

THE IMPACT CYCLE

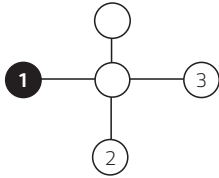


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CHAPTER ONE

The Complexity of Helping



THE COMPLEXITY OF **HELPING**



GUIDING QUESTION

What complicates the task of helping adults?

Change

Prochaska, J.O., Norcorss, J.C., & DiClemente, C. C. (1994).

Changing for Good. New York: Avon Books.

Gallwey, W. Timothy (1997). **The Inner Game of Tennis.** New York: Random House.



FIND IT

Watch Jim Knight and Aisha Santos discuss pace and structure in lesson planning.



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THINK ABOUT IT

Do agree that most people don't know what it looks like when they do what they do? Why? Why not?

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Identity

Stone, D., & Heen, S. (2014). **Thanks for the Feedback: The Science and Art of Receiving Feedback Well.** New York: Penguin-Putnam.

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THINK ABOUT IT

How have people's concerns about identity affected your work as a coach?

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SIMPLE TRUTH #1

Most people don't know what it looks like when they do what they do.

"The story we tell ourselves about who we are."

STONE AND HEEN (2014)

SIMPLE TRUTH #2

People take it personally when we talk about their practice.

Thinking

Davenport, T. H. (2005). **Thinking for a Living: How to Get Better Performance and Results From Knowledge Workers.** Boston: Harvard Business School Press.

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SIMPLE TRUTH #3

When we do the thinking for other people, they resist.



THINK ABOUT IT

If professionals are not involved in the thinking, do they commit to change initiatives?

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Status

Schein, E. H. (1992). **Organizational Culture and Leadership** (2nd ed.). San Francisco: Jossey-Bass.

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SIMPLE TRUTH #4

If people perceive us as putting ourselves “one-up”, they resist.



THINK ABOUT IT

In your experience, how is status at play in helping relationships?

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Motivation

Pink, D. H. (2009). **Drive: The Surprising Truth About What Motivates Us.**
Cambridge, MA: Riverside.

SIMPLE TRUTH #5

Unless people care about a goal, they aren't likely to achieve the goal.



THINK ABOUT IT

In your experience, do people implement goals when they can't see a good reason to implement them?

Review

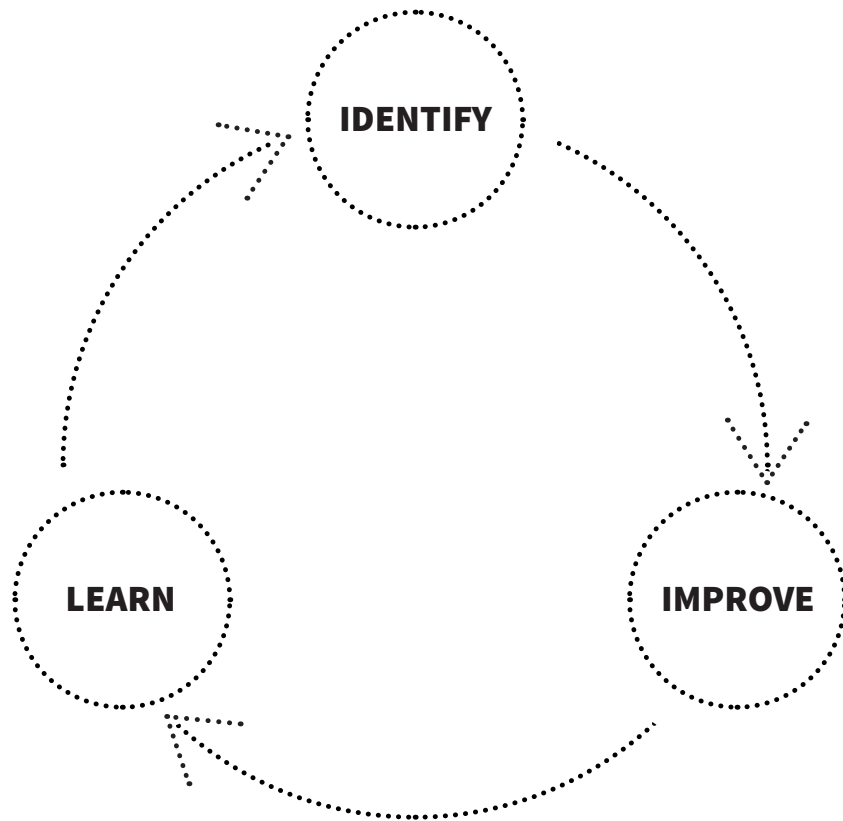
The Complexity of Helping

- » Change
- » Identity
- » Thinking
- » Status
- » Motivation



THINK ABOUT IT

In what ways does your experience suggest the simple truths of helping do and do not reflect your truths?



