THE IC TOOLKIT

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FOREWORD BY
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CORWIN | learningforward

Thank you

FOR YOUR INTEREST IN CORWIN

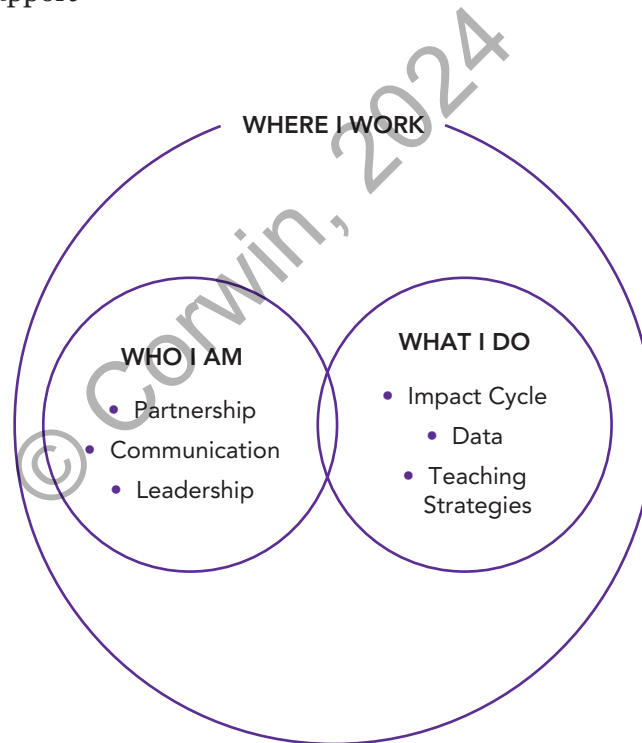Please enjoy this complimentary excerpt from The IC Toolkit.

CORWIN

What Is Included in This Book?

This book has an introduction, seven chapters, and a conclusion. The seven chapters represent the Seven Success Factors from Jim Knight's research. The following are the Seven Success Factors:

1. The Partnership Principles

2. Communication Skills

3. Coaches as Leaders

4. The Impact Cycle

5. Data

6. The Instructional Playbook

7. System Support

WHERE I WORK

WHO I AM
- Partnership
- Communication
- Leadership

WHAT I DO
- Impact Cycle
- Data
- Teaching Strategies

What Is Included in Each Chapter?

- One-page description of the Success Factor

- A table that lists all resources in the chapter

- Learning Paths

- End-of-chapter reflection questions

What Are Learning Paths?

Learning paths are our ideas on how to use the provided resources to explore each Success Factor in a meaningful way. Each Learning Path begins with a guiding question to focus your learning. Then, you will find the names of the resources that align with that path.

RESOURCES	
Articles written by Jim	
Activities to use as you read the articles	
Case studies or scenarios that allow you to apply your learning	
Checklists for coaching skills	
Videos from the Instructional Coaching Group's video collection	

To guide and support you through the Learning Paths, we have also included steps to use to engage in each Learning Path's activity.

How Do I Use This Book?

We wrote the book with *you* in mind. Our mission was to provide a toolkit made for learning, collaboration, discussion, and growth, all focused on the work of Jim Knight and The Instructional Coaching Group. If you are curious about how you might interact with these resources, we invite you to explore the following three scenarios. While this is not an exhaustive list of how you might learn with us, we hope the scenarios ignite ideas for how to proceed. Happy learning!

The Coach Champion

Christina is a Coach Champion, a facilitator of professional development who aims to build instructional coaches and support them as they coach within schools. Each month, Christina meets with a group of instructional coaches to facilitate their

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learning and conversation about instructional coaching. The coaches go back to their schools and implement their learning, then continue to return to the monthly sessions with Christina to learn, reflect, and practice their coaching. Christina intentionally uses *The IC Toolkit* to choose learning paths for her coaches that align with their monthly topics. For example, at the start of the school year, Christina used Chapter 1, The Partnership Principles, to discuss the foundational beliefs we hold as coaches. After moving through that chapter, she realized that the coaches were still new to the Impact Cycle. Therefore, in the next few gatherings, Christina used Learning Paths from Chapter 4, The Impact Cycle, to enrich the coaches' understanding of the process of coaching. The Learning Paths provide Christina with articles for her coaches to read, videos to show her coaches, and activities she can facilitate as the coaches interact with the learning path resources. Christina writes down the date next to each learning path, so that she can see what she has used and where she might need to go next.

