



Instructional Coaching

Jim Knight
Instructional Coaching Group

My first
teaching
experience



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teaching
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Greetings From

T O R O N T O

The word 'TORONTO' is rendered in large, bold, 3D block letters. Each letter serves as a frame for a different Toronto landmark: 'T' shows the Belfrage tower; the first 'O' shows a large building with a red roof; 'R' shows a building with a red roof and a flag; the second 'O' shows a building with a flag; 'N' shows a tall skyscraper; 'T' shows a tall skyscraper; and the final 'O' shows a large building with a red roof. The letters are set against a large, stylized red maple leaf background.


Canada

NONE




*One of the main barriers...
to turning knowledge into action is
the tendency to treat talking about
something as equivalent to actually
doing something about it.*

JEFFREY PFEFFER & ROBERT SUTTON
The Knowing-Doing Gap



*How is this similar/
different from your
view of coaching?*



*Coaching done well may be the most
effective intervention designed for
human performance.*

ATUL GAWANDE

“Personal Best,” The New Yorker



Coaching *done well*

*may be the most effective
intervention designed for human
performance.*

ATUL GAWANDE

“Personal Best,” The New Yorker

SIX BIG IDEAS

no. 1 *Effective coaching is not
an either or proposition*

Focus on Students

or

**Teaching
Practices**

Accountability or Teacher Choice

Explicit
or
Contextually
Relevant

Expertise
or
Respect for
Professionalism

Significant Impact or Rapport


Focus on Students and Teaching Practices

Accountability and Teacher Choice

Explicit
and
Contextually
Relevant

Expertise
and
Respect for
Professionalism

Significant Impact and Rapport



The predisposition and the capacity to hold in their heads two opposing ideas at once. And then, without panicking or simply settling for one alternative or the other, they're able to creatively resolve the tension between those two ideas by generating a new one that contains elements of the others but is superior to both. Roger Martin

SIX BIG IDEAS

no. 2

*Coaching involves
complex helping
relationships*

Problems

Simple

Complicated

Complex


--Zimmerman & Glouberman

A photograph of a man and a young boy walking on a baseball field. The man, wearing a patterned short-sleeved shirt and khaki shorts, has his right arm around the boy's shoulder. The boy is wearing a blue baseball cap, a blue jersey, and white pants, and is carrying a baseball glove. The background shows a green field, a fence, and trees. The word "Helping" is written in large, white, sans-serif font across the center of the image.

Helping

Helping

- » **IDENTITY**
- » **THINKING**
- » **STATUS**
- » **MOTIVATION**



*Does your experience
suggest that helping is
complex in these ways?*

SIX BIG IDEAS

no. 3

People don't do a very good job of assessing their own practice.

SIX BIG IDEAS

no. 4 *People aren't motivated
by other people's goals.*



Other Data

Time on task

Transition time

Types of student answers

Ratio of interaction

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 was 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?

Measurable Goals


- 90% of students are on task
- 70% of English Language Learners participate in discussions
- 80% of responses involve original thought
- students talk 50% +
- 80% are highly proficient on exit tickets
- class begins in 3 minutes
- transition time is less than 5%



The Big 4

- » Planning
- » Assessment
- » Instruction
- » Community Building





*Do you think goal
setting is an essential
part of coaching?*

SIX BIG IDEAS

no. 5 *Knowledge transfer involves making tacit knowledge explicit knowledge.*



THE CHECKLIST MANIFESTO • HOW TO GET THINGS RIGHT

ATUL GAWANDE

BESTSELLING AUTHOR OF
BETTER AND COMPLICATIONS

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).	

