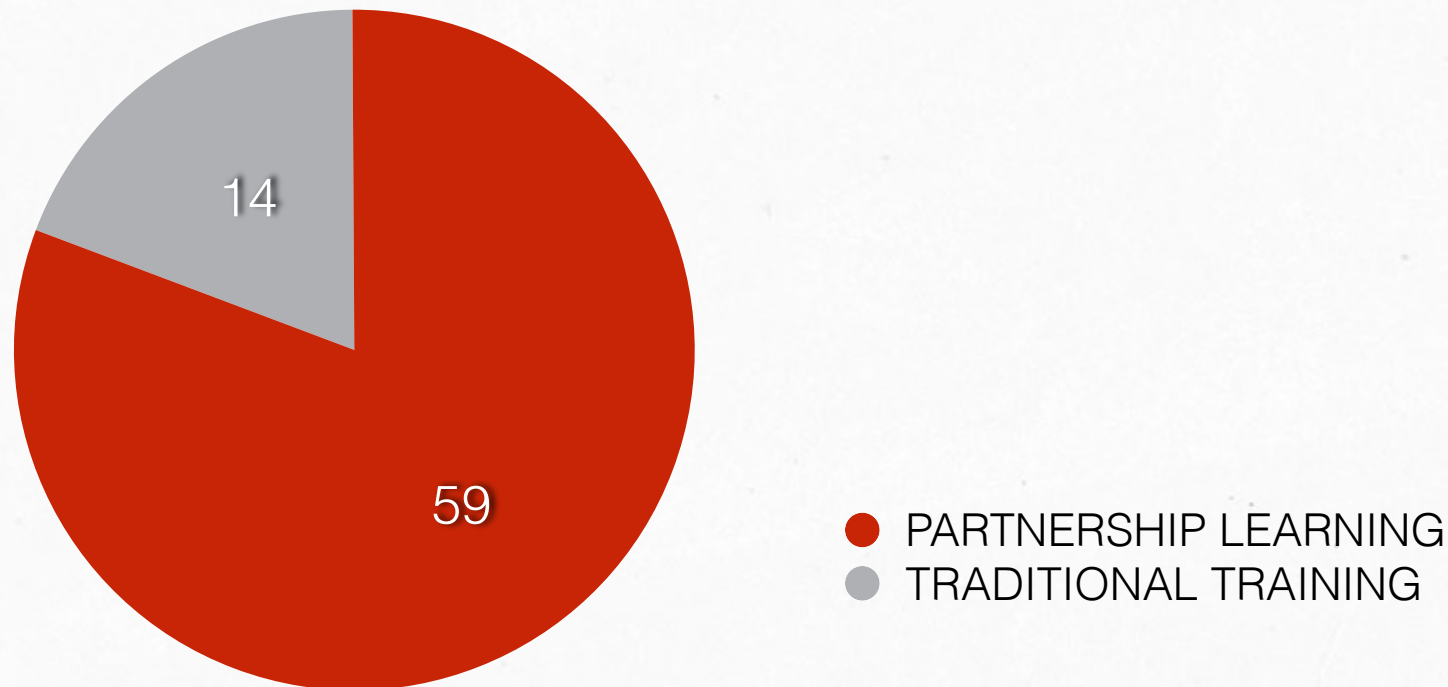


# Partnership

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

# Implementation Question

Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?





# Our Questions

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What does research show about instructional coaching?

What do  
instructional  
coaches do?





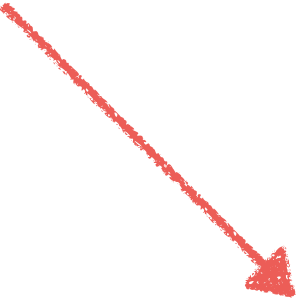
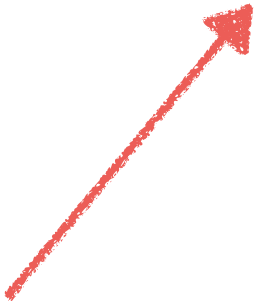


