

*Vision: Every child in every district receives the instruction that they need and deserve...every day.*

# Instructional Coaching: Principles & Practices Spring Conference 2014

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Information shared and adapted from

Jim Knight

University of Kansas, Center for Research on Learning



Oregon Response to Intervention

# Partnerships



# Welcome

I am in the session today because....

- One minute quick write

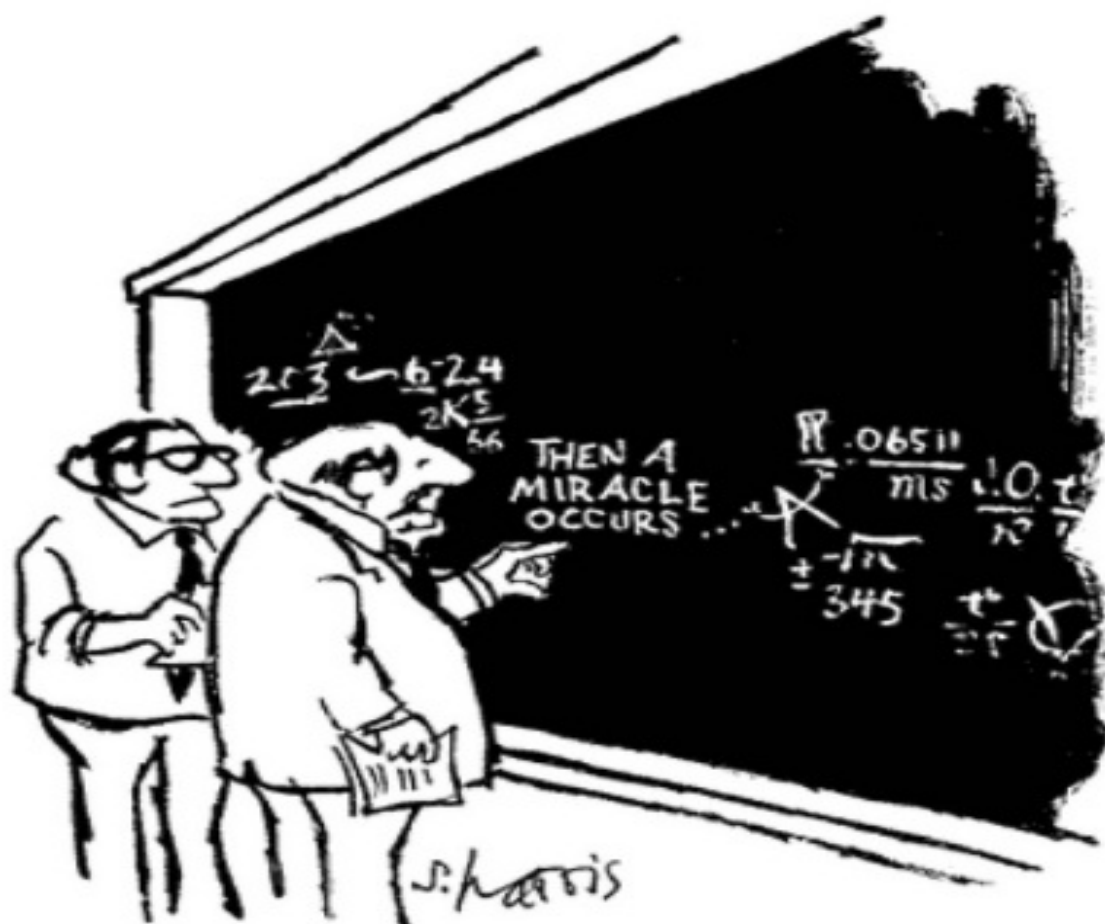
# Share with your partner





# Targets

- Develop understanding about importance of coaching for education.
- Develop awareness of the components of coaching.
- Discuss the partnership approach to coaching.



"I think you should be more explicit here in step two."

Coaching<sub>done</sub> well may  
be the most effective  
intervention designed for  
human performance.

Atul Gawande

# What is the value of a coach?

- Coaching supports learning
- Coaches encourage meaningful conversation
- Coaching is key to implementation
- Coaching helps bring out the best
- **Increasing achievement**
- Coaching builds capacity
- Coaching improves culture



**Why?**

Joyce and Showers, 2002	<b>OUTCOMES</b> <b>(% of Participants)</b>		
TRAINING COMPONENTS	Demonstrate Knowledge	Demonstrate Skill	Use in the Classroom
Theory and Discussion	10%	5%	0%
+ Demonstration in Training	30%	20%	0%
+ Practice & Feedback in Training	60%	60%	5%
+ Coaching in Classroom	95%	95%	95%

