

2024-25 Catalog COMING SOON!!!
See 23-24 Catalog below for reference only.

2023-24 NTSD Coach Professional Learning Catalog

Coaching is a skill that is continually developed over time. We are committed to ongoing professional learning and growth as coaches, just as we support early career teachers to engage in ongoing learning and growth as teachers! Below you will find the 2023-24 NTSD Coach Professional Learning differentiated offerings. A few things to note:

- Coach PL sessions will be virtual from 4-5:30pm.
- Coaches will be compensated at the negotiated hourly rate (\$38.50) or PGU hours for both completion of asynchronous pre-work (30-60 min) and attendance at the live sessions.
- Coach PL-related links: [NTSD Calendar](#), [Coach Job Description](#)

**First, confirm whether you are Foundational or Sustaining [here](#).
 Then, register on Frontline via “Register HERE!” links. [Need help?](#)**

Note: If you do not currently have an OUSD account on Frontline, please register [HERE](#).

WHO?	WHAT? (series titles linked to overviews)	How?
NEW coaches will join the FOUNDATIONAL series...	<ul style="list-style-type: none"> ● Foundational Coaching for Equity <p><i>Note: Successful completion of this series (minimum 75% of total time) qualifies you for additional Salary Advancement Credits (PGU/CEUs) and ensures you advance to Sustaining options the following year.</i></p>	Register for Tuesdays HERE -or- for Thursdays HERE
RETURNING coaches (who already completed our Foundational series - confirm here), you will choose one SUSTAINING series...	<ul style="list-style-type: none"> ● Coaching for Positive & Productive Classroom Culture <p><i>Note: We have added an option to attend a full day training on 8/29 which will cover sessions 1-3 of the 5-sessions series. Registration will be available soon!</i></p>	Register for Thursdays HERE! -or- for 8/29 all day HERE! (sessions 1-3 of 5)
	<ul style="list-style-type: none"> ● Coaching for Culturally Responsive Teaching 	Register HERE!
	<ul style="list-style-type: none"> ● Conducting Effective Instructional Planning Conversations 	Register HERE!
	<ul style="list-style-type: none"> ● Conducting Impactful Observation Cycles 	Register HERE!
	<ul style="list-style-type: none"> ● Using the Induction ILP to Guide Coaching 	Register HERE!
	<ul style="list-style-type: none"> ● Peer Coaching 	Register HERE!
	<ul style="list-style-type: none"> ● Supporting Teacher Wellness 	Register HERE!

ANY coach may attend either/both of the “OPTIONAL” sessions...	<ul style="list-style-type: none">• Support Session for E-Permit/Intern Coaches	Register HERE!
	<ul style="list-style-type: none">• Support Session for Induction Coaches	Register HERE!

Foundational Coaching for Equity - REGISTER for Tuesdays [HERE](#) -or- Thursdays [HERE](#)!

This series is designed for new coaches (or those new to NTSD coaching) to focus on foundational skills for effective coaching. **The Foundational series has the following outcomes:**

- *Cultivate relational trust with the beginning teacher to surface and address challenges while deepening teacher commitment to the success of every student ([NTC MPS 3.1](#))*
- *Use coaching language and stances strategically and flexibly to promote teacher agency and student growth ([NTC MPS 3.2](#))*
- *Plan for structured, outcomes-oriented, instructionally-focused coaching conversations grounded in professional goals and formative data ([NTC MPS 3.3](#))*

Session	Description	Links
Orientation Check In [scheduled 1:1]	One-on-one time with a member of the New Teacher Support and Development Team to highlight key information and answer any questions.	Foundational Orientation
Peer Coaching [scheduled 1:1]	You will connect with a member of the NTSD team for individualized support with your coaching skills development through two observation/feedback cycles.	Peer Coaching Tool
Session #1 Tue 9/12 -or- Thu 9/7	Plan to build trusting relationships as a foundation for coaching for equity. Engage in expansive listening to deepen coach/mentee relational trust and increase coaching impact.	Asynchronous work Packet , Slides Recording
Session #2 Tue 10/10 -or- Thu 10/5	Strategically and intentionally use coaching language with a growth mindset to continue building trust and coachee agency. Use the Coaching Conversation Protocol (CCP) to narrow focus and identify concrete next steps.	Asynchronous work Packet , Slides Recording (partial)
Session #3 Tue 11/28 -or- Thu 11/2	Strategically and intentionally use coach stances, with coach language, to continue building relational trust and teacher agency.	Asynchronous work Slides Recording (partial)
Session #4 Tue 1/16 -or- Thu 1/18	Continue to deepen understanding and effective use of coaching language and stances through giving and receiving peer feedback.	Asynchronous work Packet , Slides Recording
Session #5 Tue 2/6 -or- Thu 2/8	Prepare for effective coaching conversations in high leverage areas: Planning Instruction, Observation Cycles, Analysis of Student Learning	Asynchronous work Packet , Slides Recording
All Coach Forum Tue 4/30 -or- Thu 5/2	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