Swiffer

Swiffer



Identify

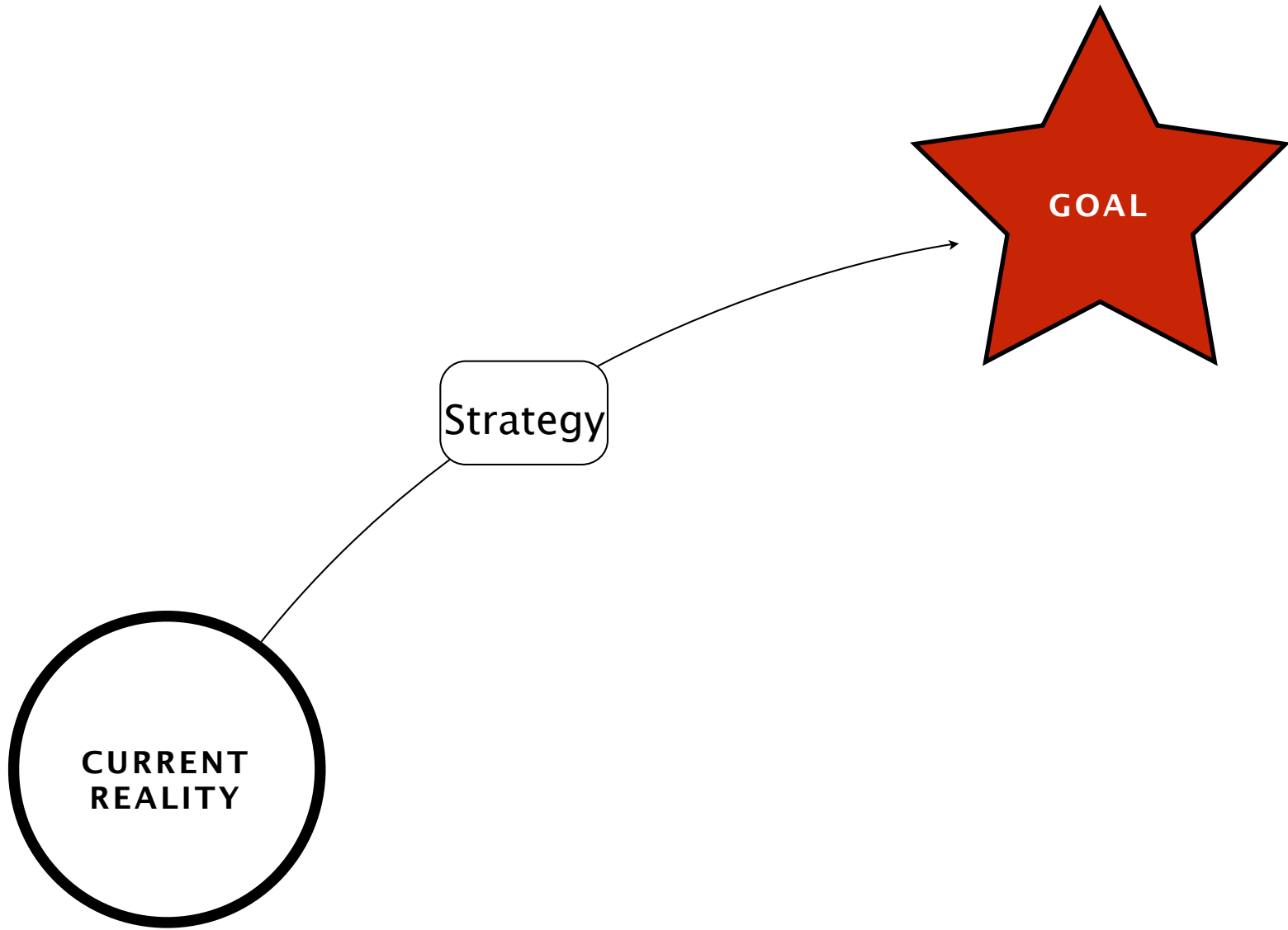


Experiment

Learn



Identify







# Identify

Get a clear picture of current reality

Identify a change you want to see in students

Identify a measurable student goal outcome

Identify a strategy to try

# The Questions

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

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

What would you see your students doing differently?

Describe what that would look like?

How could we measure that?

Should that be your goal?

If you could reach that goal would it really matter to you?

What teaching strategy would you like try to achieve your goals?