One-shot  
workshops do  
**not** improve  
instruction

**0/33**

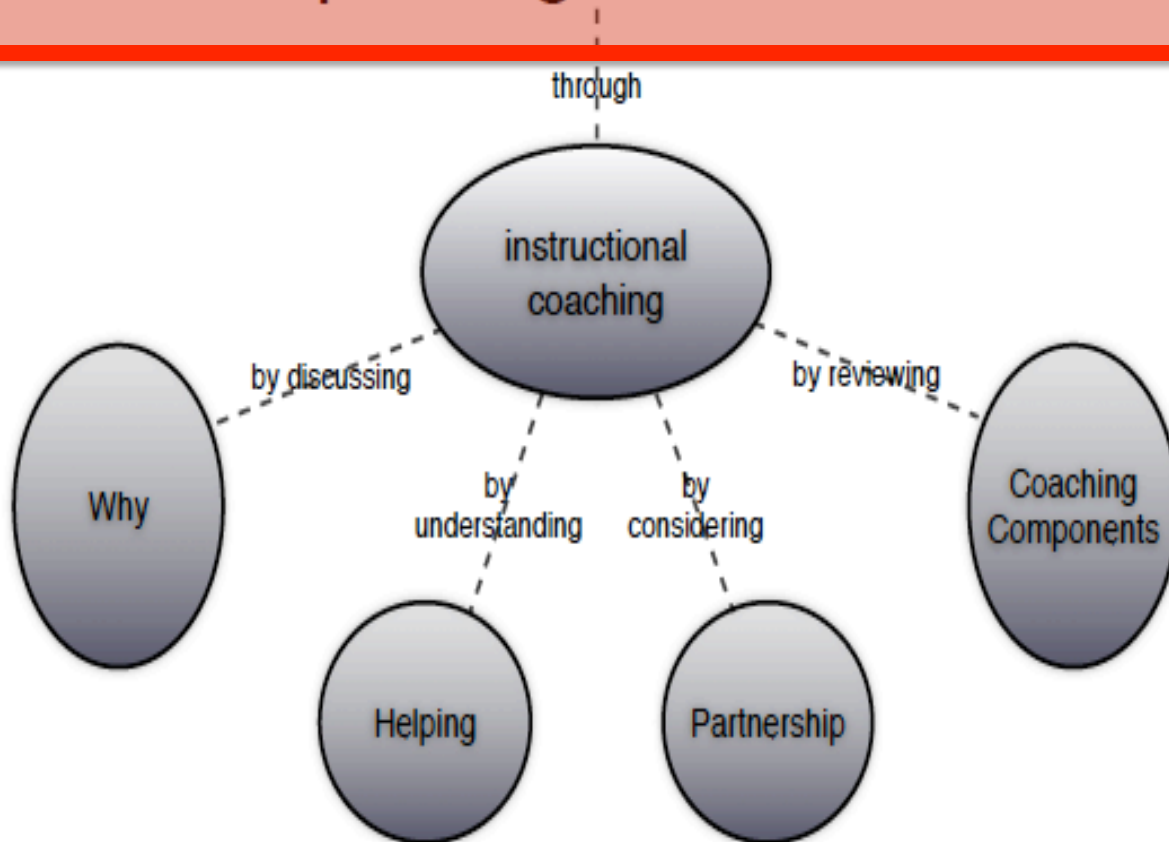
Teachers had fidelity  
above 10% beyond  
first step



# Outcomes of Coaching

- Fluency with trained skills
- Adaptation of trained concepts/skills to local contexts and challenges
  - And new challenges that arise
- Rapid redirection from miss-applications
- Increased fidelity of overall implementation
- Improved sustainability
  - Most often due to ability to increase coaching intensity at critical points in time.

