

Instructional Coaching

Jim Knight
Kansas Coaching Project
University of Kansas
jimknight@mac.com

**My first
teaching
experience**



**My first
teaching
experience**



Toronto

“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

“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 I. Sutton

The knowing-doing gap

Spring	
Summer	
Fall	
Winter	

Helping



Partnership Principles



Instructional Coaching

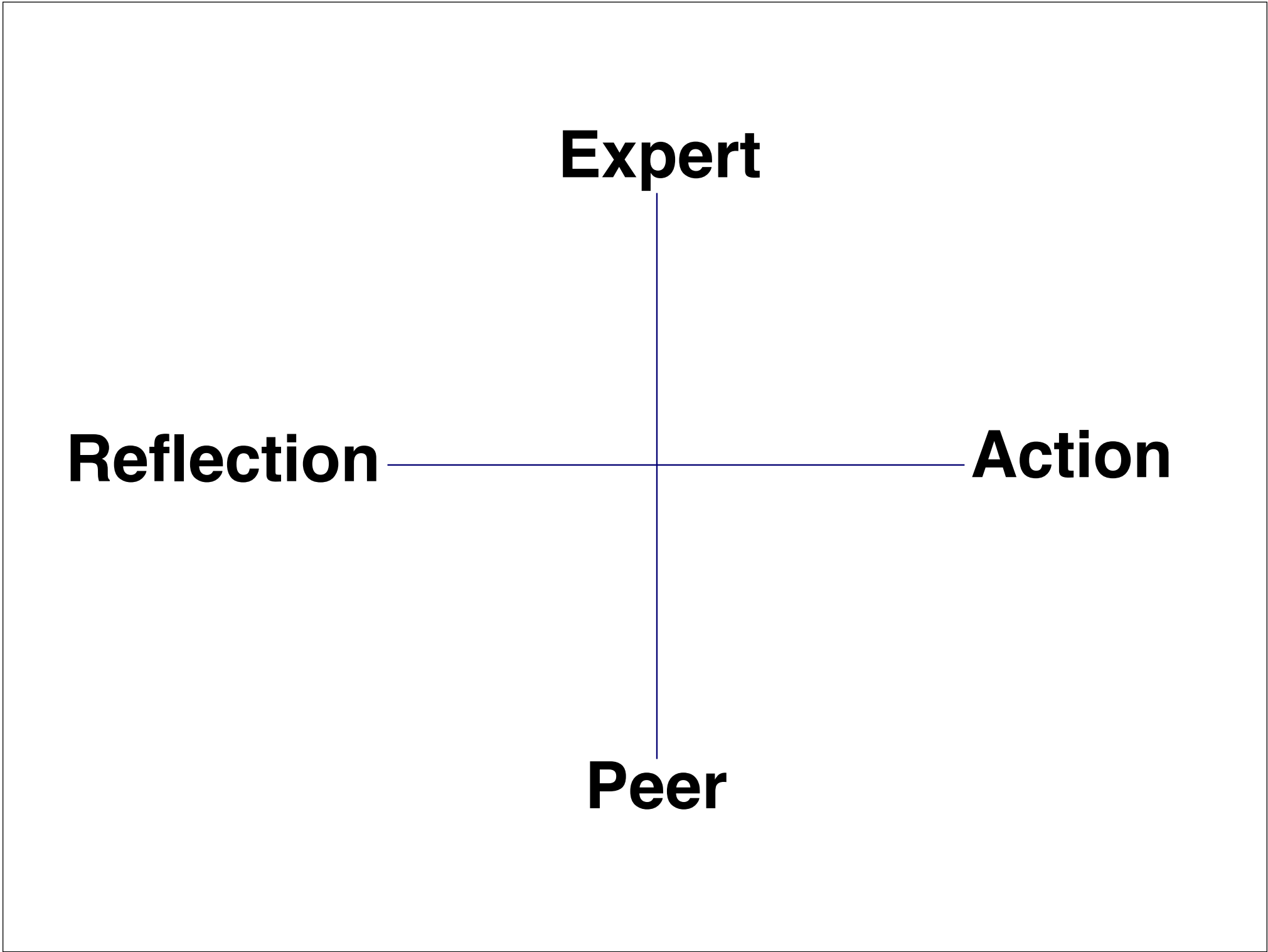


Expert

Reflection

Action

Peer





**What do
instructional
coaches do?**

Components

Enroll

Identify

Explain & Mediate

Model

Observe

Explore

Support & Refine



Enroll

One-to-one conversations

Large or small group presentations

Principal referrals

Workshops, teams, PLCs

Newsletters

Informal interactions

Components

Enroll

Identify

Explain & Mediate

Model

Observe

Explore

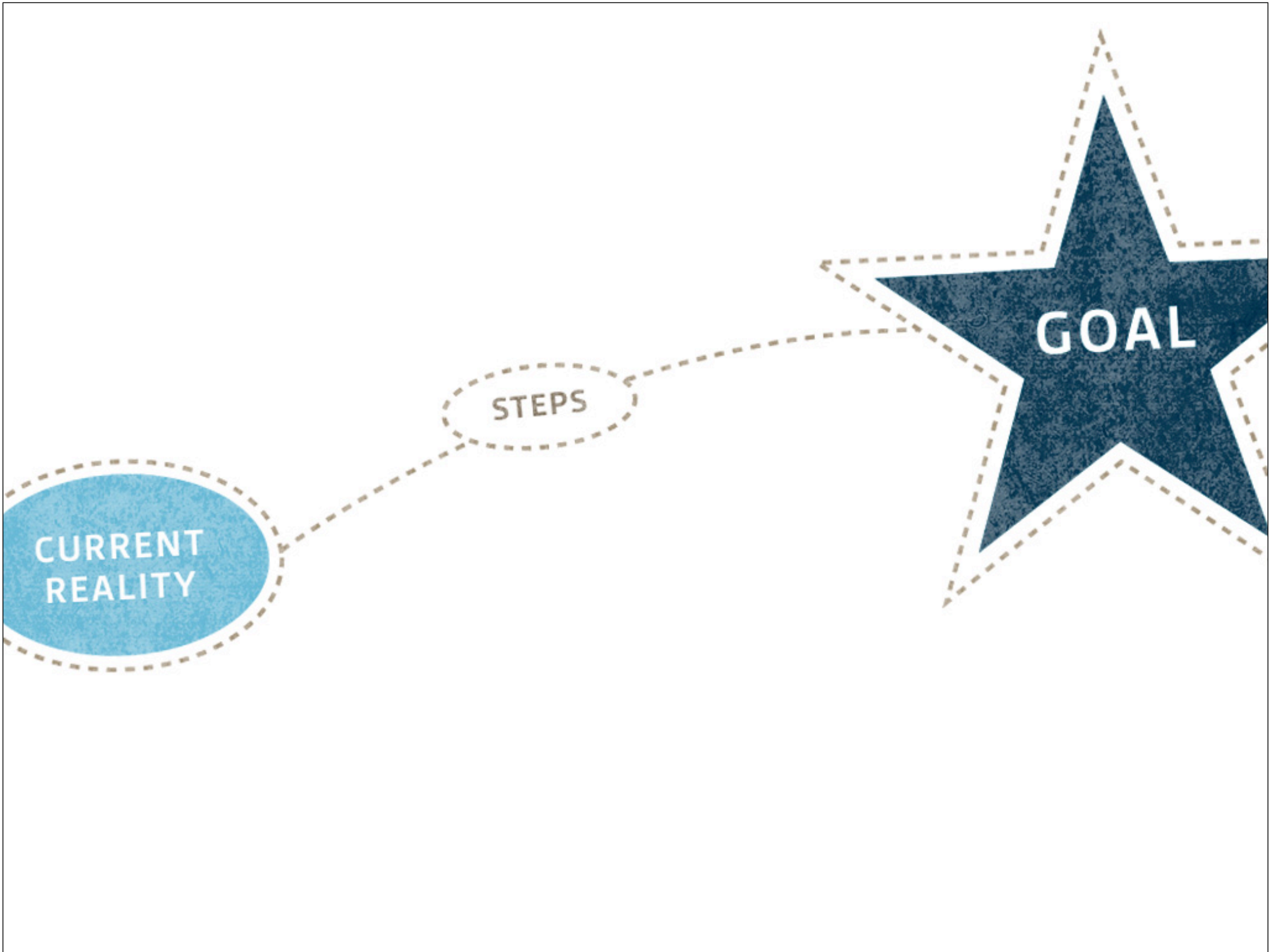
Support & Refine



Goal Setting







COACHING TOOLS

Identify a Goal



CHANGE *What do you want to see?*

.....

.....

.....

.....

.....

.....

GOAL *What data will show you've met your goal?*

.....

.....

.....

.....

.....

.....

STRATEGY *What strategy will you use?*

.....

.....

.....

.....

.....

.....

DATE *When will you meet your goal?*

.....

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 Big Four

- Content Planning
- Assessment for Learning
- Instruction
- Community Building



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%

I Love the Look of Words

By: Maya Angelou

Popcorn leaps, popping from the floor
of a hot black skillet and into my mouth.

Black words leap,
snapping from the white
page. Rushing into my eyes. Sliding
Into my brain which gobbles them
the way my tongue and teeth
chomp the buttered popcorn.

When I have stopped reading,
ideas from the words stay stuck
in my mind, like the sweet
smell of butter perfuming my
fingers long after the popcorn
is finished.

