COACHING ACADEMY OUTCOMES (COHORTS 1-4)
The following list outlines the outcomes for all participants in the Coaching Academy. Adjustments are made to each module based upon time. The design ensures that participants regularly practice coaching publicly with feedback from both large and small groups.

Day 1
- Introduce members of the Coaches Academy Cohort and share the context for the work of coaching in ACPS.
- Assess the stages of community in your teams and consider the need for creating high relational trust in your schools.
- Establish and describe a framework for coaching.
- Identify and discuss the characteristics of effective coaches.
- Discuss the ten roles of coaches.
- Establish learning teams that will reflect upon the tools and strategies that are modeled and consider how to use and apply them.
- Learn with and from one another.

Day 2
- Assess group’s experience with the District PLC initiative.
- Examine a continuum of coaching behaviors. Understand the challenges of each point along the coaching continuum.
- Understand CBAM (Concerns-Based Adoption Model) and other models to develop skills to manage change.
- Explore resistance and resistance reducing strategies.
- Consider how to assess the impact of the coaching efforts.
- Review the “big picture” of Cohort 2.
- Learn with and from one another.

Day 3
- Introduce the team of “coaching leaders.”
- Use listening as the foundation for all coaching practices.
- Use the tense of conversations to focus actions on future improvement.
- Develop a reflective stance using strong communication skills including non-verbal communication, paraphrasing, pausing, presuppositions, and positive intention.
- Coach one another using one of two planning conversation templates.
- Practice using planning and conversations maps.
- Discuss how we will assess the impact of the coaching work.
● Learn with and from one another.

**Day 4**
- Develop a shared understanding of our knowledge, belief, assumptions, and research about PLCs.
- Learn about and create school cultures and structures to support collaborative professional learning and student learning.
- Analyze and assess the current state of PLCs in schools and develop a plan to support and advance collaborative work throughout the division.
- Consider the role of the coaches and instructional leaders in support of PLCs and all collaborative work.
- Discuss how Student Services and Ed Services may apply the PLC culture in their departments.
- Learn with and from one another.

**Day 5**
- Discuss the skills associated with the role of Classroom Supporter including demonstration teaching, co-teaching and observations.
- Differentiate with a focus on the Change Catalyst role.
- Practice using tools that can be used to observe teachers and facilitate post observation conferences.
- Practice facilitating a planning conversation.
- Deepen questioning skills.
- Consider key ideas and the latest research about facilitating excellent reflection conversations.
- Learn with and from one another.

**Day 6**
- Discuss how to create a culture of trust and respect so that honest, open and authentic data conversations occur.
- Share protocols, structures and tools that coaches can use to help all educators use data to inform decisions about instruction and learning.
- Identify the important components of data conversations designed in collaboration with the Office of Accountability.
- Learn a variety of facilitation tools and skills that you can use to ensure that your meetings are both efficient and effective.
- Learn with and from one another.
Day 7
● Understand the fundamental needs of adult learners.
● Review the standards for professional development and learn how to use them in guiding the design, implementation, and evaluation of professional learning.
● Select multiple professional learning designs to facilitate teacher learning and support school improvement goals.
● Learn with and from one another.

Day 8
● Explore excellent presenting and co-presenting skills.
● Share “powerful designs” for professional learning.
● Create a learning community “sharing next practices” across ACPS schools
● Understand the role of conflict as an asset for professional and personal improvement.
● Practice using protocols and strategies to manage difficult conversations.
● Learn with and from one another.

COHORTS (Cohorts I, II, III reconnect and recommit to the work.)
Day 9
● Discuss how the coaching training has impacted your work.
● Complete a force field analysis.
● Share the role of the coaching leaders.
● Practice facilitating data conversations using ACPS data.
● Introduce new tools that will help you manage conflict and facilitate difficult conversations.
● Practice coaching one another using the Consultancy Trio.
● Learn a variety of Learning Designs and consider how to apply them.
● Challenge the team to provide leadership throughout the schools and division.
● Learn with and from one another.