# Improving Instruction

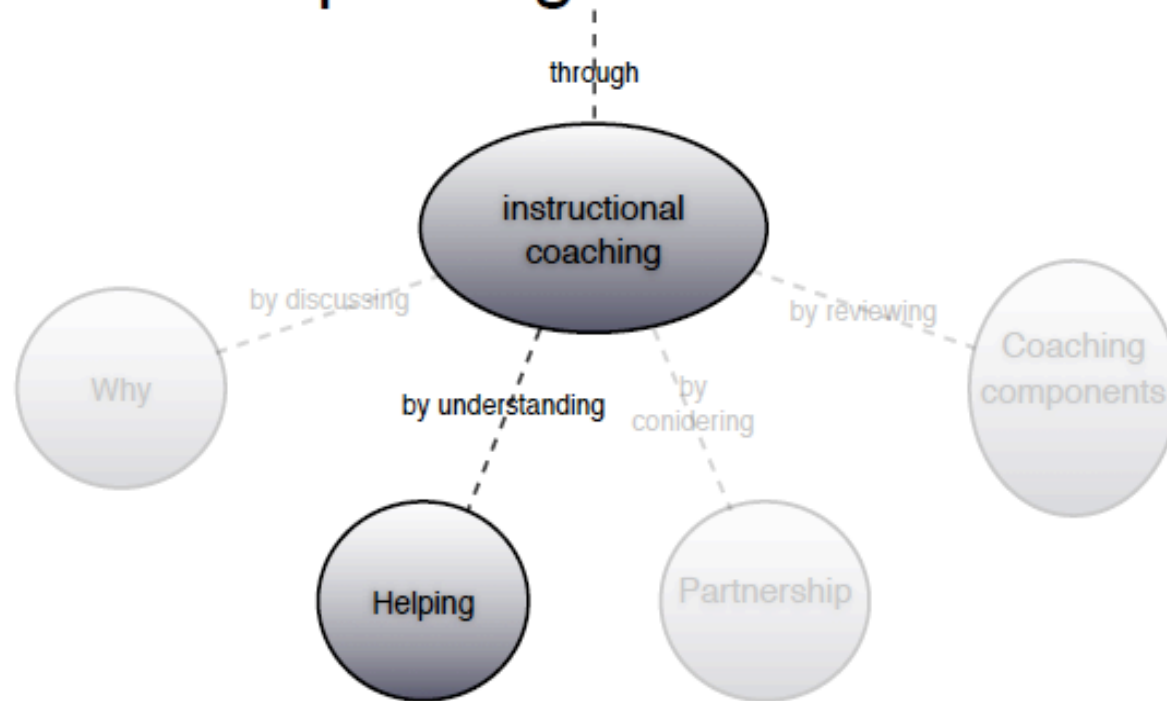


# Share with your partner



My experience with academic coaching is...

# Improving instruction



# Helping



# Helping

Change

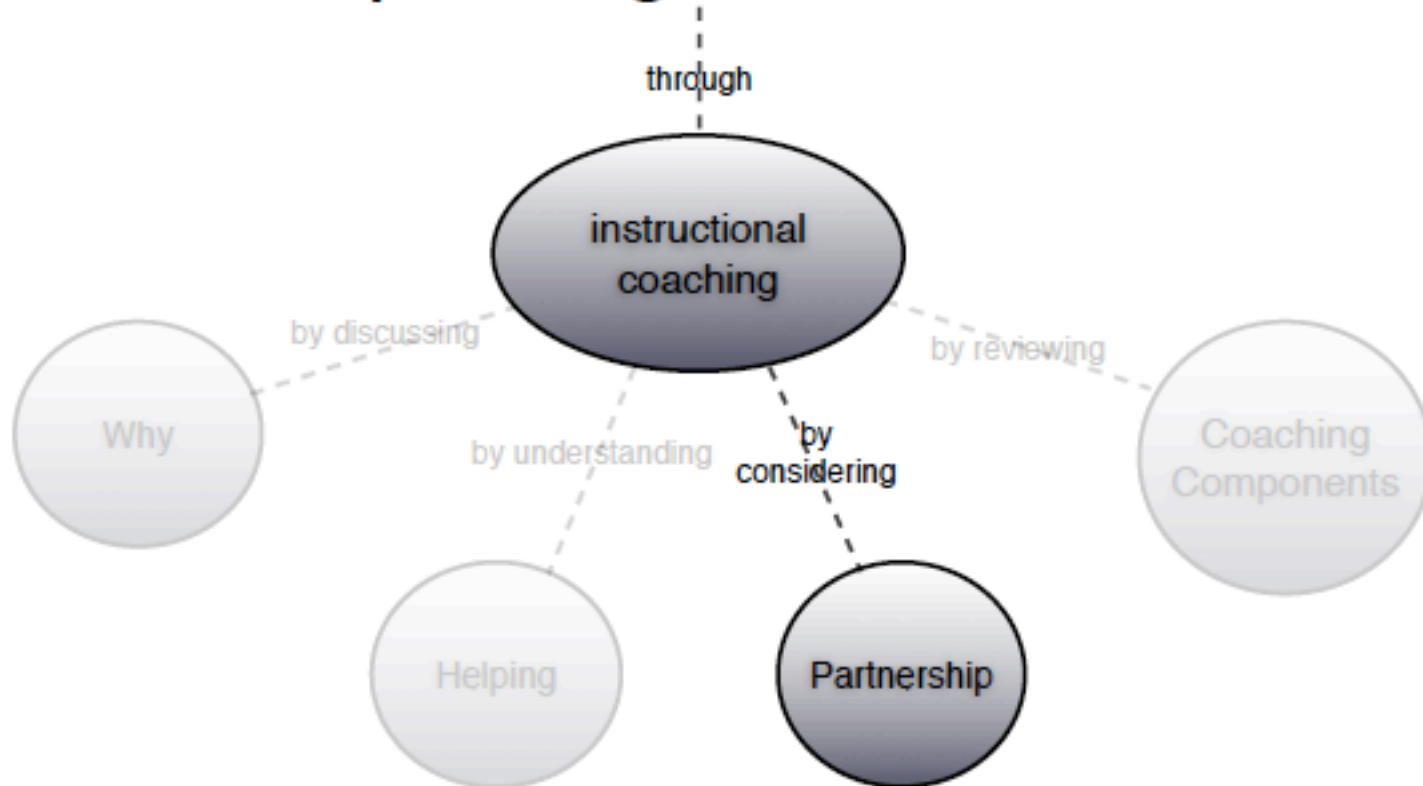
Identity

Thinking

Status

Motivation

# Improving Instruction



# Partnership Principles





# Equa

We the People  
insure domestic Tranquility, provide for the common defence  
and our Posterity, do ordain and establish this Constitution

