

What Your Colleagues Are Saying . . .

"Instructional coaching significantly accelerates the transfer and implementation of what works best in teaching and learning. Anchored with key coaching concepts followed by actionable tools and rubrics, this resource illuminates clear pathways for successful coaching that accelerate teacher and student learning!"

Dr. Angela Lyon Hinton, Assistant Superintendent
for Instructional Services
Spartanburg School District Two

"*Coaching for Impact* brings clarity to the very complex system of instructional coaching. Whether you are first implementing a coaching model or sustaining one, the rubrics in this book are invaluable in refining your process and measuring your progress. We implemented a coaching model in our district 5 years ago and while we have highly skilled coaches, we have systems that inhibit their ability to coach. We'll be using these rubrics to assess our systems and help to build a stronger culture of coaching."

Shelli Hart, Coordinator of Educator Development for
Santa Maria-Bonita School District

"This flipbook is an invaluable resource for coaches, offering research-driven approaches to elevate practices. Featuring insightful videos and informative text, it highlights exceptional coaching practices and reflective rubrics to strengthen performance. Whether refining techniques or expanding professional knowledge, this guide is essential to enrich coaching practices."

Julie Baye, Supervisor of Mentoring and Coaching,
Loudoun County Public Schools

"*Coaching for Impact: A Guide to Instructional Coaching* is a comprehensive, well-organized, and empowering resource that brings much-needed clarity and structure to the coaching process. It makes coaching practices visible, actionable, and measurable by aligning them with the principles of Visible Learning. One of the book's most valuable features is its consistent breakdown of topics into "What it is," "Why it's important," and "What the research says," paired with clear key indicators that guide implementation. The flipbook format and impact rubrics are incredibly useful tools that help keep coaching focused, transparent, and easy to apply in real-world settings. This resource is perfect for both instructional coaches and those who support and develop them—it's practical, all in one place, and exactly what I've been looking for. I highly recommend it and can't wait to start using it with the coaches in my district."

Rhonda S. Hewitt, Instructional Coordinator, Office of Teaching
and Learning, Mat-Su Borough School District

COACHING FOR IMPACT

COACHING FOR IMPACT

A Guide to What Works
Best in Instruction

INCLUDES
30+
VIDEOS

DOUGLAS FISHER
NANCY FREY
TYLER GILBERT
EMILY BROKAW
JOHN ALMARODE

CORWIN
Fisher & Frey



FOR INFORMATION:

Corwin
A SAGE Company
2455 Teller Road
Thousand Oaks, California 91320
(800) 233-9936
www.corwin.com

SAGE Publications Ltd.
1 Oliver's Yard
55 City Road
London EC1Y 1SP
United Kingdom

SAGE Publications India Pvt. Ltd.
Unit No 323-333, Third Floor, F-Block
International Trade Tower Nehru Place
New Delhi 110 019
India

SAGE Publications Asia-Pacific Pte. Ltd.
18 Cross Street #10-10/11/12
China Square Central
Singapore 048423

Vice President and Editorial Director: Monica Eckman
Senior Director and Publisher,
Content and Product: Lisa Luedeke
Associate Product Manager,
Content & Product: Sarah Ross
Product Associate, Corwin: Zachary Vann
Production Editor: Nicole Burns-Ascue
Copy Editor: Shannon Kelly
Typesetter: C&M Digital (P) Ltd.
Proofreader: Jeff Bryant
Indexer: Integra
Graphic Designer: Gail Buschman
Marketing Manager: Megan Naidl

Copyright © 2026 by Corwin Press, Inc.

All rights reserved. Except as permitted by U.S. copyright law, no part of this work may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without permission in writing from the publisher.

When forms and sample documents appearing in this work are intended for reproduction, they will be marked as such. Reproduction of their use is authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.

All third-party trademarks referenced or depicted herein are included solely for the purpose of illustration and are the property of their respective owners. Reference to these trademarks in no way indicates any relationship with, or endorsement by, the trademark owner.

No AI training. Without in any way limiting the author's and publisher's exclusive rights under copyright, any use of this publication to "train" generative artificial intelligence (AI) or for other AI uses is expressly prohibited. The publisher reserves all rights to license uses of this publication for generative AI training or other AI uses.

Printed in the United States of America

ISBN (spiral) 9781071904060

This book is printed on acid-free paper.

26 27 28 29 30 10 9 8 7 6 5 4 3 2 1

DISCLAIMER: This book may direct you to access third-party content via web links, QR codes, or other scannable technologies, which are provided for your reference by the author(s). Corwin makes no guarantee that such third-party content will be available for your use and encourages you to review the terms and conditions of such third-party content. Corwin takes no responsibility and assumes no liability for your use of any third-party content, nor does Corwin approve, sponsor, endorse, verify, or certify such third-party content.

Contents

Acknowledgments	xi
About the Authors	xiii
Introduction	1
Impact Rubrics	3
How to Use the <i>Coaching for Impact</i> Flipbook	5
Coaching Misconceptions	6
Section 1: Teacher Coaching	11
Learning Intention and Success Criteria	11
1: Why Coaching?	12
2: Defining Instructional Coaching	14
3: Visible Learning+: Instructional Coaching	17
4: Principles of Teacher Learning	26
5: Diminishing the Impact of Coaching	32
Section 2: Coaching for Impact	37
Learning Intention and Success Criteria	37
1: Models of Instructional Coaching	38
2: Changing Teacher Practices and Beliefs	52
3: Coaching for Impact: A Model That Works	63

Section 3: Coaching Foundations 75

Learning Intentions and Success Criteria	75
1: The Importance of Trust	76

Section 4: Coaching Skills 97

Learning Intention and Success Criteria	97
1: Coaching Through Conversations	98

Section 5: Clarifying Coaching Goals 121

Learning Intention and Success Criteria	121
1: Initiating Coaching	122
2: Coaching for Different Levels of Teacher Learning	126
3: Establishing Context	130
4: Creating Coaching Goals	132
5: Strategic Enrichments	136

Section 6: Generate Evidence for Learning 145

Learning Intention and Success Criteria	145
1: Conversation Maps	146
2: Fostering Teacher Expertise Through Learning	160
3: Follow-Up	162

Section 7: Sustaining Coaching for Impact 169

Learning Intention and Success Criteria	169
1: Aligning Coaches and Administrators	170
2: Creating Systems for Coaching	174
3: Facilitating Coaches' Learning	178
4: Meta-Coaching	180
5: Evaluating Coaching for Impact	184

Conclusion	187
References	189
Index	199



Visit the companion website at
[https://companion.corwin.com/courses/](https://companion.corwin.com/courses/CoachingforImpact)
CoachingforImpact
for downloadable resources.