The Instructional Coaches

Jamie and four other coaches within his cluster of schools are all implementing the Impact Cycle with their teachers. Since coaching is new to their district, they try to keep in touch and help each other as they implement what they have learned about instructional coaching. Once every month, they meet on Zoom or in one of their schools to learn together, but they were not sure exactly *what* to learn about or even how. When Jamie discovered *The IC Toolkit*, he realized that the group of coaches could pick Learning Paths about topics they were working on with teachers and learn together as a group. The coaches take turns leading Learning Paths each time they meet, allowing the group to learn together with all the resources already planned for them.

The Solo Coach

Jenn recently moved out of the classroom to serve her school as an instructional coach. She has heard of coaching before and knows that there are some coaches in her district, but she does not know who they are. Jenn's principal recommended *The IC Toolkit* to her to invest in her own professional development as she adjusts to her role as a coach. Each week, Jenn designates one to two hours in her calendar for professional development. During that time, she looks through the Seven Success Factors, Chapters 1 through 7, and decides which factor she would like to explore during her learning time. Once she chooses a chapter, she uses the Learning Paths to experience self-guided and sacred time to learn and invest in her coaching skills. Jenn leverages the margins of the pages to annotate her articles and the reflection

questions to jot her new learning. As a bonus, she is using the activities provided in each chapter as activities she can use when she eventually begins leading professional development at her school. The Learning Paths allow her to learn on her own and give her ideas about how to facilitate learning for others, too.

One More Tool

In the following section is a needs assessment survey you may choose to use along with this book. To maximize your learning experience in *The IC Toolkit*, you might choose to take this survey as a way to gauge where you, your coaching program, or your system is in the journey toward coaching proficiency with the Seven Success Factors. For example, you can take this survey, then see in which areas you have the lowest scores. That could inform you or your team where to begin in the book. A team might score high in the Partnership Principles, but they might score lower in the use of data. This team might choose to begin in Chapter 5: Data, so that they could target their specific area of need. We hope you find this tool helpful as you self-assess or reflect on the current needs of your coaching program.

Needs Assessment

Rank each success factor on a scale of 1 to 10 (1 = totally disagree; 10 = totally agree).

1. Partnership Principles

   - I believe my collaborating teachers' ideas, beliefs, opinions, and knowledge are just as important as mine.

   - I am 100 percent okay with teachers selecting goals that are different than the ones I would choose for them.

   - My collaborating teachers know that I think their voices are just as important as mine.

   - I willingly share my ideas when they are helpful, but I also refrain from trying to talk my collaborating teacher into adopting those views.

   - My coaching leads to deep implementation and sustained changes by collaborating teachers.

   - I expect to learn from each teacher I partner with, regardless of how much experience they do or do not have.

1	2	3	4	5	6	7	8	9	10
totally disagree									totally agree
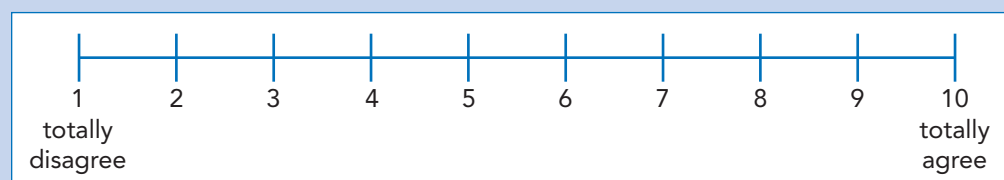
2. Coaching Skills/Communication

- I do not ask leading questions.
- I have a list of effective questions and use the questions differently depending on the progress of the coaching conversation.
- I prepare myself for coaching conversations by considering which questions I might ask during the coaching session.
- My questions effectively invite teachers to think more deeply about their situation.
- During the identify and improve stages of the Impact Cycle, my collaborating teacher talks at least 80 percent of the time.
- I stay focused on what my collaborating teacher says during coaching.
- I don't interrupt (except when necessary) during coaching conversations.
- My eye contact and nonverbal communication demonstrate to my collaborating teachers that I am listening to them.

