



## OVERVIEW

Do you have a coaching program with the potential to make a greater impact?

In the Coaching Academy, you'll create a vision of an impactful coaching cycle that's shared across the system. You'll also identify the opportunities coaching is working to address, develop a theory of action for coaching and build skills to implement a coaching approach that makes an immediate difference for both student and teacher learning.



YEARLONG



ONSITE



GROUP INSTRUCTION

*"I used to think that coaching was about getting teachers to do things that were new to them, but now I know that coaching is about making things happen for teachers, on their terms."*

- Casey, WA coach

## WHAT YOU'LL GAIN

- **Students** get increased access and opportunities for meaningful learning
- **Teachers** increase efficacy, belief and actions to impact students' learning
- **Leaders** develop a shared vision for instructional coaching and strategies to grow the coaching program

## WHO IT'S FOR

Teams of coaches and administrators within a school or district, and central office leaders who oversee coaches.

## HOW IT WORKS

After a launch session, participants engage in five learning cycles. The session topics include:

### LAUNCH

Theory of Action for coaching  
Coaching towards Collective efficacy  
Coaches as change agents



### CYCLE 1

Coaching cycle  
Observing instruction  
Role of administrator



### CYCLE 2

Coaching cycle outcomes  
Goal-setting conversations outcomes  
Observing instruction



### CYCLE 5

Reflection conversation outcomes  
Revisit theory of action  
Reflection on team learning



### CYCLE 4

Coaching towards collective efficacy  
Coaching cycle enacted  
Planning for impact



### CYCLE 3

Planning conversation outcomes  
Debrief conversations outcomes  
Side-by-side coaching

Our partnership provides contextualized, side-by-side support through the year. We collaborate to develop high-impact classroom coaching skills and the sponsorship required to sustain teacher and student growth.

# TESTIMONIALS

"As a result of engaging in professional learning for coaches, I am now able to approach coaching in a more refined and systematic way. Working through the steps of coaching has taken a lot of the guess-work out and has provided a linear approach to how I engage in the work with cooperating teachers. Working with other coaches, as well as Renee has allowed me to learn from others and their experiences. Through this work, I feel more equipped to really engage with teachers as they work to improve their practice and increase student engagement and success."

- Elisa, WA coach

"I have had the good fortune of being able to learn with coaches for the past 6 years. This has allowed me to grow in my practice as an instructional math coach, not just in terms of mathematical content, but also how to develop a framework to support collaboration and empower teacher leadership in my district. As a result of engaging in professional learning for coaches, I am now able better facilitate and collaborate with my adult learners in supporting them to grow in their instructional practice, which in turn, improves student learning. I have learned that, although my role is to develop teachers' skills, knowledge and capacity as a teacher it is also to go deeper into that area of shared learning that is uncomfortable to talk about meaning, race, class, ego and emotions. The place we need to go in order for real change to occur in our schools. My experiences learning with coaches has transformed me not only as an educator, but as a person all around."

- Maureen, WA coach

"As a result of engaging in professional learning for coaches I am able to make purposeful decisions about which coaching models to use and why that is a good fit. I am able to meet with teachers to determine a goal for coaching for both student and teacher learning. I am beginning to be able to identify when to jump in during side by side coaching and when to not jump in that will best serve the teachers goals. I have also learned the value of the debrief with teachers to move their learning forward."

- Dana, Math Coach

"The chance to learn with other coaches has allowed me to get better faster, identifying my coaching strengths, learning from others and identifying goals for growth.

As a result of engaging in professional learning for coaches, I am now able to identify the stages of a coaching cycle, implement the stages of a coaching cycle, and I understand how each part of a coaching cycle builds upon the others. My work is more consistent and cohesive now that I have learned with other coaches.

Because I am now able to build a cohesive, consistent, content based coaching cycle, my teachers are now able to see a different vision for instruction and build their content knowledge; students think deeply, answer high level questions and participate in learning with vigor and enthusiasm. Students say things like, "Math is my favorite! Let's do more math!"

Because teachers have more efficacy, they show real urgency in their instruction and planning. There is no time to waste for high level, well planned, instruction."

- Casey, WA coach