



North Dakota
Teacher
Support
System

Application for

ND Teacher Support System

2019-20

Instructional Coaches Academy

Cohort XI

Applicant name: _____

School and City: _____

Your completed application (first and last page) must be received at the address below by

5:00 PM CDT on Tuesday, August 27, 2019:

Erin Jacobson, Coordinator
ND Teacher Support System
Education Standards and Practices Board
2718 Gateway Avenue, Suite 204
Bismarck, ND 58503
ecjacobson@nd.gov
701-328-9644
Fax: 701-328-9647

Application process:

1. Read through Information section below.
2. Complete and sign the application form.
3. Obtain signature of building administrator agreeing to provide substitute coverage if needed.
4. Completed forms can be mailed, faxed or scanned with signatures and emailed to address on front of application. Applications must be received by 5:00 PM CDT on Tuesday, August 27, 2019.

Information:

- The 2019-20 Teacher Support System Coaches Academy XI will accept up to 40 participants for the cohort which will meet in Bismarck. **Participants who are presently serving as instructional coaches (working with multiple teachers to improve instructional skills) will have preference over others.** **The date we receive the completed application will also be considered if more than 40 applications are received. Please submit applications as early as possible so we can attempt to include all who qualify.**
- Training will be provided by Heather Clifton from Learning Forward. A certificate of completion will be provided for Academy members who complete the entire Academy.
- Training consists of six days. Dates are as follows:
 - **September 24 & 25, 2019, November 14 & 15, 2019 and January 21 & 22, 2020.**
 - All sessions will be held in Bismarck. The sessions will be at the Courtyard by Marriott.
 - Training begins promptly at 8 am and ends by 4 pm each day
- Training costs, materials, travel, hotel, and meals will be paid by the Teacher Support System. Any costs for substitute teachers are the responsibility of the school district.
- Attendance at all sessions is important. Please let us know if you need to miss a session.
- Successful applicants will be notified of acceptance by September 3. Upon acceptance, detailed information about booking hotel rooms, etc. will be sent.
- Credit for completion of training will be available through UND. Information will be sent to successful applicants.

Outcomes of training:

Coaches 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

Professional Development for Instructional Coaches will include:

- Change process
- Team Building
- Leadership training
- Trust/Relationship Building
- Adult Learning
- Professional Development Standards/Professional Learning Designs
- Facilitation/Meeting Skills
- Dealing with Resistance
- Relationships/Contracting with Principals (training with principals)
- Confidentiality
- Data Analysis
- Individual Coaching/Team Coaching
- Coaching skills and strategies
- Fierce Conversations
- Professional Learning Communities/Protocols for team work
- Accountability
- Sustainability

Application for ND Teacher Support System Instructional Coaches Academy Cohort XI, 2019-20

Name:
School and City:
Email address:
School phone number:
Home or cell phone number:
Home address (for reimbursement payments):
Position title:

Your answers to the following two questions will be used to determine preference for the Academy so be sure to provide a thorough answer to each.

Define your position. (Include a description of how your position requires you to support other teachers in developing their instructional skills. Your application can extend to as many pages as necessary.)

Tell why accomplishing the outcomes listed on the preceding pages for this training will be important to your school and its students. (Your application can extend to as many pages as necessary.)

Your signature: _____

Date: _____

ATTENTION ADMINISTRATOR: Your signature below signifies your agreement to provide any substitute coverage needed for applicant above to attend Academy training sessions.

Administrator signature: _____

Date: _____