Publisher's Acknowledgments

Corwin gratefully acknowledges the contributions of the following reviewers:

Karla Bandemer
Math Teacher, Grades 3–5
Lincoln Public Schools

Aimee Bloom
Supervisor of Instructional Technology
Buffalo Public Schools

Connie Obrochta
Reading Recovery Teacher Leader
National Louis University

About the Authors



Douglas Fisher is a professor and the chair of educational leadership at San Diego State University and a teacher leader at Health Sciences High and Middle College. Previously, Doug was an early intervention teacher and elementary school educator. He is a credentialed English teacher and administrator in California. In 2022 he was inducted into the Reading Hall of Fame by the Literacy Research Association. He has published numerous articles on reading and literacy, differentiated instruction, and curriculum design, as well as books such as *The Teacher Clarity Playbook* (2nd ed.), *Your*

Introduction to PLC+, *The Illustrated Guide to Teacher Credibility*, *The Teaching Reading Playbook*, and *Welcome to Teaching!*



Nancy Frey is a professor of educational leadership at San Diego State and a teacher leader at Health Sciences High and Middle College. She is a credentialed special educator, reading specialist, and administrator in California. She is a member of the International Literacy Association's Literacy Research Panel. Her published titles include *The Illustrated Guide to Visible Learning*, *Welcome to Teaching Multilingual Learners*, *Teaching Foundational Skills to Adolescent Readers*, and *RIGOR Unveiled: A Video-Enhanced Flipbook to Promote Teacher Expertise in Relationship Building, Instruction, Goals, Organization, and Relevance*.



Tyler Gilbert is an instructional coach, education consultant, and doctoral student at San Diego State University pursuing an EdD in educational leadership. He is also a former elementary teacher. Tyler is committed to helping all learners feel seen, heard, valued, and, most importantly, noticed through research-backed practices and intentional instructional design. He currently supports sites, leaders, individual teachers, professional learning communities, instructional leadership teams, and climate and culture initiatives. As the author of *Does My Teacher Notice Me?*, he explores the profound impact of teacher-student connections

on learning and engagement. Passionate about education, Tyler strives to inspire others to cultivate meaningful and equitable learning experiences.



Emily Brokaw serves as an assistant principal at a high school in Dallas, Texas. Prior to this role, she served as a campus coordinator where she led the professional learning and new teacher induction programs at a large high school. Her favorite role continues to be the six years that she taught 11th grade U.S. History. She has a Master's in the art of teaching from Texas A&M University-Commerce and a Master's in urban educational leadership from SMU. She has written articles for Middleweb and Corwin Connect about formative assessment practices and student questioning.

She hopes to create the conditions for great learning to thrive for every educator and student.



John Almarode is a professor of education in the College of Education at James Madison University. In 2015 John was awarded the inaugural Sarah Miller Luck Endowed Professorship. In 2021 John was honored with an Outstanding Faculty Award from the State Council for Higher Education in Virginia. John is continuing his collaborative work with colleagues on what works best in teaching and learning and is the co-author of *How Tutoring Works*, *Visible Learning in Early Childhood*, *How Learning Works*, and *How Scaffolding Works*, all with Corwin Press.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Introduction

Over the last several decades, teacher coaching has played a significant role in education. Whether teachers are working with a coach to refine their general practice or seeking guidance from a consultant so they can better reach each student, coaching can help bridge the gap between their professional learning and their classroom implementation of that learning—and its eventual impact. But despite the long-standing place of teacher coaching in schools, it is often implemented haphazardly, and its true potential to help teachers—and, consequently, their students—goes underrealized. Research on the impact of teacher coaching on students' learning has revealed the gap between its potential impact and its purposeful implementation. The following table highlights some of the evidence of the impact of instructional coaching.

Journal Title	Author	First Author's Country	Article Name	Year Published	Variable	Number of Studies	Number of Effects	Effect Size
Dissertation	Batts	USA	Mentoring Beginning Teachers for Cognitive Growth	2011	Using consultants to coach teachers	40	101	0.40
<i>Review of Educational Research</i>	Kraft, Blazar, & Hogan	USA	The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence	2018	Teacher coaching	37	31	0.18
<i>Review of Educational Research</i>	Dietrichson, Bog, Filges, & Jorgensen	Denmark	Academic Interventions for Elementary and Middle School Students With Low Socioeconomic Status: A Systematic Review and Meta-Analysis	2017	Coaching	11	11	0.04
<i>Educational Research Review</i>	Keese, Thompson, Waxman, McIntush, & Svajda-Hardy	USA	A Worthwhile Endeavor? A Meta-Analysis of Research on Formalized Novice Teacher Induction Programs	2023	Mentoring for newer teachers	17	17	0.17

Source: Visible Learning Meta^x (2025).

The table on the previous page provides a list of meta-analyses on coaching. These meta-analyses are part of the Visible Learning database, Meta^x. A meta-analysis is a statistical method that combines results from multiple studies to identify patterns and draw stronger conclusions than individual studies can provide. In education research, meta-analyses aggregate findings across diverse contexts, helping to determine which interventions consistently produce positive results regardless of setting.

Effect size is the key metric in Visible Learning, measuring the magnitude of difference between experimental and control groups. An effect size of $d = 0.40$ is considered the “hinge point”—the threshold above which interventions are considered above average and have a greater potential to accelerate learning.

Effect sizes allow for standardized comparison across different studies and interventions.

Visible Learning has significant practical implications, encouraging educators to “know thy impact” by continuously evaluating teaching practices and focusing resources on high-yield strategies. This data-informed approach has influenced educational policy and practice worldwide by providing a common language around educational effectiveness.

