

Introduction

How to Use the Guide

This facilitator's guide is designed to accompany the study of the book and video/DVD *Instructional Coaching: A Partnership Approach to Improving Instruction*, by Jim Knight. The guide offers a framework for guiding a workshop so that facilitators will be able to keep sessions moving and productive. This guide also provides summaries of all chapters, including brief descriptions of the partnership principles, components of coaching, the Big Four teaching practices, partnership communication, and leadership strategies. In addition, the guide also includes discussion starters, a handout, and workout activities that are consistent with partnership principles of instructional coaching. This document is intended to provide readers with the information they need to facilitate the study of the video/DVD and book.

For **independent study**, participants may wish to:

- read the assigned chapter in the book;
- review the summary and discussion questions;
- watch the corresponding video/DVD chapter;
- reflect on the discussion questions.

For **small study groups**, facilitators can guide the participants to:

- read the assigned chapter in the book in advance;
- discuss the questions after watching the video clip.

For **large group workshops**, facilitators may wish to:

- present the handout as an introduction to the chapter;
- present the corresponding video/DVD chapter;
- involve group members in other possible activities;
- ask participants to complete the practical application.

How to Use the Video/DVD

The video/DVD is designed to enhance viewers' understanding of the instructional coaching model described in *Instructional Coaching: A Partnership Approach to Improving Instruction*. It allows viewers to meet real coaches and see what their work really looks like. The video/DVD can be used in addition to the book or be used as a preview for reading the book.

Additional Resources for Facilitators

The Kansas Coaching Project (www.instructionalcoach.org) offers presentations, forms, articles, video from conferences, coaching tools, and other useful items that coaches can download for free. All coaching forms mentioned in the book or video/DVD can also be found online at the Instructional Coaching Web site, located at www.instructionalcoach.org. The Instructional Coaching Group www.instructionalcoaching.com also has many useful resources that people can use to help them better understand instructional coaching. The University of Kansas Center for Research on Learning, where the Kansas Coaching Project is located, can be visited online at www.kucrl.org.

Corwin Press also offers a free sixteen-page resource titled *Tips for Facilitators*, which includes practical strategies and tips for guiding a successful meeting. The information in this section describes different professional development opportunities, the principles of effective professional development, some characteristics of an effective facilitator, the responsibilities of the facilitator, and practical tips and strategies to make the meeting more successful. *Tips for Facilitators* is available for free download at the Corwin Press Web site (www.corwinpress.com, under "Resources/Tips for Facilitators").

We recommend that facilitators download a copy of *Tips for Facilitators* and review the characteristics and responsibilities of facilitators and professional development strategies for different types of work groups and settings.

Chapter-by-Chapter Study Guide

Instructional Coaching

by Jim Knight

Welcome and Workshop Starter

Time: 10 minutes

Materials: None

Directions: Start by briefly introducing yourself and your organization—for instance, the Center for Research on Learning. If the group members are fairly unfamiliar with each other, ask them to pair up with someone they do not know. Participants will introduce themselves to their partners, and tell why they are attending the workshop, why they are coaches, and one interesting tidbit about themselves. If the group members mostly know each other, they can still find out something interesting they didn't know about a colleague. After partners have had time to exchange information, have participants introduce their partners to the group. Once this is completed, do the same for yourself and transition into coaching. This leads us to Chapter 1.

Chapter 1: Why Coaching?

Video/DVD Preview Activity

Start the activity by asking some open-ended questions to help focus viewers on key aspects of the first video clip: Chapter 1.

1. Compare the effectiveness of previous professional learning experiences with the Instructional Coaching model.
2. How does the partnership help guide an Instructional Coach (IC) and why is it important? What does it involve?
3. Discuss some other forms of coaching: athletic, executive, coactive, or literacy coaching.
4. What are some ideal characteristics of an IC that may or may not exist in other forms of coaches? How are they similar? How are they different?

Video/DVD Chapter 1 Clip and Summary

Time: 7 minutes

Summary: Chapter 1 is about explaining why instructional coaching may be a better option than other forms of professional development.

● *The Failure of Traditional Professional Development*

- Traditional one-shot professional development without follow up seldom leads to teachers improving the way they teach.
- Teaching practices are too complicated and teachers are too busy to implement new practices when there is no follow up or coaching.

● *The October Session*

- Some foundational ideas for instructional coaching grew out of a failed professional development session.
- After the session failed, Jim Knight conducted a qualitative research study to see why teachers were so unhappy during the failed workshop.
- During the one-to-one interviews, Jim developed friendly relationships with the teachers.
- After the interviews and the relationship building, teachers were much more open to the ideas being presented in a subsequent workshop.

● *Common Forms of Coaching*

- An *executive coach*, as Marshall Goldsmith has stated, “establishes and develops healthy working relationships by surfacing issues (raw data gathering), addressing issues (through feedback), solving problems (action planning), and following through (results)—and so offers a process in which people develop and through which obstacles to obtaining business results are removed” (Goldsmith, Lyons, & Freas, 2000, p. xviii).
- *Coactive coaches* address any and all aspects of a person’s life, and might address issues related to their client’s “career, health, finances, relationships, personal growth, spirituality, and recreation” (Whitworth, Kimsey-House, & Sandahl, p. 7).

- *Cognitive coaching*, one of the most widely used forms of educational coaching in schools, puts thinking at the heart of the coaching relationship. The cognitive coach's focus throughout all conversations and events is "on mediating a practitioner's thinking, perceptions, beliefs, and assumptions toward the goals of self-directed learning" (Costa & Garmston, 2002, p. 5).
- *Literacy coaches* adopt a variety of approaches to encourage the development of students' reading and writing abilities.

● *The Research on Instructional Coaching*

- Much of the information in this book results from more than ten years of systematic study of professional development (PD), involving the ongoing study of the Pathways to Success project in Topeka, Kansas.
- The research has involved dozens of ethnographic interviews with coaches, administrators, and other educators in the district, an annual monitoring of the percentage and depth of implementation, along with additional research.
- The partnership approach that is the theoretical foundation for this model was validated through a comparison of two approaches to professional learning: a traditional, lecture-based instructional model to professional development, and Partnership Learning, a dialogic approach to PD built on seven principles of human interaction: equality, choice, voice, reflection, mutual learning, dialogue, and praxis.

Discussion Questions After the Video

1. What are your experiences with traditional one-shot professional learning? When have those sessions helped, and when have they been less than helpful?
2. How do you learn best?
3. What kind of support is most important for helping teachers learn?
4. What are some ideal characteristics of an IC that may or may not exist in other forms of coaches? How are they similar? How are they different?

Practical Application

Participants pair up and discuss with each other what motivated them to become a coach, and what successes and roadblocks they've encountered.