

THE REFLECTION GUIDE TO THE  
**IMPACT CYCLE**



WHAT INSTRUCTIONAL COACHES SHOULD DO  
TO FOSTER POWERFUL IMPROVEMENTS IN TEACHING

Copyright © 2017 by Jim Knight

All rights reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Library of Congress Cataloging-in-Publication Data

The Reflection Guide to The Impact Cycle: What Instructional Coaches Should Do to Foster Powerful Improvements in Teaching.

Jim Knight, Jennifer Ryschon Knight, Clinton Carlson

Published by Corwin, Thousand Oaks, California

Printed in the United States of America

Cover design by Clinton Carlson

# TABLE OF CONTENTS



1	<b>INTRODUCTION</b>
7	Chapter 1: What Does it Mean to Improve?
37	Chapter 2: Introduction to the Impact Cycle
61	Chapter 3: Identify
79	Chapter 4: Learn
97	Chapter 5: Improve
109	Appendix: Workshop Resources





# INTRODUCTION



THE IMPACT CYCLE



## INTRODUCTION



*Transformation.*

*Deep learning.*

*Achieving personal bests as a way of being.*

*Efficiency without loss of quality.*

Making the difference for another person (a teacher, a student, or a friend) between loss of hope or the courage to overcome obstacles and experience the satisfaction of success. Being the change you want to see in the world and then actually changing the world. Who among us doesn't aspire to experience each of these things in our professional—and personal—lives? As educators, we hold these hopes for our students, for our colleagues, and for ourselves.

Instructional coaching is one of the most effective ways to improve teaching and learning in any instructional setting and, as a result, many schools have coaching programs in place. Instructional coaching honors the humanity of all involved in the learning process, and when the Impact Cycle is used to provide structure, focus, and responsible accountability to the coaching process, exciting gains can be made in your practice and—as a result—in student learning. In the words of one teacher who was coached through the Impact Cycle, “You will find that you aren't ‘leaving behind’ students when you adhere to these principles.”

If you are a “solitary” coach feeling alone and uncertain of what the next steps are to move your practice forward, or if you are a leader of coaches in your school and need a simple, effective model to implement as you try to get everyone on the same page, then this little guide will be your best friend.

*The Impact Cycle Reflection Guide* is intended to serve you in several ways. First, it will serve as your slides and notes if you are participating in an Impact Cycle workshop as presented by Jim Knight or one of our other colleagues here at the Instructional Coaching Group.

Second, it will help guide you along in your personal or group study of the Impact Cycle. We have structured this guide to be conversational and user-friendly. You will note that prompts for reflection are sprinkled throughout the chapters when key concepts related to the Mother Book (as we fondly call *The Impact Cycle*) are discussed. The placement and type of reflections vary by chapter as appropriate to the flow of content in *The Impact Cycle*.

Third, it can serve as your go-to resource covering the most essential aspects of the Impact Cycle in an easy-to-find format.

As with everything created by the Instructional Coaching Group, this product is iterative. What you hold in your hands right now is just one iteration—perhaps it is the second, third, or fifteenth version of this book. For this reason, we welcome you to write us at **hello@instructionalcoaching.com** to share your experience using this book and provide any feedback you may have it for possible use in a future iteration.





---

# WHAT DOES IT MEAN TO IMPROVE?

## CHAPTER

# 1

*“Coaching done well may be the most effective intervention designed for human performance.”*

ATUL GAWANDE

*Personal Best*

The New Yorker, 2011

### WHAT IS INSTRUCTIONAL COACHING?

An instructional coach partners with teachers to help them improve teaching and learning so their students become more successful. They do this by:

- » helping the teacher analyze current reality
- » setting goals
- » identifying and explaining teaching strategies to hit goals
- » providing support until the goals are met.

**REFLECT**

How is our definition of an instructional coach similar or different from your definition of an instructional coach?

.....  
.....  
.....  
.....  
.....  
.....

Referring to Devona’s story on page 3 in *The Impact Cycle*, what are some ways you could...

listen to your collaborating teacher?

.....  
.....  
.....  
.....

affirm your collaborating teacher?

.....  
.....  
.....  
.....

come alongside and support your collaborating teacher?

