Instructional Coaching
Model & Guidebook

Oskaloosa Community Schools
May 2014; updated March 2015
Purpose and Role of Instructional Coaches

“Instructional coaches are onsite professional developers who work collaboratively with teachers, empowering them to incorporate research-based instructional methods into their classrooms” (Knight, 2007).

Instructional Coaches:

• Truly believe that each teacher’s thoughts and beliefs are valuable. Instructional coaches listen to teachers with the intent to learn, to really understand, and then respond, rather than with the intent to persuade.
• Believe teacher choice is implicit in every communication of content and, to the greatest extent possible, the process used to learn the content. Instructional coaches do not envision making teachers “think like them” as the purpose of their job. Rather, an instructional coach’s goal is to meet teachers where they currently are in their practice and offer choices for learning.
• Encourage collaborating teachers to consider ideas before adopting them. Indeed, instructional coaches recognize that reflective thinkers, by definition, must be free to adopt or reject ideas, lest they simply are not thinkers at all
• Assist collaborating teachers, they do not evaluate them. Together the Instructional Coach and the collaborating teacher choose the learning goal and then work together to build capacity in the classroom
• Model, observe, offer feedback, reflect with the collaborating teacher through meaningful dialogue
• Meet on an on-going basis with the collaborating teacher, utilizing the coaching model and using assessment data to choose appropriate instructional goals
• Encourage and model professional learning with the teachers and building where they work
• Use Cognitive Coaching to help collaborating teachers reflect on current practice and to assist teachers
• Coaches the thinking of teachers rather than coaches the actions of teachers
• Targets the state of mind of teachers they are working with
• Listens for the words teachers are saying to get an indication of what they are thinking about their instructional practices

Taken from the work of Jim Knight’s Instructional Coaching Kansas Coaching Project
Why Coach?

I hear and I forget.
I see and I remember.
I do and I understand.
I reflect and I learn

~Carmen Freisen

<table>
<thead>
<tr>
<th>Training Components and Attainment of Outcomes by Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Components</td>
</tr>
<tr>
<td>Study of Theory</td>
</tr>
<tr>
<td>Demonstrations</td>
</tr>
<tr>
<td>Practice</td>
</tr>
<tr>
<td>Coaching</td>
</tr>
</tbody>
</table>


Trust Matters

Instructional Coaches must work diligently to create an atmosphere of trust and collegiality in their building. Open and honest dialogue between a Coach and the teachers they collaborate with is a critical component to engage teachers to refine current practices. Some key points about teachers and trust:

- The Principal sets the tone in the building about the importance and purpose of the Instructional Coach
- An agreement between the Coach and the Principal will be developed and agreed upon
- Trust is facilitated by a school culture which emphasizes cooperation and caring
- Teachers trust each other based on overall contribution to the school
- The effects of betrayal can be lasting and detrimental
- A high level of trust increases the likelihood of teachers benefiting from collaboration
- Efficacy is more likely in schools with greater trust among teacher colleagues
- With trust, it is more likely that the school will function as a professional learning community
Coaching “Hats” or Support Functions

The Instructional Coach’s support varies depending on the needs and goals of those the Coach is collaborating with during the year. There are many layers, or dimensions, to an Instructional Coach’s function.

<table>
<thead>
<tr>
<th>Support Functions of the Instructional Coach</th>
<th>Consulting</th>
<th>Collaborating</th>
<th>Cognitive Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Consulting</strong></td>
<td>The Coach helps to <strong>inform</strong> regarding student needs, pedagogy, curriculum, policies, and procedures; provides technical assistance and teacher standards.</td>
<td>The Coach helps to <strong>form</strong> ideas, approaches, solution, and focus for inquiry.</td>
<td>The Coach helps to <strong>transform</strong> the effectiveness of decision-making, mental models, thoughts, and perceptions; habituate reflection.</td>
</tr>
<tr>
<td><strong>Collaborating</strong></td>
<td>The intended outcome is to increase pedagogical and content knowledge and skills; institutionalize accepted practices and policies</td>
<td>The intended outcome is to solve instructional problems; apply and test shared ideas; learn together.</td>
<td>The intended outcome is to enhance and habituate self-directed learning; self-managing, self-monitoring, and self-modifying.</td>
</tr>
</tbody>
</table>

Coaching Support Functions and Roles of Each

While some staff members may choose to utilize the Coach in a capacity lending itself to the coaching cycle to meet individual growth goals, the Instructional Coach’s role is to provide support to all staff – whether they are part of the cycle of continuous learning or not. This list is not meant to be all-inclusive, rather it provides teachers in the building an idea of the supports offered by the Instructional Coach. The following illustrates some of the many functions and roles of an Instructional Coach from those considered "light" to those considered "heavy".
Coaching and Continuous Improvement Cycle

The following model will be used with all Instructional Coaches across the district when working with teachers to increase instructional capacity around a specified and collaborative goal. Using the following cycle, tools, and assessment methods, the district will determine the overall impact of coaching on classrooms utilizing coaches for specific improvement. (The code listed below each element is an implementation code.)
Decide which activity most closely describes the teacher/coach interaction using the coaching cycle – choose the number describing that interaction. Several data points must be collected before determining a trend (3).

