

2024-25 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 2024-25 NTSD Coach Professional Learning differentiated offerings. A few things to note:

- Coach PL sessions will be virtual from 4-5:30pm (unless otherwise noted).
- Coaches will be compensated at the negotiated hourly rate (\$47.50) or PGU hours for both completion of asynchronous pre-work (60 min) and attendance at the live sessions (90 min). You make this choice when registering on Frontline.
- Related links: [NTSD Calendar](#), [Coach Job Description](#)

First, confirm whether you are Foundational or Sustaining [here](#). Then, register on Frontline via “Register HERE!” links below. [Need help?](#)
 Note: If you do not currently have an OUSD account on Frontline, or you are having trouble with your Frontline account, please email talent@ousd.org and then 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 (min 75% of total time) qualifies you for additional Salary Advancement Credits (PGU or CEUs) and advances you to Sustaining 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 	Register HERE!
	<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"> ● What’s on Top for You? A Coaching PLC 	Register HERE!
	<ul style="list-style-type: none"> ● Book Club: Coaching for Equity by Elena Aguilar 	Register HERE!
	<ul style="list-style-type: none"> ● Coach Individualized Learning Plan (individual, fully asynchronous) 	Register HERE!
OPTIONAL sessions for ANY coach	<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 Tues 9/3 -or- Thurs 9/5	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.	Pre-work Slides Recording
Session #2 Tues 9/24 -or- Thurs 9/26	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.	Pre-work Slides Recording
Session #3 Tues 10/22 -or- Thurs 10/24	Strategically and intentionally use coach stances, with coach language, to continue building relational trust and teacher agency.	Pre-work Slides Recording
Session #4 Tues 1/14 -or- Thurs 1/16	Continue to deepen understanding and effective use of coaching language and stances through giving and receiving peer feedback.	Pre-work Slides Recording
Session #5 Tues 2/4 -or- Thurs 2/6	Prepare for effective coaching conversations in high leverage areas: Planning Instruction, Observation Cycles, Analysis of Student Learning	Pre-work Slides Recording
All Coach Forum Tues 4/29 -or- Thurs 5/1	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-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). Please note this opportunity is for the Foundational Series only (not for Sustaining Series options).

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Coaching for Positive & Productive Classroom Culture - [REGISTER HERE](#)

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.*
- *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.*
- *Strategize how to utilize the Mind the Gap framework along with the CCG to address a coaching challenge*
- *Practice planning to coach for positive and productive classroom culture*
- *Give and receive feedback on their coaching practice to support growth and development*

Session	Description	Links
Session #1 Tues 9/10	Make connections between equity in the classroom and the Classroom Culture Plan Guide (with related tools).	Pre-work Slides Recording Passcode: s0N.8\$UQ
Session #2 Tues 9/24	Explore assessing equity in the classroom and setting goals for improving classroom culture.	Pre-work Slides Recording Passcode: T7\$ZbYX3
Session #3 Tues 10/8	Get acquainted with the “Mind the Gap” framework and spend time putting it all together: MTG + CCG + goals + strategies	Pre-work Slides Recording
Session #4 Tues 11/5	Peer Coaching: Give/receive feedback on coaching for strong classroom routines and procedures.	Pre-work Slides Recording
All Coach Forum Tues 4/29	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-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:

- *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.*
- *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 Thurs 10/10	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.	Pre-work Slides Recording
Session #2 Thurs 11/14	Coaches use coaching tools to surface issues and engage mentees to reflect on their use of culturally responsive teaching and equitable practices.	Pre-work Slides Recording
Session #3 Thurs 12/12	Peer Coaching: Give/receive feedback on coaching for culturally responsive teaching.	Pre-work Slides Recording
Session #4 Thurs 1/30	Peer Coaching: Give/receive feedback on coaching for culturally responsive teaching.	Pre-work Slides Recording
All Coach Forum Thurs 5/1	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-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:

- *Use processes & tools to support beginning teachers through instructional planning conversations.*
- *Know & use coaching stems & language to surface beginning teacher knowledge and skill around instructional planning.*

Session	Description	Links
Session #1 Tues 9/17	Coaches know & use coaching stems & language to surface beginning teacher knowledge and skill around instructional planning	Pre-work Slides Recording
Session #2 Tues 10/15	Coaches use processes & tools to support beginning teachers through instructional planning conversations.	Pre-work Slides Recording
Session #3 Tues 12/3	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Pre-work Slides Recording
Session #4 Tues 2/4	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	Pre-work Slides Recording
All Coach Forum Tues 4/29	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-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 use practice using 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. ([NTS MPS 5.1](#))