[illegible]

choice



EXIT NOW



# Voice



# Dialogue





# Reflection

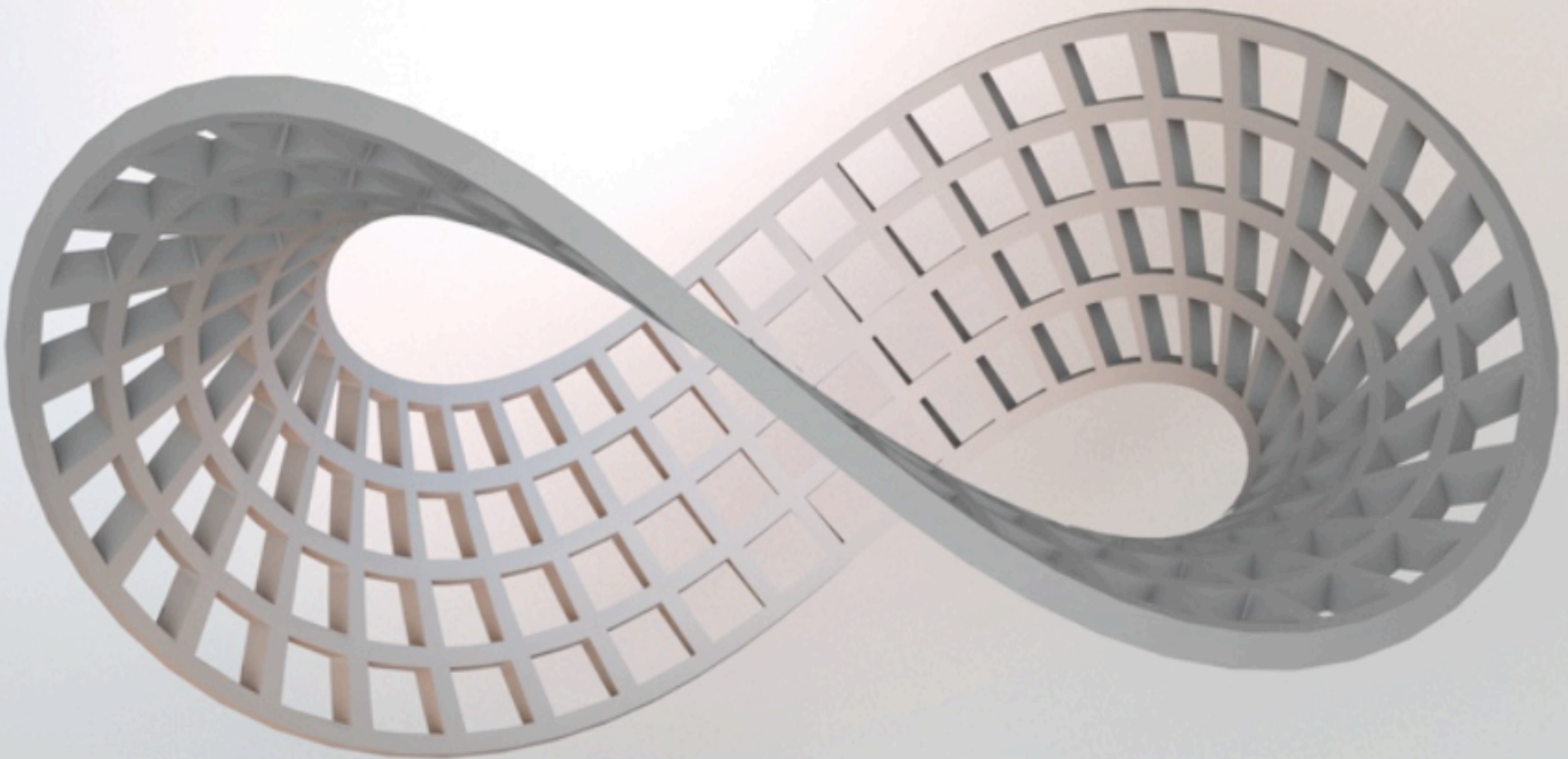


# PRAxis

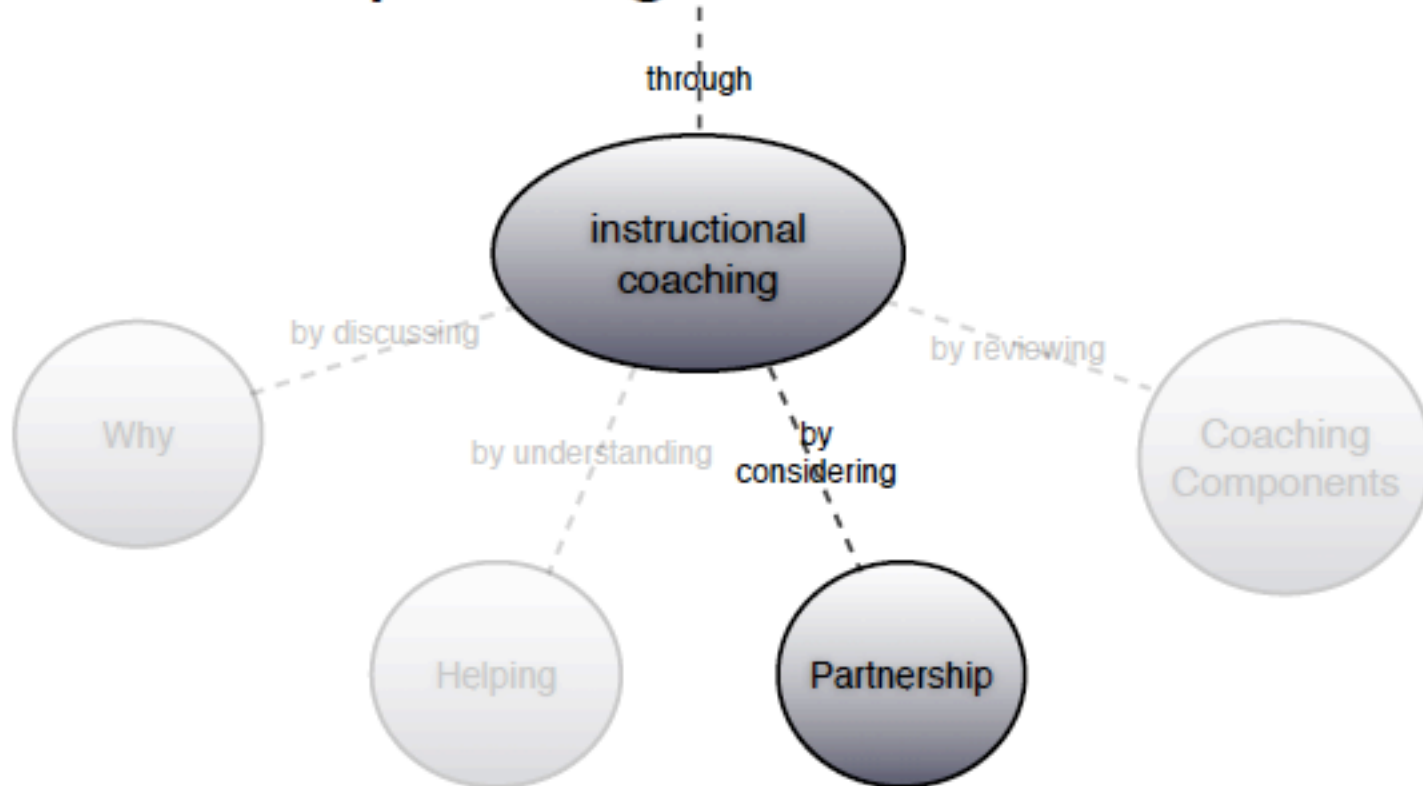