.....  
.....  
.....  
.....

In what ways would you like to improve as a listener?

.....  
.....  
.....  
.....

What are some ways you might be more affirming?

.....  
.....  
.....  
.....

What do you do to come alongside and offer support to a particular teacher?

.....  
.....  
.....  
.....  
.....

What are some effective ways to be supportive of your collaborating teacher?

.....  
.....  
.....  
.....  
.....

Are there strategies you could employ to assist you in reaching your professional goals as a coach?

.....  
.....  
.....  
.....  
.....  
.....

In the book *Better Conversations*, the following strategies are suggested:

- » Being a witness to the good
- » Treating others as equals (which is to say, others count as much as you do even though your expertise may be different than theirs)

Do you believe these strategies are critical to effective coaching practice?

.....  
.....  
.....  
.....  
.....  
.....

## Teachers as Partners

---

How instructional coaches interact with others is as important as what they do. Effective instructional coaches see their collaborating teachers as professionals and as the ultimate decision makers about what and how they will learn. We suggest that coaches guide their behavior by the following seven partnership principles.

# The Seven Partnership Principles

////////////////////

### 1. EQUALITY

Instructional coaches and teachers are equal partners; each voice counts the same.

---

#### REFLECT

How often do you tell your collaborating teacher what to do?

.....

.....

.....

.....

.....

Consider the following meanings of faith. What does it mean to “have faith” in the teachers you’re working with?

.....

.....

.....

.....

.....

#### FAITH

- » A strong feeling of trust or confidence in something or someone. *Longman Dictionary of Contemporary English*
- » Complete trust or confidence. *Cambridge English Dictionary*
- » Trust/Belief/Confidence/Conviction
- » Trust: to allow credit, to believe someone is good or honest.
- » Allow others a chance. *Archaic*

Are you able to empathize with your collaborating teacher? Do you understand some of the things that make the teacher afraid, uncertain, hopeful, or happy?

.....

.....

.....

.....

Do you know what drives your collaborating teacher?

.....

.....

.....

.....

## 2. CHOICE

Coaches who act on the principle of choice position their collaborating teachers as the final decision makers, as partners who choose their coaching goals and decide which practices to adopt and how to interpret data.

---

Forming solid partnerships and creating an energizing learning environment requires autonomy. Anything less is energy draining. People should have a choice in what learning path is best for them at which point in time, in setting their own goals in relation to that, in deciding how they will learn and how to measure growth, and in choosing who they wish to come alongside them as a partner, mentor, or coach.

As coaches, we would want these things for ourselves, and we can give no less to the people with whom we work. We believe that part of changing the world is, as Mahatma Gandhi said, being the change we want to see, and that involves modeling what it is to be a true partner. In some organizations, true partnership has been denied for so long that people no longer know how to be a partner, how to make real choices, how to operate with confidence instead of fear, and how to see beyond positions to the persons who fill them.

*“Coaching can increase focus and capacity, reduce overwhelm and dependency, and drive engagement and impact. But even with the best of intentions, today’s busy managers find themselves defaulting to an old-school management approach: tell them rather than ask them; solve it for them rather than help them figure it out.”*

////////////////

**MICHAEL BUNGAY STANIER**  
*The Coaching Habit*, 2016

**REFLECT**

Do you collaborate with teachers who say, “Just tell me what to do”? If so, what can you do to help them think and act more freely and independently?

.....  
.....  
.....  
.....  
.....

In modeling and embodying the partnership principles (especially equality and choice) in their work with their collaborating teachers and others, coaches have a powerful opportunity to be leaders who usher in the best kind of culture change. Rather than working from coercion or manipulation, coaches work to be hospitable and invitational, postures that allow for choice.

**Manipulation:** people are handled or controlled unfairly or unscrupulously and denied autonomy.

**Partnership** (invitation/hospitable posture): people are offered the opportunity to learn; they are encouraged and autonomously choose the right course for themselves.

.....  
Peter Block has said that, “If we can’t say no, our yes means nothing.” (*Stewardship*, 1993) In light of that, can meaningful transformation happen when people have no choice?

.....  
.....  
.....  
.....

