

# Research on Instructional Coaching

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**7 stories**

**My first  
teaching  
experience**



**My first  
teaching  
experience**



**None**

**#2**



# Teacher Perceptions of Professional Development



# Another Damn Thing I've Got To Do: Teacher Perceptions of Professional Development

AERA, New Orleans 2000

[www.instructionalcoach.org/research](http://www.instructionalcoach.org/research)

We did one at South High School that was district-wide that was on a workshop day and it was on outcome-based education ... I think the assistant principal or assistant superintendent got fired for that one.

That was about the last straw. It was worthless. It was worthless. She came in, was introduced. I think she had slides or something. Actually, she was a classroom teacher that got a presentation together and went nationwide with it on standards-based education...

We had handouts that were ... I went through the stuff and said, "What the heck is this?" It wasn't explained, it was all this terminology that ... was just incredible. You sat there and laughed and played tic-tac-toe on the back of it. It was just incredible! It did not make sense at all and it was like making up words to try to sound pedantic.

And she got up there and talked about what she'd done in the classroom and how this had worked and how that had worked ... basically, what it seemed like was that they are sacrificing academics for eye wash. If we're going to have something on standards-based education, we need to have a good presentation first of all, explaining what the heck it was, because I walked out of there, really, still not knowing what the concept of standards-based education was ...

So it was something like, "Well, we need a speaker. Here she is. Okay. Fly her in. We'll do this. Fill the time with this." And it just seems like the presentation was not something we could take back and use.

If the district is wanting to do this, to help us improve, by God, bring in somebody that is going to help us. Don't just bring somebody that sounds good or that some principal has gone off on one of his little junkets someplace and thought she was cute and funny and bring her in and cram her down our throats.



**#3**

# Partnership Presentations



# Partnership Learning: A dialogical approach to presenting

AERA, Montreal, 1999

[www.instructionalcoach.org/research](http://www.instructionalcoach.org/research)

# Helping



# Helping

Change

Identity

Thinking

Status

Motivation

All human relationships are about status positioning and what sociologists call “situational proprieties.” It is human to want to be granted the status and position that we feel we deserve, no matter how high or low it might be, and we want to do what is situationally appropriate. We are either trying to get ahead or stay even, and we measure all interactions by how much we have lost or gained ( Schein, p. xi).

# Partnership



# Equality

We the People of the United States, in order to form a more perfect Union, to insure domestic Tranquillity, provide for the common defence and our Posterity, do ordain and establish this Constitution

## Article I

Section 1. All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives.

Section 2. The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and in each State shall have Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and seven Years a Citizen of the United States, when elected, be an Inhabitant of that State in which he shall be chosen.

The Number of Representatives shall not exceed one for every thirty thousand Persons; but each State shall have at least one Representative; and the Electors in each State shall have the Qualification requisite for Electors in that State.

The Congress shall determine the Time, Place and Manner of holding the Elections of Representatives, which may be included within this Union, according to their respective Terms, which shall be bound to Service for a Term of Years, and each Representative shall, when elected, be sworn, or affirm, to support the Constitution.

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Choice



EXIT NOW

# Voice



# Dialogue



# Reflection



# PRAXIS

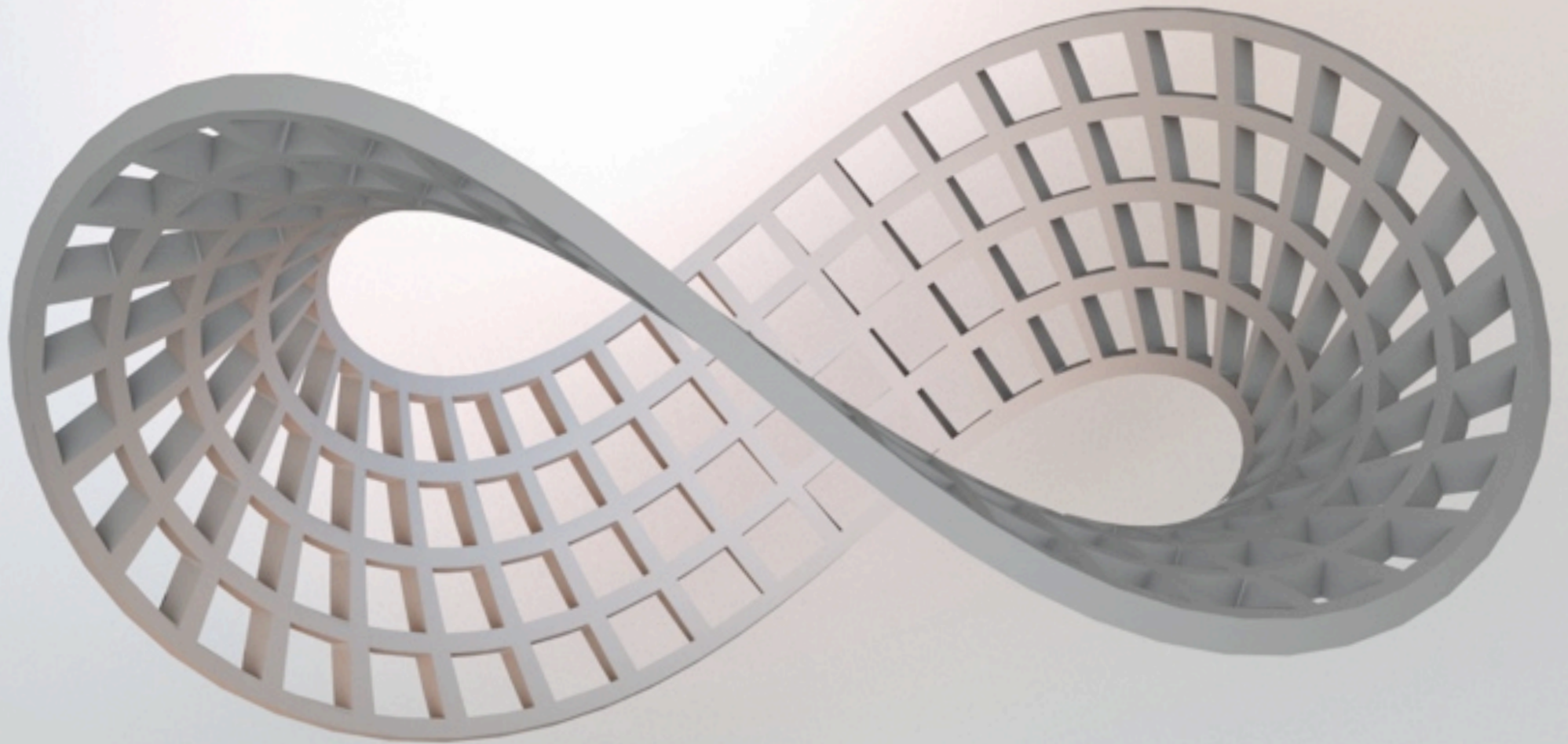


Outlaw Woman  
A Woman of the Wild West  
Feroozeh Dumas  
South End Press

ground on the border

AFRICA

# Reciprocity



**What do you notice  
about the way  
these two people  
communicate?**



This place is so beautiful!