# PEERS Goals

Powerful

Easy

Emotionally compelling

Reachable (measurable; strategy  
is identified)

Student-focused

# Measurable Goals

- **Engagement**: students are on task at least 90%
- **Time**: transition time is less than 5%
- **Time**: students talk 50% of the time or more
- **Achievement**: 80% of students are highly proficient on formative assessments (clickers)
- **Reinforcement**: Ratio of Interaction is at least 5:1





Learn



# Checklists

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

The checklist manifesto: How to get things right

**Figure 8.3** Turn-to-Your-Neighbor Checklist

<i>Students know . . .</i>	✓
Who their learning partner will be before they start.	
What tasks, if any, they need to do before they turn to their neighbor.	
What tasks they need to do with their partner (for example, confirm their understanding, compare answers, share an opinion).	
The outcome they need to produce for the class (a written product, a comment to share with the class, thumbs up, and so forth) at the end of the conversation.	
How they should communicate with each other (in particular, how they should listen and talk).	

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Precise  
&  
Provisional



[http://www.corwin.com/  
highimpactinstruction](http://www.corwin.com/highimpactinstruction)



[https://  
www.instructionalcoaching.com](https://www.instructionalcoaching.com)

# Model

in the class

co-teach

prior to class

another class (with coach)

another class (without coach)

video





Experiment

Did you hit the goal?

Yes \_\_\_\_\_

No \_\_\_\_\_

Do you want to

- a. continue to refine your use of the practice?
- b. choose a new goal?
- c. take a break?

Do you want to

- a. revisit how you teach the new practice?
- b. choose a new practice?
- c. stick with the practice as is?

# Instructional Coaching

1. Identify (student goal; teaching practice)
2. Learn (checklist; model)
3. Practice (model; checklist)
4. Experiment (Did we hit the goal?)

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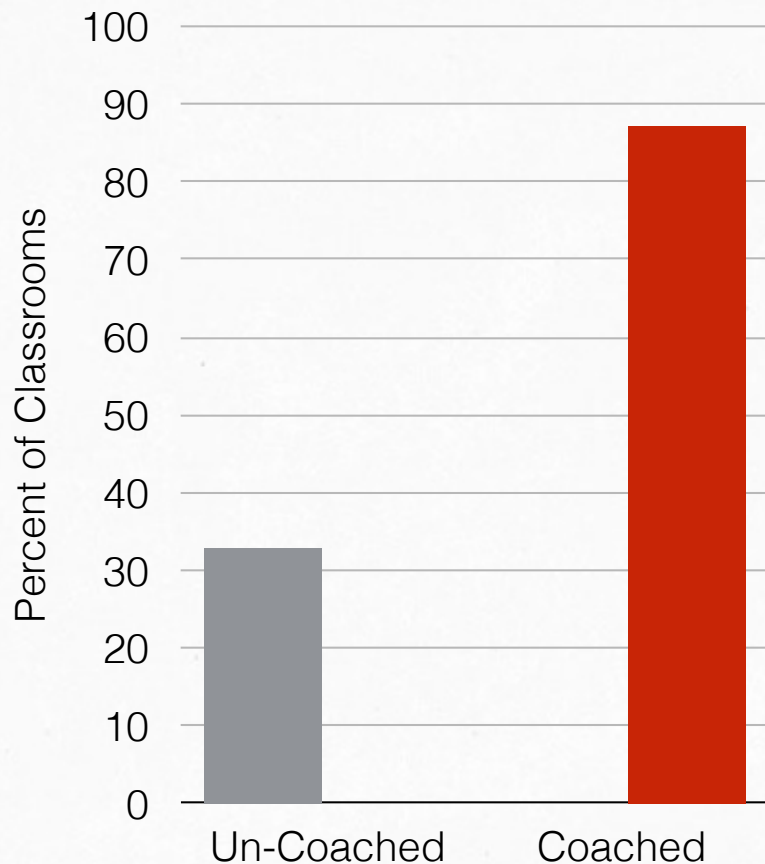
What does research show about instructional coaching?



Why does our  
research show?