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

Precise & Provisional

Figure 8.3 Turn-to-Your-Neighbor Checklist

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

SIX BIG IDEAS

no. 6

*We usually need to see
practices to learn them.*

Model

in the class

co-teach

prior to class

another class (with coach)

another class (without coach)

video

Model

in the class

co-teach

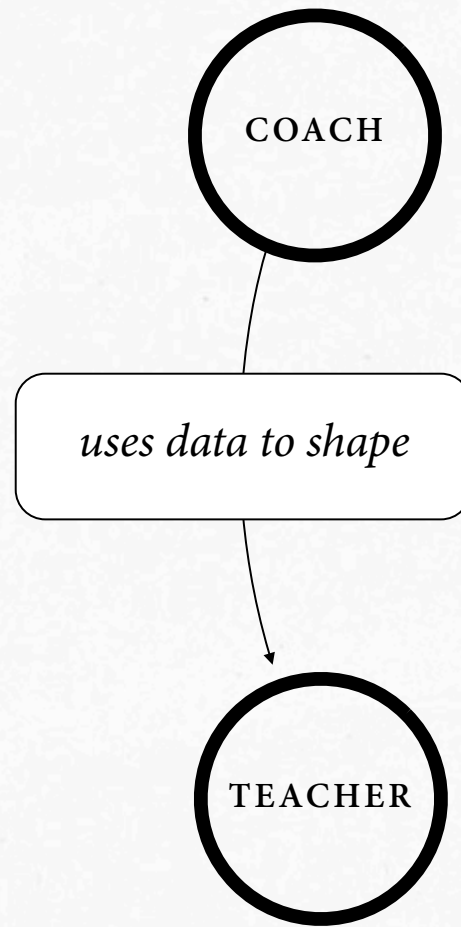
prior to class

another class (with coach)

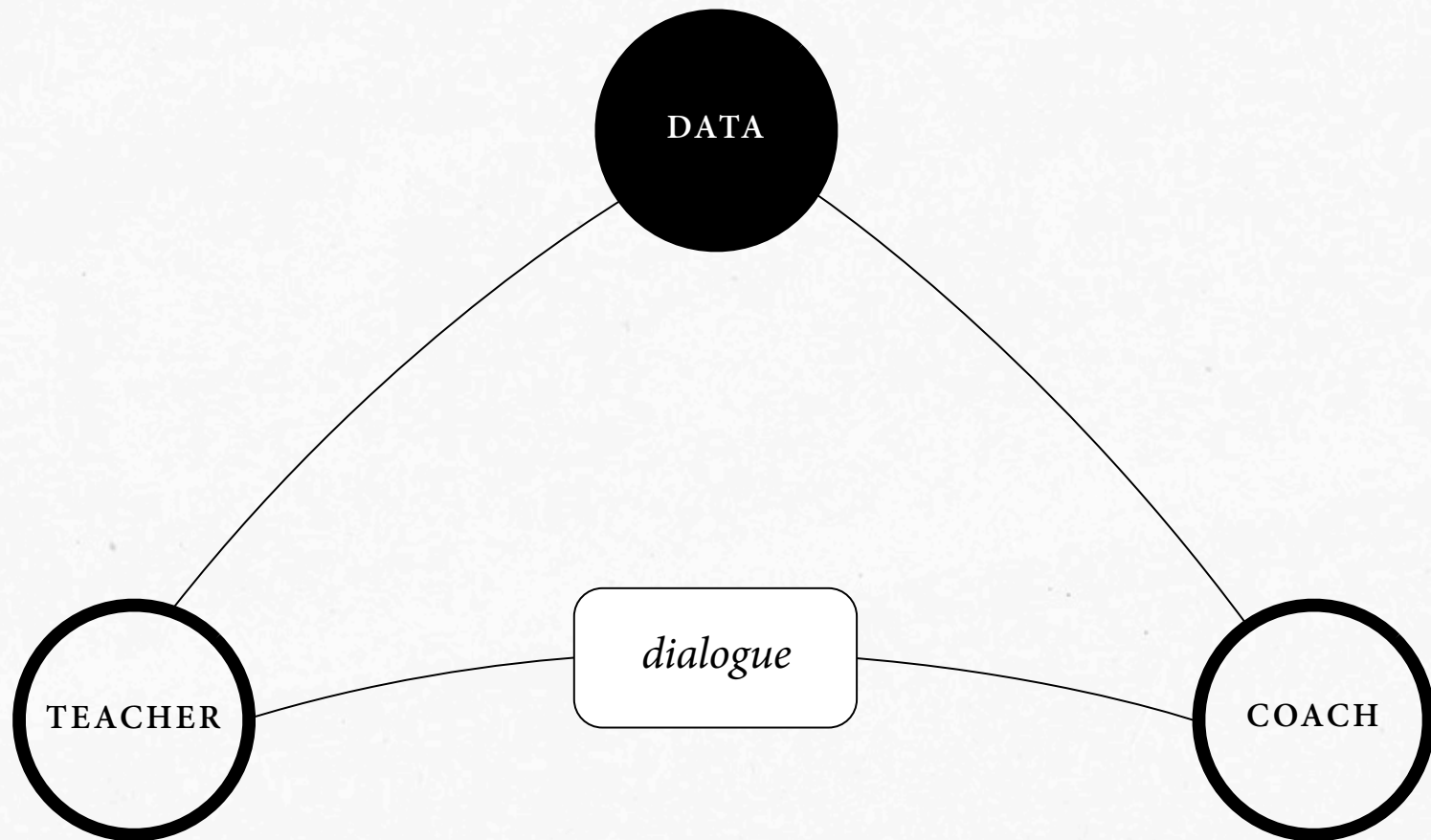
another class (without coach)