Coaching isn’t just about improving instruction for students’ sakes; it is very personal for both the coach and the teacher. The process is about cultivating a deep awareness of our practical reality and being able to choose to evaluate it, set goals, and reach personal bests in an ascending spiral of proficiency and professionalism. In other words, as we become our best, others benefit, and we create an empowering, free space—and invite others into that with us—rather than staying in a comfortable, yet limiting, box.

**Autonomy**—choice—is critical for the teacher, the coach, and perhaps more important, the students.



Consider what could happen when we live and coach without fear (and, therefore, without the need to coerce others). Perhaps we would be modeling what it looks like to live in freedom regardless of the limiting situations we find ourselves working within. When we allow others to act autonomously by honoring their right to say no to options that seem like the best course of action to us, but not to them, might we be able to preserve relationships and let them know we are available in the future if they change their mind or new challenges arise?

**REFLECT**

Do you gain something by keeping people dependent on you?

.....

.....

.....

.....

.....

What is the benefit of telling people what to do? How easy is it for me to let others make their own decisions?

.....

.....

.....

.....

.....

Am I willing to let teachers make their own choices even when they don't choose what I would choose? Could I support them in that place and encourage their growth by being a witness to the good?

.....

.....

.....

.....

.....

.....

### 3. VOICE

Coaches who follow the principle of voice expect to learn from their collaborating teachers, and the teachers feel safe expressing what they think and feel and have confidence their opinion matters to the coach.

---

Many people have become used to the fact that their voice is not welcome. As a result, they may speak but say nothing. Or, they may not speak much, if at all. While there are things you can do to empower others, they may not have the courage or faith to act on that empowerment until they come to see you are a safe person they can trust.

When leaders empower others, they create the psychological space necessary for others to exercise self-determination and experience meaning, competence, and results in their work and personal lives. As coaches, we can create a psychologically safe environment that facilitates our collaborating teachers' ability to respond to and exercise their empowerment in the following four ways:

1. **Self-determination.** Empowered people feel that they have freedom, independence, and discretion over their work activities.
2. **Meaning.** People who feel empowered care about their work and believe that what they do is important.
3. **Competence.** Empowered people are confident about their ability to perform the work well and have a capacity to grow with new challenges.
4. **Impact.** Empowered people view themselves as active participants in the organization; that is, their decisions and actions have an influence on their own and others' success. (paraphrased from *Organizational Behaviour: Essentials*, 2e, MaMcShane & Van Glinow, 2008, p. 107)

Freedom is an invitation that requires a response; we continually create freedom with our empowered responses and actions.

The saying goes, "You can lead a horse to water, but you can't make it drink." As coaches, we provide water, and we do not judge others if they choose not to work with us. We understand that if people feel beaten down after years of unprofessional treatment, they may need a while to regain faith in others and confidence in their own voices.

As coaches, our goal is to help the teachers and students we work with become empowered once again. Operating from the partnership principles is how we do that.

**REFLECT**

What can you do to encourage your collaborating teachers to tell you what they are really thinking? Does your collaborating teacher feel safe with you?

.....  
.....  
.....  
.....  
.....  
.....  
.....

Do you display a peaceful patience by asking one question at a time and waiting for the other person to answer the question completely before you follow up with another question?

.....  
.....  
.....  
.....  
.....  
.....

What behaviors shut down a person's voice?

.....  
.....  
.....  
.....  
.....  
.....

*"Tell less and ask more.  
Your advice is not as good  
As you think it is."*

//////////

**MICHAEL BUNGAY STANIER**  
*The Coaching Habit, 2016*

Consider the tongue-in-cheek haiku to the left about allowing space for another's voice:

.....  
.....  
.....  
.....  
.....  
.....  
.....

#### 4. DIALOGUE

Coaches who foster dialogue balance advocacy with inquiry; they actively seek out others' ideas, and they share their own ideas in a way that makes it easy for others to share what they think. Dialogue sets up instructional coaches as thinking partners with their collaborating teachers.

---

According to Michael Bungay Stanier, coaching often focuses on a “project, a person, or a pattern of behaviour.” (*The Coaching Habit*, 2016) For an instructional coach, the project could be working with a teacher on setting a goal and exploring strategies to achieve the goal. In terms of the person, instructional coaches value the personhood of teachers and show that by working with them respectfully through their commitment to the partnership principles.