# Instructional Coaching

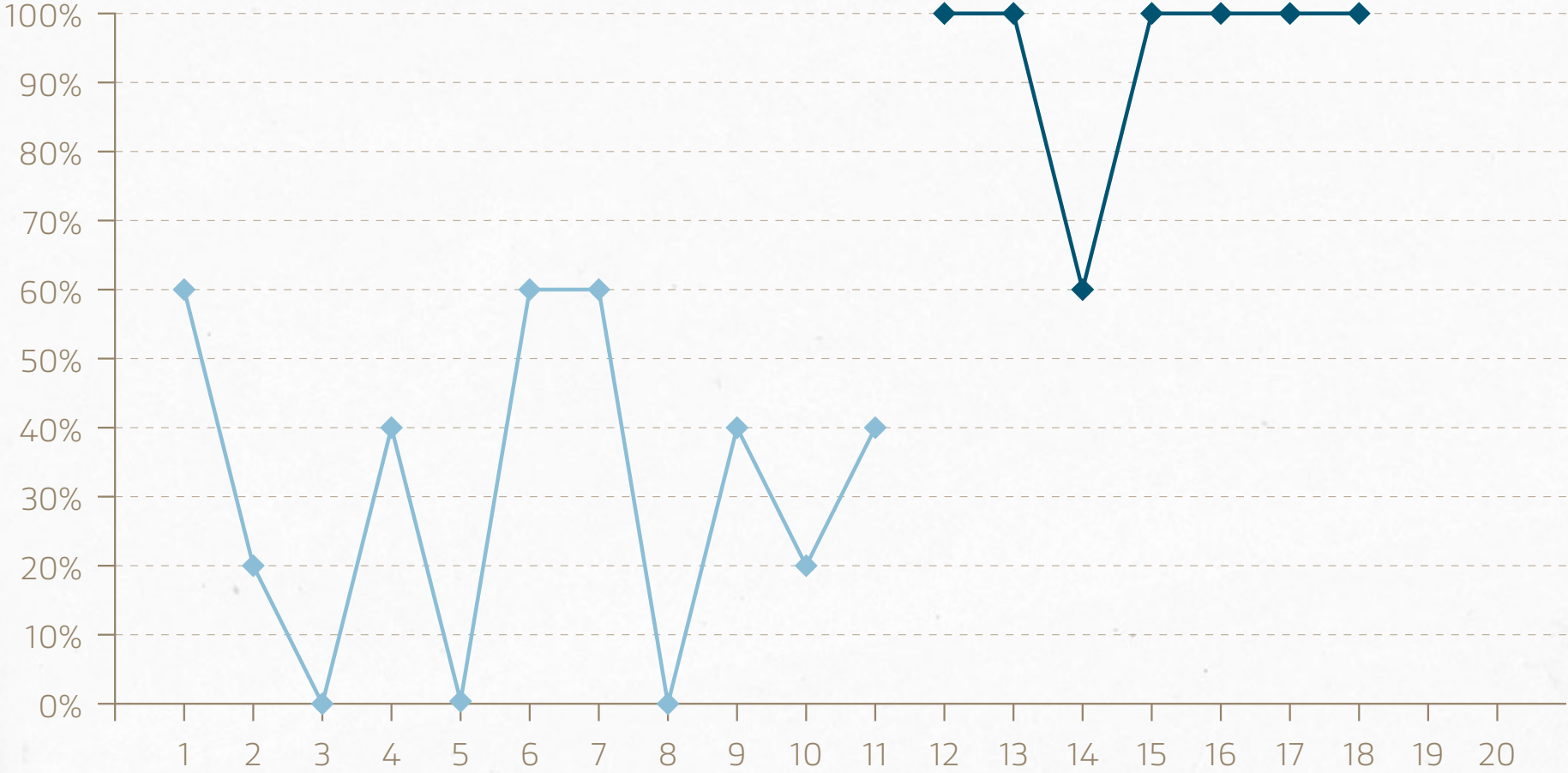
Was there any evidence of use of the Unit Organizer?



87% of coached classes exhibited use of the Unit Organizer, compared to 33% of un-coached classrooms.