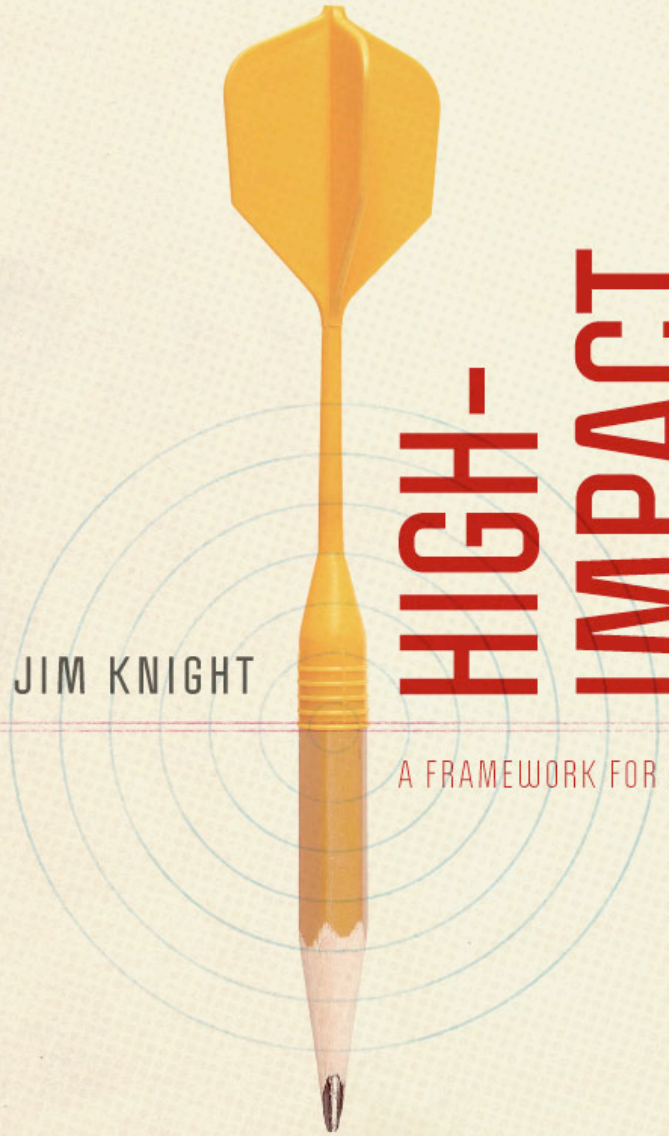
I love the book
and the look of words
the weight of ideas that popped into my mind
I love the tracks of new thinking in my mind.



JIM KNIGHT

HIGH- IMPACT INSTRUCTION

A FRAMEWORK FOR GREAT TEACHING



Resource Attributes of Effective Thinking Prompts Checklist

<i>An effective thinking prompt is . . .</i>	✓
Provocative. People cannot wait to talk about it.	
Complex. There are many different ways to interpret it.	
Personally Relevant. It speaks directly to individuals.	
Positive. It fosters learner-friendly emotions.	
Concise. It's not too long to view or experience.	

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.



An Effective Goal

- Identifies a change in students
- is measurable
- identifies a strategy

**What kind of goal
would you
create?**



COACHING TOOLS

Identify a Goal



CHANGE *What do you want to see?*

.....

.....

.....

.....

.....

.....

GOAL *What data will show you've met your goal?*

.....

.....

.....

.....

.....

.....

STRATEGY *What strategy will you use?*

.....

.....

.....

.....

.....

.....

DATE *When will you meet your goal?*

.....

**[http://instructionalcoaching.com/
resources/](http://instructionalcoaching.com/resources/)**

Components

Enroll

Identify

Explain & Mediate

Model

Observe

Explore

Support & Refine



Atul Gawande
Personal Best



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

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

Figure 7.3 Effective Stories

<i>Effective stories are . . .</i>	✓	<i>Comments</i>
Not Lame. Is the story of interest to students or just the teacher?		
Concise. Cut out every word that you can. Shorter stories are more powerful.		
Vivid. Have you included enough details to paint a rich picture?		
Emotional. Will the story touch students' hearts?		
Surprising. Can you make the story more effective by including a surprise ending?		
Humble. Stories that celebrate a teacher's successes can be off-putting to students.		

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.

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.

Figure 2.1 How to Create Great 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.	
Choose meaningful or important topics.	
Choose 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.	

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.

Figure 3.8 I Do It, We Do It, You Do It

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

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

<i>You Do It</i>	✓
Let students perform independently.	
Give brief constructive feedback.	
Give feedback on the fly.	
Identify categories of error if students haven't mastered the learning.	
Plan how to address the categories of error in the next lesson.	

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.