In the Visible Learning database, Meta^x, the weighted mean effect size for coaching is 0.25, which suggests that there is untapped potential in the use of the Coaching for Impact model. Helping coaches turn that potential into a powerful practice for teacher and student learning is the solitary focus of this book. Too often, coaching is limited by a lack of structure, clarity, or alignment to what truly makes a difference for teachers and students alike.

This guide was developed to support district and school teams in establishing and sustaining effective instructional coaching programs. In the pages that follow, we offer a substantial approach to coaching and coaching programs. Not only have we grounded this approach in research but we have also made it practical for authentic application. Here you’ll find a clear pathway to building effective coaching relationships, using teacher and student evidence thoughtfully, and integrating strategies that support lasting growth.

Our goal is simple: to sharpen the focus of coaching so that it is purposeful, impactful, and accessible for all. Whether you’re an experienced coach or just starting out, this book is designed to build your capacity to make each interaction meaningful in the overall pursuit of teacher learning and student growth.

Impact Rubrics

The core of this flipbook is driven by the impact rubrics, which are included at the end of each section of the book. Impact rubrics help make coaching visible, which not only allows us to see our coaching through the eyes of

teachers but also helps teachers become drivers of their own professional learning. The rubrics we have shared are not just checkpoints; they're the foundation of Coaching for Impact, and they serve as the compass and the anchor for every step in the coaching journey. Each rubric is a well-calibrated lens through which leaders, coaches, and coachees can assess, refine, and elevate the practices, which can lead to meaningful, measurable change. Rubrics, just like coaching, are not about compliance or mere performance metrics; this component of teaching and learning is about fostering a reflective practice that invites educators to see their growth, understand their impact, and build upon that growth and impact with intention and clarity.

Every rubric illuminates a clear path forward by setting benchmarks that transform abstract coaching goals into actionable, achievable steps. These rubrics empower coaches to articulate not just the *what* but also the *why* behind each coaching cycle, which helps ensure that every session moves toward elevating teacher practice and enhancing student outcomes. Think of the rubrics as a road map to help guide your conversations, decisions, and reflections that drive immediate and long-term success.

Engaging with these rubrics consistently anchors our coaching work in what truly matters: growth, authenticity, and impact. They're not static measures but dynamic guides that evolve as coaches reach new heights in their practice. By grounding coaching in these carefully crafted rubrics, we ensure that each interaction isn't just a step in a process; it's a step toward transformative, sustainable impact in education.

Research has suggested that anchoring coaching in growth, authenticity, and impact matters in teaching and learning. Joyce and Showers (2002) found that when teacher coaching was utilized, teachers

- practiced new strategies more often and with greater skill than uncoached educators with identical initial training,
- adapted the strategies more appropriately to their own goals and contexts than did uncoached teachers, who tended to practice observed or demonstrated lessons,
- retained and increased their skill over time, whereas uncoached teachers did not,
- were more likely to explain the new models of teaching to their students, which helped ensure that learners understood the purpose of the strategies and the behaviors expected of them,
- demonstrated a clearer understanding of the purposes and use of the new strategies, and
- engaged in frequent peer discussions about instructional strategies, including lessons and materials design.

Thus, coaching seemed to enable teachers to integrate strategies into their thinking processes in ways that uncoached teachers were not able to do.

How to Use the *Coaching for Impact* Flipbook

As we have noted, we've anchored this book in research that not only illuminates what works best with coaching but that also explores tools that coaches can use to turn the research into reality. Whether you are using this book as a curriculum for training coaches or as an on-the-go toolkit to support your daily work with teachers, we trust that it will provide the support you will need to have a greater impact on teachers and students.

We believe that investing in strong and sustainable coaching programs is one of the most valuable investments you can make in your district's or school's professional learning efforts. Ultimately, coaching creates systems to turn research into reality and ideas into impact.

Figure i.1 How to Use the Flipbook Page


A. The first page is intended to develop an understanding and overview of the specific coaching concept (what it is, why it's important, what the research says, coaching questions, and coaching connections).

B. Some concepts feature a short video spotlight discussion from one of the authors to provide further explanation and elaboration. This can be used for individual professional development, during professional development, or during team meetings when further clarification is needed.

C. Coaches and organizations can use the key indicators section to guide coach development and growth. The coaching connections section provides available space for you to make note of anything that will support your work with teachers.

D. Most coaching concepts are followed by coaching tool(s). The tools are embedded to support practical applications.

B

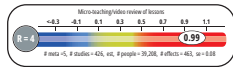


Video 1.3
Microteaching
qps.ly/rzgubh

COACHING CONCEPT: MICROTEACHING

What it is
Microteaching is a focused teacher professional learning technique in which educators deliver a short, targeted lesson (typically five to ten minutes) to a small group of peers or students, which is then immediately followed by constructive feedback and critical self-reflection (Hattie, 2023). This practice allows teachers to experiment with specific instructional strategies, receive immediate critique, and refine their teaching skills in a controlled, low-stakes environment that supports professional development and continuous improvement.

Microteaching is a key practice in coaching cycles because it helps us establish the current state of teacher practice and student learning, and it also serves as an evidence collection and learning tool.



Why it's important
Microteaching needs the support of a coach and the structure of a coaching conversation to fulfill its promise. Microteaching allows us to observe and evaluate what we can't see in the moment or in our own practice.

What the research says

- Student achievement grows when teachers engage in video analysis of practice (Morin et al., 2019).
- Microteaching has been proven to support new teachers in developing their craft (Bennet, 1988; Metcalf, 1993).
- Using video during coaching cycles can increase the implementation of effective pedagogical strategies (Knight et al., 2018).

C

Key Indicators

- The school or district has normed transparent and open teacher practice.
- The coaches have established a relationship with and amongst clients that is supportive, trust-based, and nonjudgmental.
- The coach establishes a supportive and effective protocol for the pre-video conference and the post-observation video analysis.
- Microteaching is focused and aligned to the goals of the coaching cycle and the type of evidence desired.

Coaching Questions	Coaching Connections
1 How might you introduce microteaching in your school or district?	
2 What conditions might you need to be aware of or cultivate for microteaching to be impactful?	
3 What tools are necessary to enact microteaching?	

