



APPLIED
COACHING
FOR PROJECTS

EVIDENCE BRIEF

from ACP Professional Learning, Coaching, and Implementation Support

2024–2026

Applied Coaching for Projects helps schools and systems strengthen teaching, learning, and leadership through five connected areas:

- ✓ Project-Based Learning
- ✓ Social and Emotional Learning
- ✓ Empowered Learning Environments
- ✓ Actionable Assessment
- ✓ Transformational Leadership and Coaching

ACP does not begin with a fixed program and ask every school to adapt to it. We begin with the partner's context: its learners, educators, priorities, strengths, and challenges. From there, we design professional learning, coaching, and implementation support around the work already in front of people.

Recent Evidence at a Glance

85+

Schools and organizations
represented

91%

Received practical
strategies or tools

100%

Rated facilitator
expertise highly

90%

Reported greater confidence
applying their learning

99%

Rated facilitator communication
and responsiveness highly

88%

Found the content relevant to
their needs

“

Great presenter. Very knowledgeable and presented the information in a way that was easy to comprehend, while also encouraging collaboration and thinking.”

Nicole

K–2 Classroom Teacher
Ho’okele Elementary School

“

[Our presenter] knows our district so well. She knows our elementary curriculum and that we are coming at this from an IB mindset, which I really appreciated. It made the learning so relevant for us.

Paula Beaumont

Third-Grade Classroom Teacher
Hubbell Elementary School,
Des Moines Public Schools

Across ACP’s areas of practice, the goal remains consistent: help educators create meaningful learning experiences while building the capacity to continue improving after the session ends.

PROFESSIONAL LEARNING EDUCATORS CAN USE

The clearest pattern across participant feedback was usefulness. Educators described creating projects, strengthening curriculum, aligning standards, embedding assessments, and identifying learner needs.

The largest portion of ACP's current feedback comes from Project-Based Learning engagements. This provides a particularly strong view into how ACP helps educators make complex planning more manageable while preserving rigor, relevance, and professional judgment.

What Educators Worked On

Participants described using their professional learning time to:

- ✓ Begin with standards and intended learning
- ✓ Develop authentic, real-world learning experiences
- ✓ Connect projects to local culture, place, and community
- ✓ Plan differentiated activities and formative assessments
- ✓ Create daily lessons and assessments
- ✓ Strengthen existing school and grade-level projects
- ✓ Use AI to support planning without replacing professional expertise

"I was able to use my new knowledge to create a PBL based on Native Hawaiians bringing kalo to Hawai'i. I can use PBL in my first-grade classroom."

Roddriann Ocier

First-Grade Classroom Teacher
Benjamin Parker
Elementary School

"PBL is not adding more to your workload, but making it easier and more engaging."

Kelsey Brown

Grades 3–5 Classroom Teacher
Hubbell Elementary School,
Des Moines Public Schools

"Something that inspired me was how easy it is to incorporate PBL within our own curriculum."

**Thomas James
Windrath**

High School Social Studies
Teacher
Radford High School

"Students can learn by solving real-world problems and creating meaningful projects. There is an emphasis on student voice, choice, and collaboration in the learning process."

Ma. Patricia Canaleja

Elementary Classroom Teacher
Lehua Elementary School

The evidence does not suggest that every educator left with a finished product. It shows something more realistic: educators left with stronger work, greater clarity, and a concrete path forward for successful implementation in the future.

FROM LEARNING TO IMPLEMENTATION

Positive reactions to professional learning matter, but they are not the same as implementation.

A stronger signal appeared in what educators said they planned to do after the experience.

Participants planned to:

- ✓ Finalize curriculum and build assessments
- ✓ Strengthen daily lessons
- ✓ Collaborate with grade-level and content-area teams
- ✓ Implement projects during upcoming units and quarters
- ✓ Conduct classroom walkthroughs
- ✓ Provide follow-up coaching
- ✓ Facilitate professional learning for colleagues
- ✓ Share resources and learning with school-based teams

One educator continued working almost immediately:

"I went home after the first workshop and used the program for over seven hours, fleshing out ideas that could go into my PBL."

Isaiah

High School Classroom Teacher
Waipahu High School



Another participant connected PBL directly to an important part of the instructional process:

"PBL allows for continuous assessment."

Sean Spinks

High School Classroom Teacher
Waipahu High School



ACP's evidence also includes job-embedded coaching and support for educators responsible for helping others implement new practices.

