

Instructional Coaching



PINPOINT



Instructional coaches partner teachers to help them incorporate research-based instructional practices into their teaching.

Jim Knight, creator of Instructional Coaching

The low down

It's designed especially for schools and colleges. It isn't the usual adoption of life-coaching. Coaches are advance teachers who are happy to step in and model how to do it. All solutions are evidence-based. Improved student learning is the purpose and its data is used to measure coaching success.

Coaching Shallow or Deep

Coaching *shallow* emphasises relationships over and above improving teaching and learning.

Instructional Coaching is *deep*. It places emphasis on planning evidence-based teaching, uses formative assessment on teachers' performance and interrogates teachers' mental models about teaching.

Such a focus only works on the basis of a trusting partnership between coach and teacher.



The Instructional Coach's job, in large part, is to make it as easy as possible for teachers to implement a new practice.

Jim Knight



Hi-Fi teaching demonstrates fidelity to the scientifically proven teaching techniques that raise student learning.

Jim Knight

The Big Four

The Big Four is the central tool with which to make decisions. Coaches and teachers together decide which of the four areas is limiting student learning. That becomes the focus of the coaching.

■ BEHAVIOUR MANAGEMENT

Coaches guide teachers to improve how they state expectations, correct behaviour, give praise and offer students opportunities to respond. Data is used to measure ratio of interactions and time on task. The CHAMPS system is used.

■ TEACHING TECHNIQUES

Teaching for understanding is emphasised. That means every lesson is framed by advance organisers and post organisers, both in graphic format. In between them, there are modelling, high-level questioning, graphic organisers and quality assignments.

■ SUBJECT KNOWLEDGE

This is not *academic* subject knowledge. It is *pedagogic* subject knowledge — knowing how to teach the subject for student learning. Critical questions posed to students for the course, units and lessons shape the content's teaching.

■ ASSESSMENT FOR LEARNING

Formative assessment stands on its own for emphasis. It is organised around course maps and the critical questions posed about the key facts and concepts. Assessment and feedback centre around the students' quest to answer these key questions.



The coaching process

1 Enroll	2 Identify	3 Explain	4 Model	5 Observe	6 Explore	7 Refine	8 Reflect
Teachers volunteer. Departments may decide that everyone should participate.	Together, coach and teacher use the Big Four to identify what needs coaching.	Coaches clarify and simplify the technique, chunking it into step-by-step	The teacher observes the coach teach. The teacher takes notes and collects data.	The coach now observes the teacher teach. The coach takes notes and collects data.	The coach and teacher explore the data taken about both teacher and coach.	Adaptations are planned to tweak the techniques for the particular classroom.	Teachers are encouraged to keep a journal. In it they compare plans to their execution.

Where does it come from?

Its origin is Kansas University where Jim Knight created this school-centred approach to coaching.

REFERENCES

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