Finally, with regard to patterns of behaviour, an important part of the instructional coaching process is looking at videos to gain a clear picture of reality as patterns and habits that may have been unconscious actions are revealed. In short, a commitment to dialogue is critical to effective coaching because the coach and teacher are working together on the goal (the project) while respecting one another, growing as people, and identifying and improving patterns of behaviour when working through the Impact Cycle.

Dialogue is enabled by the psychological safety created by the partnership principles of choice and voice. Without the ability to think and share ideas, coaching will not be effective. Coaches do not impose their views or opinions, dominate, or control. Instead, they focus the conversation on what is learned from the video, identifying a goal, strategies that can be used to reach the goal, and what they can do to refine and continuously improve as they move together through the Impact Cycle.

#### REFLECT

What are the best ways to balance advocacy with inquiry?

.....

.....

.....

.....

.....

.....

Are you actively seeking out your collaborating teacher's ideas?

.....  
.....  
.....  
.....

Have people spoken of you as domineering or controlling?

.....  
.....  
.....  
.....

Are you willing to shut down your certainty that you're right so you can give courage, support, and empowerment to your collaborating teacher and make space for his or her voice?

.....  
.....  
.....  
.....  
.....

Are you interested in what your collaborating teacher is saying?

.....  
.....  
.....  
.....

Award-winning instructional coach Delia Racines' own coach taught her that in every complaint there is a hidden request. Can you hear the request hidden in a complaint?

.....  
.....  
.....  
.....  
.....

## 5. REFLECTION

Much of the pleasure of professional growth involves reflection on what we learn. An effective instructional coach creates space for reflection for themselves and their collaborating teachers. When coaches collaborate with teachers by co-creating ideas in reflective conversation, both teachers and coaches often find those conversations to be engaging, energizing, and valuable, and they feel encouraged.

---

All of the preceding partnership principles create and support a psychologically safe space for reflective conversation. If people are going to make meaningful changes, they need time to reflect.

Reflection requires time and autonomy. As a coach, how can you provide your collaborating teachers the time and autonomy they need for reflection?

## 6. PRAXIS

People who engage in praxis apply knowledge and skills to their work, community, or personal lives after reflection. When coaches act with the goal of praxis in mind, they make sure that coaching is productive, meaningful, and helpful to teachers and students.

---

*Praxis* is a funny-sounding word that sounds a lot like practice—and it is practice, but it's practice that is coupled with reflection on learning before action, during action, and after action.

The Impact Cycle is grounded in—and enables and guides—praxis. In the Identify phase, we reflect on what the video or audio recording tells us about the reality of our current practice and imagine and set a powerful, student-focused goal. Then, in the Learn phase, we consider different strategic options to help us achieve the goal and reflect on how each strategy could work in our context. Finally, as we enter the Improve stage of the Impact Cycle, we are immediately and constantly involved in practicing and then stepping back and reflecting on the practice and how it could be improved or tweaked to better serve our goal. After reflecting on our practice, we try again and reflect again on how things went until we reach our goal.

The beauty of the Impact Cycle is that it is simple without being simplistic, and it can be applied to almost any learning situation (personal or professional) to help people get better at what they do. To engage in coaching is to commit to trying to be the best we can be.

### 7. RECIPROCITY

Reciprocity is the inevitable outcome of an authentic partnership because partnership is as much about shared learning as it is about shared power.

For the instructional coach, partnership goes beyond shared power to the joy of shared learning. This involves being intentional about creating an environment where shared learning can thrive by adhering to all the partnership principles, most obviously, choice, voice, and dialogue. The chart below illustrates how the partnership mindset differs from the top-down mindset.

TOP-DOWN	PARTNERSHIP
Compliance	Commitment
People <i>outside</i> the classroom know what students need	People <i>inside</i> the classroom know what students need
One size fits all	One size fits one
Constructive feedback	Dialogue
Coach does most of the thinking	Teacher does most of the thinking
Judgmental	Nonjudgmental
Teachers have lower status than coaches	Teachers have equal status with coaches
Accountable to leaders	Accountable to students

**REFLECTION**

These questions help you gauge whether you are more committed to top-down compliance or partnership:

Do you think you know more about what the students need than the teacher does?

