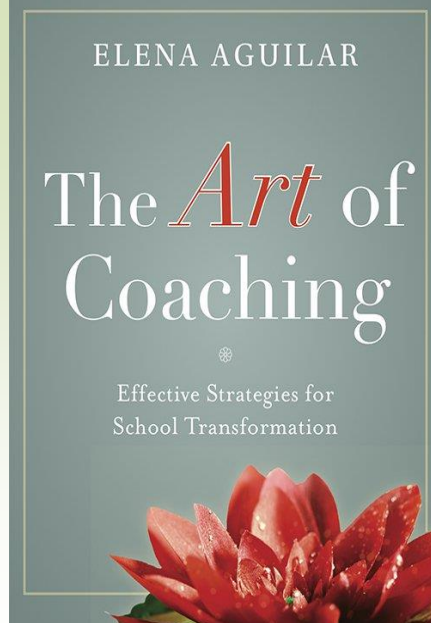


A Newsletter for Five Keys' Instructional Programs



With Intention

The Art of Coaching: Going Where No PD Has Gone Before...

I am currently enjoying the book *The Art of Coaching* by Elena Aguilar. And I regret that this book was not part of my transition from teacher to school administrator! It provides a lot of research, resources, and strategies that can be used to support teachers and also transform a school. Aguilar's 20 years of teaching and coaching also make her a credible source of information.

Aguilar asserts that coaching (the act of using coaches at one's school) provides more effective professional development than the traditional in-service PDs offered at a school. In her opinion:

Coaching can build will, skill, knowledge, and capacity because it can go where no other professional development has gone before: into the intellect, behaviors, practices, beliefs, values, and feelings of an educator. Coaching creates a relationship in which a client feels cared for and is therefore able to access and implement new knowledge. A coach can foster conditions in which deep reflection and learning can take place, where a teacher can take risks to change her practice, where powerful conversations can take place and where growth is recognized and celebrated. Finally, a coach holds a space where healing can take place and where resilient, joyful communities can be built.

I like the idea that "a coach holds a space where healing can take place," because it has me thinking about how important it is for educators to engage in their own Restorative Practices, as we can feel impacted by our different experiences within a flawed educational system. So much time is focused on how students are harmed by the educational system, and while they truly have suffered from bad policy, budget cuts, and overall decision-making, how many teachers (and administrators) have also felt disappointed and disillusioned by things out of our control? How do we continue to do our jobs every day, with so many obstacles? What specific tools can we develop to help us navigate through the range of emotions that working in a school can bring out of us? *(Continue on the next page...)*

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CAPTION: Rachel Dalton is the Teacher Development Coach for Los Angeles teachers; many of whom are in the school's Career and Technical Education program (CTE).

The Art of Coaching: Going Where No PD Has Gone Before (continued...)

The *Art of Coaching* emphasizes the importance of understanding the larger systemic issues that affect our students, classroom and school experiences. According to Aguilar, without understanding the larger systems at play, “our responses to immediate problems will be misguided, often tend to blame individuals, and are not likely to result in sustainable change.” Transformative Coaching is a coaching style in which the coach helps teachers and other school leaders to understand our respective “spheres of influence” so that we can know what we can and cannot change, and make professional shifts accordingly.

It is with coaching in mind, that I developed this edition of [With Intention](#). I am happy to share with you some of the wonderful things that are occurring within Five Keys, and provide the research that supports these endeavors. I hope you enjoy the information! Thank you for reading!

-Amerika Sanchez, Director of Instruction

“The teaching profession can be really isolating, especially at Five Keys, where we are spread out and move locations frequently. It can be hard to develop a consistent relationship with peers who you can rely on for support and help.” -Rachel Dalton, Teacher Development Coach

“Coaching Teachers: What You Need to Know” [Article]

“Essentially, coaching is a process that can move a person from where he is to where he wants to be. A coach needs to ‘enroll’ a teacher—get him brought into the process. *A teacher has to want it.* This must be said because coaching cannot be mandated (principals may need to be reminded of this at times).”