# Learning Structures

- Cooperative Learning
- Thinking Prompts
- Stories
- Reflection Learning
- Experiential Learning
- Question Recipes

# Design

Table 1

Counterbalanced Design

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Group	First Session	Second Session
Group A	Visual Imagery	Self Questioning
Training Model	Partnership Learning	Traditional Training
Group B	Visual Imagery	Self Questioning
Training Model	Traditional Training	Partnership Learning

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# Research Questions

Knowledge

Implementation

Engagement

Enjoyment

# Measures

Knowledge Test

Implementation

Question

Engagement Form

# Workshop Evaluation: Comprehension

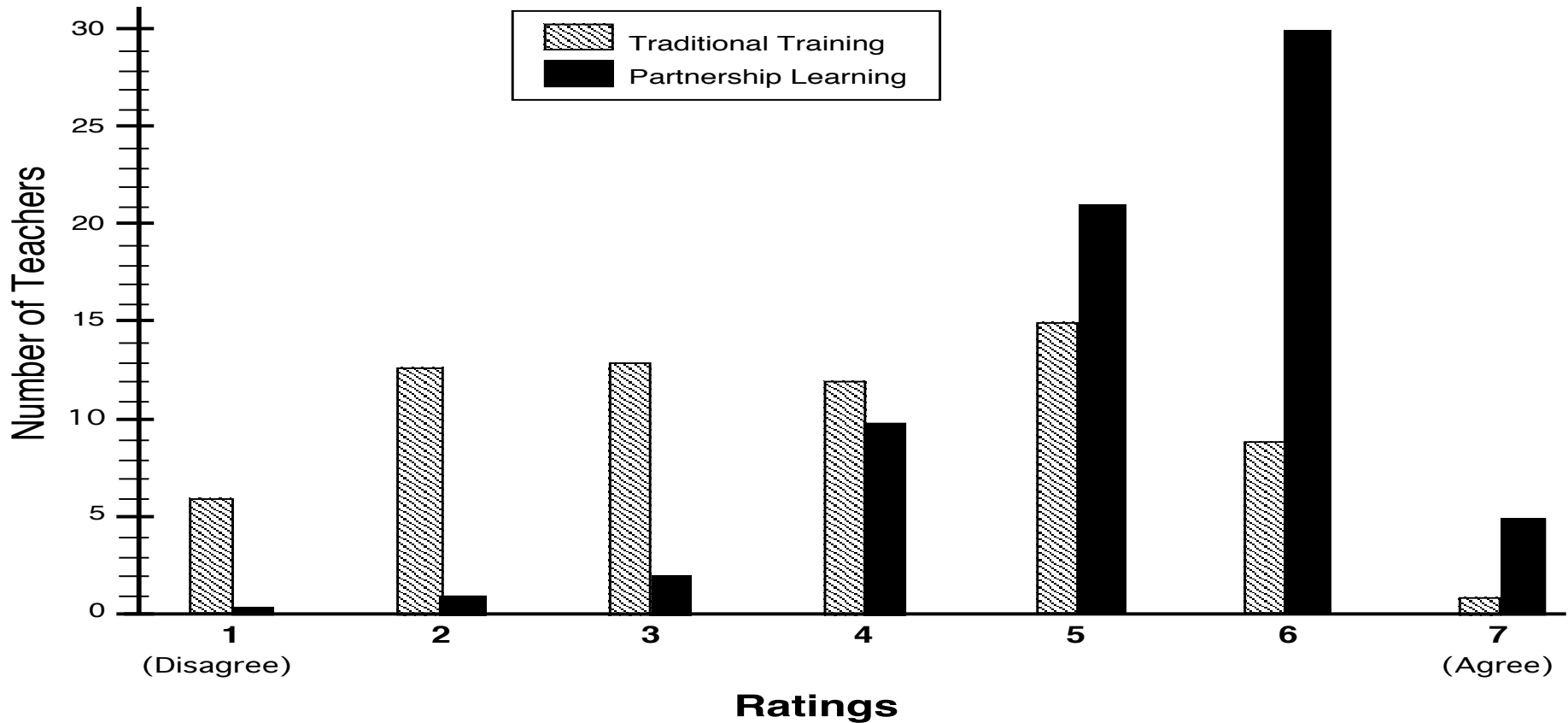


Figure 1 : Teacher's combined median ratings for comprehension.