video

Top-down Coaching



Partnership Coaching



Components

Enroll

Identify

Explain & Mediate

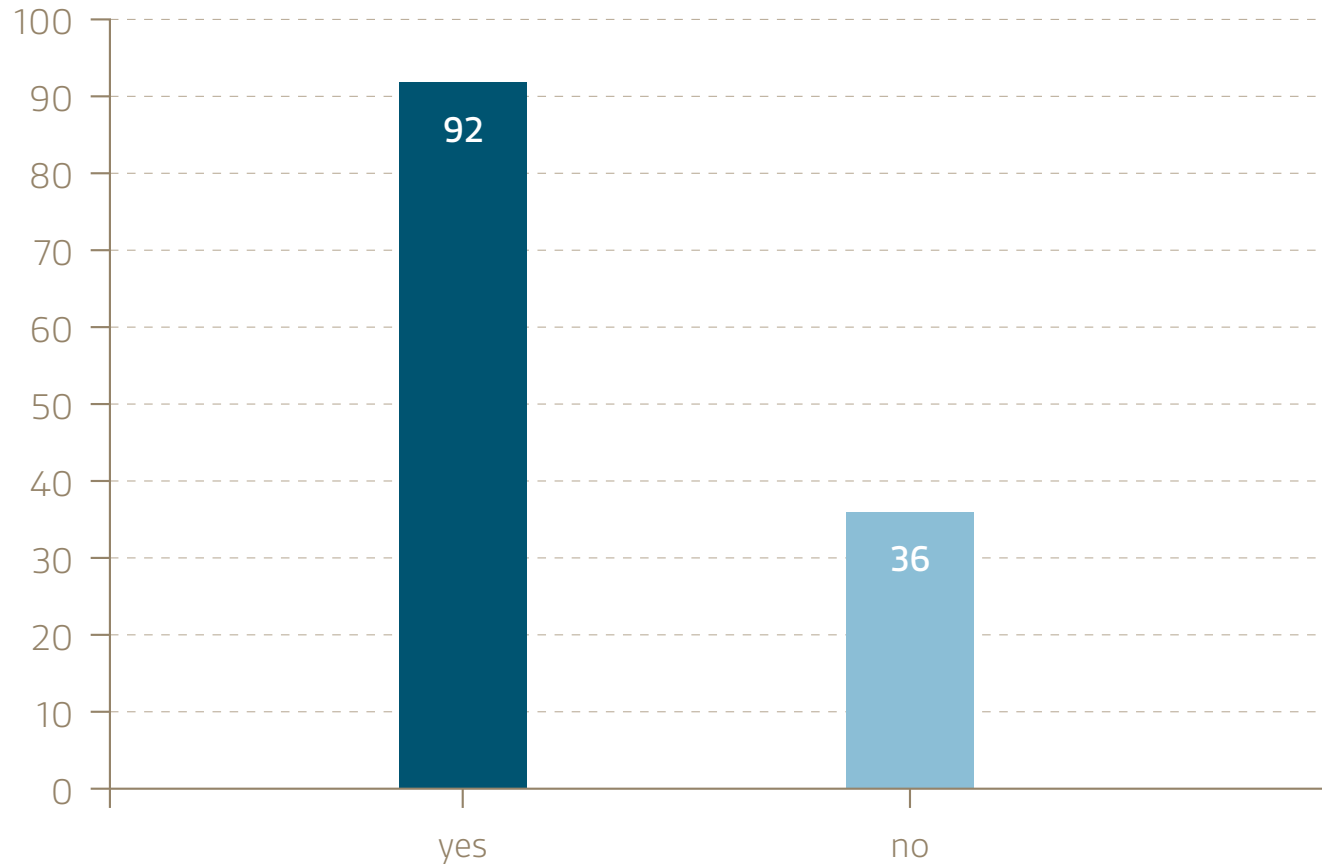
Model

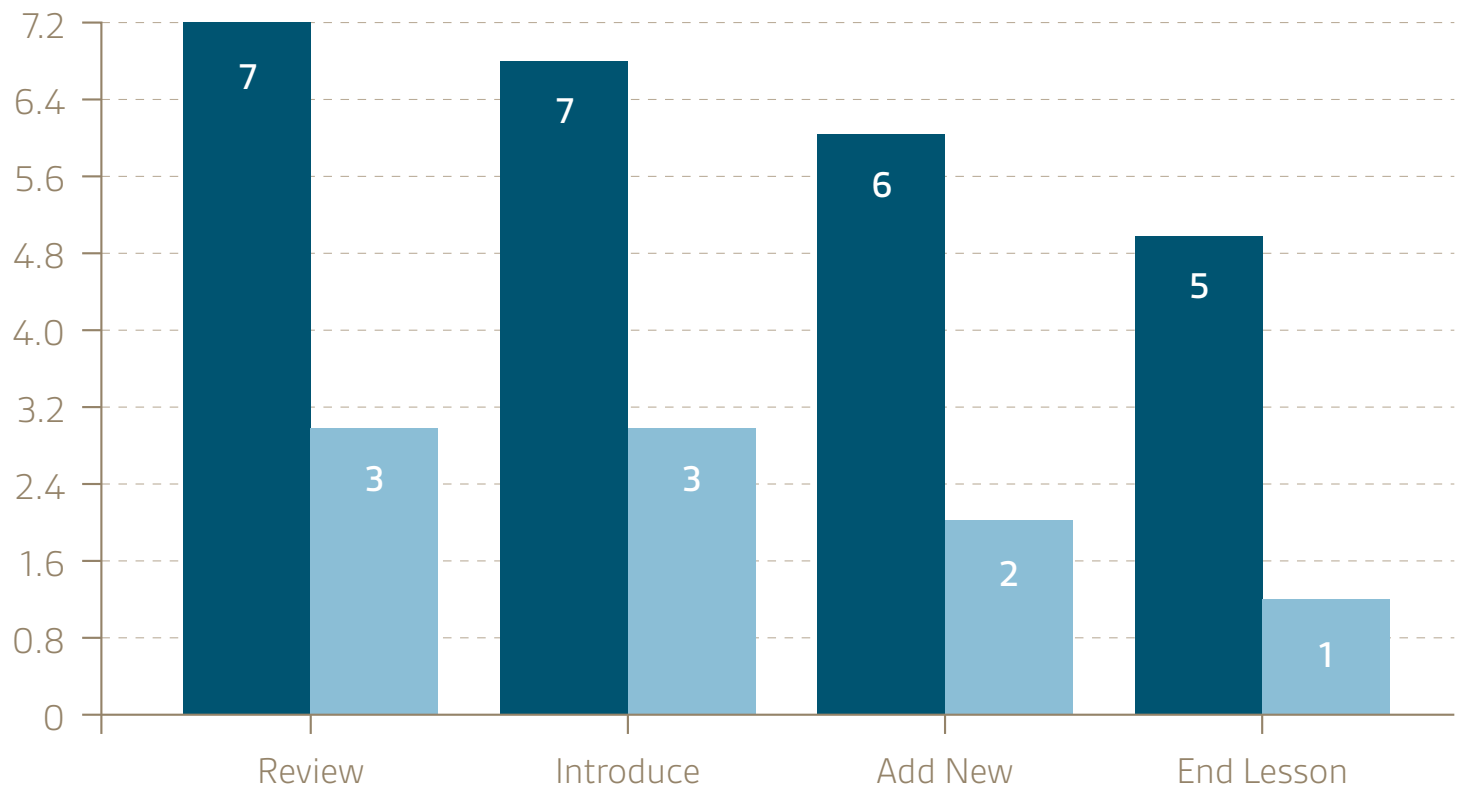
Observe

Explore