# Reciprocity



# Improving Instruction

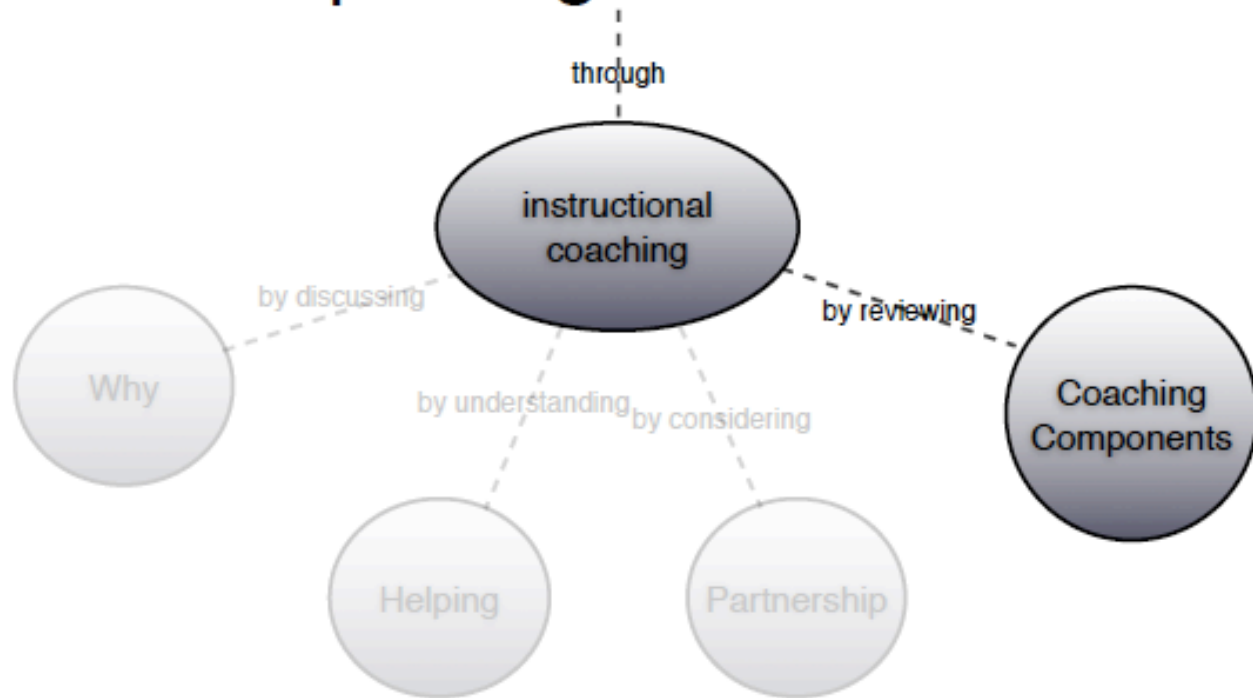




Which partnership principle is a strength? Which one will be a stretch? (For you or your organization)