# Workshop Evaluation:

## Engagement

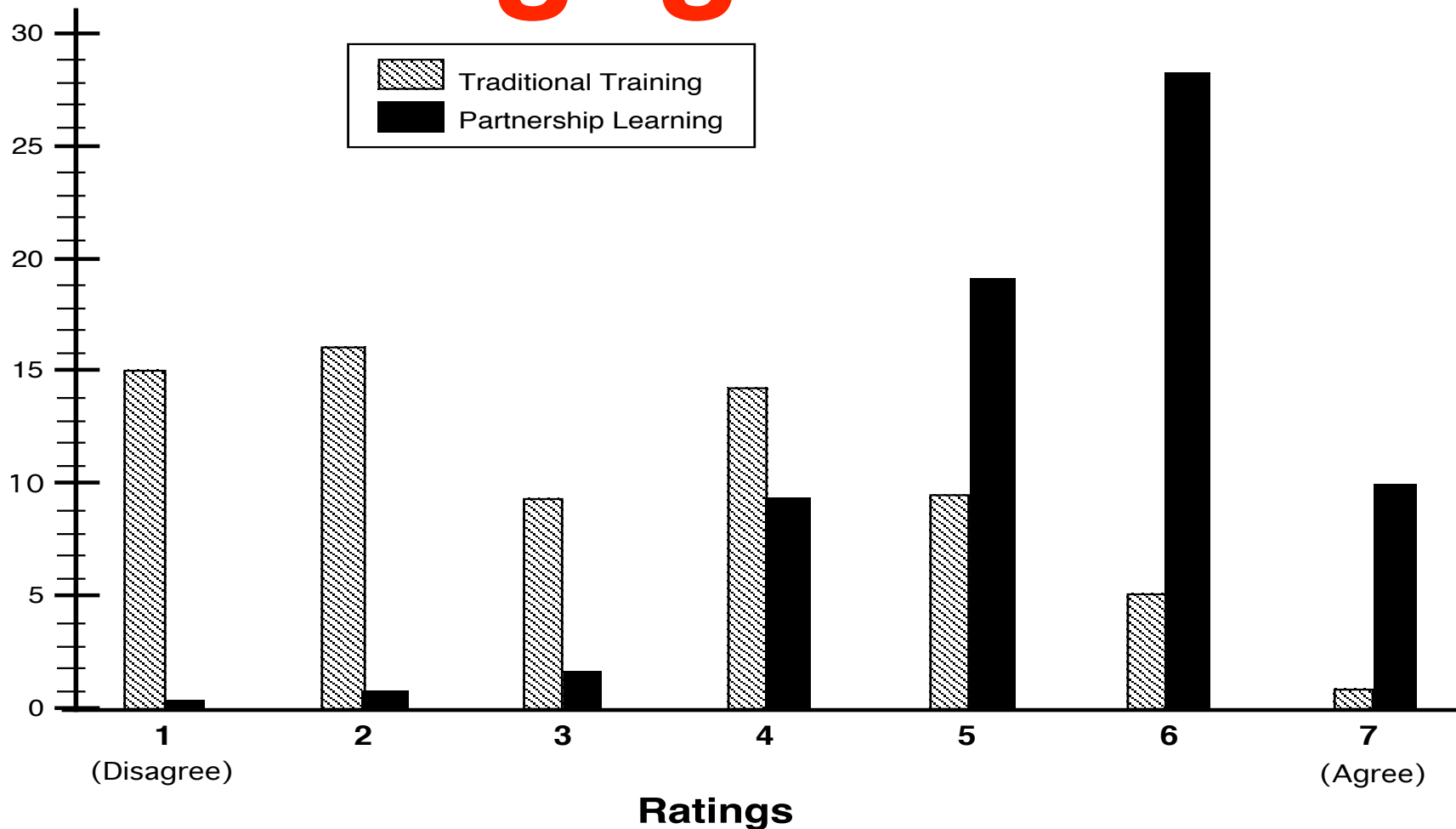


Figure 2 : Teacher's combined median ratings for engagement

# Workshop Evaluation:

## Enjoyment

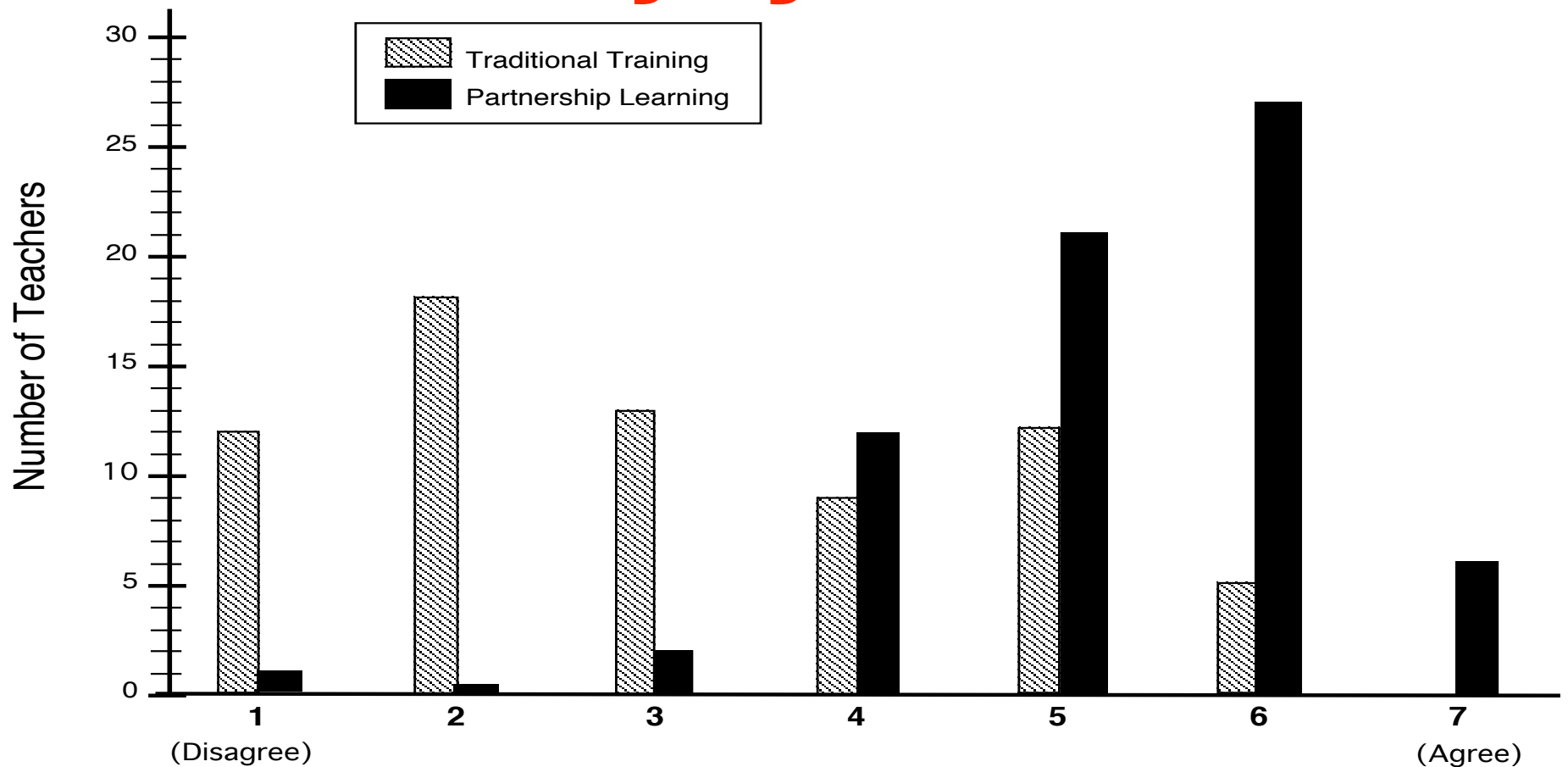


Figure 4 : Teachers' combined median ratings for enjoyment

# Engagement Form

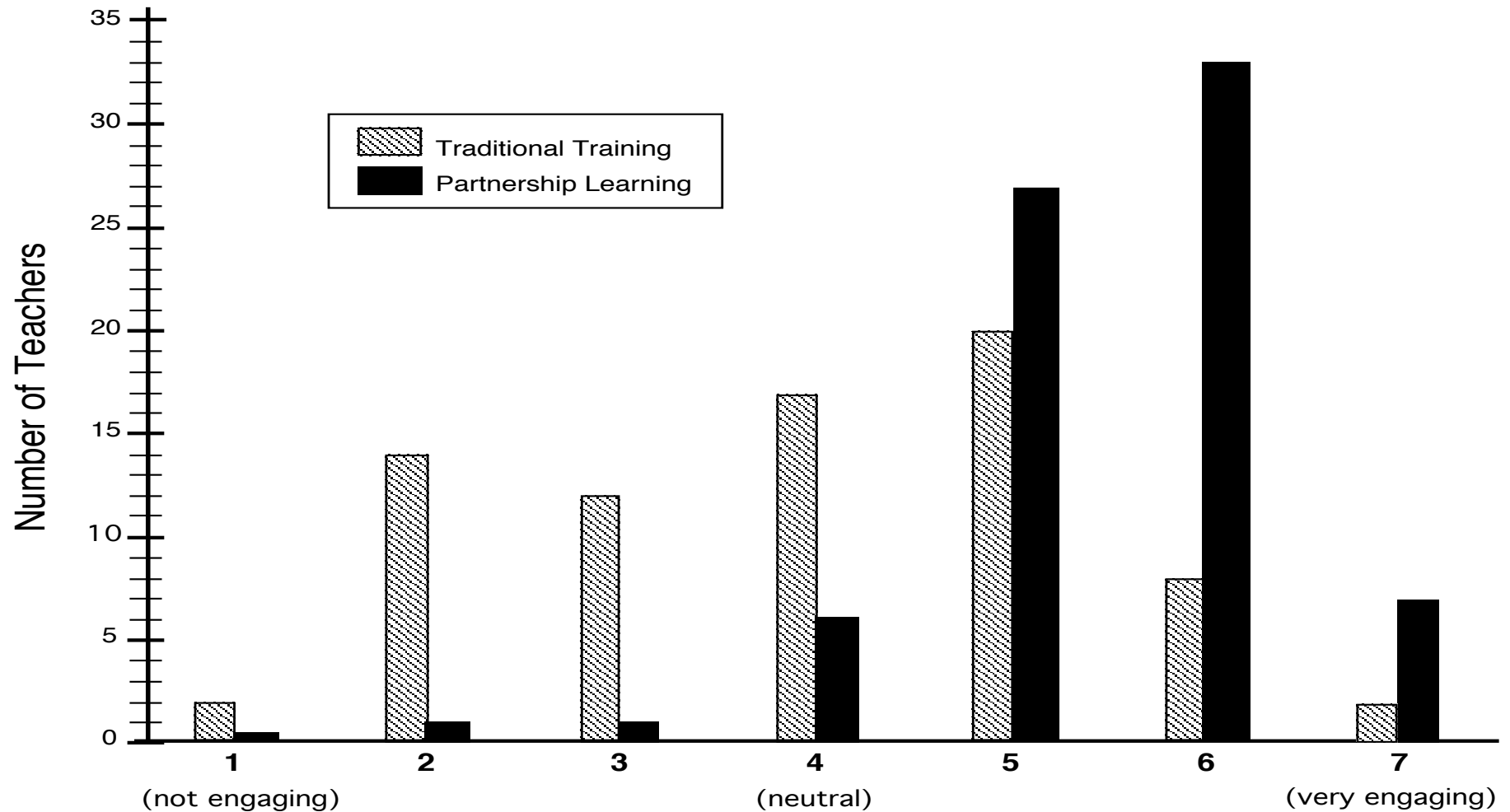


Figure 5 : Engagement Form/Median Scores



# Implementation Question\*\*

Partnership Learning: 59

Traditional Training: 14

\*\*Now that you have learned about two strategies, which of the two do you believe you are most likely to teach?

**#4**

# Instructional Coaching



# Instructional Coaching:

A partnership approach to  
improving instruction

(Corwin Press, 2007)

# Learning consultants

**Learning ~~X~~ consultants**

# Instructional collaborators

~~Instructional  
collaborators~~



# Instructional coaches

Expert

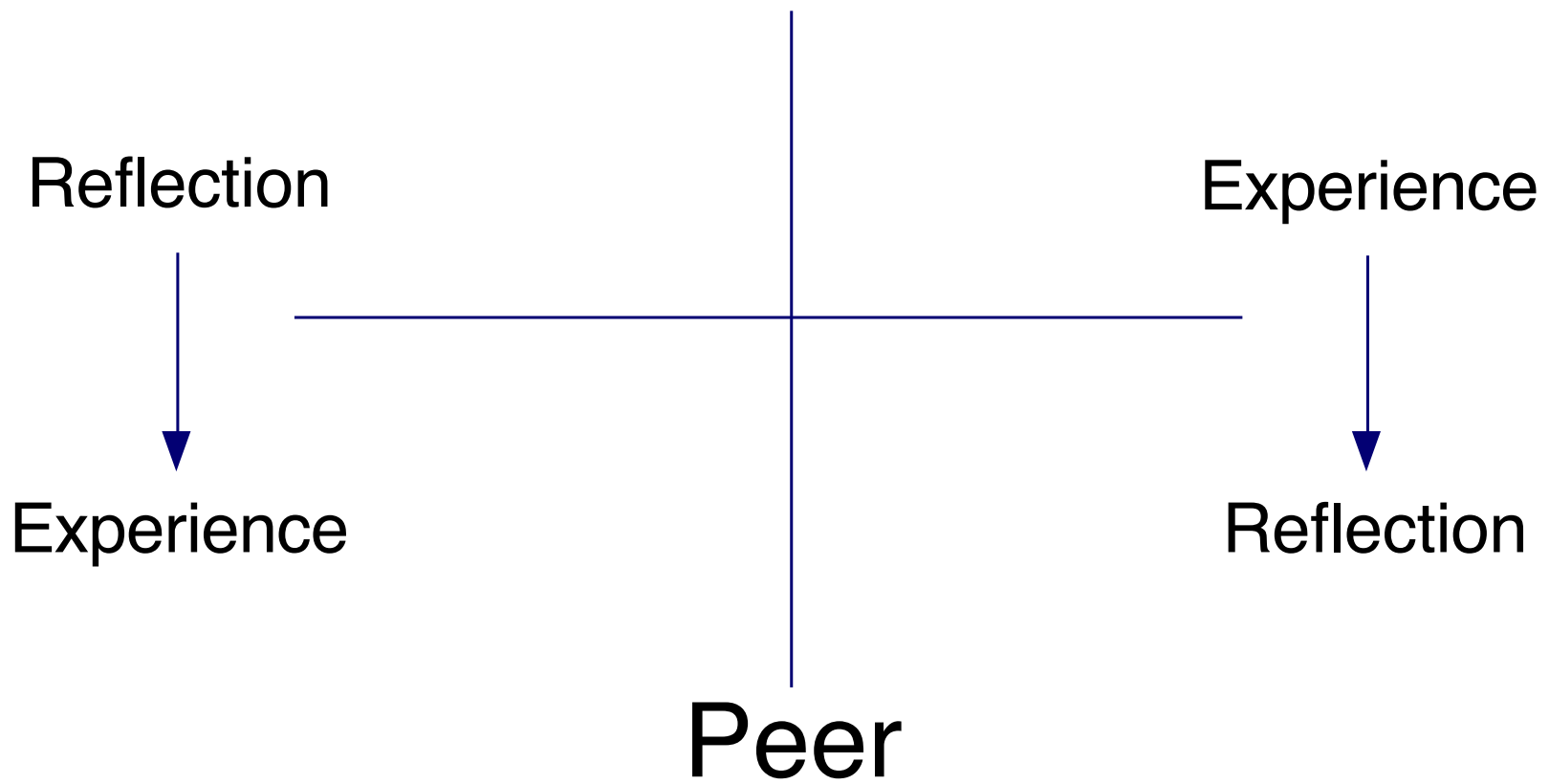
Reflection

Experience

Experience

Reflection

Peer



# Coaching Components

Enroll

Identify

Explain

Model (You watch me)

Observe (I watch you)

Explore

Support

She came in and modeled after I tried the unit organizer once, and ... it was funny because I could see the look on the kids' faces. It was as if they were saying, "This is so not what you had us do." So I was like, okay; I'm learning too. And it was wonderful because she could bounce off math things to me that needed discussion as we did it, and I could bounce off the organizational stuff to her. The kids got the big picture.

I could never have gotten that if it hadn't been modeled for me.

**NEVER** could have gotten it. I would have failed miserably at it and given it up ... because even when she and I just talked about it, I thought ... Next year if we don't have to do this, **I'm not going to do it**, because I can't see any benefit to it—**because I didn't know how to use it.**

Then when I saw her ... that was just like wow! I look for that the light on in the kids' eyes. When Lynn came in and modeled for me, oh my god the light just went on.