1	2	3	4	5	6	7	8	9	10
totally disagree									totally agree
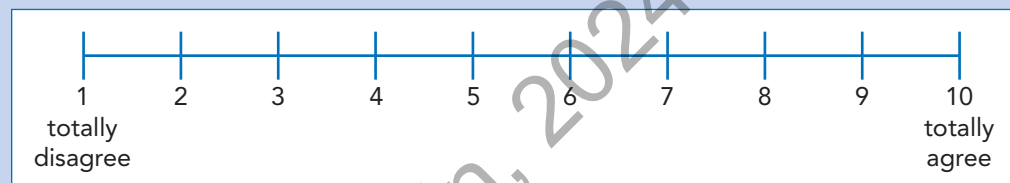
3. Leadership

- I can clearly describe my purpose.
- I manage my time so that I can focus on actions that help me achieve my purpose.
- I take care of myself and treat myself with the same compassion I would show to a good friend.
- People can count on me to do what I said I would do.
- I interact with collaborating teachers in ways that amplify their intelligence, capabilities, and efficacy.
- I balance personal ambition with humility, focusing on the greater good rather than on self-interest.

1	2	3	4	5	6	7	8	9	10
totally disagree									totally agree
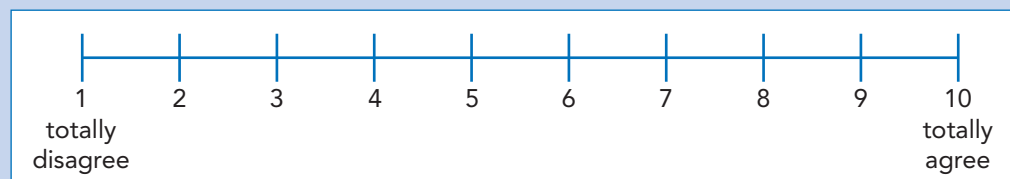
4. Impact Cycle

- I partner with teachers
  - to ensure they get a clear picture of reality before they set a goal,
  - to set PEERS goals,

- ○ to identify teaching strategies teachers can try to meet their goals,
- ○ to explain and model strategies so they can implement the strategies with confidence, and
- ○ to make adaptations until goals are met.

| 1	2	3	4	5	6	7	8	9	10
totally disagree									totally agree
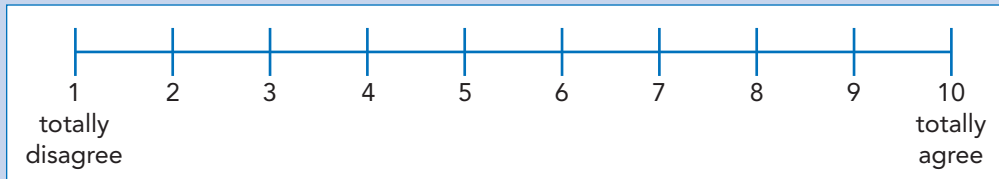
5. Data

- I fully understand the difference between behavioral, cognitive, and emotional engagement.
- I can gather valid, objective, reliable data for assessing behavioral, cognitive, and emotional engagement.
- I fully understand the difference between content, procedural, and conceptual levels of knowledge.
- I fully understand the difference between measuring the acquisition, connection, and transfer kinds of learning.
- I can apply a variety of assessment tools (selected response, brief constructed responses, checks for understanding, rubrics, and others) to ensure that the right level and kind of learning is validly and reliably being assessed.

1	2	3	4	5	6	7	8	9	10
totally disagree									totally agree
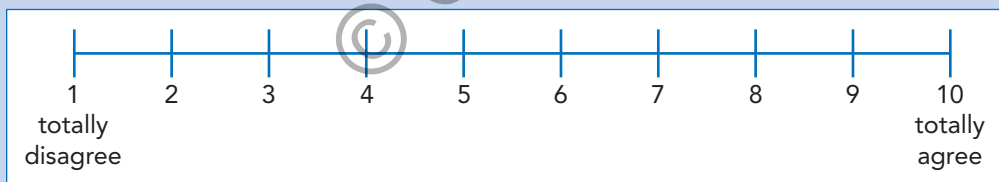
6. Teaching Strategies

- I know the top fifteen highest-impact strategies teachers can use to hit goals in our district.
- My organization has created an instructional playbook that I use frequently to identify and explain strategies teachers can use to hit their goals.
- I confidently, clearly, and dialogically explain teaching strategies.