Click on the link below, to read the rest of this article:

<http://www.teachingquality.org/content/coaching-teachers-what-you-need-know>

Highlight: Teacher Development Coach Rachel Dalton

Rachel Dalton has served as a Five Keys teacher, having worked at sites in San Francisco and Los Angeles. She has recently been assigned as the Teacher Development Coach in Los Angeles. She writes about her transition from teacher to teacher coach, below:

I have been teaching high school for seven years, and five of those years have been with Five Keys. I have taught at community sites and in the traditional classroom setting, inside jail and out. I love working with our students because they are at a transition point in their lives and it is exciting to facilitate the development of their confidence and knowledge and to witness their growth. All of us know that our population is so special and once you teach adults who have been through hard times and truly accept the value of education, you don't ever want to leave them.

I am really excited about my new role as a teacher coach. Our teachers are really dedicated and want our students to succeed, and I get to help them reflect on their practice and to continually improve what they do. Even the most experienced teachers know that a teacher's learning is never done! The teaching profession can be really isolating, especially at Five Keys, where we are spread out and move locations frequently. It can be hard to develop a consistent relationship with peers who you can rely on for support and help. I hope to be that peer for Five Keys LA teachers: someone who understands the challenges of the job, can offer support in the form of resources and ideas, can connect teachers with each other, and really cares about teachers and their success in the classroom. When we support teachers, we support students, and I am thrilled that Five Keys is putting resources into supporting teachers by placing me in this position.

NOTE: Rachel works full-time as a Teacher Development Coach, supporting approximately 16 teachers this year, who have either CTE or Adult Designated Subjects credentials. Teachers with these credentials need to have a mentor for at least two semesters, according to California's new credentialing requirements.



CAPTION: Kathy Rose supports her colleagues at community and jail sites throughout San Francisco.

"I am very excited about my new role as "lead teacher". I see this role similar to the way I see working with my students: the teaching and learning goes both ways!"

-Kathy Rose, Lead Teacher



"Leading Teaching from the Classroom: Teachers as Leaders" [Article]

"Today, leadership roles have begun to emerge and promise real opportunities for teachers to impact educational change—without necessarily leaving the classroom. Teachers are now serving as research colleagues, working as advisor-mentors to new teachers, and facilitating professional development activities as master teachers."

Click on the link below, to read the rest of this article:

<http://www.sedl.org/change/issues/issues44.html>

Highlight: Lead Teacher Kathy Rose

Kathy Rose has served as a Five Keys teacher, having worked in jail and community sites in San Francisco. She has recently been assigned as a Lead Teacher, facilitating Common Planning Time during staff meetings and mentoring teachers in jail and community sites. She writes about her journey into teaching, below:

I started volunteering in NY prisons as a co-facilitator in Transitional Services in 2002. I was so touched and inspired by the stories and persistence of the incarcerated men, I knew right away that I wanted to be a teacher in jails and prisons. After receiving my undergraduate degree from Vassar College studying Sociology and Visual Art, and writing my thesis entitled "From Prison to Community", I moved to California in 2005 to volunteer/intern at Five Keys and bring art projects into classes. Continuously inspired by the students I was working with in SF jails and communities, I went back to school at the New College of California in SF to get my CA Teaching Credentials in 2007. I studied critical pedagogy and the works of Paulo Freire, which highly influenced my teaching philosophies. After student teaching at Five Keys, I was offered a full time teaching position and have been enjoying teaching here ever since.

At Five Keys I have taught a variety of subjects in various settings: in jail and in the community, ISP and site-based classrooms, small and large group settings. Restorative Justice, Visual Art, and basic Literacy are some of my favorite subjects to teach. I strongly believe in social justice, restorative justice, and the connection between education and freedom. I am very excited about my new role as "Lead Teacher". I see this role similar to the way I see working with my students: the teaching and learning goes both ways! I look forward to working with and learning from/with the teachers I will be "coaching" so that we can grow together to meet the needs of our students. I am happy to provide support, share ideas, and help in any way possible.