.....  
.....  
.....  
.....

Or, do you trust that the teacher knows what her students need?

.....  
.....  
.....  
.....

Do you believe every student or teacher is served by the same approach to learning?

.....  
.....  
.....  
.....

Or, do you embrace the fact that every teacher and student has unique needs and are you committed to meeting those needs as well as you're able?

.....  
.....  
.....  
.....

Are you focused on giving feedback or advice?

.....  
.....  
.....  
.....

Or, are you focusing on engendering dialogue?

.....  
.....  
.....  
.....



Are you doing all of the thinking, relying totally on your own understanding and committed to your own preconceived ideas of what you think your collaborating teacher ought to do?

.....  
.....  
.....  
.....

Or, are you working to cultivate conditions that generate dialogue to ensure you are thinking together with your collaborating teacher?

.....  
.....  
.....  
.....

Are you focused on judging or learning?

.....  
.....  
.....  
.....

Or, are you keeping an open mind, seeking to understand your collaborating teacher?

.....  
.....  
.....  
.....

Do you believe that your collaborating teacher cannot possibly count as much as you do (be equal to you) because she has different expertise?

.....  
.....  
.....  
.....

Or, do you work together with the teacher humbly, as an equal, believing her voice is as important as your own, with the goal of empowering and encouraging her?

.....  
.....  
.....  
.....

Are you most concerned about what your supervisors think of you?

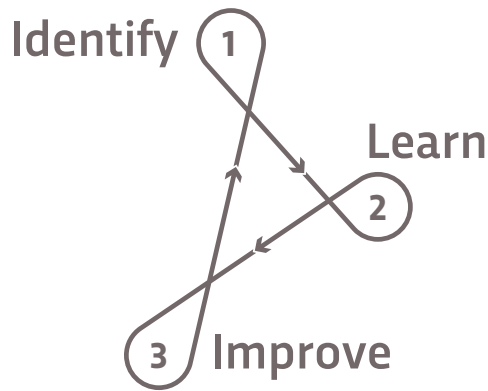
.....  
.....  
.....

Or, are you most concerned with partnering with teachers to reach student-centered goals that transform instruction and learning?

.....  
.....  
.....

## An Introduction to the Coaching Cycle

////////////////////



### THE IMPACT CYCLE

*The Impact Cycle consists of three phases: Identify, Learn, and Improve.*

A critical starting point for any coaching endeavor is to gain an objective, clear picture of current reality by creating a video or audio recording of the collaborating teacher and her students. The video objectively and without judgment captures our current practice and helps us to see our blind spots. It stands as a third thing, which enables us to get out of our own way by creating a way to view and consider our practice from different angles. It helps us to get outside of ourselves and see what others—most important our students—see and experience when we do what we do.

When we are able to see the current reality of our practice in a safe, objective way, we may see, as Jackie and Melanie did in the example offered in *The Impact Cycle*, that what we thought was most important isn't that important and something else needs our immediate attention.

## Three Approaches to Coaching: Facilitative, Dialogical, and Directive

////////////////////

It is very important for leaders to adopt the right approach to coaching for the kind of change they hope to see. Indeed, choosing the wrong coaching model can cause problems—like choosing a plumber to wire your house. For that reason, we divide coaching into three approaches: facilitative, directive, and dialogical.

### **FACILITATIVE COACHING:**

*The Sounding Board.*

These coaches encourage teachers to share their ideas openly. They refrain from sharing their own expertise or suggestions with respect to what a teacher can do to get better. This approach may be used in all types of situations, so it has the potential to address issues that dialogical or directive coaching is not able to address. The relationship is based on equality.

### **DIRECTIVE COACHING:**

*The Master and the Apprentice.*

In many ways, directive coaching is the opposite of facilitative coaching. The directive coach has special knowledge, and his or her job is to transfer that knowledge to the teacher. In an instructional coaching scenario, directive coaches work from the assumption that the teachers they are coaching do not know how to use best practices. The relationship is respectful, but not equal.