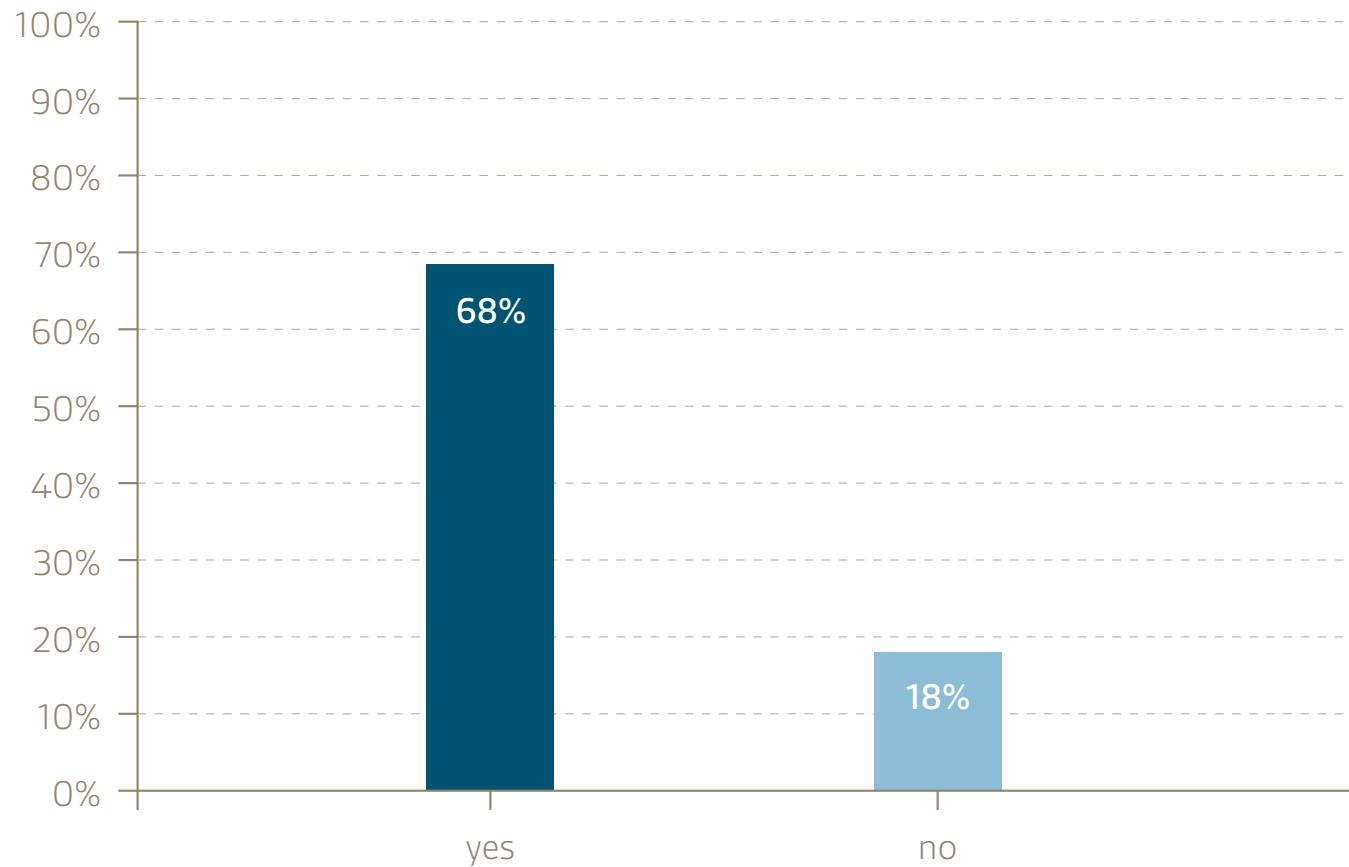
Support & Refine

Was there any evidence of use of the Unit Organizer?