Note: Successful completion of the Foundational Series (minimum 75% of total time, or 15 of 20 total hours) qualifies you for additional [Salary Advancement Credits](#) (PGU/CEUs) and ensures you advance to Sustaining options the following year. Total time (20 hrs) = Orientation (1 hr) + asynchronous pre-work (6 hrs) + sessions (9 hrs) + peer coaching (4 hrs).

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Coaching for Positive & Productive Classroom Culture - REGISTER for Thursdays

[HERE](#) -or- for 8/29 all day (sessions 1-3) [HERE!!](#)

Note: If you are a classroom teacher who would like to attend sessions 1-3 on 8/29 but need coverage, please email newteachersupport@ousd.org for our sub code.

In this series, you will focus on building your toolkit and your coaching skills to support teachers with developing a classroom culture that is both positive and productive. ([NTS MPS](#) 2.2, 6.1)

The outcomes for this Sustaining series are:

- *Understand the role of the Classroom Culture Guide (CCG) in creating an equitable classroom*
- *Become familiar with the CCG, especially related to student/teacher relationships, routines and procedures, and responding to behavior.*
- *Strategize how to utilize the Mind the Gap framework along with the CCG in their 1:1 coaching*
- *Consider classroom culture goal setting and use of data to support teacher reflection and improvement of practice.*
- *Consider underlying reasons that might keep teachers from taking action to shift their classroom culture and implications for coaching.*

Session	Description	Links
Session #1 Thu 9/21	Make connections between equity in the classroom and the Classroom Culture Plan Guide (with related tools).	Asynchronous work Slides Recording passcode: x!h2*3Li
Session #2 Thu 10/5	Explore assessing equity in the classroom and setting goals for improving classroom culture.	Asynchronous work Slides Recording passcode: .15&CSQV
Session #3 Thu 10/26	Get acquainted with the “Mind the Gap” framework and spend time putting it all together: MTG + CCG + goals + strategies	Asynchronous work Slides Recording
Session #4 Thu 1/25	Peer Coaching: Give/receive feedback on coaching for strong classroom routines and procedures.	Asynchronous work Packet, Slides Recording Passcode: ?dHB6+Ap
All Coach Forum Thu 5/2	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

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Coaching for Culturally Responsive Teaching - REGISTER HERE!

If equitable access to curriculum is not observed in my mentee's classroom, how do I use coaching tools and processes to surface issues? How do I engage the beginning teacher in a positive way to feel safe to reflect on the issues and problem-solve collaboratively? ([NTS MPS 6.2](#))

The outcomes for this Sustaining series are:

- Coaches collaborate with beginning teacher to identify and implement culturally responsive instructional strategies, equitable practices, and appropriate scaffolds to meet identified needs and advance equitable learning for every student.
- Coaches use coaching tools to surface issues and engage mentees to reflect on their use of culturally responsive teaching and equitable practices

Session	Description	Links
Session #1 Tue 9/26	Collaborates with beginning teacher to identify and implement culturally responsive instructional strategies, equitable practices, and appropriate scaffolds to meet identified needs and advance equitable learning for every student.	Asynchronous work Slides Recording (<i>missing Learning #1</i>)
Session #2 Tue 10/17	Coaches use coaching tools to surface issues and engage mentees to reflect on their use of culturally responsive teaching and equitable practices.	Asynchronous work Slides Recording
Session #3 Tue 12/5	Peer Coaching: Give/receive feedback on coaching for culturally responsive teaching.	Asynchronous work Slides Recording
Session #4 Tue 2/13	Peer Coaching: Give/receive feedback on coaching for culturally responsive teaching.	Asynchronous work Slides Recording
All Coach Forum Tue 4/30	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

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Conducting Effective Instructional Planning Conversations - **REGISTER HERE!**

In this series, we'll explore how to build beginning teacher capacity to design and execute lesson plans that are grounded in clear learning outcomes and the use of formative data.. ([NTC MPS 5.1](#))

The outcomes for this Sustaining series are:

- Coaches use processes & tools to support beginning Ts through instructional planning conversations.
- Coaches know & use coaching stems & language to surface beginning T knowledge and skill around instructional planning.

