

Instructional Coaching Virtual Workshop Series

Presented by: Dr. Nathan Lang-Raad

Dr. Nathan D. Lang-Raad is an educator, speaker, and author. He is the Chief Education Officer at WeVideo. Throughout his career, he has served as a teacher, elementary administrator, high school administrator, and university adjunct professor. He was the Director of Elementary Curriculum and Instruction for Metropolitan Nashville Public Schools, as well as education supervisor at NASA's Johnson Space Center. He is a Google Certified Educator, Microsoft Innovative Educator, Apple Teacher, and serves as the President-Elect of the ISTE Ed Leaders PLN. He serves as the US State Ambassador (Maine) for the Climate Action Project, a collaboration between the United Nations, World Wildlife Fund, NASA, and the Jane Goodall Institute.

Nathan is the author of five books: *Everyday Instructional Coaching*, *The New Art and Science of Teaching Mathematics* co-authored with Dr. Robert Marzano, *WeVideo Every Day*, *Mathematics Unit Planning in a PLC at Work*, and *The Teachers of Oz*, co-authored with Herbie Raad.

Nathan received a bachelor of arts degree in general science-chemistry from Harding University in Searcy, Arkansas, a master of education degree in administration and supervision from the University of Houston-Victoria, and a doctorate of education degree in learning organizations and strategic change from David Lipscomb University in Nashville, Tennessee.

Series	Workshop Title	NSOP Alignment	Description
One	A Day in the Life of a Coach	I - Defined Mission and Goals & III Host Community IV Faculty and Staff and V - Professional Development and Continuous Learning	In some respects the instructional coaching role is still being defined. Any ambiguity can lead to coaches focusing on everything else but coaching. To ensure this doesn't happen coaches must clearly define roles, develop a shared vision for coaching amongst staff, identify SMART goals aligned to school initiatives, and create a project calendar that clearly articulates a daily/weekly schedule for the coach. In this workshop, we will discover tools that will help coaches prioritize their role and organize their day. We will create a framework that explicitly states how the coach supports teachers and the goals of the academy. We will practice using tools to keep the coach

			focused on utilizing effective coaching practices, and explore strategies for effective facilitation of academy team meetings and PLCs.
Two	Creating a Collaborative Community	II - Academy Design and X-Sustainability	Coaches can establish a diverse, inclusive, purposeful, and collaborative community when they take the temperature of the school climate and invite people who have differing views to the table. Coaches often meet heavy resistance to collaboration because their schools have had an impermeable culture of continuing with practices that “work,” without questioning their validity, even when circumstances have changed. In this workshop, we will practice strategies to help collaborate at the highest levels, tackle implicit biases (e.g. the PAUSE strategy), leverage diversity, and embrace different personality types. We will also practice a balanced approach to collaborative team meetings (promoting both introverts and extroverts opportunities to contribute).
Three	Leading a Culture of Inquiry through Coaching	VI - Governance and Leadership and VII - Teaching and Learning and	Coaches can help teachers learn and grow not by telling them what to do but by asking questions and promoting inquiry. The school environment, the classroom, and the teaching profession are all undergoing large-scale changes in how they function in the context of global education. As our circumstances change, so must our thinking, and so must the questions we ask. If coaches continually ask questions, they have a better chance of arriving at solutions that will move teaching and learning forward. In this workshop, participants will apply the questioning model for spawning inquiry and explore effective questioning and feedback providing techniques that coaches can apply in the instructional coaching context.
Four	Community Engagement over Involvement	VIII - Employer, Higher Education, and Community Involvement	A community isn’t an afterthought, just a source of funding, or another buzzword in the world of academies, but provides the energy and freedom to inspire teachers and students to create and

			<p>share their voice. A community supports teachers with creating content, providing feedback to students to help them strengthen communication skills, and sparks the entrepreneurial spirit of students by providing opportunities for students to use resources (people and tools) to make a difference in the world. In this workshop, we will explore how coaches engage with their community to create opportunities for students to engage in projects that are interesting to them and that have a strong relevant connection to their daily life and the community they live in.</p>
Five	<p>Assessment Planning and Determining Proficiency</p>	<p>IX – Student Assessment</p>	<p>High quality teaching and learning begins with high quality assessment planning. In this workshop, we will create an assessment plan and calendar aligned to identified essential learning standards. This ensures that assessments are high quality and that students are clear about what is being assessed. In this workshop, we will develop common scoring agreements, rubrics, student work protocols, mastery progressions, and student evidence examples that are aligned to your academy pathways.</p>