CHECKLIST:

Impact Cycle

IDENTIFY:

- Teacher gets a clear picture of current reality by watching a video of their lesson or by reviewing observation data (video is best).
- Coach asks the identify questions with the teacher to identify a goal.
- Teacher identifies a student-focused goal.

LEARN:

- Coach shares a checklist for the chosen teaching strategies.
- Coach prompts the teacher to modify the practice if the teacher wishes.
- Teacher chooses an approach to modeling that they would like to observe & identifies a time to watch modeling.
- Coach provides modeling in one or more formats.
- Teachers set a time to implement the practice.

IMPROVE:

- Teacher implements the practice.
- Data is gathered (by teacher or coach in class or while viewing video) on student progress toward to the goal.
- Data is gathered (by the teacher or coach in class or while viewing video) on teacher's implementation of the practice (usually on the previously viewed check list).
- Coach and teacher meet to confirm direction and monitor progress.
- Coach and teacher make adaptations and plan next actions until the goal is met.

THREE APPROACHES TO COACHING:

Facilitative, Dialogical, and Directive

It is very important for leaders to adopt the right approach to coaching for the kind of change they hope to see. Indeed, choosing the wrong coaching model can cause problems—like choosing a plumber to wire your house. For that reason, we divide coaching into three approaches: facilitative, directive, and dialogical.

FACILITATIVE COACHING:

The Sounding Board.

These coaches encourage teachers to share their ideas openly. They refrain from sharing their own expertise or suggestions with respect to what a teacher can do to get better. This approach may be used in all types of situations, so it has the potential to address issues that dialogical or directive coaching is not able to address. The relationship is based on equality.

DIRECTIVE COACHING:

The Master and the Apprentice.

In many ways, directive coaching is the opposite of facilitative coaching. The directive coach has special knowledge, and his or her job is to transfer that knowledge to the teacher. In an instructional coaching scenario, the directive coach works from the assumption that the teachers they are coaching do not know how to use best practices. The relationship is respectful, but not equal.

DIALOGICAL COACHING:

The Partner.

Dialogical coaches balance advocacy with inquiry. That is, they share strategies and options for improvements provisionally and help teachers describe precisely both what it is they want to achieve and how to get there. Furthermore, they go beyond mere conversation to dialogue, where thinking is done together and neither the teacher nor the coach is expected to withhold their ideas. The relationship is equal. Effective instructional coaches are usually dialogical coaches. Therefore, this is the approach we use as we move through the Impact Cycle.

An instructional coach understands the three types of coaching and recognizes that an instructional coach works primarily as a dialogical coach. Although dialogue and thinking together with the collaborating teacher drive the coaching process, the instructional coach is aware of and understands the two other forms of coaching and is able to use any of the three approaches as situations may dictate. Nevertheless, directive coaching is used minimally—if at all—by an effective instructional coach.

DEEP LEARNING, DEEP COACHING

Deep Learning

At its heart, coaching is about striving to become the best version of ourselves and being committed to continuous and measurable improvement. Think about the feeling you get when you gain a new competency and how motivating that is. That is the very thing deep coaching taps into—the desire we all have to be the very best version of ourselves.

Deep learning changes us in unmistakable ways. Deep learning can come from positive or negative experiences.

“Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we were never able to do. Through learning we re-perceive the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.”

PETER SENGE

The Fifth Discipline: The Art and Practice of the Learning Organization, 1990

CHECKLIST:

PEERS Goals

A PEERS GOAL IS:

- POWERFUL:** Makes a big difference in children's lives.
- EASY:** Simple, clear, and easy to understand.
- EMOTIONALLY COMPELLING:** Matters a lot to the teacher.
- REACHABLE:** Identifies a measurable outcome and strategy.
- STUDENT-FOCUSED:** Addresses a student achievement, behavior, or attitude outcome.