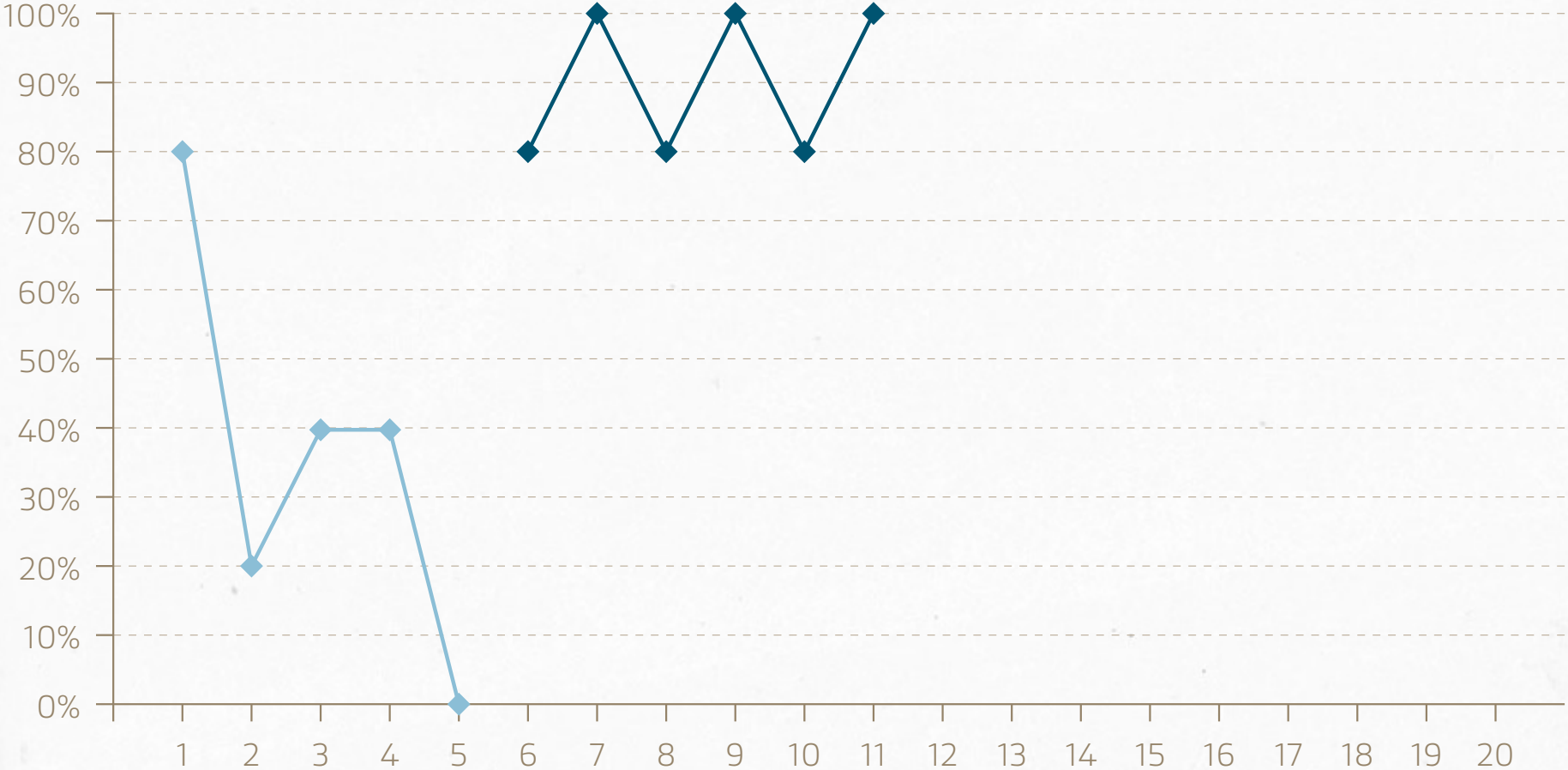


# Teacher 7 | SARAH L.

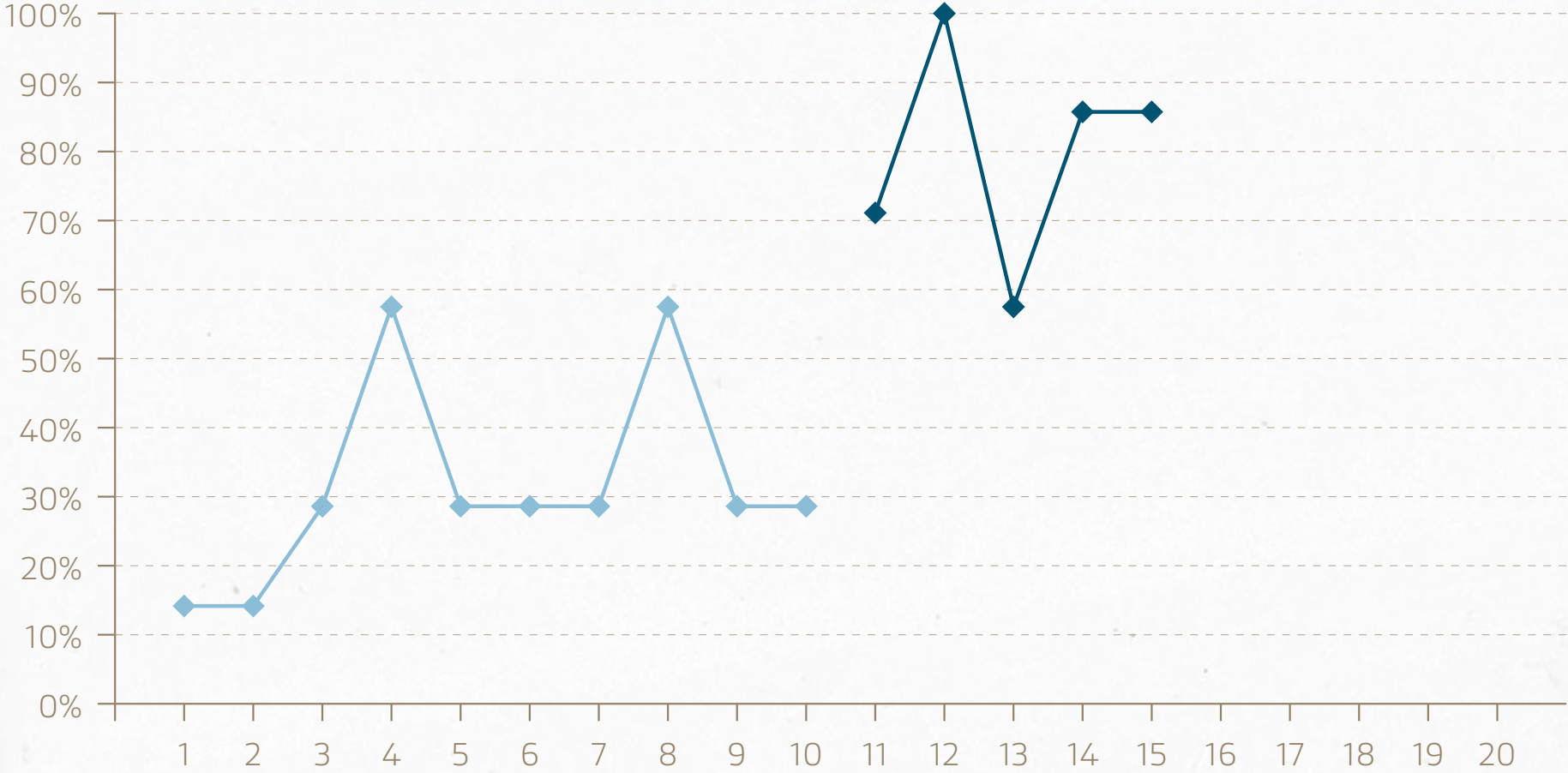




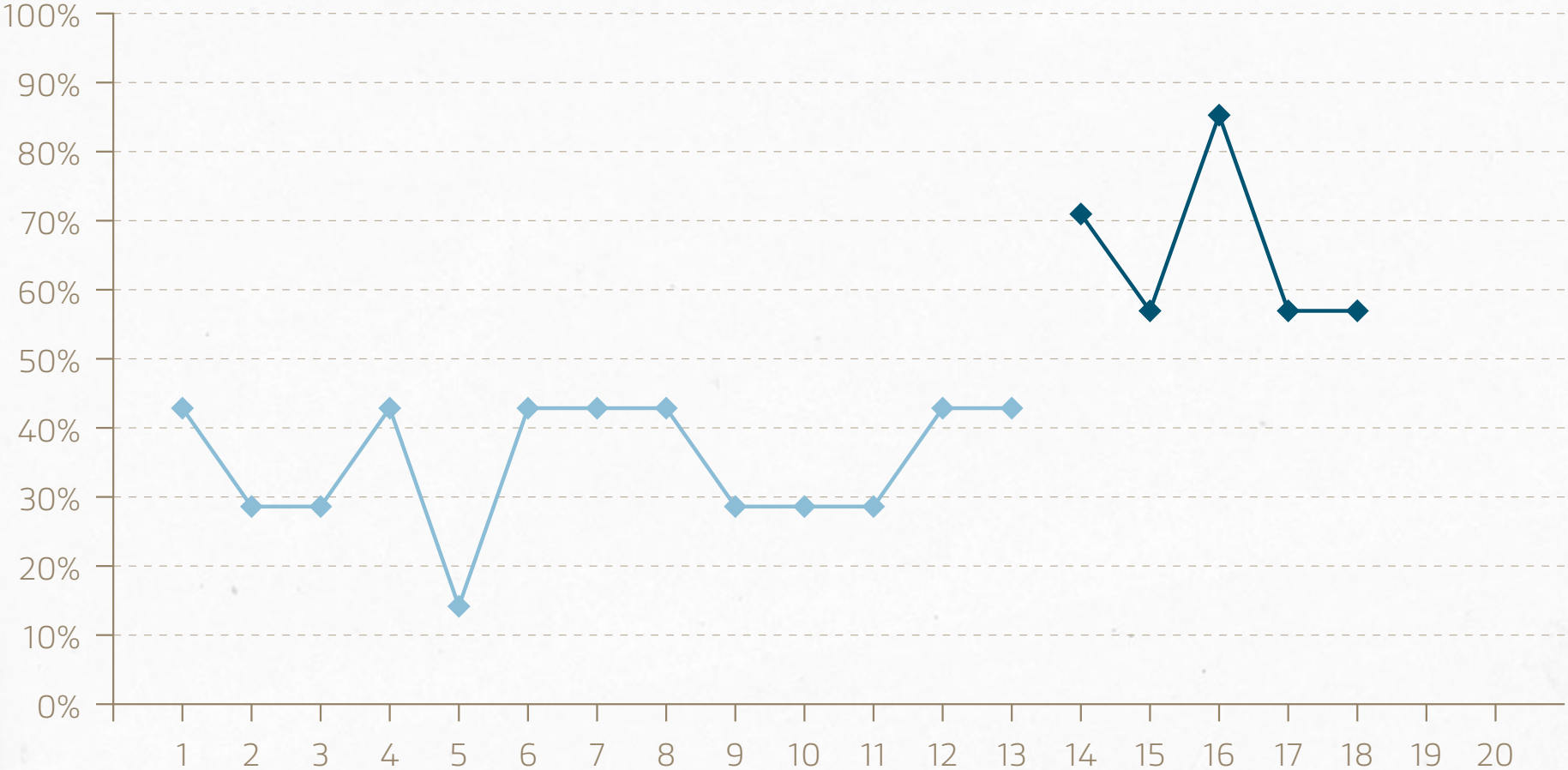