[www.instructionalcoach.org/research](http://www.instructionalcoach.org/research)

**#5**

# Instructional Coaching: Studying the impact

Knight, J. & Cornett, J. AERA, San Diego, 2009

[www.instructionalcoach.org/research](http://www.instructionalcoach.org/research)

# Implementation

[instructionalcoach.org/research](http://instructionalcoach.org/research)

# The Unit Organizer

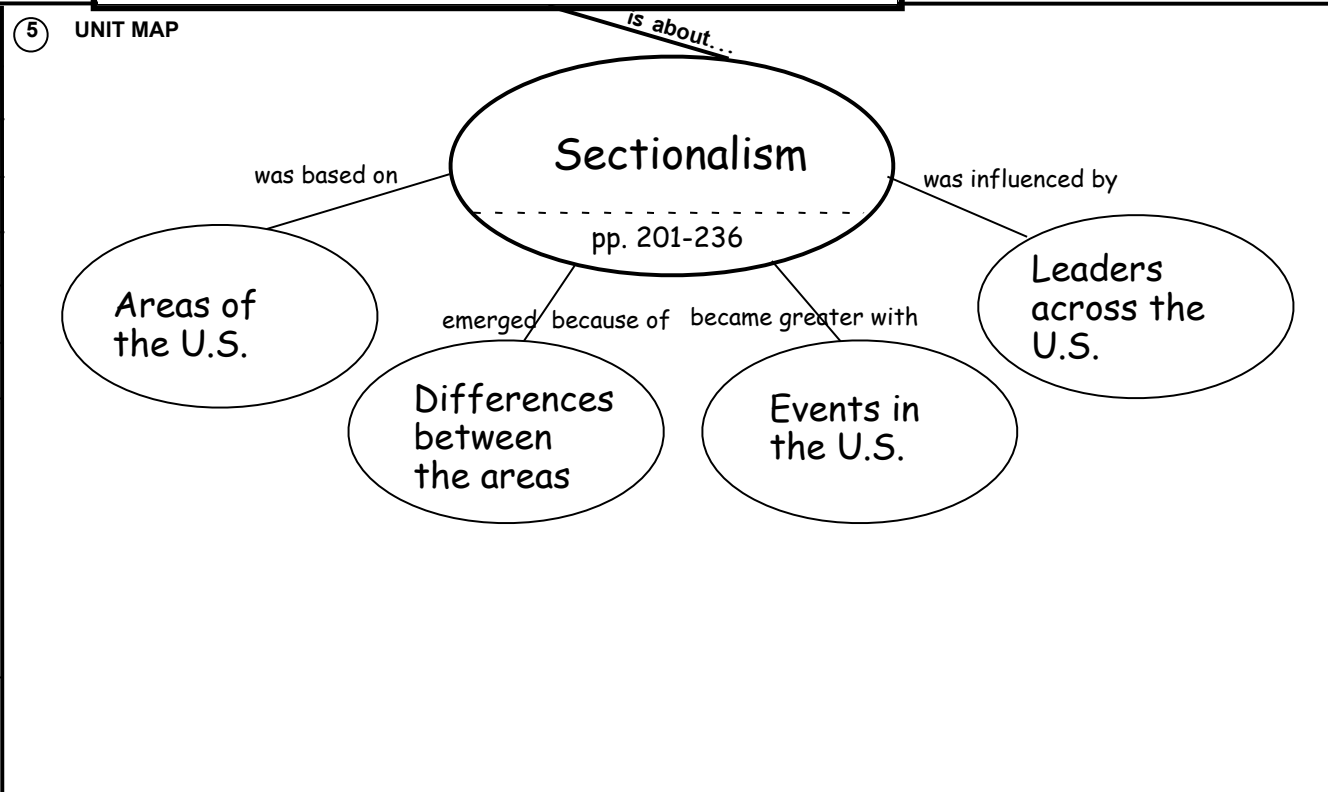
④ BIGGER PICTURE

NAME Elida Cordora  
DATE 1/22

← The roots and consequences of civil unrest. →

② LAST UNIT /Experience <b>Growth of the Nation</b>	① CURRENT UNIT <b>The Causes of the Civil War</b>	③ NEXT UNIT /Experience <b>The Civil War</b>
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⑧ UNIT SCHEDULE	
1/22	Cooperative groups - over pp. 201-210
1/28	Quiz
1/29	Cooperative groups - over pp. 210-225
	"Influential Personalities" project due
1/30	Quiz
2/2	Cooperative groups - over pp. 228-234
2/6	Review for test
2/7	Review for test
2/6	Test



UNIT SELF-TEST QUESTIONS	⑦ What was sectionalism as it existed in the U. S. of 1860?
	How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?
	What examples of sectionalism exist in the world today?

