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Please enjoy this complimentary excerpt from *Coaching for Impact*.

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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

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. Teachers then immediately followed by constructive feedback and critical self-reflection (Gipstein, 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.



Video 1.3
Microteaching
qpr.ly/ztgubh

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.

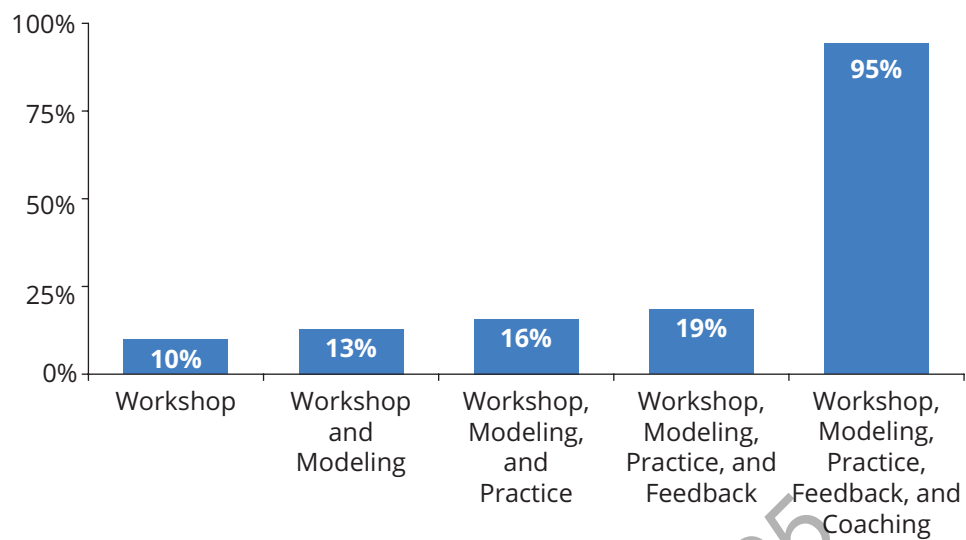
Coaching Misconceptions

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).