D

Coaching Tool: Visioning Protocol

Now that we have introduced the concept of instructional coaching, the following coaching tool will help you support the development of a vision for integrating instructional coaching into your district, school, and classroom. As you use the guiding questions, this tool will help your team reflect on the now, project into the future, define the vision, clarify the goals, and commit to action.

Reflect	Ask individuals to respond to the following questions, followed by a whole-group share out: <ul style="list-style-type: none"> What do you believe is the primary purpose of instructional coaching? What impact do you foresee coaching will have on teachers and students? What are your concerns or unanswered questions about coaching?
Project	Ask participants to imagine that it is five years into the future and coaching has had a tremendous impact on teacher and student learning: <ul style="list-style-type: none"> What tangible changes do we see in teaching and learning? What roles are coaches playing in this future? Based on this ideal future, what do we believe the role of coaching should be and how would we define coaching?
Define	Continue thinking about the vision discussed for instructional coaching in the last step.



Video i.1
Teacher
Misconceptions
of Coaching
qrs.ly/t4glju1

In order to implement what works best in coaching, we must first understand the barriers that are currently blocking coaching from realizing its true impact. Coaching is like many other concepts in one key way: Over time—and based on different adaptations—misconceptions arise that skew people's understanding about the role and purpose of the concept. We discuss a few of these coaching misconceptions in the list that follows, and throughout the flipbook we will provide insight to help you battle these arguments against the idea of coaching.

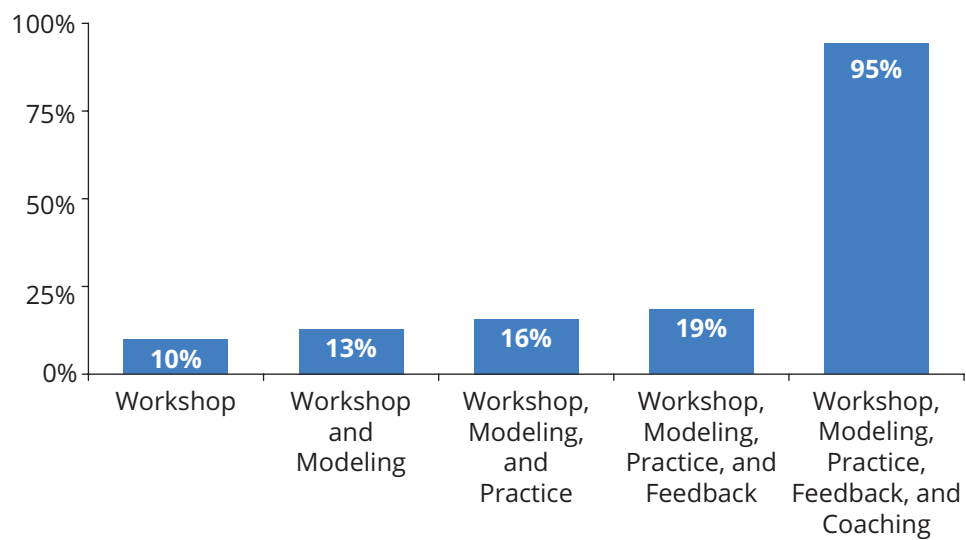
Coaching Misconceptions

Here are some of the most common misconceptions about coaching:

1. **Coaching is only for struggling teachers.** Every educator can benefit from coaching, and coaching done well can support even the most proficient teachers in refining their craft and increasing their impact. Coaches' adaptive abilities to use skillful questioning, hold space for reflection, and present new ideas provide just-right, just-for-me, and just-in-time professional learning for all educators, no matter how experienced.
2. **The only skill you need as a coach is to be a great teacher.** While pedagogical and content expertise is invaluable as an instructional coach, it doesn't erase the need for specific training and support around coaching skills, dispositions, and processes. We've developed this flipbook to help you develop professional learning programs for instructional coaches, and we invite you to use it as a back-pocket tool to improve your impact as an instructional coach.
3. **What impact? It's the teacher who makes the difference in terms of student learning and achievement.** Expertise is rarely developed alone, and in order to develop into great teachers, we all need learning opportunities that expand our knowledge and refine our skills. Coaching is one of the most valuable forms of professional learning because of the individualized implementation-focused support it provides teachers (Bush, 1984).

Figure i.2 Rate of Transfer and Implementation of Learning

**Rate of Transfer and Implementation of Learning
According to Different Professional Learning . . .**



Source: Adapted from Bush (1984).

This image shows a full page of blank, lined paper. It features approximately 28 horizontal blue or grey lines spaced evenly apart, typical of notebook paper. The lines extend across the entire width of the page, leaving small margins at the top and bottom. There are no vertical lines, text, or other markings on the page.



Section 1: Teacher Coaching

Learning Intention

We are learning about the key elements of instructional coaching so that we can accelerate teacher and student learning.

Success Criteria

- We can explain the role and value of a coach.
- We can analyze the elements that make instructional coaching work.
- We can evaluate situational factors that enhance or impede the impact of instructional coaching.



Video 1.1:
Introduction to
Teacher Coaching
qrs.ly/yqgljua

Why Coaching?

Throughout this guide we argue that coaching can be the catalyst for teacher and student growth and that it is a necessary system for implementing what works best in teaching and learning. To start our learning journey about the impact of coaching, let's take a trip down memory lane.

Take this moment to think back to an experience you've had in the past that involved someone in a guiding or supporting role. This memory could involve the soccer team you played on in elementary school, your nephew's local theatre production, or a time when you were preparing for a presentation or interview at work. As you remember your experiences, jot down some reflections to these questions:

What was the purpose of the individual who was in a supporting or guiding role?

What actions did they take in their role?

Now think about a more recent experience. Reflect on a person who has been pivotal to your career in education:

Why was this person important to your career?

What actions did they take during this pivotal time?

As we engaged in these exercises alongside you, a few common themes emerged. Take note of the elements that resonate with your reflections.