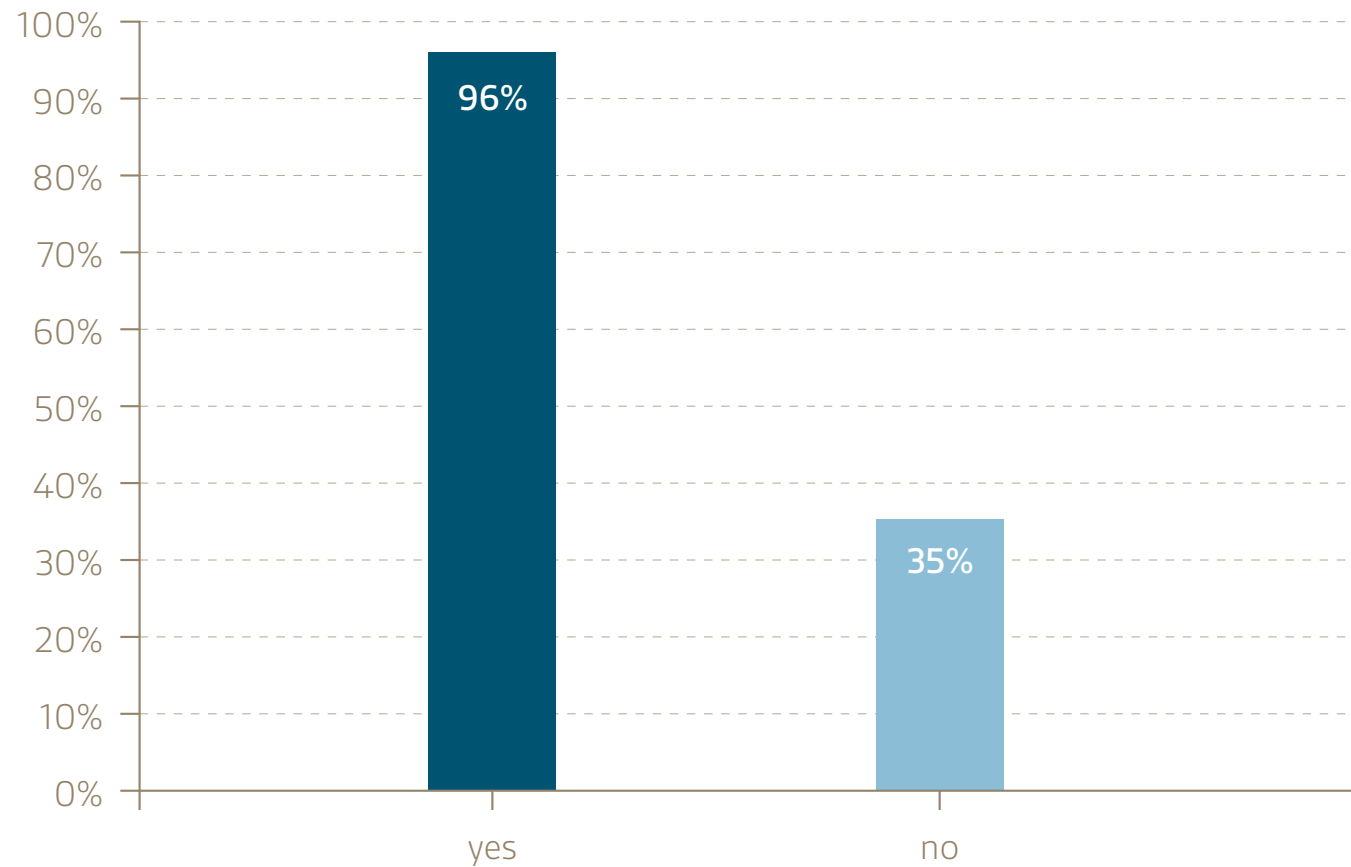




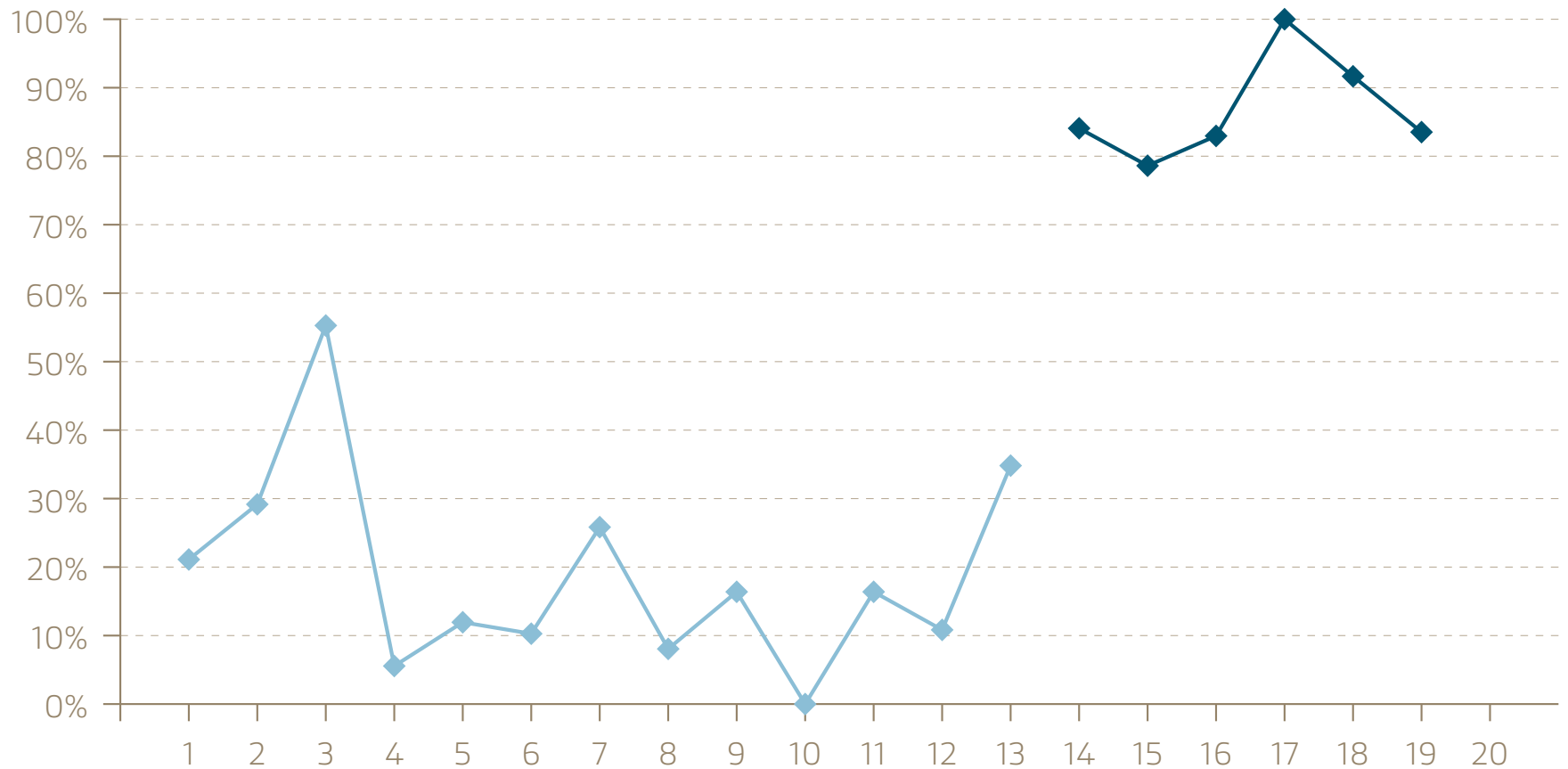
Did You Continue to Use?



Will You Use In the Future?



Teacher 5 | AMBER M. (PRAISE/CORRECTION)



SIX BIG IDEAS

no. 1 *Effective coaching is not
an either or proposition.*

SIX BIG IDEAS

no. 2

*Coaching involves
complex helping
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no. 5

*Knowledge transfer
involves making tacit
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SIX BIG IDEAS

no. 6

We usually need to see practices to learn them.