# Teacher 4 | ROBIN T.



# Teacher 6 | EVAN T.



# Teacher 8 | SOPHIE S.



Do you agree that  
coaching is  
essential for  
change?



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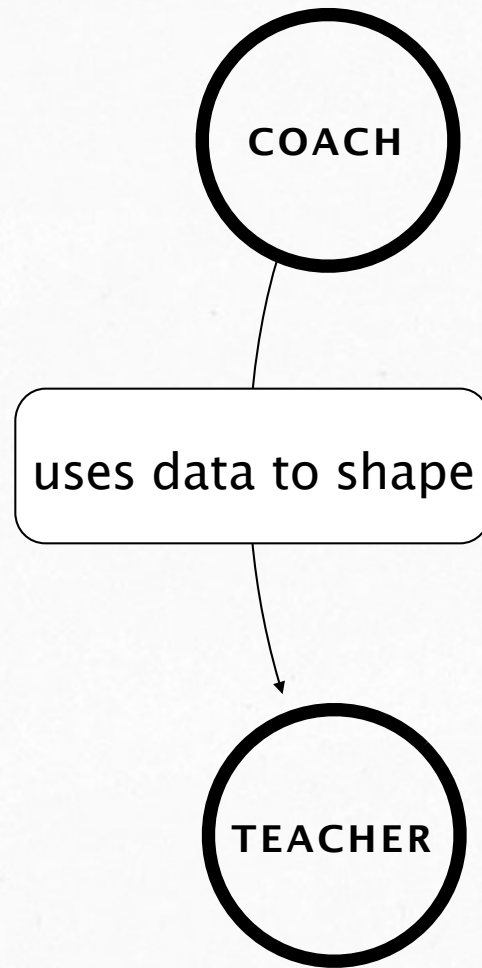
What does research show about instructional coaching?