The mentor or coach could see the game, the event, or your career from a different perspective or viewpoint than you were able to.	They possessed greater expertise in the sport or task than you did at that time.
They provided you with guidance by either showing you the way, prompting your reflections, or providing quick adjustments.	There was a common commitment to a goal.
<i>Finally, there was a foundation of care because you knew that they wanted the best for you.</i>	

As our memories and experiences show, coaching has been key in times of powerful learning and change. This is because coaches help spark new insights with their different expertise and different perspective, and they provide support to help us reach lofty goals through their guidance. Of course, the idea that we can accomplish more by working and learning with others is not new; Isaac Newton's famous adage "If I have seen further it is by standing on the shoulders of giants" speaks to the importance of coaches and mentors.

Defining Instructional Coaching

While the value of coaching is well-established, the specific nature of it can often be misunderstood (Galey, 2016; Quintero, 2019). To realize the potential promise of instructional coaching, we must achieve clarity on what it is, why it's important, and how we can implement it to great effect.

COACHING CONCEPT: INSTRUCTIONAL COACHING

What it is

Instructional coaching serves to foster, support, and sustain teacher expertise and greater student achievement through supporting teacher learning and implementation of high-impact practices, providing growth-producing feedback, and prompting reflection and holistic development.

Why it's important

Despite the wide variety of instructional coaching models, the goals of coaching generally fall into two categories: (1) accelerating teacher learning and implementation and (2) improving learner engagement and achievement. Our view of instructional coaching centers around both teachers and students.

What the research says

Galey (2016) identified important characteristics and practices of effective coaches in a review of the coaching literature. These include the following:

- Using evidence to identify student and teacher learning needs in order to determine the focus of the coaching cycle and design interventions
- Modeling or illustration of effective practice (Poglinco & Bach, 2004; Lord et al., 2008)
- Possessing a level of expertise in pedagogy and content
- Using effective interpersonal and communication skills (Cornett & Knight, 2008)
- Establishing a high level of trust (Poglinco & Bach, 2004)
- Demonstrating credibility
- Establishing partnerships and alignment between school and district administrators and coaches

Key Indicators

- ☐ The district and school system has developed a vision for instructional coaching that is centered around teacher and student growth.
- ☐ The purpose, duties, and value of instructional coaching is understood by all staff.
- ☐ All educators can articulate the impact of instructional coaching.
- ☐ The actions taken by the instructional coach are in alignment with and support the vision for teaching and learning shared by the school or district.

Coaching Questions		Coaching Connections
1	In what ways does your school's or district's definition of instructional coaching align with the characteristics of effective coaches?	
2	How might you engage all stakeholders in defining and aligning with a vision for coaching?	
3	What strategies can be used to ensure that all stakeholders understand the value of coaching?	

Coaching Tool: Visioning Protocol

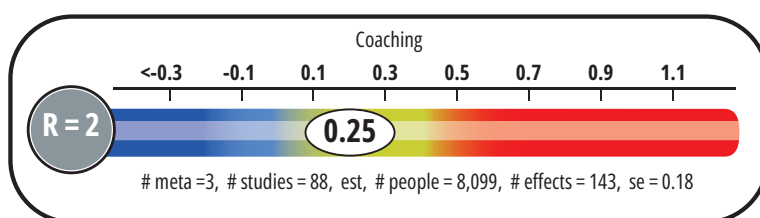
Now that we have introduced the concept of instructional coaching, the following coaching tool will help you support the development of a vision for integrating instructional coaching into your district, school, and classroom. As you use the guiding questions, this tool will help your team reflect on the now, project into the future, define the vision, clarify the goals, and commit to action.

Reflect	<p>Ask individuals to respond to the following questions, followed by a whole-group share out:</p> <ul style="list-style-type: none"> • What do you believe is the primary purpose of instructional coaching? • What impact do you foresee coaching will have on teachers and students? • What are your concerns or unanswered questions about coaching?
Project	<p>Ask participants to imagine that it is five years into the future and coaching has had a tremendous impact on teacher and student learning:</p> <ul style="list-style-type: none"> • What tangible changes do we see in teaching and learning? • What roles are coaches playing in this future? • Based on this ideal future, what do we believe the role of coaching should be and how would we define coaching?
Define	<p>Continue thinking about the vision discussed for instructional coaching in the last step:</p> <ul style="list-style-type: none"> • What are three to five actionable goals that would help bring this vision to life? • Rank these goals based on which ones will have the greatest impact on teacher and student learning. • Complete another ranking based on which goals are most feasible or could be accomplished first.
Clarify	<p>Using the goals as the guidelines, clarify the roles and responsibilities of a coach:</p> <ul style="list-style-type: none"> • What specific support to teachers will coaches provide? • How should coaches engage with leaders, teachers, and students? • What boundaries could we put in place for coaches to ensure they are focused on achieving the goals and vision we have defined?
Commit	<p>Start working on an action plan to ensure that the goals and vision for coaching can be realized:</p> <ul style="list-style-type: none"> • What support and learning structures do we need to create for coaches? • Who will communicate the vision and role of coaching to stakeholders? • How will we assess the impact of coaching on our teachers and students?

Source: Adapted from Murphy (2008).

Visible Learning+: Instructional Coaching

John Hattie's research on what practices hold the most promise for impact has revolutionized education because of the clarity it provides. His Meta^x database combines educational research studies to identify not only what works to move learning forward in schools but also which interventions work best. Within the Meta^x database, the average effect size is 0.40, which means that interventions with an effect size greater than 0.40 have the potential to accelerate learning. As we use this tool to guide our decisions, the Visible Learning database provides us with invaluable information on central classroom and school practices while also keeping us cognizant of practices that harm learning or modifiers that diminish a practice's effectiveness.



You may be surprised to see that the weighted mean effect size for coaching is less than 0.40. However, the information about coaching illuminates an important concept from the Visible Learning research. The number off to the right is the robustness index, which describes the level of confidence and stability in the determined effect size. A high robustness index score (3 through 5) assures us that the effect size is less variable and should not change too drastically with further research. Studies show us that as more meta-analyses are added, the effect size has the potential to undergo a remarkable increase or decrease. This provides evidence that more research is needed as to what works best in coaching and, specifically, how we can ensure that coaching accelerates teacher practice and student achievement.