"The coach visited classrooms to provide culturally responsive feedback to teachers around their standards-based instruction. Feedback was provided afterward on best practices and small improvements."

Rachel

Instructional Coach
Kapa'a Middle School

Rachel's next step was to follow up with individual teachers and provide additional coaching and support.



These responses do not prove sustained implementation on their own. They demonstrate implementation readiness: educators left with identifiable work, clear decisions, and specific actions they intended to take.

BUILDING CAPACITY BEYOND A SINGLE WORKSHOP

ACP's work is designed to extend beyond the individual participant and the day of the workshop. Across our areas of expertise, we combine professional learning with coaching, leadership development, collaborative planning, classroom observation and feedback, and implementation support. Sustained change becomes more possible when educators have ongoing resources and support and when leaders are equipped to guide the work.

Dr. Carrie Gabriel describes the kind of sustained partnership that now informs ACP's approach:

"Our teachers had the opportunity to work directly with [our professional learning partner] for years. The continued and focused collaboration gave our teams a sense of trust and partnership in which they felt comfortable digging deeper into their work to create authentic experiences for students. Her consistent support and availability throughout the year gave us the level of support we needed. She also provided me with the tools I needed as a leader to guide our teachers in this work. It's been fun to see how Applied Coaching has evolved in supporting learners in the current educational landscape."

Dr. Carrie Gabriel

Assistant Principal
Discovery Middle School
Liberty Public Schools

Leaders also described how they planned to extend the learning after shorter engagements:

"It made me feel like it would save a lot of time on research and planning and give us more time to make better-quality projects."

DeAnne Shibaoka

School Leader
Pearl Harbor Kai Elementary School

DeAnne's next step was to share the learning with her school's PBL cadre.

Together, these perspectives illustrate what ACP means by capacity building: not simply delivering a strong workshop, but strengthening the trust, leadership, collaboration, and internal ownership needed to carry the work forward.

What the Evidence Supports

Recent participant feedback provides strong evidence that ACP professional learning is:

- ✓ Led by knowledgeable and responsive facilitators
- ✓ Relevant to educators' professional responsibilities
- ✓ Grounded in practical strategies and usable tools
- ✓ Helping educators approach complex work with greater confidence
- ✓ Producing concrete curriculum, assessment, coaching, and implementation work
- ✓ Supporting coaches and leaders who can extend learning within their schools

Professional Learning Designed for Real Work

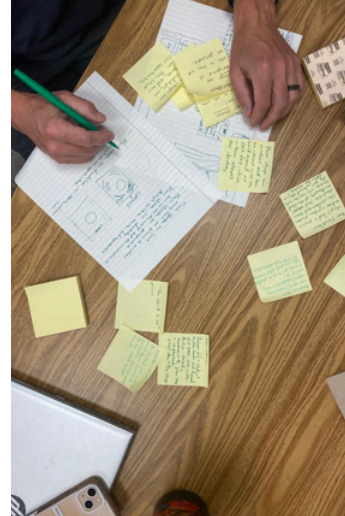
ACP partners with schools and systems to design learning around their people, priorities, and goals.

We help educators create work they can use. We help coaches support implementation. We help leaders build the conditions and capacity needed for meaningful change.

Pedagogy with Purpose:
Community, Compassion, Change.

EMAIL

WEBSITE



ABOUT THIS EVIDENCE BRIEF

We created this brief using participant feedback and ACP engagement records collected between 2024 and 2026.

The percentages come from recent ACP post-session feedback forms. We checked the original files, removed duplicate exports and clear test entries, and calculated each result using the valid answers to that question. Because participants did not always answer every question, the number of responses varies by item. Detailed counts and item-level results are available upon request.

Our school and organization reach includes affiliations participants reported as well as engagements ACP can confirm. A school's inclusion does not necessarily mean it contracted directly with ACP or formally endorses our work.

Most of the feedback we currently have is connected to Project-Based Learning. We also have evidence from leadership development, instructional coaching, classroom walkthroughs, and implementation support. The results show how participants experienced the learning, what they completed, and how prepared they felt to use it. They do not tell us whether learner outcomes changed or whether implementation continued over time.

We checked every quotation against the original response. Some were shortened or lightly edited for spelling, punctuation, and readability, but we did not change their meaning. Names, roles, and school affiliations are included with permission.

AI-assisted tools were used to help organize and synthesize the data and support early drafting. All figures, quotations, attributions, and interpretations were reviewed against the original source records, and ACP made the final editorial decisions.