⑥ UNIT RELATIONSHIPS	descriptive
	compare/contrast
	cause/effect

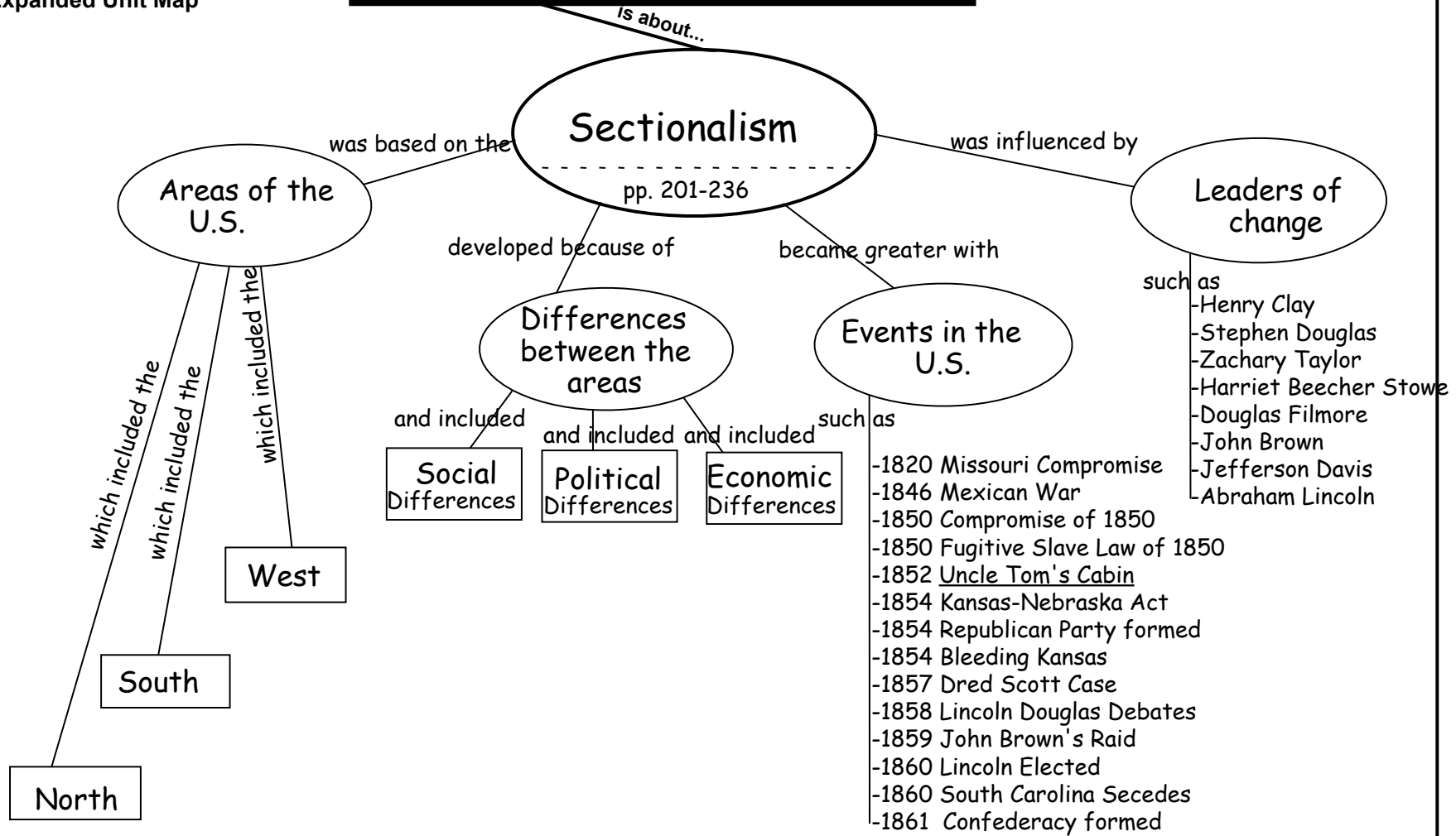


# The Unit Organizer

## The Causes of the Civil War

NAME Elida Cordora  
 DATE 1/22

9 Expanded Unit Map

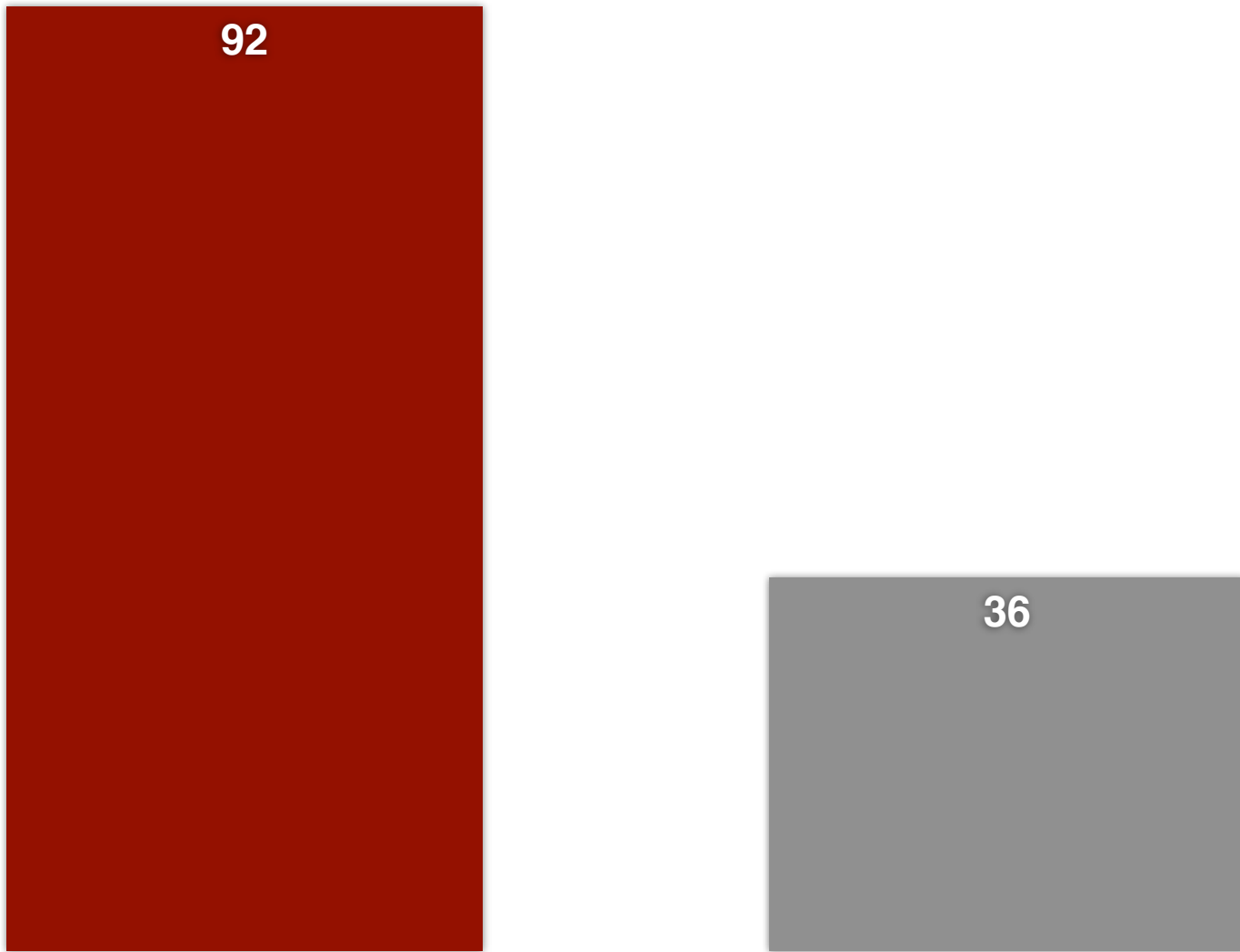


10  
 NEW  
 UNIT  
 SELF-TEST  
 QUESTIONS

How did national events and leaders pull the different sections of the U.S. apart?