While coaching might not be noted as a high-effect practice itself, it instead serves as the invisible foundation that allows other practices to reach their maximum potential. These practices include collective teacher efficacy and microteaching. Put differently, instructional coaching serves as the conduit for the development of collective teacher efficacy and the effective use of microteaching (teachers collecting, analyzing, and sharing their teaching on video with peers) by making teaching and learning visible.

COACHING CONCEPT: VISIBLE LEARNING+: INSTRUCTIONAL COACHING

What it is

Instructional coaching seeks to improve classroom practice or support implementation of teaching strategies with fidelity. According to Hattie (2023), most coaching approaches share a similar framework that involves first understanding the client's present circumstances, then establishing clear objectives, determining the specific strategies to achieve those objectives, and offering continuous guidance and assistance throughout the process until the desired outcomes are successfully accomplished.

Why it's important

Much of the research around coaching focuses on the level of implementation or change in teacher practice. Fewer studies focus on the impact of coaching on student achievement, which is one explanation for the lower effect size. We must ensure that we keep student learning and growth central during our coaching cycles.

What the research says

- Content-specific coaching programs have greater effects than generalized coaching (Kraft et al., 2018).
- Coaching has a higher effect size on teacher practice than other professional learning formats (Dunst et al., 2019).
- Evidence shows that coaching has a strong positive impact on teacher skill acquisition, self-efficacy beliefs, learning attitudes, and knowledge acquisition (Dunst et al., 2019).

Key Indicators

- ❑ The coaching programs include the common elements of identifying the current state, setting coaching goals, identifying interventions, and providing sustained support.
- ❑ The coaches place an equal focus on gathering evidence of teacher practices that impact student learning and gathering evidence of student learning. Measures of success are centered around student achievement.
- ❑ There is a plan for the training, coaching, and evaluation of all coaches to ensure that coaching has a high effect.
- ❑ The coaching is done in the context of teachers’ content to support effective teaching and student achievement.

Coaching Questions		Coaching Connections
1	How might you measure and subsequently increase the impact of coaching on student learning and growth?	
2	What factors and elements are most important when designing your coaching program?	
3	How might you create plans to regularly evaluate your coaching program to determine its effect on teacher and student learning?	

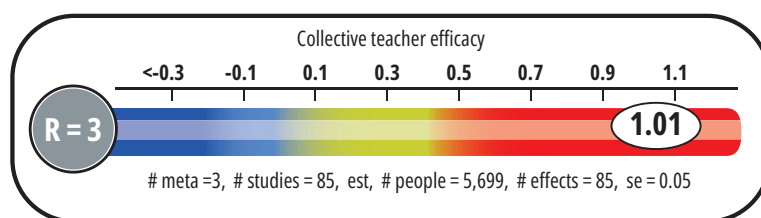


Video 1.2
Collective
Teacher Efficacy
qrs.ly/cmgljug

COACHING CONCEPT: COLLECTIVE TEACHER EFFICACY

What it is

Collective teacher efficacy has the one of the highest effect sizes in the Visible Learning database ($ES = 1.01$). It is the “perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students” (Goddard et al., 2000, p. 480). Collective teacher efficacy develops when teams undergo moments of vicarious learning and mastery experiences and benefit from social persuasion and psychological safety.



When educators are able to see the impact they have on student achievement and experience meeting lofty goals, collective efficacy develops.

Why it's important

Collective efficacy is how we accomplish the ideals of education, and coaching establishes a structure for this work to be done. According to Hattie (2023), collaboration is key to maximizing student learning. When educators work together effectively, they create a powerful approach to teaching that involves several critical elements. This includes establishing clear learning goals, maintaining high academic standards, understanding each student's current level of knowledge and potential, consistently assessing the effectiveness of their teaching methods, actively adapting their instructional strategies based on evidence, and ultimately celebrating their collective success in positively transforming student achievement.

What the research says

- School leaders are key in creating psychologically collaborative environments that create space for instructional conversations focused on impact (Donohoo, 2018).
- Open-ended, complex, and information-rich problems of practice support educators in developing and exercising collective teacher efficacy (Stasser & Abele, 2020).
- Strong collective teacher efficacy develops when schools benefit from transformational leaders (Ninković & Knežević Florić, 2018).

Key Indicators

- ☐ The coaches notice and name when collective efficacy is present and impactful.
- ☐ School leaders establish a collaborative campus culture focused on instruction and impact.
- ☐ The coaches form connections among their clients to generate vicarious learning experiences.
- ☐ Mastery moments are celebrated schoolwide and districtwide.

Coaching Questions		Coaching Connections
1	How might you ensure that your coaching cycles include moments that foster efficacy?	
2	What strategies will be used to highlight and strengthen collective efficacy at your school or district?	
3	In what ways is collective efficacy already present at your school or district?	

COACHING CONCEPT: MICROTEACHING

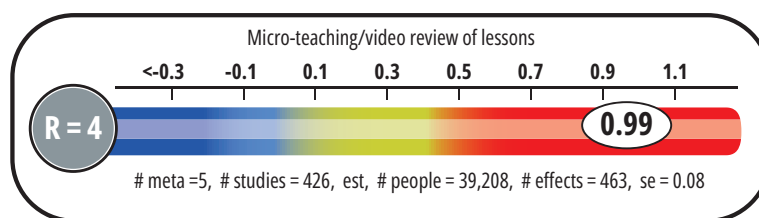


Video 1.3
Microteaching
qrs.ly/rzgljuh

What it is

Microteaching is a focused teacher professional learning technique in which educators deliver a short, targeted lesson (typically five to ten minutes) to a small group of peers or students, which is then immediately followed by constructive feedback and critical self-reflection (Hattie, 2023). This practice allows teachers to experiment with specific instructional strategies, receive immediate critique, and refine their teaching skills in a controlled, low-stakes environment that supports professional development and continuous improvement.

Microteaching is a key practice in coaching cycles because it helps us establish the current state of teacher practice and student learning, and it also serves as an evidence collection and learning tool.



Why it's important

Microteaching needs the support of a coach and the structure of a coaching conversation to fulfill its promise. Microteaching allows us to observe and evaluate what we can't see in the moment or in our own practice.