### **DIALOGICAL COACHING:**

*The Partner.*

Dialogical coaches balance advocacy with inquiry. That is, they share strategies and options for improvements provisionally and help teachers describe precisely both what it is they want to achieve and how to get there. Furthermore, they go beyond mere conversation to dialogue, where thinking is done together and neither teachers nor the coaches are expected to withhold their

*“The facilitative coach focuses on inquiry, using questions, listening, and conversational moves to help a teacher become aware of answers he already has inside himself. The directive coach focuses on advocacy, using expertise, clear explanations, modeling and constructive feedback to teach a teacher how to use a new teaching strategy or program with fidelity. The dialogical coach balances advocacy with inquiry” (p. 16).*

////////////////////

*The Impact Cycle*

ideas. The relationship is equal. Effective instructional coaches are usually dialogical coaches. Therefore, this is the approach we use as we move through the Impact Cycle.

An instructional coach understands the three types of coaching and recognizes that an instructional coach works primarily as a dialogical coach. Although dialogue and thinking together with the collaborating teacher drive the coaching process, the instructional coach is aware of and understands the two other forms of coaching and is able to use any of the three approaches as situations may dictate. Nevertheless, directive coaching is used minimally—if at all—by an effective instructional coach.

**REFLECT**

When a teacher you’re working with implements a strategy that you wouldn’t have picked or implements a strategy in a radically different way than it was designed to be used, are you OK with saying, “Well, let’s see if we can hit the goal!” and trusting that the Impact Cycle will surface what does and doesn’t work?

.....  
.....  
.....  
.....

As an Impact Cycle instructional coach, our approach to coaching is dialogical. In what scenarios would it be more effective to draw on the techniques of facilitative or directive coaching models?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Consider when those models are best used for coaching that is not instructional in nature.

.....  
.....  
.....  
.....

# Deep Learning, Deep Coaching

////////////////////

## Deep Learning

---

*“Real learning gets to the heart of what it means to be human. Through learning we recreate ourselves. Through learning we become able to do something we were never able to do. Through learning we reexperience the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.”*

////////////////////

**PETER SENGE**

*The Fifth Discipline: The Art and Practice of the Learning Organization, 1990*

At its heart, coaching is about striving to become the best version of ourselves and being committed to continuous and measurable improvement. Think about the feeling you get when you gain a new competency and how motivating that is. That is the very thing deep coaching taps into—the desire we all have to be the very best version of ourselves.

Deep learning changes us in unmistakable ways. Deep learning can come from positive or negative experiences.

What is one deep learning experience you have had?

.....  
.....  
.....  
.....  
.....  
.....

Was the learning the result of a positive or a negative experience?

.....  
.....  
.....  
.....

How did the experience change you?

.....  
.....  
.....  
.....

What steps did you take as a result?

.....  
.....  
.....  
.....

What was the outcome?

.....

.....

.....

.....

.....

When instructional coaching is done well, it empowers the learner to experience deep learning.

## Deep Coaching vs. Surface Coaching

---

As described in *The Impact Cycle*, when instructional coaches do surface coaching, they provide teachers with resources, offer supportive comments, model lessons, provide quick observations, and share quick feedback. In other words, surface coaching does not involve teachers in the deep work of setting student-focused goals and collaborating until those goals are met, and it usually only involves superficial reflection and results in very little sustained change.

When coaches enable deep coaching, on the other hand, they guide teachers through a reflective process that involves setting goals, identifying teaching strategies to be implemented to reach those goals, collaborating, and adapting teaching and learning until the goals are met. Deep instructional coaching uses the Impact Cycle.

### REFLECTION QUESTIONS

Has your coaching practice been more like surface coaching or deep coaching?

.....

.....

.....

.....

.....

.....

Do you want to do more deep coaching?

.....

.....

.....

.....

What do you need from your administration or others to help you be more effective in enabling deep learning?

.....

.....

.....

If you don't get what you need from others, how can you empower yourself to be the most effective coach you can be?

.....

.....

.....