1	2	3	4	5	6	7	8	9	10
totally disagree									totally agree
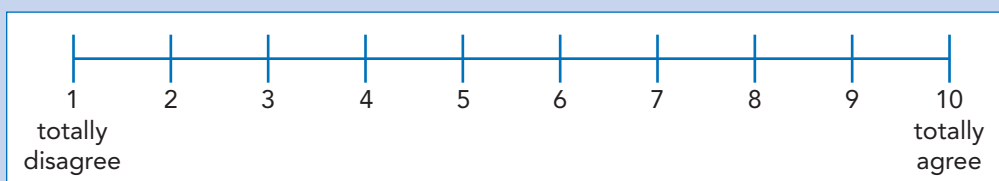
7. System Support

- My principal clearly understands my role as a coach and communicates regularly with stakeholders regarding my role.

- I spend at least 70 percent of my time partnering with teachers on the Impact Cycle.

- Our district has clearly identified the standards we use to assess coaches and the coaching program.

- I am evaluated by someone who has a deep understanding of instructional coaching.

- I am evaluated by a tool created for instructional coaches.

- We have a clear policy or agreement on confidentiality.

- All administrators in our district understand what instructional coaches do.

- All administrators understand the Partnership Principles at the heart of instructional coaching.

- I understand what I am to do and not do in my role as a coach.

1	2	3	4	5	6	7	8	9	10
totally disagree									totally agree
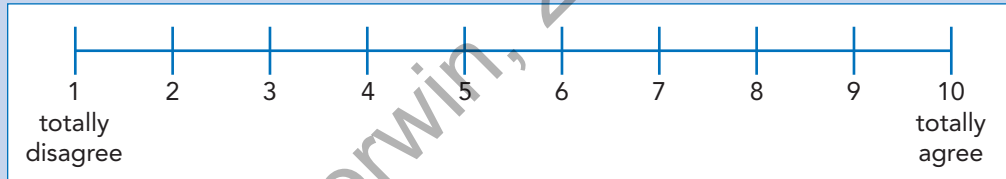
Needs Assessment Survey

Interested in completing the needs assessment online? You can use the following link:

https://qrs.ly/42g4p6q

Success Factor #1: The Partnership Principles

Coaches who invest in their foundational knowledge, beliefs, and approaches to coaching are thinking deeply about **Success Factor #1: The Partnership Principles**. This idea of partnership comes first in the list of Success Factors intentionally. It represents the underlying theory and beliefs coaches have and carry with them into each coaching interaction, serving as a point of reference that guides our actions when partnering with teachers (Knight, 2007, 2022). The seven principles are equality, choice, voice, reflection, dialogue, praxis, and reciprocity. Coaches who actively show up as partners and live by these principles can increase coaching success (Knight, 2022).

So Why Should We Be Talking About The Partnership Principles Within Schools and Systems?

The principles are our "theoretical framework," serving as a lens through which we can view each person and interaction as we coach (Knight, 2022, p. 20). They offer instructional coaches a chance to have a shared vocabulary from which to discuss how they go about coaching teachers (Knight, 2007). When schools and systems explore these principles, they are prioritizing a fundamental element to their coaching from which healthy and productive conversations can flourish.

Resources Included in This Chapter

ARTICLES	ACTIVITIES	SCENARIO	VIDEOS
"Seven Principles for True Partnership" "Why Teacher Autonomy Is Central to Coaching Success" "Five Habits of Humility" "Dialogue & Trust" "When Times Are Tough, Show Compassion"	Text Scramble Storytelling In Closing Video Reflection: The Partnership Principles	Praxis Scenario	The Partnership Principles: 1. Equality 2. Choice 3. Voice 4. Dialogue 5. Reflection 6. Praxis 7. Reciprocity The Principles of Coaching: 1. Moralistic Judgment

Success Factor #2: Communication Skills

Dialogue, one of the Partnership Principles that Jim shares about in *Unmistakable Impact*, *The Impact Cycle*, *Better Conversations*, and *The Definitive Guide to Instructional Coaching*, allows coaches to see the benefit of a healthy back-and-forth conversation: It is life-giving (Knight, 2022, p. 27). Coaches who desire to improve the way they ask questions and listen are thinking deeply about Success Factor #2: Communication Skills. When coaches reflect about how they communicate, they prioritize relationships and commit to continued growth (Knight, 2016, 2022). Communication skills that can help us bring focus to our listening and increase our presence in conversations include listening and questioning.