What the research says

- Student achievement grows when teachers engage in video analysis of practice (Morin et al., 2019).
- Microteaching has been proven to support new teachers in developing their craft (Bennet, 1988; Metcalf, 1993).
- Using video during coaching cycles can increase the implementation of effective pedagogical strategies (Knight et al., 2018).

Key Indicators

- ☐ The school or district has normed transparent and open teacher practice.
- ☐ The coaches have established a relationship with and amongst clients that is supportive, trust-based, and nonjudgmental.
- ☐ The coach establishes a supportive and effective protocol for the pre-video conference and the post-observation video analysis.
- ☐ Microteaching is focused and aligned to the goals of the coaching cycle and the type of evidence desired.

Coaching Questions		Coaching Connections
1	How might you introduce microteaching in your school or district?	
2	What conditions might you need to be aware of or cultivate for microteaching to be impactful?	
3	What tools are necessary to enact microteaching?	

Coaching Tool: Microteaching Protocol

The Microteaching Protocol is designed to support the integration of microteaching into your district, school, and classroom. This tool will help educators, as well as their peers and coaches, reflect on the microteaching process before, during, and after the filming.

Before Filming	After Filming: Review the Footage	Team Meeting: Review the Footage	Debrief
What are your goals for this process?	In what ways was the lesson you delivered different from the lesson you planned?	Introduce the video to your team and set the context.	What did you learn today as a team?
When will you record this lesson? What assistance will you need?	What questions does the recording raise for you?	What did you see or hear that confirms or conflicts with your previous thinking?	How might you move student learning forward?
What do you hope to capture in the video?	What questions do you want your team to help you answer?	Which moments did you find to be particularly effective? Which didn't go as you had hoped?	How might you move your own learning forward?

Source: Adapted from Fisher et al. (2019).

[illegible]

Principles of Teacher Learning

Instructional coaching works because it aligns with the research on andragogy (adult learning) and effective professional development. To foster and sustain teacher expertise as coaches, we must ensure that we are supporting their needs as self-directed learners.

COACHING CONCEPT: ANDRAGOGY ASSUMPTIONS AND DESIGN PRINCIPLES



Video 1.4
Andragogy
Assumptions and
Design Principles
qrs.ly/wtg1juj

What it is

Stemming back from 1933, andragogy is adult learning theory, and it is specifically differentiated from pedagogy, which, as we know, describes principles of teaching and learning for children. Andragogy outlines a structure for designing adult learning experiences centered around motivation and self-direction.

Why it's important

One of the main differences between andragogy and pedagogy is the belief that adults are independent learners while children start off as dependent learners. If you've ever led a school initiative or a professional learning session, then this might resonate with you. Specifically, it explains why we encounter resistance from educators when they perceive that the learning topic was determined from the top down and that there is limited room for teacher voice and adaptation to their unique classroom contexts.

What the research says

Michael Knowles (1984) outlined five assumptions (Figure 1.1) about adult learners and suggested principles (Figure 1.2) to apply to the design of learning opportunities.

Key Indicators

- ❑ Coaching starts from teachers’ experiences and builds on their strengths to achieve greater impact.
- ❑ Coaching uses a just-in-time and just-for-me design to ensure that teachers are ready and motivated to learn and develop expertise.
- ❑ Coaching includes practical applications where strategies and feedback are directly linked to classroom practice.
- ❑ Coaching fosters teacher autonomy by providing opportunities for teachers to guide their own professional growth based on personal goals and classroom needs.

Coaching Questions		Coaching Connections
1	How does our professional learning align with the research around andragogy?	
2	How do we leverage educators’ experience and use that as the foundation for growth?	
3	How do we ensure that we match what our educators are ready for and oriented toward learning with the learning our organization pursues?	

Figure 1.1 Andragogy Assumptions and Their Connections to Coaching

1. Self-concept: As we mature, we shift from being dependent to independent and self-directed learners.
 - Connection to coaching: Coaches can support educators in being self-directed learners by giving them the tools and routines to deepen their own learning.
2. Experience: We build our learning off of our prior experiences.
 - Connection to coaching: By establishing relationships with coachees and using reflective prompts, we pull out and build on educators' prior knowledge to expand effective practice.
3. Readiness to learn: Adults are highly motivated to learn when the need for the knowledge or skill occurs.
 - Connection to coaching: The just-in-time, just-for-me design of instructional coaching meets teachers where they are and ensures that they are given personalized support to improve their practice.
4. Orientation of learning: Motivation increases when the learning is immediately actionable.
 - Connection to coaching: Coaching cycles are meant to put learning into practice and are focused on the context of the teacher's classroom.
5. Motivation to learn: Adult learners are motivated by intrinsic factors.
 - Connection to coaching: Through goal setting, the personalized focus of coaching, and acknowledgement of progress, we support teachers' intrinsic motivation and efficacy.

Figure 1.2 Andragogy Design Principles

1. We must involve the teachers whom we are coaching in the planning and evaluation of their instruction.
2. Experience is the foundation for learning.
3. We increase interest and motivation by ensuring that learning is immediately relevant and will positively impact teacher practice.
4. Adult learning is problem-centered. It starts from teachers' challenges, interests, and goals first, not content.

Just as we must identify how adults learn most effectively, we must also know how to design learning that specifically fosters teacher expertise. While the investment in professional learning is noteworthy, the limited implementation and follow-through from professional learning events indicates the need to strengthen our systems for educator learning (Jacob & McGovern, 2015).

[illegible]

COACHING CONCEPT: PRINCIPLES OF EFFECTIVE PROFESSIONAL DEVELOPMENT

What it is

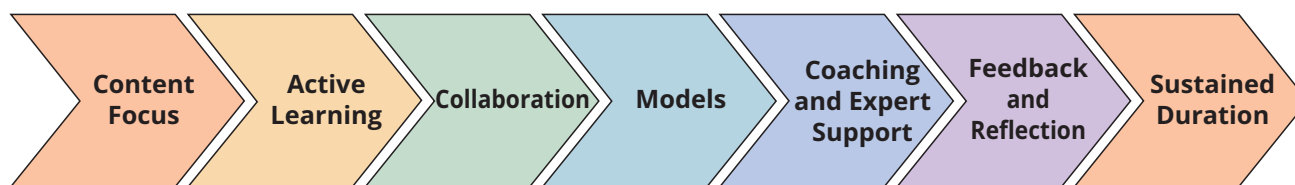
Coaching is uniquely situated to truly engage educators as learners. Think of a traditional professional development event as a spark: brief but bright, igniting a flash of inspiration. In contrast, coaching acts as the steady flame that keeps the fire burning, transforming that initial burst of excitement into sustained implementation and meaningful impact.