Resources
All participants received three books:
Alexandria Public Schools
Cohort 5 Coaching Academy—Shift to 4 Days

DAY 1
Opening: Share ideas about the evolution of the Coaching Academy (changes in leadership, funding, priorities)
  * Define collaboration in ACPS
  * Assess the stages of community in your teams and consider the need for creating high relational trust in your schools.
  * Identify and discuss the characteristics of effective leaders/ facilitators/coaches.
    * Discuss ten possible roles of leaders/facilitators/coaches.
  * Apply CBAM (Concerns-Based Adoption Model) and other models to develop skills to manage change.
  * Examine a continuum of coaching behaviors. Understand the challenges of each point along the coaching continuum.
  • Learn with and from one another.

DAY 2—Focus on Collaborative Work
  * Assess group’s experience with the District PLC initiative.
  * Introduce the research about PLCs.
    * Reference Learning by Doing (Dufour, DuFour, Eaker, Many), Student Centered Coaching (Sweeney), The Art of Coaching Teams (Aquilar), Impact Coaching (Knight) and others
  * Focus on the 4 PLC questions.
  * Practice using protocols and tools for facilitating collaborative work including:
    * Looking at Student Work
    * Common Assessments
    * Rubrics
    * Interventions—share expertise of local school based leaders including:
      * Conversation Maps
  * Use the Consultancy protocol and practice coaching one another
Day 3—Communication Skills
● Use listening as the foundation for all coaching practices/collaborative work.
● Develop a reflective stance using strong communication skills including non-verbal communication, paraphrasing, pausing, presuppositions, and positive intention.
● Deepen questioning skills.
● Use the Force Field protocol to determine possible actions.
● Use action planning templates to determine next steps.

Day 4 – Working with People
● Practice using a variety of facilitation tools and skills
● Explore resistance and resistance reducing strategies.
● Consider strategies to design effective partnership agreements/managing up.
● Discuss what quantitative and qualitative data might help you assess impact
● Learn about how to face inevitable conflicts and manage difficult conversations.
● Discuss the skills, attitudes and behaviors needed by the coach as Change Catalyst.

RESOURCES
All participants received three books:
Compare the ACPS Outcomes to the Learning Forward Coaches Academy

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.

Coaches Academy Outcomes:
Participants in the Learning Forward Coaches Academy will:

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

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

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
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

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

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

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

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

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
All participants will be provided with the following resources:

- *Coaching Matters*, by Joellen Killion, Cindy Harrison, Chris Bryan, and Heather Clifton (Learning Forward, 2012)
- *Standards for Professional Learning* (Learning Forward, 2011)

All Coaches Academy participants will also receive a one-year Learning Forward membership, providing access to additional tools and resources.
DAY 1 Outcomes:
• Explore a definition of teacher leadership.
  • Recognize the benefits of teacher leadership.
• Examine assumptions about teacher leadership.
• Create conditions for teacher leadership.
• Evaluate the dispositions for teacher leadership.
• Assess the impact of teacher leadership
• Discuss coaching “heavy” and coaching “light.”
• Introduce protocols, asset mapping that teacher leaders can use with their teams.
• Learn with and from one another.

DAY 2 Outcomes:
● Learn how to use partnership agreements and manage in all directions.
● Understand the fundamental needs of adult learners.
● Explore excellent presenting and co-presenting skills.
● Share protocols, structures and tools that coaches can use to help all educators use data to inform decisions about instruction and learning.
● Introduce advanced facilitation tools to help teams make decisions, solve problems, brainstorm, and engage the voice of all staff.
● Learn with and from one another
The following is a proposed plan for four days of coach professional learning. The learning is centered around the work of a coach and how to navigate the many roles of coaching. Some highlights of the four days are the use of Mursion and the application of coaching skills in simulation or role-playing. The vast majority of the coaches have gone through eight days of coach development through Learning Forward. These four days will take what they have learned and put it into practice in their own contexts. Embedded in all of this work will be an intentional building up of the coaches as a community. In the long term, it would be valuable for coaches to identify their own needs, plan their own professional learning, and have this group be a self-sustaining community.