Session	Description	Links
Session #1 Thu 9/14	Coaches know & use coaching stems & language to surface beginning teacher knowledge and skill around instructional planning	Asynchronous work Slides Recording
Session #2 Thu 10/12	Coaches use processes & tools to support beginning teachers through instructional planning conversations.	Asynchronous work Packet , Slides Recording
Session #3 Thu 12/7	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Asynchronous work Packet , Slides Recording
Session #4 Thu 2/8	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Asynchronous work Packet , Slides Recording
All Coach Forum Thu 5/2	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

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Conducting Impactful Observation Cycles - [REGISTER HERE!](#)

In this series, you will learn how to support beginning teachers through observation cycles. You will gain proficiency in the use of coaching stems and language to facilitate beginning teacher analysis of observation data. We will provide examples of coach practice (through videos of real coaching conversations and completed tools) and provide ample time for your own reflection and practice. Coaches will be asked to schedule and start a full observation cycle with their mentee between sessions 1 & 2. ([NTS MPS 5.1](#))

The outcomes for this Sustaining series are:

- *Coaches use processes & tools to support beginning Ts through observation cycles.*
- *Coaches know & use coaching stems & language to facilitate beginning T analysis of observation data.*

Session	Description	Links
Session #1 Tue 9/12	Use the Pre-Observation Cycle tool to prepare for an upcoming observation cycle with your mentee. Consider how you will use coaching stems & language to facilitate the mentee's reflection and growth. Prepare to collect low-inference observation data using the scripting or seating chart tools.	Asynchronous work Packet , Slides Recording
Session #2 Tue 10/10	Reflect on your completed pre-observation conversation and observation data collection with your mentee. Prepare for an effective post-observation conversation that aligns to the mentee's observation focus and grounds reflection in the low-inference data collected. Consider how you will use coaching stems & language to facilitate the mentee's reflection & growth.	Asynchronous work Packet , Slides Recording
Session #3 Tue 12/5	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Asynchronous work Slides Recording
Session #4 Tue 1/23	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Asynchronous work Slides Recording
All Coach Forum Tue 4/30	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

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Using the Induction ILP to Guide Coaching - **REGISTER HERE!**

In this series, you will learn and practice how to use the Induction Individualized Learning Plan (ILP) as a tool for facilitating focused, evidence-based instructional coaching. You will see and reflect upon examples of coaches facilitating ILP-focused conversations (i.e the process) and completed ILP documents (i.e. the products). ([NTS MPS 5.4](#))

The outcomes for this Sustaining series are:

- *Coaches understand the ILP as a guided template for how to do focused, evidence-based instructional coaching (Process & Deliverable)*
- *Coaches (and teachers) have goal-setting and reflection conversations that include co-assessment grounded in data and artifacts of practice*
- *Coaches (and teachers) establish ILP goals as a sustained and consistent focus for the semester, guiding engagement in high leverage mentoring activities and forming the basis for artifact reflections (e.g., planning conversations, obs. cycles, and analysis of student learning)*
- *Coaches reflect on their ILP coaching practice with a peer using video of their coaching*
- *Coaches use their coachee's ILP to engage in a peer feedback session and to calibrate with the ILP rubric*

Session	Description	Links
Session #1 Tue 9/19	Develop a shared understanding of the purpose of the ILP and the coach's role Understand the steps of the ILP process Schedule and prepare for the Beginning of Year Reflection & Goal-Setting Conversation with your coachee Feel prepared to lead fall inquiry with a clear, OETF-aligned focus or goal that can be sustained throughout the ILP process	Asynchronous work Slides Recording
Session #2 Tue 10/17	Maintain a strong connection between your coachee's ILP goal/inquiry focus, the action plan, and the artifact analysis Prepare to identify and collect evidence of progress related to the teacher's ILP goal/inquiry Prepare to use coaching language and stances to facilitate evidence-based reflection on the teacher's progress toward their ILP goal/inquiry while capturing ILP notes in real time	Asynchronous work Slides Recording
Session #3 Tue 1/16	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Asynchronous work Slides Recording passcode: E%Z0&4db
Session #4 Tue 2/13	Use your coachee's ILP to engage in a peer feedback session and to calibrate with the ILP rubric	Asynchronous work Slides Recording Passcode: 0NNpcA8^
All Coach Forum Tue 4/30	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