Why it's important

Educator professional development (PD) is a large industry, and schools make massive investments in teacher PD every year (Jacob & McGovern, 2015). While we spend our money (approximately \$18,000 per teacher per year) and time (upwards of nineteen school days a year) on professional learning, the return on investment is minimal. If we recognize that there is a need to implement what works best in teaching and learning and to know the impact of these practices, then we must create stronger systems for educator learning.

What the research says

In a landmark study on professional learning, seven elements were identified that ensure that teacher and student learning is accelerated (Darling-Hammond et al., 2017):



Key Indicators

- ❑ Professional development plans incorporate coaching as a key structure to support implementation.
- ❑ The success of professional development is defined by the level of implementation and the impact on student learning.
- ❑ Professional development and coaching goals are determined based on our vision of teaching and learning and on our knowledge of the research that illuminates what works best.
- ❑ The coaching bridges professional learning and practice, ensuring that educators not only gain new knowledge but also receive sustained support to adapt and implement the learning in their contexts.

Coaching Questions		Coaching Connections
1	What are our current practices for and about professional development, and how do they align with the elements of effective professional development?	
2	Where are our strengths in professional development, and what are our areas of growth?	
3	How might we redesign our professional learning plans to align with the research on effective professional development?	

Instructional coaching falters when undermined by limited time allocations, unclear expectations, and insufficient administrator support. Trust issues and poor relationships between coaches and teachers severely hinder progress, as does casting coaches in conflicting evaluator roles. Coaches spread too thin across too many teachers cannot provide meaningful support. Resistance from teachers who feel threatened further complicates implementation. Additional challenges include coaches lacking subject matter expertise, insufficient ongoing professional development for coaches, misalignment with institutional priorities, and absence of confidentiality. Without systematic feedback loops, coaching programs stagnate rather than evolve to meet changing educational needs.

Diminishing the Impact of Coaching

COACHING CONCEPT: FACTORS THAT DIMINISH COACHING IMPACT

What it is

We acknowledged earlier the lower effect size of coaching. Part of that is due to the limited meta-analyses on the topic, but there are also conditions that constrict a coach's ability to foster, support, and sustain teacher expertise. Some of these conditions we can perceive from what we've learned so far, including a lack of clarity on the purpose and role of coaching and a mismatch between coaching and how educators learn.

Why it's important

We're making a significant investment in instructional coaching in the hope that it leads to impact. From 2000 to 2015 the staffing rate of instructional coaches doubled (Quintero, 2019). By 2013, 93 percent of school districts in the United States employed at least one coach. In 2024 a survey showed that over 59 percent of public schools had an instructional coach (Ng, 2024). In a field where both resources and results are always needed, we must ensure that we are equipping our coaches with the skill, will, and thrill to accelerate teacher and student learning.

What the research says

- The effectiveness of coaching is more dependent on the individual coach's unique abilities and expertise rather than the specific methodology or focus of the coaching. Additionally, the implementation and widespread adoption of coaching can be financially challenging, which may limit its broader application (Hattie, 2023).
- In a qualitative study focused on coach retention, Lancaster (2016) found that coaches cited their struggles and gave the following as reasons for vacating their position:
 - Misalignment or power struggles between coaches and other campus or district leaders
 - An emotional and physical toll due to the relational aspects of the role
 - The perception of limited efficacy
 - Limited time to work with teachers on content and pedagogy due to competing responsibilities

Key Indicators

- ☐ The coaches and leaders are aligned around their vision and expectations.
- ☐ There are support systems in place to build coaches’ skills and sense of efficacy.
- ☐ Leaders are clear and vocal about the role, purpose, and value of coaching.
- ☐ There is a clear vision for how coaches spend their time that prioritizes working directly with teachers and in classrooms.

Coaching Questions		Coaching Connections
1	How might we create plans to ensure that the conditions that diminish impact don't arise?	
2	How do we foster, support, and sustain coaches' expertise?	
3	How can we support coaches in advocating for themselves when conditions impede their impact?	

Impact Rubric

We have arrived at our first impact rubric. In this rubric we strive to make coaching visible, which will allow us to see our coaching through the eyes of teachers so we can help them become drivers of their own professional learning. This lens will also allow us to assess, refine, and elevate the practices around the foundations of instructional coaching, which will lead to meaningful, measurable change. Use the below rubric as your road map to guide conversations, decisions, and reflections that drive immediate and long-term success in laying the groundwork for instructional coaching in your district, school, or classroom.

Indicator	Getting Started	Building Momentum	Elevating Practice	Sustaining Impact
Why Coaching?	Limited understanding of coaching's purpose	Basic grasp of coaching impact but lacks clarity on practical applications	Clear understanding of coaching benefits; shared with teachers effectively	Expertly communicates coaching's purpose and impact
Defining Instructional Coaching	Definition lacks depth and connection to authentic practice	Partial definition with some classroom connection	Clear and practical definition, integrating examples	Expertly defines coaching in context, sharing applications across settings
Visible Learning+ Coaching	Minimal awareness of Visible Learning+ integration in coaching	Some understanding but lacks integration into practice	Applies Visible Learning+ effectively to guide teacher growth	Masterfully uses Visible Learning+ to drive teacher practice improvements
Principles of Teacher Learning	Limited knowledge of adult learning principles; not integrated into coaching	Basic understanding, occasionally applied	Regular integration of adult learning principles	Deep understanding of adult learning principles, guiding coaching to personalized needs
Diminishing Impact of Coaching	Lacks awareness of factors that hinder coaching impact	Some understanding but lacks action plans or proactiveness	Actively addresses challenges with clear mitigation strategies	Expertly minimizes challenges to coaching impact and models best practices