The outcomes for this Sustaining series are:

- *Use the Pre-Observation Cycle tool to prepare for an upcoming observation cycle.*
- *Use specific coaching stems & language to facilitate reflection and growth.*
- *Collect low-inference observation data using the scripting or seating chart tools.*
- *Conduct an effective post-observation conversation that aligns to the mentee's observation focus and grounds reflection in the low-inference data collected.*
- *Reflect on completed pre- and post-observation meetings and observation data.*
- *Give and receive feedback on coaching practice to support growth and development.*

Session	Description	Links
Session #1 Thurs 9/19	Use the Pre-Observation Cycle tool to prepare for an upcoming observation cycle with their mentee. Consider how they 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.	Pre-work Slides Recording
Session #2 Thurs 10/17	Reflect on their completed pre-observation conversation and observation data collection with their mentee. Peer Coaching: Give and receive feedback on their coaching practice to support growth and development.	Pre-work Slides Recording
Session #3 Thurs 11/14	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 they will use coaching stems & language to facilitate the mentee's reflection & growth.	Pre-work Slides Recording
Session #4 Thurs 12/12	Reflect on their completed post-observation. Peer Coaching: Give and receive feedback on their coaching practice to support growth and development	Pre-work Slides Recording
All Coach Forum Thurs 5/1	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-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 Thurs 9/12	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	Pre-work Slides Recording
Session #2 Thurs 10/3	Peer Coaching: Exchange artifact-based feedback with a colleague regarding your ILP and beginning of year goal-setting.	Pre-work Slides Recording
Session #3 Thurs 10/24	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	Pre-work Slides Recording
Session #4 Thurs 12/5	Use your coachee's ILP to engage in a peer feedback session and to calibrate with the ILP rubric	Pre-work Slides Recording
All Coach Forum Thurs 5/1	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-work Slides Recording

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What's On Top For You? A Coaching PLC - REGISTER [HERE!](#)

Do you find yourself getting stuck repeatedly in certain coaching conversations? Or can't seem to find the right language to positively impact a specific teacher? In *What's on Top*, you'll engage with these professional dilemmas with a network of your coaching peers. Vibrant professional learning communities (PLCs) can be one of the most impactful ways to improve your practice. In these workshop sessions, we will investigate professional dilemmas and problems of practice, get targeted supportive feedback from peers, and apply new learning to these novel coaching situations.

This series is designed for coaches who wish to connect and learn from their peers within the broader OUSD landscape. ([NTS MPS 1.3](#))

The outcomes for this Sustaining series are:

- *Building community around coaching and leverage the expertise of fellow OUSD coaches*
- *Creating space for reflection and critical problem-solving*
- *Engaging in dilemma consultancies to connect more deeply with professional challenges*
- *Strengthening coaching practice via video analysis*

Session	Description	Links
Session #1 Tues 10/8	In session 1 we will launch our 24-25 PLC! We'll get to know one another and our context, co-create norms for our learning community, and tap into our collective expertise. <i>[Note: This first session was originally planned to be in person but has transitioned to zoom.]</i>	Pre-work Slides Recording
Session #2 Tues 11/19	Participants will bring a recent dilemma or challenge they are experiencing in the field. Through a video consultancy protocol, coaches will workshop their dilemma, leave with new perspectives informed by their peers, and be ready to apply new learning to their coaching practice.	Pre-work Slides Recording
Session #3 Tues 1/14	Participants will bring a recent dilemma or challenge they are experiencing in the field. Through a video consultancy protocol, coaches will workshop their dilemma, leave with new perspectives informed by their peers, and be ready to apply new learning to their coaching practice.	Pre-work Slides Recording
Session #4 Tues 2/25	Participants will bring a recent dilemma or challenge they are experiencing in the field. Through a video consultancy protocol, coaches will workshop their dilemma, leave with new perspectives informed by their peers, and be ready to apply new learning to their coaching practice.	Pre-work Slides Recording
All Coach Forum Tues 4/29	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-work Slides Recording

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Book Club: *Coaching for Equity* by Elena Aguilar - [REGISTER HERE!](#)

Do you enjoy deep dives into insightful books and reflective learning? Join us in a book club professional development series where we'll explore *Coaching for Equity* by Elena Aguilar. Through the first four chapters, we'll discover how to enhance our coaching practices, identify and address biases, and support and structure coaching conversations while affirming our commitment to equity. ([NTS MPS](#) 1.3, 2.4) **[Books will be provided 😊]**

The outcomes for this Sustaining series are:

- *Support diverse learning needs, promote equitable outcomes, and build a foundational understanding of key concepts, including Aguilar's model for transformational coaching.*
- *Recognize and address biases in their coaching conversations and foster a more inclusive and supportive environment for both educators and students.*
- *Prepare for structured and impactful coaching conversations with a focus on lesson/unit planning, data analysis, and observation cycles.*

Session	Description	Links
Session #1 Thurs 10/3	Discuss the introduction and Ch 1, "Transformational Coaching: A Model for Change." Explore Aguilar's model for transformational coaching and its role in driving equitable practices. Lay groundwork for integrating equity into coaching work.	Pre-work Slides Recording
Session #2 Thurs 11/7	Discuss Ch 2, "Jumping into Coaching for Equity," focusing on building relationships and addressing deficit mindsets. Explore the emotional landscape of coaching, including the importance of self-reflection and emotional vulnerability. Identify practical strategies for integrating these concepts into their coaching practices.	Pre-work Slides Recording
Session #3 Thurs 1/23	Discuss Ch 3, "How to Understand Race, Racism, and White Supremacy." Analyze the effects of white supremacy on educational practices and its implications for coaching. Consider strategies for addressing and dismantling systemic inequities in their coaching work.	Pre-work Slides Recording
Session #4 Thurs 2/20	Discuss Ch 4, "How to Talk About Race." Explore approaches for facilitating open and honest conversations about race within coaching. Address challenges and promote understanding and action towards equity in their coaching work.	Pre-work Slides Recording
All Coach Forum Thurs 5/1	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-work Slides Recording

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Coach Individualized Learning Plan (ILP) - [REGISTER HERE!](#)

Note: With the exception of the final session of the year, this series is completed individually and is fully asynchronous.

In this series, coaches will engage in their own Individualized Learning Plan (ILP) to develop an inquiry cycle using Mentoring Practice Standards (MPS) and video analysis to strengthen their coaching practice. This series is designed to give coaches a structured approach to self-reflection on your own time with recommended pacing throughout the year. ([NTS MPS 1.1](#) and MPS of choice [here](#))

The outcomes for this Sustaining series are:

- *Reflect on your own coaching practices through goal setting that is evidence centered.*
- *Engage in inquiry cycles centered in video analysis over time to analyze your own growth and areas of improvement*
- *Learn how to continue analyzing your own practice as a coach and make adjustments as needed through the school year even after this series is over.*

Session	Description	Links
Module #1 Sept/Oct (2 hrs)	Self-identify strengths and areas for growth in a particular MPS with evidence.	[All materials will be shared on Google Classroom]
Module #2 Oct/Nov (2 hrs)	Understand and demonstrate the ability to apply your MPS focus to the particular needs and context of a coachee in the form of an inquiry question and action plan for a coaching conversation.	
Module #3 Nov/Dec (2 hrs)	Reflect and articulate what their artifact demonstrates, their key learnings, how or to what extent engaging in this activity has supported them in making progress towards their Coach ILP goal/inquiry. Determine next steps related to coaching practice AND why (i.e., their intended impact/hope) in support of their MPS goal/inquiry. Identify, if any, what additional feedback they seek and from whom.	
Module #4 Jan/Feb (2 hrs)	Let's do it again! 2.0 (See Module #3 description)	
Module #5 Mar/Apr (2 hrs)	Analyze and reflect on their growth using data based pieces of evidence. Identify language from their MPS focal indicator that represents their current practice, showing how and why they think they are at this level.	
All Coach Forum Tues 4/29 -or- Thurs 5/1	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-work Slides Recording

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

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

As a new teacher coach, your ability to provide a grounded space for new teachers to co-regulate, reflect, and ultimately improve the craft of teaching is foundational. Join us in this four-part series facilitated by The Teaching Well and build concrete skills to support new teachers in building their stress resilience and interpersonal communication skills. During the first and third sessions, you'll learn about co-regulation and SEL coaching strategies and be invited to try them on. During the second and fourth sessions, you'll share back and have time for peer feedback and discussion. Join a community of peers who are centering the health and wellbeing of new teachers and find your own health and wellbeing bolstered too! ([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.*

Session	Description	Links
Session #1 Tues 10/8	(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 Tues 11/12	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	
Session #3 Tues 1/28	(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.	
Session #4 Tues 2/25	Peer Coaching: Give and receive goal-aligned feedback with a colleague.	
All Coach Forum Tues 4/29	With both Foundational and Sustaining coaches, identify successes and learnings from the year and also share perspectives to inform ongoing program improvements.	Pre-work Slides Recording

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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 9/19	<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 9/12	<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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