So Why Should We Be Talking About Communication Within Schools and Systems?

We spend much of our life in conversation. If we invest in improving conversations within schools and systems, that means that the time we are in conversation can be more positive and productive. It means that we can "dramatically improve educator and student learning" as well as create dialogue that leaves everyone "feeling better about life" (Knight, 2016, pp. 2–4). When schools and systems explore these communication skills, they are moving closer to facilitating life-giving conversations for everyone, including students.

Resources Included in This Chapter

ARTICLES	ACTIVITIES	SCENARIO	CHECKLISTS	VIDEOS
"The Conversation Workout" "The Beautiful Question" "Stop Coachsplaining!" "One Habit That Improves Conversation Skills" "How Language Helps or Hinders Thinking"	EVE Video Expanding Perspectives The Listening Fully Say In One Sentence Communication Skills Video Reflection Stir the Room Coaching Trio	The Mouthpiece	Listening Effectively Writing Effective Questions Noticing Effectively	The Principles of Coaching: 1. Why Conversations Break Down 2. Effective Listening 3. Good Questions 4. Trust

Success Factor #3: Coaches as Leaders

Instructional coaches lead as they move about their daily work of doing what's best in their system for students. As a leader, coaches must first lead themselves through knowing their purpose, developing a personalized plan to managing their time, building habits, and practicing self-care (Knight, 2022). Once coaches lead themselves, they are far more likely to successfully lead others by balancing humility with ambition, being a multiplier, creating alignment, and making good decisions (Knight, 2022).

So Why Should We Be Talking About Coaches as Leaders Within Schools and Systems?

When coaches lead, they are seen as trustworthy and reliable. This is built through actions that show all they do is in service of students. Their beliefs and habits can be replicated by others within their system so processes can be identified that work to show improvement for students across all elements.

COACHES AS LEADERS

Resources Included in This Chapter

ARTICLES	ACTIVITIES	SCENARIOS	VIDEOS
"What Is the Measure of a Life?"	Listening Dyads	Leading Others Scenarios	The Measure of My Life
"To Live an Undivided Life"	Exchange of Views		How Coaches Can Foster Hope
"How to Foster Hope in Tough Times"	Modified Literature Circle		Empathy
"How Not to Hit Land Mines in Coaching Conversations"	Four *Is* Protocol		Understanding Change
"What I've Learned From a Traumatic Accident"	In Closing		
"5 Simple Reflection Practices"	Exploring Viewpoints		
"The Moral Universe Won't Budge Unless We Move It"	Discuss and Observe		
"Take Time for Self-Care"			
"To Change, Start Where You Really Are"			

Success Factor #4: The Impact Cycle

Instructional coaches partner with teachers to make a difference in students' lives and well-being. In Success Factor #4: The Impact Cycle, coaches can learn *how* to lead that change. This three-stage process is a simple yet powerful structure for coaches to use to facilitate learning for teachers. It is what coaches do and how we keep kids first (Knight, 2018, 2022).

So Why Should We Be Talking About the Impact Cycle Within Schools and Systems?

School and system leaders care deeply about the achievement of students. One way to invest in student-focused programs for teachers is to invest in instructional coaching. The Impact Cycle aids coaches and coaching programs in finding a process that is easy to understand and implement and that leads to positive change for teachers and students (Knight, 2022).

Resources Included in This Chapter

ARTICLES	ACTIVITIES	SCENARIO/ CASE STUDY	CHECKLISTS	VIDEOS
"3 Steps to Great Coaching" "In Coaching, 'One Size Fits One'" "Real Learning Happens in Real Life" "Record, Replay, Reflect" "What You Learn When You See Yourself Teach" "PEERS Goals" "4 Steps for Focusing Coaching Sessions" "Escape From the Zero-Learning Zone" "Strategies for Enrolling Teachers in a Coaching Cycle"	Give One Get One Move On Windowpanes Gallery Walk Chalk Talk Circle, Square, Triangle Reflection Empathy Anchor The Impact Cycle Video Reflection Enrolling Teachers	PEERS Scenarios Case Study: Learn and Improve	The Impact Cycle	The Principles of Coaching: 1. What's a Good Goal

THE IMPACT CYCLE

Success Factor #5: Data

It is often said that "data makes the invisible visible." When coaches focus on using data as an interpretive lens, it can result in powerful discoveries around engagement and achievement. Used effectively, data can reveal aspects of the learning experience that we would not otherwise see (Knight, 2022). Success Factor #5: Data helps coaches and teachers bring focus and intentionality to their coaching interactions and precision to goal setting by providing a clear finish line (Knight, 2022).