NOTE: Kathy is supporting five teachers this year, in addition to maintaining an 80% teaching workload.

What Are the Lead Teacher Qualifications at Five Keys?

Five Keys' 2014-2017 collective bargaining agreement with United Educators of San Francisco clearly articulates the requirements of serving as a Lead Teacher. It states that a Lead Teacher candidate must have a clear credential in his or her subject matter, must have at least 6 months of experience teaching at Five Keys, and must have at least a satisfactory rating on his or her most recent teaching performance evaluation. Through the process of completing an application and interviewing for the role, a Lead Teacher candidate must also be able to articulate appropriate skills to provide instructional support to his or her colleagues.

If you are confident that you meet these requirements and are interested in serving as a Lead Teacher, please reach out to your direct supervisor. He or she may be able to work with you to develop some leadership opportunities (such as presenting at a staff meeting, presenting at a PD Day, or organizing a group of teachers to collaborate together during Common Planning Time). These informal leadership opportunities would make you stand out as a candidate, when the next round of Lead Teacher positions are available.



CAPTION: Kai Marks supports her colleagues at community and jail sites throughout San Francisco.

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“When teachers know they are valued and supported, they take healthy risks to innovate and do great things on behalf of their students.” –Kai Marks, Lead Teacher

Highlight: Lead Teacher Kai Marks

Kai Marks has served as a Five Keys teacher for three years, working in a community site in San Francisco. She has recently been assigned as a Lead Teacher, facilitating Common Planning Time during staff meetings and mentoring teachers in jail and community sites. She writes about her experiences with teaching and mentoring, below:

I have been teaching for 18 years in middle school, high school, college, and university settings. I have also served as an administrator in the areas of teacher support, program direction, curriculum, and professional development—and I have served as a BTSA Support Provider. This is my third year with Five Keys. I take my vocation as an educator very seriously, and I can't imagine anything I'd rather do with my life. The primary responsibility of any educational leader is to treasure all teachers and to put teachers' needs first. When teachers know they are valued and supported, they take healthy risks to innovate and do great things on behalf of their students. The quality of students' learning and experiences rises exponentially. Everything falls into place.

All too often, teachers are asked to do too much with too little support. And often, their talents, hard work, dedication, and strengths go unrecognized. The role of a Lead Teacher is to provide much-needed support and affirmation; to bear witness to the great things teachers do every day; and to help create an atmosphere of trust. A teacher can only grow and reach their highest potential when it is safe for them to do so. A Lead Teacher should serve a catalyst for positive change and should improve the quality of the experience for both teachers and students alike.

I am delighted to be serving in this role with Five Keys, and I am grateful to be working with so many hard-working, dedicated people.

NOTE: Kai is supporting five teachers this year, in addition to maintaining an 80% teaching workload.

Recognizing Our BTSA Support Providers!

In addition to our Teacher Development Coach and Lead Teachers, who do their work with teachers during the footprint of the regular school day, we also have Support Providers for the Beginning Teacher Support and Assessment Program (BTSA)! These educators coach and support teachers needing to clear their single subject, multiple subject, and Special Education credentials, and they do most of their coaching outside of school hours.

While we have had great Support Providers within the past three years, who are no longer serving in those roles, here is the list of current Support Providers, working with Participating Teachers this year:

Rachel Dalton (Los Angeles)
Margot DeGrave (Los Angeles)
Natalie Eckhart (Los Angeles)
Gale Rosboro (Los Angeles, San Francisco, Solano)
Andy Thompson (Los Angeles)

There will be more coverage on BTSA in this newsletter, towards the end of the year, when the teachers participating in the program complete their coursework!

NOTE: Five Keys has been partnering with the El Dorado County Office of Education for three years now, using their largely online-based BTSA Program to support our teachers in San Francisco, Los Angeles, and now Solano County! According to state requirements, BTSA Support Providers need to have at least three years of teaching experience with their clear credential.