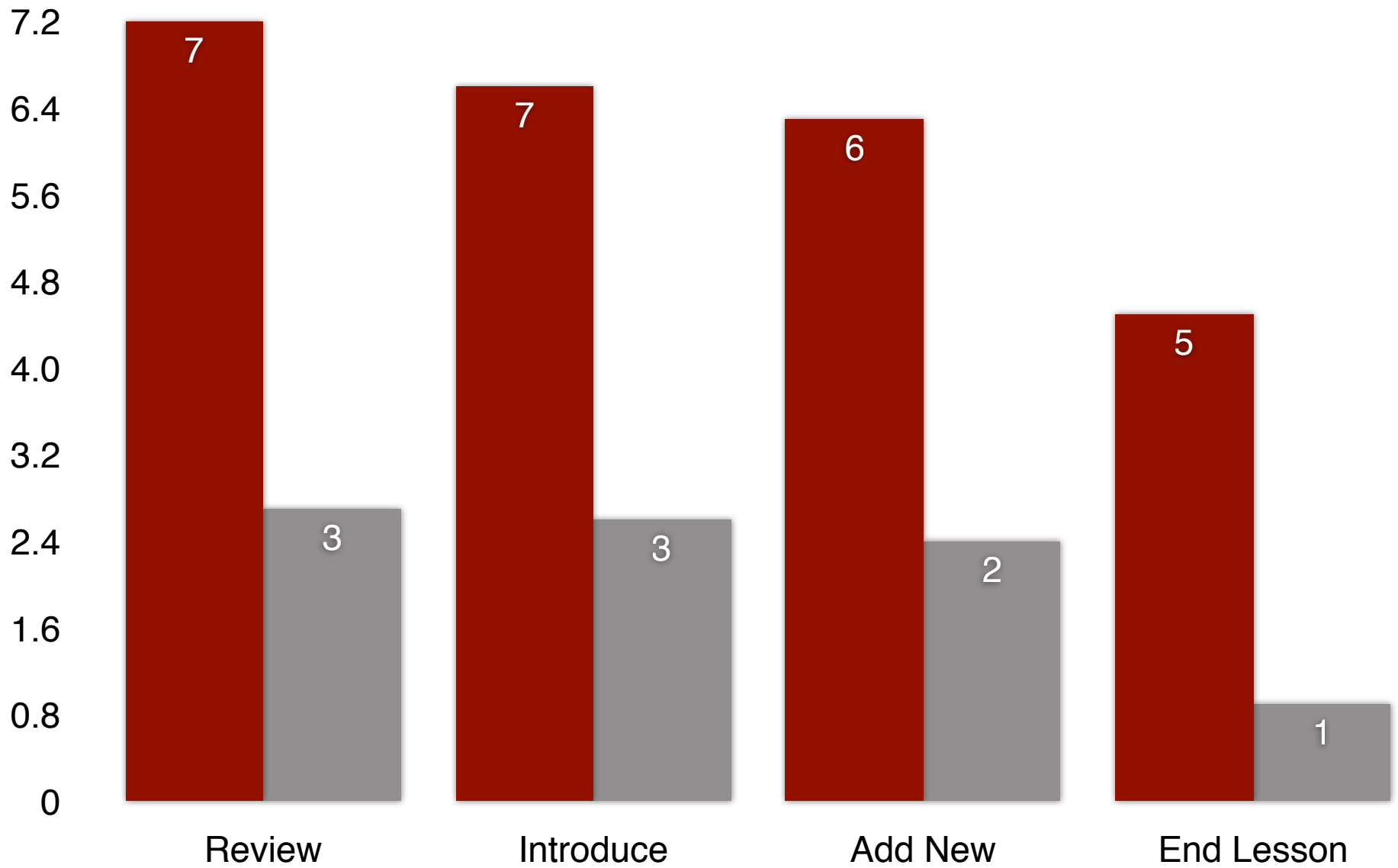
# What we found

100.0  
90.0  
80.0  
70.0  
60.0  
50.0  
40.0  
30.0  
20.0  
10.0  
0

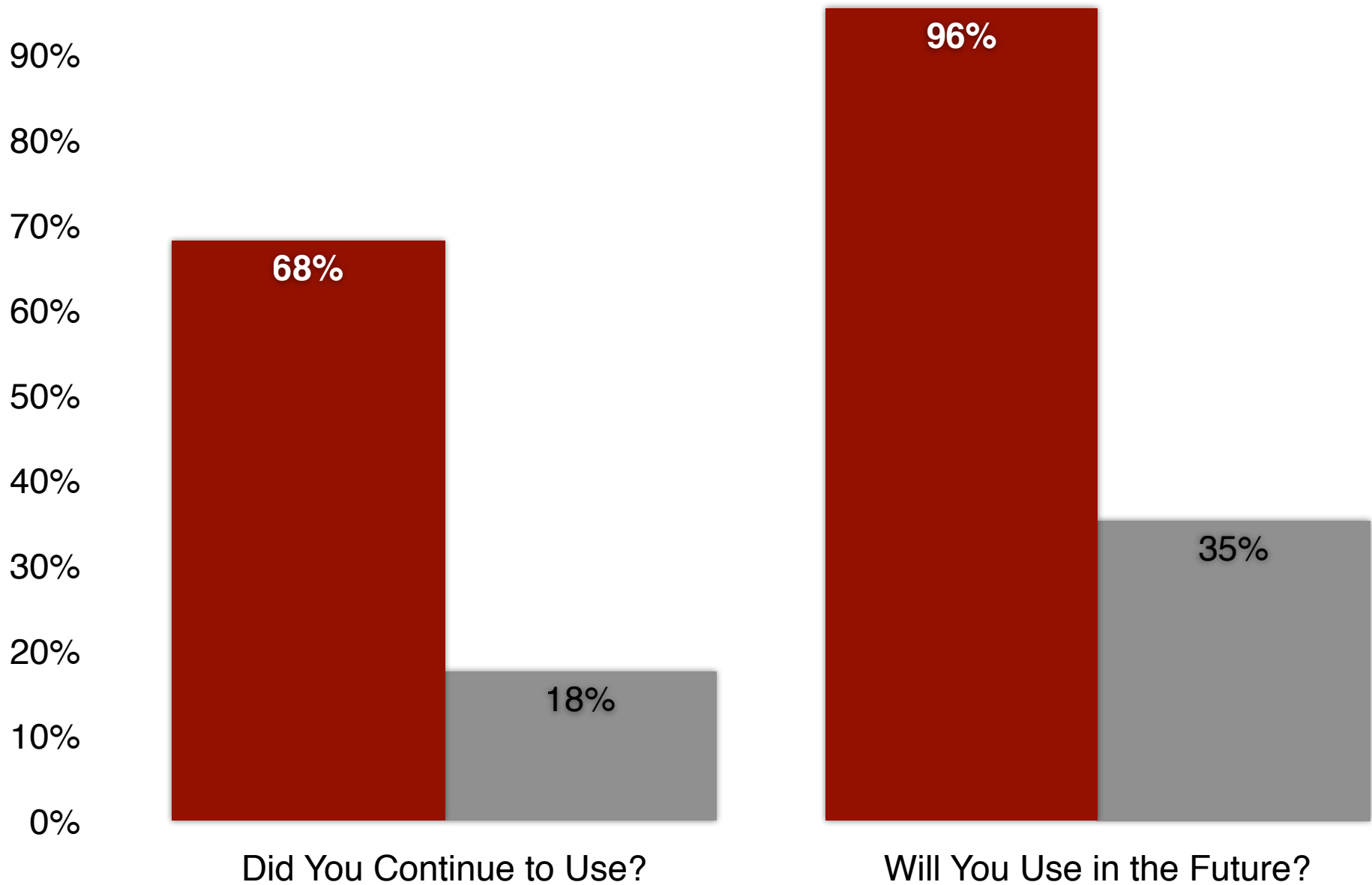


Was there any evidence of use of the Unit Organizer?

# What we found



# What we found



96

average



cohen's *d* effect size

**#6**

# A design-study approach to improving instructional coaching

(Bradley, B & Knight, D, AERA, New Orleans, 2011)