Day 1 Crafting Your Coaching Role November 12th

The overall focus for day 1 will be crafting the coaching role. We will focus on the different things coaches could be expected to do, what they should not be expected to do, and how coaches can advocate for and communicate their work and impact.

Key Ideas
- Barbell Simulation
- 10 Roles of coaches
- Tracking time
- Coaching Practice:
  - Listening
  - Pausing
  - Paraphrasing
  - Questioning

Day 2 Setting Standards and Assessing Impact

Day 2 will look at how coaches can standardize their work and assess their impact. We will focus on the Standards for Professional Learning as well as Innovation Configuration Maps and different ways to assess the impact of coaching in a school.

Key Ideas
- Attend to variation
Day 3 Engaging in Difficult Conversations
Day 3 will focus on the art of having difficult conversations. The arc of coaching would lead to some more heavy coaching by this time in the year. Coaches often shy away from conflict or do not have the skills to engage productively in these types of conversations. We will spend time examining ourselves and planning out some of the more difficult conversations we need to have.

Key Ideas
- Managing 360
- Coaching heavy, coaching light
- Teams and conflict
- Empathy Interviews
- Equity conversations
- Coaching Practice:
  - Conversation Maps
  - Triggers/Managing your own behavior

Day 4 Celebrations, Reflections, and Commitments
Day 4 will celebrate the accomplishments of the group and individuals. We will reflect on what happened throughout the year and identify new learnings for the next year. We will also commit to supporting the ongoing professional learning of coaches moving forward.

Key Ideas
- Reflecting on impact
- Building a community of learning leaders
- Coaching Practice:
  - Introduction of the coach to the school
Managing new teacher needs
Building a foundation for coaching in every classroom

Resources:


The Feedback Process: Transforming Feedback for Professional Learning, Second Edition gives an insightful treatment on the power of learner-focused feedback to improve professional learning and practice. In the new edition, Joellen Killion offers an expanded research base and new examples to this widely used resource, with an all-new chapter bringing greater clarity to the application of feedback types for varying purposes. Coaches, supervisors, and teachers can turn to new and revised chapters for refined tools and templates, contextual examples, and end-of-chapter questions to balance provocative ideas with practical strategies for using feedback as a process to promote learning. With this edition, readers will be able to:

- Develop an understanding of the rationale for and definition of the learner-focused feedback process;
- Identify stages of effective, learner-focused feedback processes and the conditions needed to support such processes;
- Examine examples of types of feedback based on their contexts and purposes;
- Group nine types of feedback into three clusters for fluency of use;
- Consider how to use data and evidence in the feedback process; and
- Enhance professional learning and improve practice by applying the feedback process.

Publisher: Learning Forward
Published: 2019

2. **Standards into Practice: External Roles**

Innovation Configuration (IC) maps are essential tools for identifying the precise actions educators take to guide implementation of Learning Forwards Standards for Professional Learning. The third volume of Innovation Configuration maps pinpoints the actions of those learning leaders working in roles outside of schools and school systems: education agencies, external partners, institutes for higher education, and professional associations.
Each volume of IC maps includes resource to understand the use of these tools and their application to professional learning.
Publisher: Learning Forward
Published: 2014

3. Coaching Matters Paperback – 2012 by Joellen Killion; Cindy Harrison; Chris Bryan; Heather Clifton (Author)

This book brushes aside the magic and mystery to reveal how coaching can make a difference. Each chapter describes an element of what research and the authors' firsthand experiences know it takes to make coaching effective. The book covers: Characteristics that distinguish effective coaching programs; Attributes that affect teaching practices, student achievement, and school culture; Practices that lead to results for teachers and students; Responsibilities of coaches; Strategies for individual coaches, principals, and school systems to build a stronger coaching program; and more. Every chapter is accompanied by tools, including extended readings, resources to use with teachers, strategies for accomplishing the work, and real-life examples to build on.