<table>
<thead>
<tr>
<th>X</th>
<th>Did Not See</th>
<th>Teacher may have been absent or an unforeseen event may have (drills, school cancelled, assembly, etc.).</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Initial Conversation</td>
<td>This is the initial meeting to discuss the goal(s) a teacher wants to focus on – they may choose from a menu of options or may have an idea of what they want to work on. This conversation may happen any time during the year where a teacher changes the focus of their coaching collaboration. The teacher may bring specific data as evidence to support the goal they want to work on. You may need to encourage them to bring data to support their goal.</td>
</tr>
<tr>
<td>P</td>
<td>Planning Conference</td>
<td>After the initial conversation you have with the teacher, The planning conference focuses on planning of how your work together will progress. What methods or coaching techniques will you use to assist the teacher with the goals they have? <em>Ideas might include: classroom visits; observation and feedback; co-planning a specific routine, technique, practice, or content related lesson; co-teaching; modeling, etc.</em></td>
</tr>
<tr>
<td>M</td>
<td>Model Lesson</td>
<td>Done by coach in the classroom on an agreed upon technique, practice, or content.</td>
</tr>
<tr>
<td>C</td>
<td>Co-Taught Lesson</td>
<td>Instruct together so teacher has a feel for the new technique, practice, or content</td>
</tr>
<tr>
<td>IC</td>
<td>Implementation Conversation</td>
<td>Coach has observed teacher conducting lesson on the coachable practice and then a reflective conversation takes place – teacher should bring any relevant data to the coaching conversation. If not, the Coach should ask for direct evidence.</td>
</tr>
<tr>
<td>O</td>
<td>Observation &amp; Feedback Conversation</td>
<td>Coach observed the teacher instructing a lesson on a coachable practice (agreed upon observation) with goal of providing feedback.</td>
</tr>
</tbody>
</table>
Category Descriptions

This scale was developed for use by a coach to monitor progress over time. This scale will be used by Instructional Coaches to monitor and keep track of individual coaching relationships, and it will be used to monitor a group's progress over time. It is intended to be a reflective tool for the instructional coach to help guide future sessions. Through analysis and reflection, the coach will determine the best possible approach to the teachers she or he is working with. A little more explanation about each stage...

X – An "X" is neutral. It implies neither positive nor negative comments. It is meant specifically to indicate that for some reason, the coach had no contact with the teacher even though the time was planned ahead and both parties were aware of the session. While a teacher could be avoiding collaboration with the coach, it could also be something as simple as an ill child or school assembly. If a pattern is noted over time (especially in the beginning of the relationship), it may indicate avoidance. This would be a situation that the coach would need to reflect on and take some kind of action on. It could also indicate a possible problem with the relationship. Since relationships are at the heart of coaching, it is critical that the coach understand the issue. This does not mean that the coach should “badger” the avoiding teacher. By all means, respecting the teacher’s right of choice is imperative in this situation.

I – Implementation Conversation. In this situation, there is evidence of why a teacher wants to explore a new routine, technique, or specific content. The teacher has examples and anecdotes about what has happened in the past as evidence of the goal they want to pursue. The coach can have a conversation about student work products and teacher reactions, but has not yet seen the teacher directly engaging in the old practice. At this time the coach may want to go and observe the teacher and then come back together to discuss the goals of the teacher.

P – Planning Conference. A conference with the teacher focused on co-planning a specific routine, technique, practice, or content related lesson related to the goal(s). An action plan should be created with specific, measurable ways to demonstrate evidence of meeting or working toward the goal set.

M – Model Lesson. At this point in the coaching relationship, it is critical that things go well. Many teachers gain enormously from model lessons, and for many it will be a jump start to their own implementation. Ideally, the coach and teacher should have time to prepare the lesson before the coach models rather than the coach having to “wing it.” The teacher may answer a question occasionally related to content or outcomes; the teacher should be watching and listening to the model lesson.

C – “Co-Taught” Lesson. At this stage, the coach and the collaborating teacher share equal roles. Co-teaching is often a nice way to ease a reluctant or nervous teacher into use of the innovation or practice.

O – Observation and Feedback Conversation. At this point, the teacher is ready to conduct the lesson with the coachable practice. Prior to the lesson, it is most helpful if the coach and teacher construct a checklist of what the teacher wants the coach to look for. The coach must be careful to not make assumptions about teacher behavior, and instead ask questions for clarification. Coach’s goal is to give feedback upon completion of lesson.