# **Informed Adaptive Response**

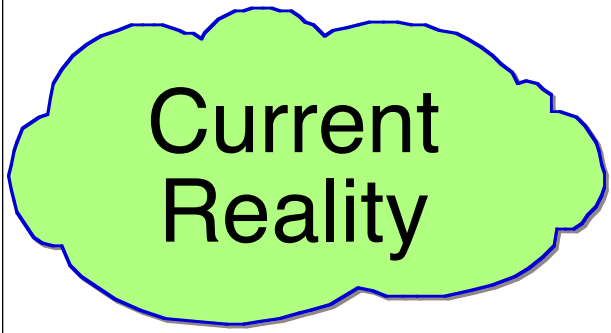








**Goal**





Steps



**Identify**

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

GK Chesterton, cited in Prochaska







# Goal Setting

“You need a goal that hits you in the gut!” --Jim Collins

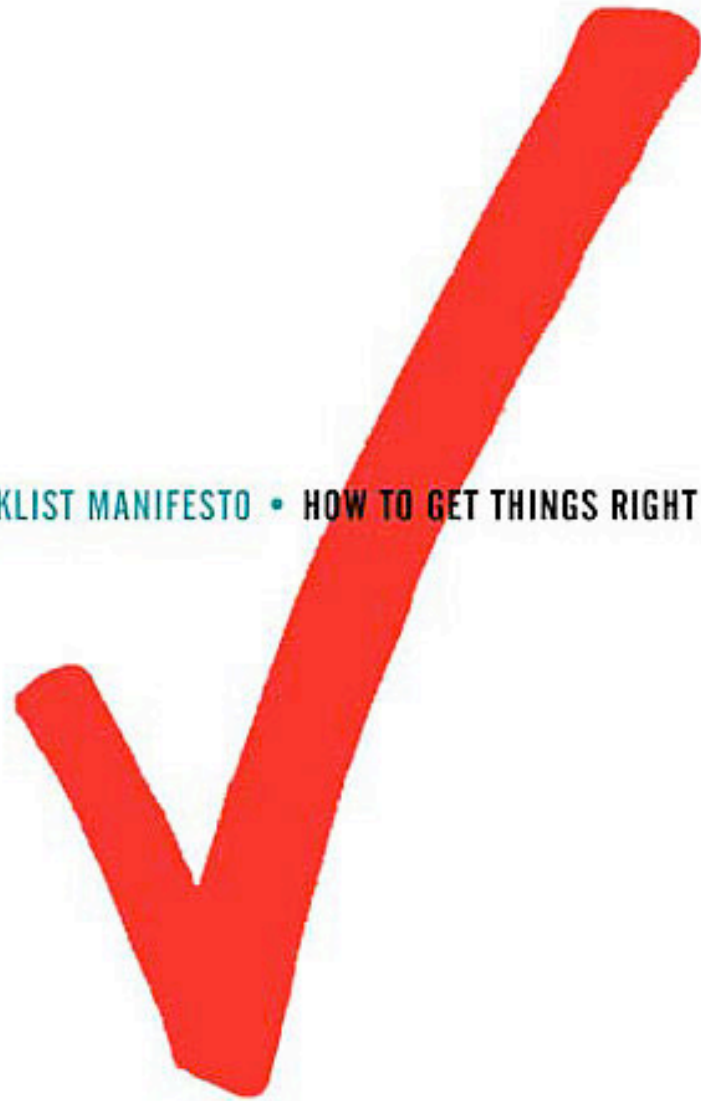




**Explain**

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THE CHECKLIST MANIFESTO • HOW TO GET THINGS RIGHT



ATUL GAWANDE

BESTSELLING AUTHOR OF  
BETTER AND COMPLICATIONS

## “Cue, Do, Review” Checklist

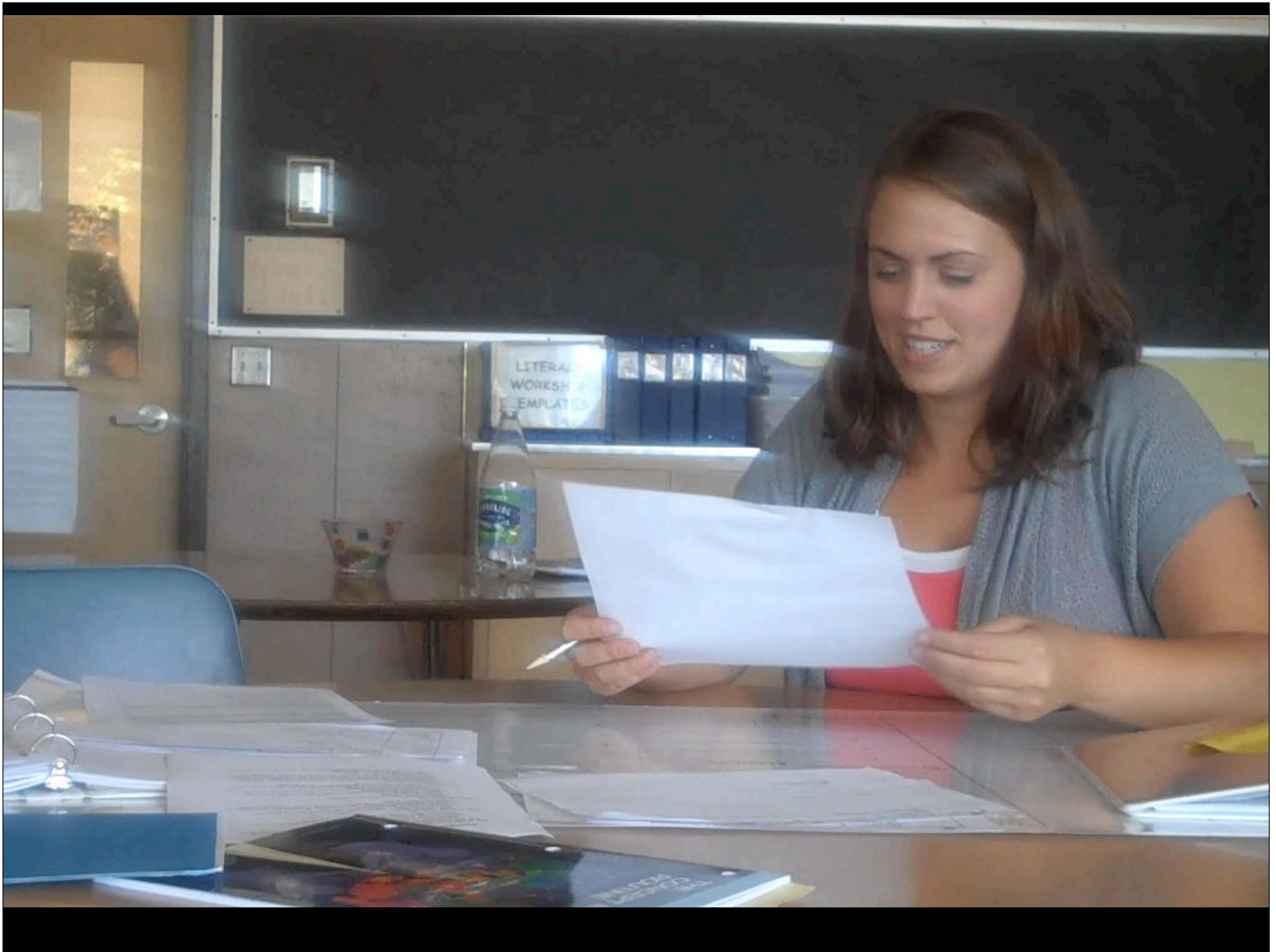
Teacher: \_\_\_\_\_ Unit Content: \_\_\_\_\_ Date: \_\_\_\_\_

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**





**Explore**

**#7**

# Creating an Impact School



# The Target



## ***Instructional Improvement Target***

### Community Building

- (T) Posts expectations and ensures they are followed by students
- (T) Interacts with at least a 3:1 ratio of interaction
- (S) Are on task at least 90% or more
- (S) Keep disruptions no more than 0-4 per 10 minutes

### Content Planning

- (T) Creates and shares unit questions with students effectively
- (T) Fully understands the standards for the course being taught
- (T) Has created a Learning Map and shares it with students effectively
- (S) Can paraphrase the guiding questions
- (S) Can describing the plan for the unit as laid out on the map
- (S) Have the questions and map open on their desk before class starts

### Instruction

- (T) Uses intensive-explicit teaching practices appropriately
- (T) Uses constructivist teaching practices appropriately
- (T) Uses Cooperative Learning, Stories, Effective Questions, Thinking Prompts, Challenging Assignments, and Experiential Learning or other similar practices appropriately
- (S) Maintain a pass rate of 95% or higher
- (S) Enjoy learning in the classroom

### Assessment for Learning

- (T) Uses Informal assessments effectively
- (T) Knows how each students' learning is progressing
- (S) Understand the learning targets for all learning
- (S) Know how their personal learning is progressing

(T) = teacher practice

(S) = student behavior

# Unmistakable Impact:

A partnership approach to  
dramatically improving  
instruction

(Corwin Press, 2011)

# Unmistakable Impact:

A partnership approach to  
dramatically improving  
instruction

(Corwin Press, 2011)



# Instruction That Makes An Impact

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

# Instruction That Makes an Impact: Practices Any Teacher Can Use to Reach More Students

(Corwin Press, 2012)

[thebigfour.ning.com/](http://thebigfour.ning.com/)

# Other Studies

- Characteristics of Effective Coaches
- Impact of coaches on teaching practices and student behavior

**7 stories**