



Me in August of 2016.

There was a lot going on in my head, but I knew enough to know what I didn't know.



I needed to attend Jim Knight's Intensive Instructional Coaching Institute and Post-Institute Workshop for Coaches of Coaches. So I did.

This is the Post-Institute. That's me, right there.

And this is our rankings of Knight's list of key success factors for a coaching program.

COACHING CYCLE
TEACHING PRACTICES
GATHERING DATA
UNDERSTANDING ADULTS
COMMUNICATION SKILLS
LEADERSHIP SKILLS
SYSTEM SUPPORT

Knight's seven factors for a successful coaching program

I think Knight's since condensed leadership skills into something else. My guess would be communication skills or understanding adults.

Plan for Admin and Lead IC	Plan for Lead IC and Content ICs
<p>Ensure our system support plan creates conditions that will lead to coaching success.</p> <ul style="list-style-type: none"> ● create PL plans for coaches ● involve ICs in planning and facilitating campus PL meetings ● further define the separation of the IC role from the department chair role ● further define partnership among IC, dean, and district coordinator ● refine IC job descriptions ● experiment with and refine IC evaluation system ● master schedule for content IC success in 2017-18 ● develop succession plans for ICs ● create a PL plan for staff that focuses on adopted instructional model and identified best practices of focus and include ICs as facilitators of that plan ● create a coaching PL plan for staff with different experiences for admin, team leads, whole staff 	<ol style="list-style-type: none"> 1. Develop a deep understanding of the coaching cycle. <ul style="list-style-type: none"> ○ pursue at least one deep coaching opportunity <ul style="list-style-type: none"> ■ implement coaching strategies ■ use coaching/data collection tools ○ seek coaching 2. Become highly skilled at gathering data on student behavior, attitude, and achievement. <ul style="list-style-type: none"> ○ continue PLC professional learning ○ pursue at least one deep coaching opportunity 3. Develop a deep understanding of teaching practices that they can share with teachers to help them hit goals. <ul style="list-style-type: none"> ○ start w/ the easy and powerful ○ develop an Instructional Playbook for CHS <ul style="list-style-type: none"> ■ using the CISD Learning Framework <ul style="list-style-type: none"> ● formative assessment ● responsive teaching ■ using <i>High-Impact Instruction</i> with block strategies ■ in partnership with district directors ○ deepen personal understanding of Understanding by Design 4. Develop a deep understanding of the complexities of helping adults. <ul style="list-style-type: none"> ○ read and discuss <i>The Multigenerational Workplace</i> ○ continue PLC professional learning ○ continue to practice and reflect upon the partnership principles 5. Refine communication skills. <ul style="list-style-type: none"> ○ seek coaching 6. Refine leadership skills. <ul style="list-style-type: none"> ○ seek coaching

[Coaching Focused Copy of CHS PL Plan](#)

[IICI and CCW One-Pager for District Admin](#)



I thought I had identified what I didn't know. I thought that we had a plan for growing in those areas--the plan wasn't enough.

1. PARTNERSHIP IS KEY!

2. FOCUS YOUR FOCUS

Lesson 1: Coaches and principals must have a reciprocal partnership with clearly defined boundaries. They must meet frequently, at least every other week.

Lesson 2: The IC and principal should “focus their focus” in their official meetings with two questions:

- What instructional practices do we need to be focused on right now?
- What are your immediate needs as an instructional leader and how can I support you in those needs?

3. THE WAY WE SPEND OUR TIME SHOWS WHAT WE VALUE.

Lesson 3: One period a day is not enough to train people to be coaches, much less allow them to actually coach.

If you want coaching to work, you must provide time--to time learn to coach and time to coach.



We learned and made changes.

And then....



Six administrators from assistant principal to superintendent left.

All plans we had made were on hold.

4. TOP 5 VS. TOP 25

[HTTPS://CONSTANTRENEWAL.COM/BUFFETT-5-25-RULE/](https://constantrenewal.com/buffett-5-25-rule/)

Lesson 4, a strategy for helping us focus our focus.

If you don't know it, look up [Warren Buffet's 5/25 rule](https://constantrenewal.com/buffett-5-25-rule/).



Our Top 5

CHS Coaches will...

1. clarify the roles and responsibilities of an IC.
2. continue to foster community.
3. develop a deeper understanding of the coaching cycle.
4. deepen Understanding of CISD beliefs.
5. Become skilled at gathering data.



Create an [instructional coaching framework](#) and [instructional coaching evaluation tool](#)

5. BIG PICTURE SYSTEMS

Lesson 5: Big picture systems, like a “Profile of an IC” and clearly defined roles and responsibilities, support and focus ICs. These frameworks, even in draft form, provide fodder for conversation, visioning, and goals.

Working on these big picture items, also allowed me to have focused conversations with district admin using those same two questions I’d learned to use with my principal.



But there was still something missing - partnership with administrators

6. YOU CAN'T SERVE TO TWO MASTERS

Lesson 6: A part-time teacher, part-time IC is great in theory, but not in practice. You can't serve two masters; you can never give both your full attention.

7. BETTER TOGETHER

Lesson 7: You cannot successfully grow your coaching program by working on any of Knight's key factors in isolation. Your impact is limited if ANY of the seven factors are missing.



So I was back to here.

8. WHAT COMES FROM ABOVE

9. FOCUS THEIR FOCUS

Lesson 8: The teaching strategies you choose to focus on should probably come from above (because they should support the Campus Improvement Plan).

Lesson 9: Sometimes you have to focus your focus. A CIP is rarely going to list an explicit strategy, but ICs can help admin identify the best instructional strategies to meet the goals in the CIP.

10. SYSTEMS TRUMP ALL.

Lesson 10: System trumps all. None of Knight's key factors work in isolation, BUT without support systems your ICs will have very little chance at success.



1. Our campuses will train ICs in teaching strategies that will allow them to support the Campus Improvement Plan.
2. This training will take place BEFORE the school year begins.
3. During the year each IC will set a goal for growth in ONE area. But because none of Knight's factors work in isolation, we know each IC will grow in many areas.

[2018-2019 IC Professional Learning Plan](#)

BONUS LESSON: MONOGAMY IS NOT REQUIRED

The final lesson I learned: as a coach, you don't have to be in a monogamous relationship with Knight's coaching model.

Coaching individuals on the Big Four is important, but so is coaching teams in answering the four questions for PLCs. As we build relationships and help our teachers build systems for effective teaming, we will be creating opportunities for coaching individuals too.