# Improving instruction

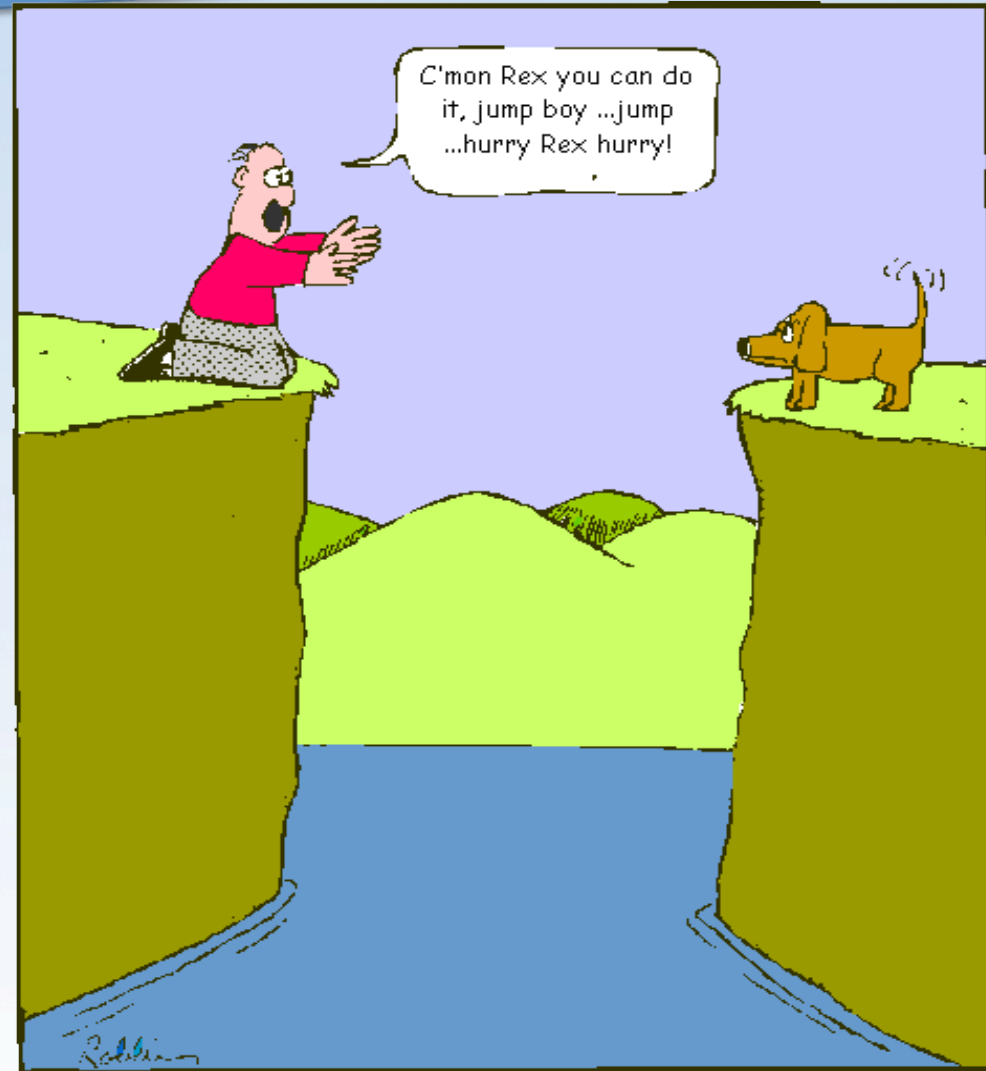


**What do  
instructional  
coaches do?**

Jim Knight

# Continental Drift

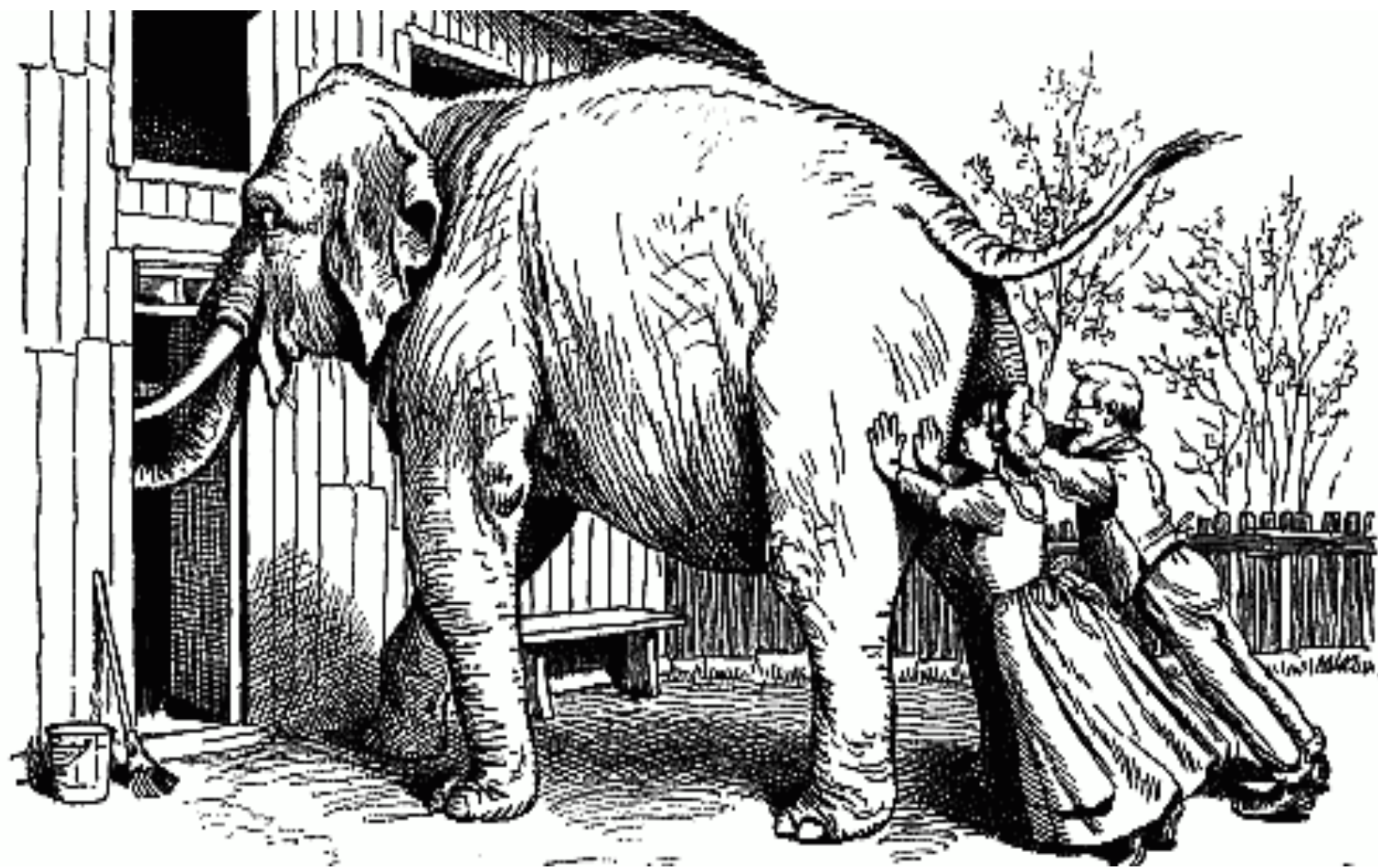
***Shift***  
...to a school  
culture focused on  
effective  
instructional  
practices



# What impacts student achievement? Do we train and plan Pk-12 to impact these?

Effective <i>teaching</i> variables	Effect size	<i>Other</i> variables	Effect size
Student expectations	<b>+1.44</b>	Socioeconomic Status	<b>+0.57</b>
Response to Intervention	<b>+1.07</b>	Parental Involvement	<b>+0.51</b>
Formative Evaluation	<b>+0.90</b>	Computer based instruction*	<b>+0.37</b>
Teacher Clarity	<b>+0.75</b>	School Finances	<b>+0.23</b>
Reciprocal Teaching	<b>+0.74</b>	Aptitude by Treatment Interactions*	<b>+0.19</b>
Feedback	<b>+0.73</b>	Family Structure	<b>+0.17</b>
Teacher-Student Relationships	<b>+0.72</b>	Retention	<b>-0.16</b>

John Hattie, *Visible Learning*, 2009









# Components

Enroll

Identify

Explain

Mediate

Model

Observe

Explore

Refine/Support

**Enroll**

# Enrolling teachers

- Large-group presentation
- Small-group presentation
- Interviews
- Informal conversations
- Principal (or other) referral

“It isn’t that they can’t see the solution. It is that they can’t see the problem.”