IC – Implementation Conversation. The coach has seen the new practices implemented and the teacher has student artifacts and evidence to look at together. The conversation may include examination of data, further planning, and/or feedback. At this time, you may go back to the Implementation conversation phase – will you try to establish a new plan? Does the teacher need additional modeling done? What are the next steps?
How to Track and Report Data

Any spreadsheet program can be used to collect and analyze data. The following example is using Microsoft Excel. First, create a spreadsheet with each teacher’s name listed with whom the coach will be interacting. Indicate the highest monthly score: See example below:

<table>
<thead>
<tr>
<th>Teacher 1</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td>P</td>
<td>P</td>
<td>X</td>
<td>P</td>
<td>C</td>
<td>M</td>
<td>X</td>
<td>P</td>
</tr>
<tr>
<td>Teacher 2</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>I</td>
<td>I</td>
<td>P</td>
<td>P</td>
<td>M</td>
</tr>
<tr>
<td>Teacher 3</td>
<td>I</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>IC</td>
<td>O</td>
<td>O</td>
<td>S</td>
<td>R</td>
</tr>
<tr>
<td>Teacher 4</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>C</td>
<td>O</td>
<td>O</td>
<td>S</td>
<td>S</td>
<td>R</td>
</tr>
<tr>
<td>Teacher 5</td>
<td>X</td>
<td>X</td>
<td>P</td>
<td>M</td>
<td>M</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Teacher 6</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>C</td>
<td>M</td>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>Teacher 7</td>
<td>X</td>
<td>P</td>
<td>I</td>
<td>I</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Teacher 8</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Teacher 9</td>
<td>P</td>
<td>P</td>
<td>P</td>
<td>M</td>
<td>M</td>
<td>C</td>
<td>IC</td>
<td>O</td>
<td>S</td>
</tr>
</tbody>
</table>

Next, tally how many X’s, I’s M’s, C’s, etc. for each month – from this we can make a graph to measure and analyze the impact of coaching on classroom teachers throughout the year.

<table>
<thead>
<tr>
<th></th>
<th>X Not Seen</th>
<th>Initial Conversation</th>
<th>Planning</th>
<th>Modeled</th>
<th>Co-Taught</th>
<th>Observation &amp; Feedback</th>
<th>Implementation Conversation</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>October</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In addition to tracking the interactions using the Coaching Cycle, we will also track the Support Functions of each Coach.

<table>
<thead>
<tr>
<th>Month</th>
<th>Providing Resources</th>
<th>Pop-Ins</th>
<th>Providing PD</th>
<th>New Teacher Support</th>
<th>PLC Meetings</th>
<th>Modeling, co-teaching, observations</th>
<th>Meet with Principal or C.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>October</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Interpretation of the Information

Once the data is organized into a graph, make general observations: How many teachers participated? How many teachers were not seen over the course of the year and why? What was most of the year spent doing with the teachers? What other inferences might you make? Include information related to new goals being formed or any other occurrences during the coaching cycle. Based on the data, an action plan or decisions for the next year can be made.

Adapted from “Instructional Coaching Group” Lawrence Kansas. Instructional Coaching Scale: Tool to track impact of coaching. Interaction log adapted from “Instructional Coaching: A partnership approach to improving instruction” Jim Knight
# Coaching Summary

*Complete and submit to your building administrator and the Curriculum Director each Friday*

<table>
<thead>
<tr>
<th>Coaching Cycle Activities (Heavy)</th>
<th>Activities (Light)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Conversation</td>
<td>Provided Resources</td>
</tr>
<tr>
<td>Planning Meeting</td>
<td>Pop-In</td>
</tr>
<tr>
<td>Modeled a lesson</td>
<td>Provided PD</td>
</tr>
<tr>
<td>Co-Taught a lesson</td>
<td>New Teacher support</td>
</tr>
<tr>
<td>Observation and Feedback Meeting</td>
<td>Attended PLC Meeting</td>
</tr>
<tr>
<td>Implementation Conversation</td>
<td>Met with Principal or Curriculum Director</td>
</tr>
<tr>
<td>Used a coaching tool</td>
<td>Covered a classroom</td>
</tr>
<tr>
<td>No Contact with teacher</td>
<td>Collected or organized data</td>
</tr>
<tr>
<td>Other Activities (Please describe)</td>
<td>Other activities (please describe)</td>
</tr>
</tbody>
</table>

**Issues or Concerns to Resolve or Address**

**Goals for Next Week**

**Schedule for Next Week**

<table>
<thead>
<tr>
<th></th>
<th>M:</th>
<th>T:</th>
<th>W:</th>
<th>Th:</th>
<th>F:</th>
</tr>
</thead>
</table>

*Adapted from: Kaplan K12 Learning Services*
**Coaching Collaboration Log**

- Each Instructional Coach will create and maintain a collaboration log to document the conversations and coaching work completed with each teacher. This will serve as an archived record of the conversations and reflections between the coach and the teacher.

- This Coaching Collaboration Log is meant to be interactive – to help build the trusting relationship between the Coach and the teacher, but also to serve as a communication tool as you work through the coaching cycle together and build a coaching relationship.

- The Coaching Collaboration Log will remain confidential between the Instructional Coach and the person they are coaching.

"I never cease to be amazed at the power of the coaching process to draw out the skills or talent that was previously hidden within an individual, and which invariably finds a way to solve a problem previously thought unsolvable."

*John Russell*