The Instructional Coachin... Timeline Now

Admin Panel

Create Page

write a comment...

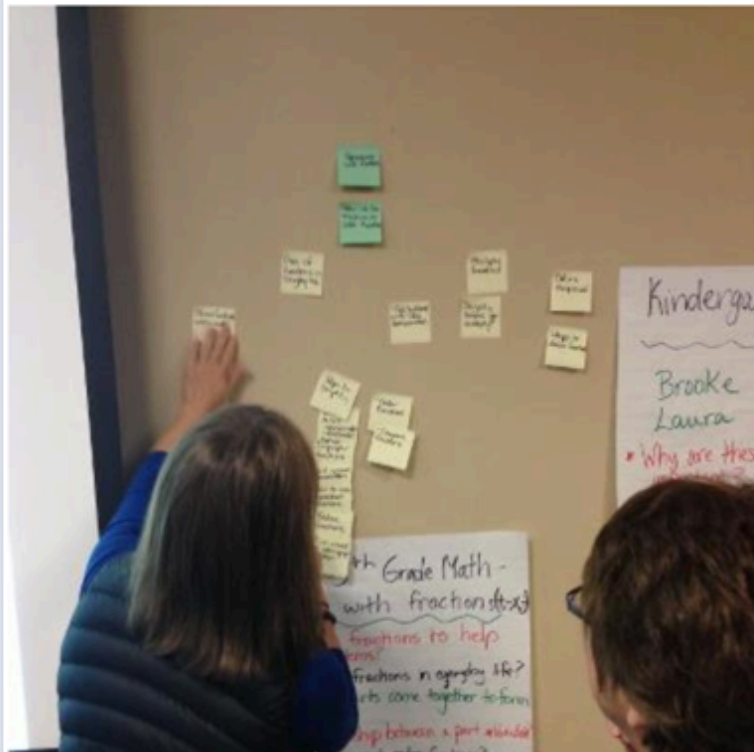
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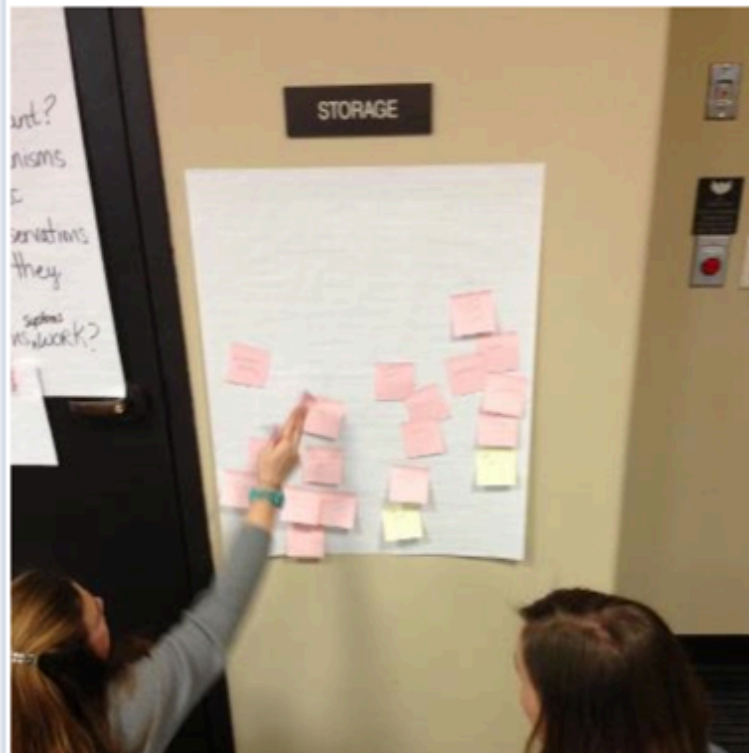
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December

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JIM KNIGHT

HIGH- IMPACT INSTRUCTION

A FRAMEWORK FOR GREAT TEACHING





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

Are you a
radical learner?



<http://www.radicallearners.com>

<http://www.instructionalcoaching.com>

<http://thebigfour.ning.com>

jimknight@mac.com

jimknig