GK Chesterton, cited in Prochaska



# Identify



fulcrum



# **Explain**



THE CHECKLIST MANIFESTO • HOW TO GET THINGS RIGHT

ATUL GAWANDE

BESTSELLING AUTHOR OF  
BETTER AND COMPLICATIONS

## “Cue, Do, Review” Checklist

Teacher: \_\_\_\_\_ Unit Content: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher ID #: \_\_\_\_\_ School: \_\_\_\_\_ Module: \_\_\_\_\_

TEACHING BEHAVIOR	OBS.	COMMENTS
<b>CUE</b>		
Name the device		
Explain how it will help them learn		
Specify what they need to do		
<b>DO: LINKING STEPS</b>		
Walk through the device		
Involve students		
Shape student responses		
Evaluate student understanding		
Re-instruct if necessary		
<b>REVIEW:</b>		
Ask questions about information		
Ask questions about how the device works		

**Mediate**



hope & fear

# Model

# Model

(You watch me!)

**Goal:** To show exactly *how* to implement a particular intervention

- Be fully aware of critical teaching practices you need to model
- Ensure that teacher **knows the purpose** of the model lesson
- Provide concrete description of what you'll be doing
- Clarify roles for behavioral management
- **Co-construct** an observation form
- Ensure your collaborating teacher knows how to use the form



**Observe**

# Explore

# Explaining Interventions

- Read, re-read, read again
- Underline, mark with post-its
- Take notes, draw mind maps
- Write scripts, presentations
- Use stories, analogies, punchy phrases,

**Refine/Support**

# Components

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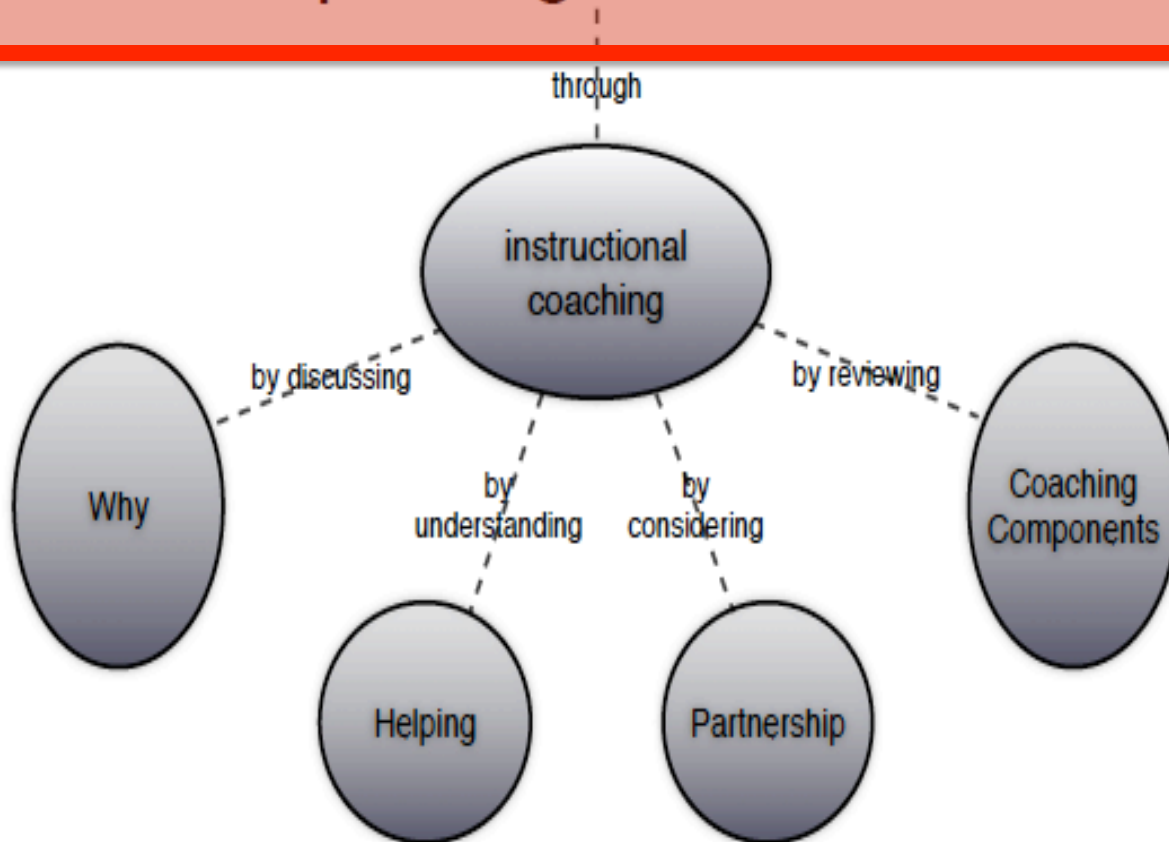
Observe

Explore

Refine/Support



# Improving Instruction



# What is an instructional coach?

- A coach means to...
  - Help another take action toward his or her own goals
  - Support a colleague in developing his or her expertise in planning, reflecting, problem solving, and decision making
  - Be an on-site academic support partner with educators to identify and assist with implementation of proven teaching methods

# Resources Exploration

- [Coaching tools](#)
- Videos for teaching support:
  - [www.corwin.com/highimpactinstruction](http://www.corwin.com/highimpactinstruction)

# We all need a coach!

Thank *you*!