### **FURTHER REFLECTIONS**

Here is what we know: Top-down, strict authoritarian models of coaching and learning generally won't work. Top-down models foster resistance and dehumanize teachers and students by limiting autonomy and empowerment. Very little is more deeply personal than our minds and how and what we learn. For that reason, very little is more important than partnering with learners in ways that respect their humanity.

We live in a world that seems hell-bent on embracing everything that opposes partnership. Empowered instructional coaches can be leaders who usher in a more humane way of interacting. Instructional coaches can be leaders who model the change so desperately needed in education and in the world at large.

Coaching is a deeply humane, creative and beautiful act. To be beautiful, something must be of a high standard, or excellent. The interesting thing about beauty is how it “protests darkness,” as artist and former high school teacher, Sara Groves, has put it. A beautiful life and practice inspires others and invites them into a community of hope, empowerment, freedom, and possibility.

In this way, instructional coaching can be “beautifully practiced” as the coach listens and leads (without rushing or forcing) to remove chaos and replace it with clarity.

Not only does your school need you, the world needs you, Coach. It needs you to coach well, to coach beautifully, and to help lead us into a kinder, gentler, more purposeful tomorrow by embodying that tomorrow today.

**REFLECT**

What kind of coach do you want to be?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

What do you hope to accomplish as an instructional coach:

... In your school?

.....

.....

.....

.....

.....

.....

.....

... In the world?

.....

.....

.....

.....

.....

.....

.....

What outward behaviors, attitudes, and habits are the hallmarks of a great dialogical (instructional) coach?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



What do you most hope to learn about the instructional coaching process as you engage with the Impact Cycle?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

What part of being an instructional coach gives you the most anxiety?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

How could you benefit from having a coach yourself?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



**EXERCISE:**

# Identify Your Mysteries.



As you look through the chapter summaries on pages 27-29 in *The Impact Cycle*, identify some things that at this point are unclear to you. What would you like to have a solid understanding of when you have finished working through each chapter of *The Impact Cycle*?

**CHAPTER 2**

.....  
.....  
.....  
.....  
.....

**CHAPTER 3**

.....  
.....  
.....  
.....  
.....

**CHAPTER 4**

.....  
.....  
.....  
.....  
.....

**CHAPTER 5**

.....  
.....  
.....  
.....  
.....

**MAKING IT REAL**

Consider the following questions from the position of an *administrator*.

What type of coaches do you want in your school or district?

.....  
.....  
.....  
.....  
.....

If you want dialogical coaches—highly effective instructional coaches—and the outcomes associated with them, what will you do to support the coaches?

.....  
.....  
.....  
.....  
.....

Will you make certain that the coach has the time to focus on coaching instead of saddling one person with the impossible job of being a part-time coach while handling a plethora of other responsibilities?

.....  
.....  
.....  
.....  
.....

Are you willing to accept that it would be unfair to judge the effectiveness of a coaching program if that coach/es is/are not allowed the time needed to build relationships with teachers and begin to enroll them and coach them through the Impact Cycle?

.....  
.....  
.....  
.....  
.....

Are you willing to work with a professional coach for your own growth so you have empathy for the teachers and coaches in your district, showing them that you care by “walking the talk”?

.....  
.....  
.....  
.....  
.....  
.....

Consider the following questions from the position of a **coach of coaches**:

What kind of coach do you want to be?

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Are you ready to have a conversation with the leadership in your school/district about what you and your coaches need to be successful?

.....  
.....  
.....  
.....  
.....  
.....

Are you committed to being coached yourself?

.....  
.....  
.....  
.....  
.....  
.....

Consider the following questions from the position of an *instructional coach*:

What kind of coach do you want to be?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

What support will you need and want from your director of instructional coaching?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**GOING DEEPER**

As a professional, you are committed to always learning. Which book in the Going Deeper section of Chapter 1 in *The Impact Cycle* are you committed to reading this quarter?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Do you have a conversation partner or another coach or group of coaches with whom to form an informal professional learning community?

.....

.....

.....

.....

.....

If you formed such a group, consider reading one of the books on the list and then making time together to each share key learning and insights and/or summaries from each book. Would this be helpful?

.....

.....

.....

.....

.....

#### **NOTES**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

A large rectangular area of the page is filled with horizontal dotted lines, serving as a template for handwriting practice or a writing space.