An Effective Checklist

- as short as possible
- comprehensive
- explicit
- precise
- easy to understand

Components

Enroll

Identify

Explain & Mediate

Model

Observe

Explore

Support & Refine

Model

Clarify classroom management

Arrive early

Use name tents

Model only the practice being
learned

Communicate your respect

Model

in the class

co-teach

prior to class

another class (with coach)

another class (without coach)

video



Figure 3.8 I Do It, We Do It, You Do It

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

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

<i>You Do It</i>	✓
Let students perform independently.	
Give brief constructive feedback.	
Give feedback on the fly.	
Identify categories of error if students haven't mastered the learning.	
Plan how to address the categories of error in the next lesson.	

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.

Components

Enroll

Identify

Explain & Mediate

Model

Observe

Explore

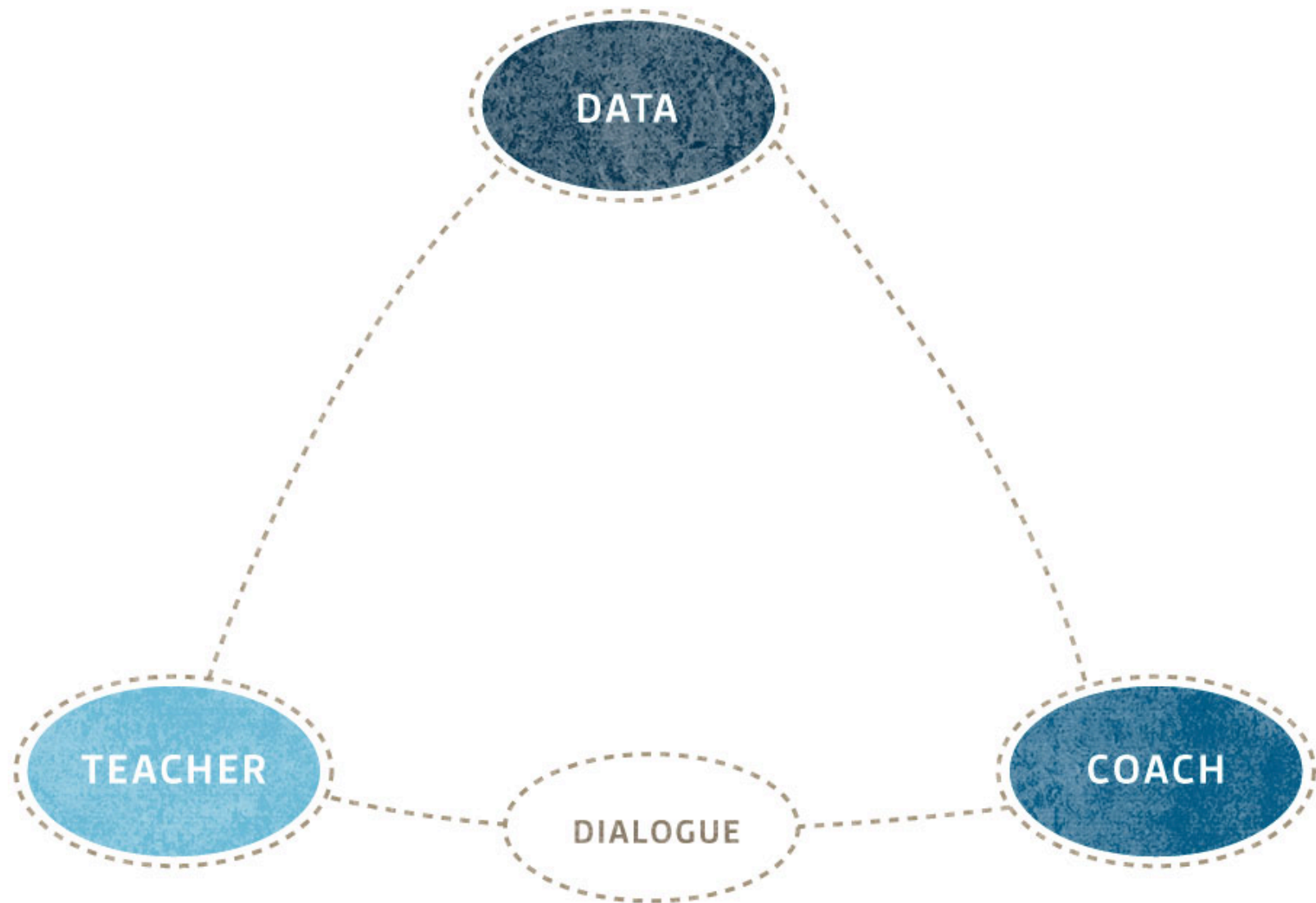
Support & Refine

Top-down Feedback



Partnership Feedback (C.E.D.)

Reinke, (2005)



Components

Enroll

Identify

Explain & Mediate

Model

Observe

Explore

Support & Refine