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Peer Coaching - **REGISTER** [HERE!](#)

Peer Mentoring is an opportunity for continued application and feedback as you apply the knowledge, skills, and resources you explored in previous Coach professional learning and your prior experience. In this series, you will work collaboratively with peers to advance your coaching practice (and theirs). ([NTS MPS](#) 1.1, 1.2)

The outcomes for this Sustaining series are:

- *Coaches reflect on their own coaching skills to identify a goal/focus area.*
- *Coaches use reflective inquiry to improve coaching practice, with the support of peer consultancy, observation, and feedback.*

Session	Description	Links
Session #1 Tue 10/3	Review and ground practice in Mentor Practice Standards. Establish coaches' goal/inquiry for improving coaching practice this year.	Asynchronous work , Slides Recording
Session #2 Tue 10/17	Engage in consultancy with a peer to continue reflecting on your goal/focus. Collaboratively engage the peer coaching protocol to explore ways of giving more effective goal-aligned feedback.	Asynchronous work Slides Recording
Session #3 Tue 12/5	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Asynchronous work Packet, Slides Recording
Session #4 Tue 2/27	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Asynchronous work Packet, Slides Recording
All Coach Forum Tue 4/30	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

Supporting Teacher Wellness - [REGISTER HERE!](#)

Note: This series is being developed in collaboration with [The Teaching Well](#).

In this series, you will build your capacity as coaches to attend to the social emotional learning & wellness of your coachees by first attending to your own. You will explore the role of building your stress resilience and connected communication tools and applying those in practice ways to your learning focused conversations through coaching. You will have opportunities to give and receive feedback on videos of your coaching practice that are specifically focused on the application of these tools. ([NTS MPS](#) 1.3, 3.1, and 3.5)

The outcomes for this Sustaining series are:

- *Coaches identify their own stress signals and how that impacts their body, behavior, and communication, especially when coaching a beginning or early career teacher.*
- *Coaches expand their toolkit for self-regulation in times of stress and practice integrating a somatic or mindful tool into their preparation for coaching or directly into the coaching session itself.*
- *Coaches explore the difference between productive processing and venting and build discernment around allowing space for either or pivoting the focus as needed.*
- *Coaches try on ways to initiate or redirect towards equity reflections with beginning or early career teachers.*

Session	Description	Links
Session #1 Thu 9/14	(Stress Resilience) Through a somatic-based process, learn to identify your own stressors along the human function curve. Unpack how stress manifests in your body, behavior, and communication, as well as tools you can use to positively support yourself and by extension the folks you are coaching.	
Session #2 Thu 10/12	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	
Session #3 Thu 1/25	(Connected Communication) Participants will explore the ways in which stress leads to ruptures in communication. This session introduces the power of "Connected Communication," the practice of communication that builds bridges and not barriers with a particular focus on discerning between productive processing versus venting and facilitating equity reflections.	
Session #4 Thu 2/29	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	
All Coach Forum Thu 5/2	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform program improvements for the coming year.	Asynchronous work Slides Recording

Optional Sessions

The sessions below are optional, individual sessions that any coach may attend, due to need or interest, as part of our continued efforts to offer differentiated coach professional learning based on teacher and coach feedback.

Session	Description	Links
Thu 9/21	<p>Support Session for E-permit/Intern Coaches - REGISTER HERE! How can we best support Teachers with Emergency Permits (TEP) and/or Interns? Join this session to discuss the specific needs of TEPs and Interns and how coaching can support them to not only improve their practice and impact on student learning, but also support them on their credentialing journey.</p>	<p>Slides Recording</p>
Thu 9/28	<p>Support Session for Induction Coaches - REGISTER HERE! So...you completed the Coach Orientation, including reviewing the Induction-specific slides, but you still have questions! Maybe you felt unclear about how to best coach with the ILP last year...or maybe it's your first time, and you just want to make sure you are on track with what it means to coach a teacher in Induction. We'll be sure to highlight key requirements, deliverables, and make time to surface and answer as many of your questions as possible!</p>	<p>Slides Recording</p>

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