CHECKLIST:

Identify Questions

1. On a scale of 1-10, with 10 being the best lesson you've ever taught and 1 being the worst, how would you rank that lesson? _____

2. What pleased you about the lesson?

3. What would have to change to move the lesson closer to a 10?

4. What would your class be doing differently if it was a 10?

5. Tell me more about what that change would look like.

6. How would we measure that change?

7. Do you want that to be your goal?

8. If you could hit that goal, would it really matter to you?

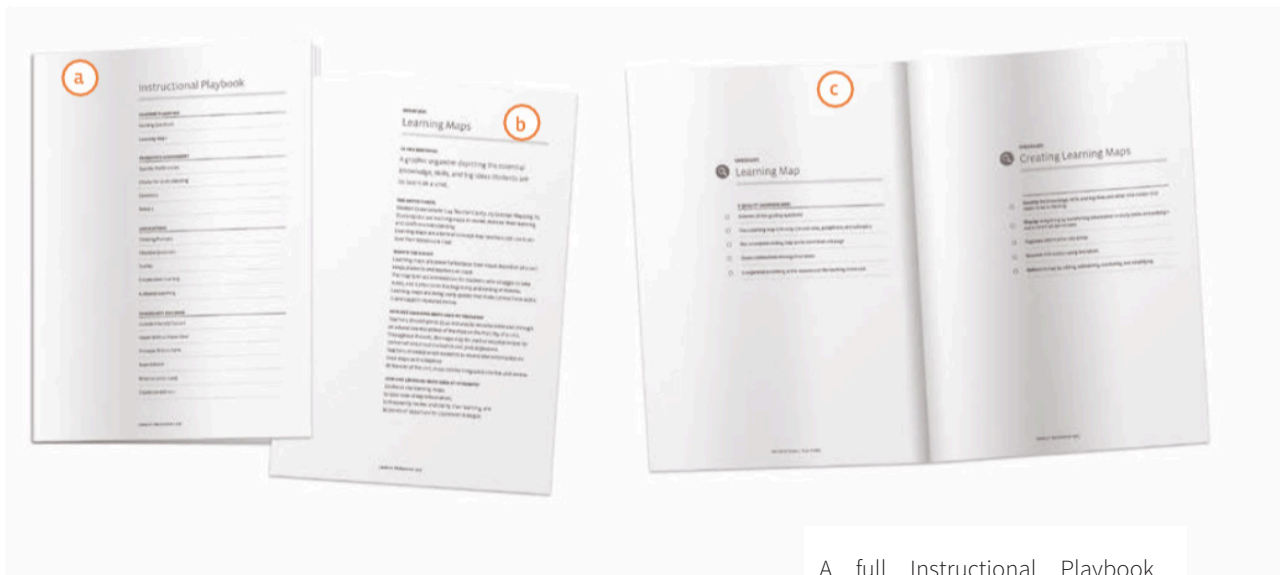
9. What teaching strategy can you use to hit your goal?

10. What are the next steps?

Strategies Can Be Shared and Taught by Creating an Instructional Playbook.

To help teachers improve student learning and wellbeing by improving instruction, the coach must be able to clearly describe a set of teaching strategies teachers can use to hit their goals. The so-called Instructional Playbook describes these strategies using the following three tools:

- A.** A one-page list of high-impact teaching strategies.
- B.** One-page descriptions for each of the strategies.
- C.** Checklists that help coaches describe the teaching practices contained in the playbook.



A full Instructional Playbook, including one-page descriptions and checklists for each teaching strategy is included in *The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in teaching*.



IDENTIFY:

Improve

CONFIRM DIRECTION

REVIEW PROGRESS

INVENT IMPROVEMENTS

PLAN NEXT ACTION

QUESTIONS:

Questions for the Improve Stage

QUESTIONS TO CONFIRM DIRECTION

Given the time we have today, what's the most important thing for us to talk about?

What's on your mind?

QUESTIONS TO REVIEW PROGRESS

What has gone well?

What are you seeing that shows this strategy is successful?

What progress has been made toward the goal?

What did you learn?

What surprised you?

What roadblocks are you running into?

QUESTIONS FOR INVENTING IMPROVEMENTS

Do you want to stick with the strategy as it is?

Do you want to revisit how you use the teaching strategy?

Do you want to choose a new strategy?

Do you want to change the way we measure progress toward the goal?

Do you want to change the goal?

QUESTIONS FOR PLANNING NEXT STEPS

When will we meet again?

What tasks have to be completed between now and our next meeting?

Who will do the tasks?

When will the tasks be done?

How else can I help you between now and then?

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- Stone, D., & Heen, S. (2014). *Thanks for the feedback: The science and art of receiving feedback well*. New York: Penguin.

ADDITIONAL RESOURCES



instructionalcoaching.com

radicallearners.com

facebook.com/instructional.coaching

corwin.com/highimpactinstruction/

corwin.com/focusonteaching

corwin.com/knightbetterconversations

corwin.com/knightimpactcycle

corwin.com/jimknight

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