Articles:
Instructional coaching holds promise as a method to improve teachers’ impact
Success Strategy #7

LISTEN FULLY

*It is the province of knowledge to speak and it is the privilege of wisdom to listen.*

*Oliver Wendell Holmes*

Falling Awake by Dave Ellis
Pages 170-185
Paraphrasing
(Examples of Sentence Starters)

CHECK FOR UNDERSTANDING
• You’re thinking that . . .
• So, you’re wondering if . . .
• You’re frustrated because . . .
• You’re hoping that . . .
• You’re concerned about . . .

ORGANIZE AND CONNECT IDEAS
➢ So, there are three issues . . .
➢ So, you’re ready to move on to . . .
➢ First you’re going to . . . then you will . . .
➢ On the one hand . . . and on the other hand . . .

SHIFT LEVELS OF LOGIC UP
Respond with goals, values, beliefs, assumptions, concepts
• So, a strong belief you have is . . .
• An assumption you’re operating from is . . .
• A goal for you is . . .

SHIFT LEVELS OF LOGIC DOWN
Respond with options, potential actions, choices, next steps . . .
• So, a choice you are considering is . . .
• A decision you want to make is . . .
• Your next step might be to . . .
Coaching Language

**Paraphrase:** I heard, I understood, I care.
- So, . . .
- In other words . . .
- What I’m hearing . . .
- From what I hear you say . . .
- I’m hearing many things . . .
- As I listen to you I’m hearing . . .

**Mediational questions: To pull out info or raise awareness.**
- What’s another way you might . . .?
- What would it look like if . . .?
- What do you think would happen if . . .?
- How was . . . different from (like) . . .?
- What’s another way you might . . .?
- What sort of an impact do you think . . .?
- What criteria do you use to . . .?
- When have you done something like . . . before?
- What do you think . . .?
- How did you decide. . . (come to that conclusion)?
- What might you see happening in your classroom if . . .?

**Non-judgmental responses: Suspend judgment, replace with wonder.**
- I noticed how when you ___ the students really ___
- It sounds like you have a number of ideas to try out! It’ll be exciting/interesting/great to see which works best for you!
- How do you think the lesson went? Tell me more about that . . .
- What did you do to make the lesson so successful?

**Clarify: I heard, but do not yet understand.**
- Would you tell me a little more about . . .?
- I’d be interested in hearing more about . . .
- Let me see if I understand . . .
- It would help me understand if you’d give me an example of . . .
- So, are you saying/suggesting . . .?
- Tell me what you mean when you . . .?
- Tell me how that idea is like (different from) . . .?
- To what extent . . .?
- I’m curious to know more about . . .?
- I’m intrigued by . . . I’m interested in . . . I wonder . . .
- Avoid using “Why?”

**Suggestion stems: To get the teacher to imagine/hypothesize.**
- One thing to keep in mind is . . .
- If you’re interested in ___ , it’s important to ___
- What I know about ___ is ___
- It’s sometimes/usually helpful to ___ when ___
- One thing I’ve learned/noticed from a colleague is ___
- A couple of things to keep in mind . . .
- From our experience, one thing we’ve noticed ___
- What I know about ___ is ___
- Something you might consider trying is ___
- There are a number of approaches . . .
- Sometimes it is helpful . . .
- How might that look in your classroom?
- To what extent might that work in your situation/with your students?
- What do you imagine might happen if you were to try something like that with your class?
- Which of these ideas might work best in your classroom (with your students)?

Adapted from the New Teacher Center, Santa Cruz, California