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| General Description of the Series | Learning Forward Coaches Academy | Six Days | All participants will be provided with the following resources: Coaching Matters, by Joellen Killian, Cindy Harrison, Chris Bryan, and Heather Clifton (Learning Forward, 2012) Standards for Professional Learning (Learning Forward, 2011) Taking the Lead: New Roles for Teachers and School-Based Coaches, by Joellen Killian and Cindy Harrison (Learning Forward, 2006) All Coaches Academy participants will also receive a one-year Learning Forward membership, providing access to additional tools and resources. | District and Campus Administrators and Instructional Specialists/ Coaches Teacher Leaders, Aspiring Leaders | 36 Hours | HCDE | Sharon Helmke | Coaches Academy Outcomes Participants in the Learning Forward Coaches Academy will: 1. Understand How Change Impacts Adult Learners • Understand Concerns-Based Adoption Model • Use CBAM to design interventions to address various concerns teachers express about change • Gain strategies to handle resistance to change • Understand the fundamental needs of adult learners 2. Develop a Deep Understanding of the Multiple Roles of Coaches • Identify the multiple roles of coaches • Identify the knowledge and skills necessary in each role • Identify and avoid challenges associated with each role 3. Understand how to contract with their principals and teachers regarding services to improve teaching and learning • Define contracting • Know areas about which to contract • Know how to conduct contracting conversations • Practice contracting with case-based scenarios | With experience supporting instructional coaches in more than 30 states and numerous school districts, Learning Forward is a leader in developing the coaching skills necessary for improved student learning. The outcomes below identify the essential knowledge and skills for master teachers who serve as instructional coaches. For our work with an organization to be successful, Learning Forward requests that the organization verifies its expectations for coaches in light of the outcomes below. Once the organization confirms its expectations for coaches, Learning Forward will tailor the outcomes for the coaches' training to meet any specific needs. The assumption guiding Learning Forward Coaches Academy is that coaches are master teachers usually with substantial instructional and content expertise. Coaches, however, often lack deep expertise in professional learning. As a result, Academy participants benefit from developing skills related to building relationships, leading professional learning, and individual and team coaching. The curriculum and learning design of the Learning Forward Coaches Academy reflects best practices in adult learning theory, is grounded in the Standards for Professional Learning. |
| 11-Sep | Day 1 | Overview/Introduction Essential Questions Characteristics of Effective Coaches Roles of Coaches Change and Resistance Impact of Coaches' Work | Acquire the knowledge and skills necessary to support teachers in the role of classroom supporter including how to maximize demonstration lessons, co-teaching, and observing and giving feedback. | • Understand the continuum of classroom supporter roles • Understand the challenges of each point along the continuum • Gain the knowledge, skills, and protocols for each position along the classroom supporter continuum • Acquire multiple classroom data-gathering tools • Practice reflection conferences to debrief classroom observations • Practice planning conferences to plan classroom observations | | | | | |
| 12-Sep | Day 2 | Partnership Agreements Instructional Coaches' Work Demonstration Teaching Co-Teaching Principles of Partnership | Use data to facilitate decisions related to identifying, working on, and monitoring team and individual professional learning goals for student learning. | • Analyze and interpret data about student achievement to identify target areas, root causes • Support teachers in developing appropriate classroom-based interventions to improve student learning | | | | | |
| 4-Dec | Day 3 | Reflective Stance Communication Skills Paraphrasing Pausing Presuppositions Probing Questioning Skills Components of reflectio | Build relationship skills to develop trusting relationships. | • Differentiate between trusting and trustworthiness • Identify strategies for building and sustaining trust • Understand the different stages of community/team development | | | | | |
| 5-Dec | Day 4 | Facilitation Skills Presentation Skills | Acquire coaching behaviors to support their work with individual and teams of teachers. | • Examine a continuum of coaching behaviors • Use listening as the foundation for all coaching practices • Use the tense of conversations to focus actions on future improvement • Examine alternatives to giving advice | | | | | |
| 12-Feb | Day 5 | Data-Driven Conversations Effective Professional Development | Select from among multiple professional learning designs to facilitate learning for teachers. | • Know multiple designs for professional learning and their appropriate use • Select from among the designs for professional learning related to school improvement goals • Know the standards for professional development and use them in guiding the design, implementation, and evaluation of professional learning | | | | | |
| 13-Feb | Day 6 | Reflective Practice Questioning Skills Post Observation Conference | Facilitate teacher learning teams to promote authentic collaboration about improving teaching and learning. | • Establish structures for collaborative teamwork • Use appropriate protocols and strategies to accomplish teamwork • Use basic facilitation and meeting skills to maintain a trusting, safe environment for teacher interaction | | | | | |