What kind of coach are you?

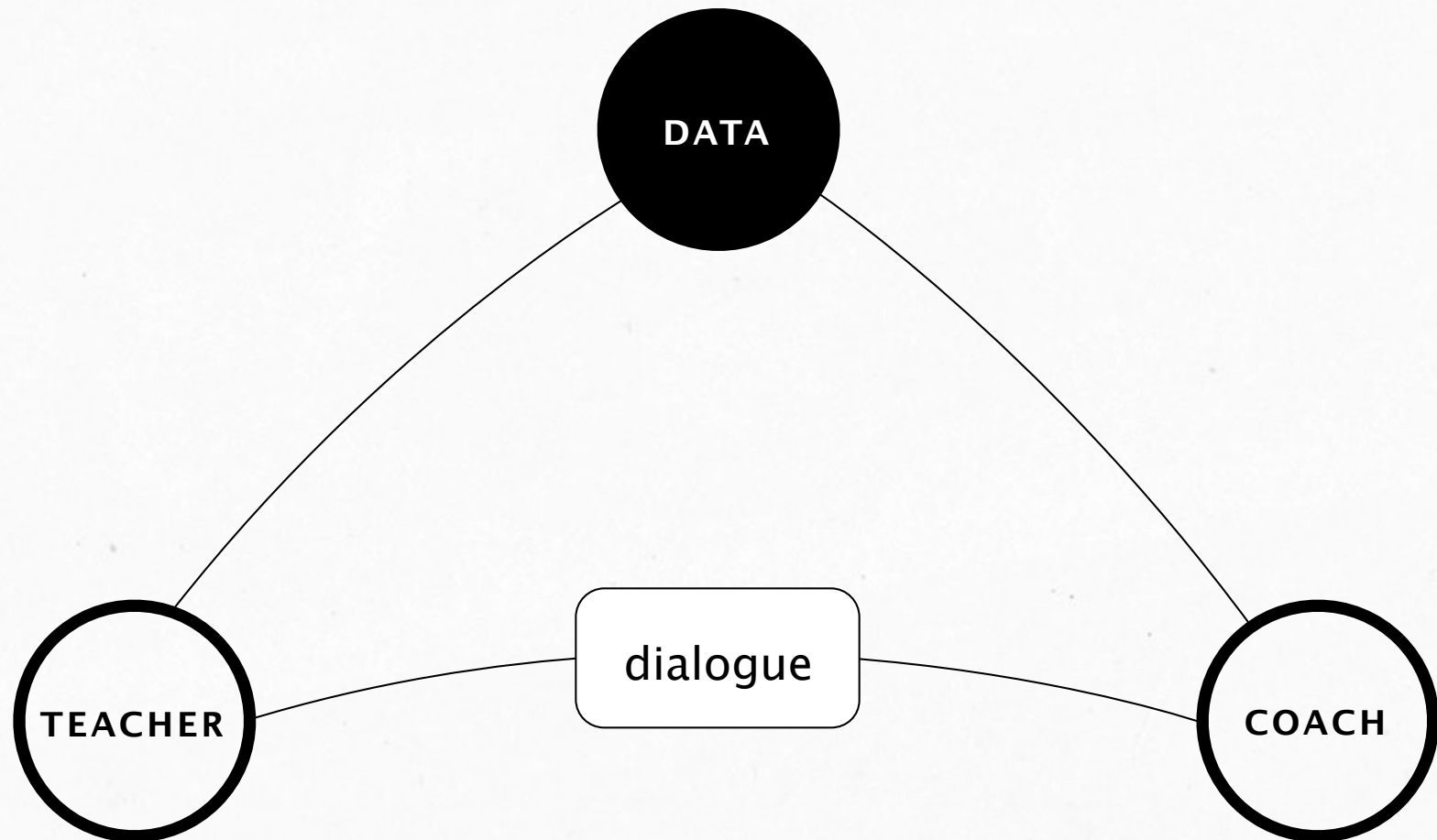
What do instructional coaches do?

What kind of  
coach are you?

# Top-down Coaching



# Partnership Coaching





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