So Why Should We Be Talking About Data Within Schools and Systems?

Data should build hope because it helps instructional coaches get a clear picture of reality, set goals, and measure progress. If used well, data can help teachers see their students' needs more clearly, accelerate their professional learning, and even foster hope. Data are central to instructional coaches' work. They help both teachers and coaches see more of what is happening in the classroom, help teachers establish goals and measure progress toward goals, and build teacher efficacy by demonstrating the progress that is being made (Knight, 2022).

Resources Included in This Chapter

ARTICLES	ACTIVITIES	VIDEOS
"Students on the Margins"	Student Work Exploration	Feedback
"Should Coaches Give Feedback? It's Complicated"	Making Meaning From Student Data	
"Data Shouldn't Be a Dirty Word"	Expanding Perspectives Activity	

Success Factor #6: The Instructional Playbook

The Instructional Playbook is a tool for identifying and explaining high-impact teaching strategies. When the coach gets to the learn phase of the Impact Cycle, there may be some confusion about where to look for strategies, how to vet them, and how to learn them. The Instructional Playbook is meant to ameliorate some of those challenges by providing a Table of Contents, One-Pagers to summarize and explain the strategy, and checklists to translate the strategy to action (Knight, 2022).

So Why Should We Be Talking About Instructional Playbooks Within Schools and Systems?

Because the coach takes on the role of "Chief Explainer" during the learn phase of the Impact Cycle, coaches must know deeply and be able to explain thoroughly a few, high-impact strategies to be used to hit the PEERS goal set by the teacher and coach. The Playbook helps the process of understanding and learning by scaffolding the steps and processes for coaches and teachers to make sure they implement the strategy deeply and thoroughly enough to gather data to determine whether the strategy is useful for hitting their goal.

Resources Included in This Chapter

ARTICLES	ACTIVITIES	CHECKLISTS	VIDEOS
"High-Quality Teaching > High-Fidelity Teaching"	Inventing Improvements	Dialogical Explanations	Buy-in vs. Alignment
"Should Coaches Be Experts?"	Chief Explainer		Checklists

INSTRUCTIONAL PLAYBOOK

Success Factor #7: System Support

Coaching has tremendous potential to have a powerfully positive impact on students' learning and well-being (Knight, 2022). Success Factor #7: System Support is about creating a setting where coaches can flourish by understanding stages of implementation and ensuring leadership support. Systems need to establish a districtwide understanding of coaching that ensures theoretical alignment while clarifying coaches' roles and addressing confidentiality. Building leaders are instrumental in creating a learning culture and learning architecture that clearly helps learning flow through the system efficiently.

So Why Should We Be Talking About System Support Within Schools and Systems?

Coaches are not the only people who need to understand what coaching is and is not. In settings where district leaders, teachers, and other educators don't understand coaching, coaches will struggle to succeed (Knight, 2022). Systems and leaders within them should reflect and agree on a set of principles that guide coaching and ensure that their messaging around coaching supports coaches. Systems and organizations should support educators to become proficient in the practices they learn through having procedures in place to hire outstanding professionals for these roles.

Resources Included in This Chapter

ARTICLES	ACTIVITIES	SCENARIO	VIDEOS
"Hey Instructional Coach, What Do You Do?" "What Can We Do About Teacher Resistance?" "The Problem of Nominal Change" "Coaching" "5 Key Points to Building a Coaching Program" "Working With Instructional Coaches" "Instructional Coaches Make Progress Through Partnership" "What Good Coaches Do" "Pull Versus Push Professional Development" "Moving From Talk to Action in Professional Learning" "The Life-Changing Magic of Going In-Depth"	Four Is Text Activity The Exploring Viewpoints Activity Expanding Perspectives Activity KLE Activity In Closing	A Broken Trust	Measuring Impact Two Questions to Understand Teacher Resistance Confidentiality