Research on Instructional Coaching

Jim Knight
Kansas Coaching Project
University of Kansas Center for Research on Learning
jknight@ku.edu
7 stories
My first teaching experience
My first teaching experience
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
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 and cram her down our throats.
Partnership Presentations
Partnership Learning: A dialogical approach to presenting

AERA, Montreal, 1999

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
We the People

in order to constitute a more perfect Union, establish Justice, ensure domestic Tranquility, provide for the common defense, promote the General Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.
Voice
Reflection
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>
<thead>
<tr>
<th>Group</th>
<th>First Session</th>
<th>Second Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>Visual Imagery</td>
<td>Self Questioning</td>
</tr>
<tr>
<td>Training Model</td>
<td>Partnership Learning</td>
<td>Traditional Training</td>
</tr>
<tr>
<td>Group B</td>
<td>Visual Imagery</td>
<td>Self Questioning</td>
</tr>
<tr>
<td>Training Model</td>
<td>Traditional Training</td>
<td>Partnership Learning</td>
</tr>
</tbody>
</table>

Table 1

Counterbalanced Design
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.
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?**
Instructional Coaching
Instructional Coaching:
A partnership approach to improving instruction

(Corwin Press, 2007)
Learning consultants
Learning consultants
Instructional collaborators
Instructional collaborators
Instructional coaches
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
Instructional Coaching: Studying the impact

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

www.instructionalcoach.org/research
Implementation

instructionalcoach.org/research
### The Unit Organizer

**Current Unit**: The Causes of the Civil War

**Bigger Picture**: The roots and consequences of civil unrest.

<table>
<thead>
<tr>
<th>Last Unit</th>
<th>Experience</th>
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</thead>
<tbody>
<tr>
<td>Growth of the Nation</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Unit Schedule</th>
<th>Unit Map</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1/22</strong></td>
<td>Cooperative groups - over pp. 201-210</td>
</tr>
<tr>
<td><strong>1/28</strong></td>
<td>Quiz</td>
</tr>
<tr>
<td><strong>1/29</strong></td>
<td>Cooperative groups - over pp. 210-225</td>
</tr>
<tr>
<td>&quot;Influential Personalities&quot; project</td>
<td>due</td>
</tr>
<tr>
<td><strong>1/30</strong></td>
<td>Quiz</td>
</tr>
<tr>
<td><strong>2/2</strong></td>
<td>Cooperative groups - over pp. 228-234</td>
</tr>
<tr>
<td><strong>2/6</strong></td>
<td>Review for test</td>
</tr>
<tr>
<td><strong>2/7</strong></td>
<td>Review for test</td>
</tr>
<tr>
<td><strong>2/6</strong></td>
<td>Test</td>
</tr>
</tbody>
</table>

**Unit Self-Test Questions**

1. What was sectionalism as it existed in the U.S. of 1860?
2. How did the differences in the sections of the U.S. in 1860 contribute to the start of the Civil War?
3. What examples of sectionalism exist in the world today?

**Unit Map**

- Sectionalism
  - Areas of the U.S.
  - Differences between the areas
  - Events in the U.S.
  - Leaders across the U.S.

- 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?
The Causes of the Civil War

Sectionalism

Areas of the U.S.

North

South

West

was based on the

developed because of

became greater with

was influenced by

Leaders of change

such as

- Henry Clay
- Stephen Douglas
- Zachary Taylor
- Harriet Beecher Stowe
- Douglas Filmore
- John Brown
- Jefferson Davis
- Abraham Lincoln

Events in the U.S.

1820 Missouri Compromise
1846 Mexican War
1850 Compromise of 1850
1850 Fugitive Slave Law of 1850
1852 Uncle Tom’s Cabin
1854 Kansas-Nebraska Act
1854 Republican Party formed
1854 Bleeding Kansas
1857 Dred Scott Case
1858 Lincoln Douglas Debates
1859 John Brown’s Raid
1860 Lincoln Elected
1860 South Carolina Secedes
1861 Confederacy formed

Differences between the areas

Social Differences

Political Differences

Economic Differences

and included

and included

and included

How did national events and leaders pull the different sections of the U.S. apart?
Was there any evidence of use of the Unit Organizer?

What we found

92

36
What we found

- Review: 7
- Introduce: 7
- Add New: 6
- End Lesson: 5
What we found

Did You Continue to Use? 68% 18%

Will You Use in the Future? 96% 35%
-0.96

average

cohen’s $d$ effect size
A design-study approach to improving instructional coaching

(Bradley, B & Knight, D, AERA, New Orleans, 2011)
Informed Adaptive Response
Goal
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
### “Cue, Do, Review” Checklist

**Teacher:** ____________  **Unit Content:** ____________  **Date:** ____________

**Teacher ID #:** ____________  **School:** ____________  **Module:** ____________

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

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