UNITED IN LEARNING PROGRAM: SAMPLE SCHEDULE

Overview

Participants can expect to spend approximately 12 hours per unit in the program, including the online courses, direct training, and coaching.

The United in Learning Program occurs in two phases. The first phase is where your organization’s staff are trained. The second phase is when your organization’s staff trains the educators at the schools with whom you work. Phase 1 can be flexibly paced for the needs of the organization.

Each unit, participants will receive:
- 2 small group webinars
- Bi-weekly PLC support
- 1-2 individual coaching sessions
- Personalized reflection and feedback opportunities through the online course.
# Unit Review

<table>
<thead>
<tr>
<th>Unit</th>
<th>Lesson</th>
<th>Title</th>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>Intro</td>
<td>1</td>
<td>Welcome!</td>
<td>Understand the history of and the research behind the TeachUNITED model</td>
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<td></td>
<td>2</td>
<td>What it Means to be a Coach</td>
<td>Learn best practices and how to avoid pitfalls of instructional coaching</td>
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<td></td>
<td>3</td>
<td>Monitoring and Evaluating Teaching and Learning</td>
<td>Gain familiarity to M&amp;E processes; understand how data informs teacher and learning; learn how to measure impact of coaching</td>
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<tr>
<td>1</td>
<td>1</td>
<td>Know Your Why</td>
<td>Reconnect with your “why” for being involved in education</td>
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<td></td>
<td>2</td>
<td>Mindsets Matter</td>
<td>Understand the importance and impact of growth and fixed mindsets</td>
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<td></td>
<td>3</td>
<td>Leading with a Growth Mindset</td>
<td>Help teachers develop growth mindsets through your practices</td>
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<td></td>
<td>4</td>
<td>Feedback for Growth</td>
<td>Learn how to give educators growth-oriented feedback; learn how to coach educators to give growth-oriented feedback</td>
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<tr>
<td>2</td>
<td>1</td>
<td>Power of Engagement</td>
<td>Explore the crucial role that engagement plays in stickiness and ownership</td>
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<td></td>
<td>2</td>
<td>Engagement in the Classroom</td>
<td>Learn how to support teachers in moving students up engagement levels</td>
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<td></td>
<td>3</td>
<td>Engagement Strategies</td>
<td>Help educators design, create and evaluate lessons for engagement and impact</td>
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<td>4</td>
<td>Engagement in Practice- Microteaching</td>
<td>Explore best practices of microteaching and how to use it to support educator growth</td>
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<tr>
<td>3</td>
<td>1</td>
<td>Personalized Learning</td>
<td>Examine the elements of personalized learning and how it impacts student success</td>
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<td>2</td>
<td>Personalization and Metacognition</td>
<td>Understand the connection between personalization and metacognition to support academic achievement</td>
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<td>3</td>
<td>Challenges of Personalized Learning and Solutions</td>
<td>Understand common challenges to personalized learning and how to build capacity to solve them at the building level</td>
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<td></td>
<td>4</td>
<td>Place, Platform, and Pace</td>
<td>Develop and apply appropriate personalized learning strategies for your context</td>
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<tr>
<td>4</td>
<td>1</td>
<td>Data Driven Instruction</td>
<td>Understand the importance of using data to inform design, instructional practices, evaluation, and building goal setting</td>
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<td>2</td>
<td>Designing with Data</td>
<td>Design opportunities for data collection, analysis, and communication to improve student outcomes.</td>
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<td>3</td>
<td>School-Level Data</td>
<td>Learn strategies for sharing data with your school community, including teachers, leadership team, and board</td>
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<td></td>
<td>4</td>
<td>Networks of Practice</td>
<td>Build structures and strategies for creating data-driven PLCS</td>
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<td>Capstone</td>
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<td>Celebrating Success</td>
<td>Reflect on the strengths and successes of your work, peers, organization, and community.</td>
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Phase 1: Six Month Pacing

The following is a sample schedule for the first two months of a Phase 1 six month pace.

Pre-Program

- Readiness Assessment completed
- Goal Setting - intake leadership meeting
- Participants identified

Month 1

Introduction: Instructional Coaching

- **Increasing Collective Teacher Efficacy (Hattie, Effect Size 1.5)**
  - The shared belief of teachers in a school that they can positively impact students. It indicates a school staff that believes it can accomplish great things together.
- **Conceptual Change Programs (Hattie, Effect Size 1.16)**
  - Helping correct student misinformation by discussing relevant and common misconceptions when introducing new concepts or information.

Week 1

- Welcome calls and sessions with participants
- Kickoff Presentations with Organization (1-2 hours)

Contact Us: partnerships@teachunited.org
Month 1 Continued

Week 2
• Participants begin Introduction (1-2 hours)
  ◦ Lesson 1: Welcome
  ◦ Lesson 1: Assignment
• Coaching sessions (1 hour)

Week 3
• Participants continue Introduction (1-2 hours)
  ◦ Lesson 2: What it means to be a coach
  ◦ Lesson 2: Assignment

Week 4
• Participants complete Introduction (1-2 hours)
  ◦ Lesson 3: Monitoring and Evaluating Teaching and Learning
  ◦ Lesson 3: Assignment
• Coaching sessions (1 hour)

M&E for Q1 Completed
• Benchmark surveys
• Data Leadership Meeting & Analysis

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Month 2

Unit 1 Focus: Growth Mindset

- *Increasing Collective Teacher Efficacy* (Hattie, Effect Size 1.5)
- *Conceptual Change Programs* (Hattie, Effect Size 1.16)

Week 1

- Participants begin Unit 1 (1-2 hours)
  - Lesson 1: Know Your Why
  - Lesson 1: Assignment

Week 2

- Participants continue Unit 1
  - Lesson 2: Mindsets Matter
  - Lesson 2: Assignment
- Coaching sessions (1 hour)

Week 3

- Participants continue work in Unit 1 (1-2 hours)
  - Lesson 3: Leading with a Growth Mindset
  - Lesson 3: Assignment
- Participants register for webinars: 1 Growth Mindset Webinar and 1 Tools and Strategies Webinar (1 hour each; 2 hours total)

Week 4

- Participants finish Unit 1 (1-2 hours)
  - Lesson 4: Feedback for Growth
  - Lesson 4: Assignment
- Growth Mindset Check-In Call (1 hour)