



EDGEWOOD COLLEGE

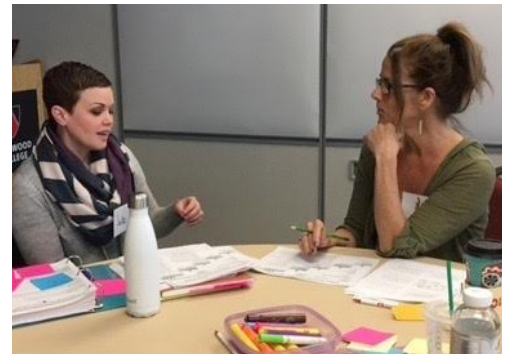
ADVANCED INSTRUCTIONAL COACHING CREDENTIAL PROGRAM

A Year-long Supported Learning Community: 2017-18 EDGEWOOD COLLEGE PROFESSIONAL DEVELOPMENT

BUILDING FROM THE SUCCESS OF THE FIRST YEAR COACHING CREDENTIAL PROGRAM, EDGEWOOD COLLEGE PROFESSIONAL DEVELOPMENT IS PROVIDING A NEW ADVANCED CREDENTIALING PROGRAM DURING THE COMING SCHOOL YEAR. THE PROGRAM DESIGN IS BASED UPON THE FOLLOWING OBJECTIVES:

PARTICIPANTS WILL...

- deepen their coaching identities and increase skillful coaching conversations to support teacher thinking and agency.
- expand their facilitative repertoire in supporting school improvement processes, data analysis, team development, effective meetings, and cognitive conflict
- explore new supporting functions including mentoring new teachers, developing peer observations/coaching, and presentation skills.
- reflect on their coaching strengths/areas for growth to develop a personalized learning plan for the year
- experience the ongoing support of a coaching cohort, problem-solving with colleagues, and consultation/coaching across the school year.



PROGRAM DESIGN

Meeting approximately every three weeks across the school year, these Saturday professional development sessions will provide a setting in which learning, practice and reflection are fostered. Between sessions, participants will be asked to apply role-specific strategies and skills in their school or district contexts. The Saturday meetings (10:00 AM -3:00 PM) will include time to problem-solve around setting-specific issues, and participants will receive resources that support their deepening coaching practice.

INTENDED PARTICIPANTS

Current or aspiring instructional coaches at the school or district level including literacy or math coaches, positive behavior support coaches, peer coaches, program support teachers, and administrators integrating coaching into their support of teachers.

This advanced credential program is intended for those who have completed the Instructional Coach Credential through Edgewood or who have comparable background knowledge and skills. Please contact one of the instructors if you are unsure about the appropriateness of your participation in this advanced program. Register at Quick Enroll <http://pd.edgewood.edu>

1. SESSIONS 1-3

Deepening One's Coaching Identity and Practices

Building on previous learning and practice based upon the Coaching Cycle, participants will participate in activities that re-ground themselves in the theory of coaching, the beliefs of a coach, the micro-skills of coaching, and the different coaching conversations. Skills will be practiced in each session and participants will gain greater fluency in moving across different supportive "stances."

11/4 Re-grounding in the Foundations of Coaching

- The Centrality of Identity in Coaching
- Constructivist Beliefs of a Coach
- Trust and Rapport
- From Presumptions to the Micro-skills of Coaching
- The Planning Conversation in a Coaching Cycle
- Calibration within the Planning Conversation to Curriculum and Instructional Standards
- Video Reflection: Planning Conversation

12/9 Completing the Coaching Cycle

- Data Collection Stemming from the Planning Conversation
- Possible Methods and Tools of Data Collection
- Revisiting the Reflective Conversation
- Providing Data as Feedback on Practice
- The Power of Mediation Questions
- Feedback and Stages of Adult Development
- Video Reflection: Reflective Conversation

Date TBD The Problem Resolving Conversation

- Revisiting the Concept of Holonomy
- Diagnosing Problems through the Lens of the States of Mind
- Emotional Intelligence in the Coach
- Pacing and Leading
- Coaching and Consulting: Adaptive Shifting of Stances
- Hard Conversations, Sticky Problems, and the Ethics of Coaching
- Video Reflection: Problem-Resolving Conversation

2. SESSIONS 4-6

The Coach's Role in Supporting School Improvement, Data Exploration and Analysis, Team Development, Meeting Effectiveness, and Cognitive Conflict

1/6 The Coach as Change Agent in an Improving School

- Coaching in an Optimal Context: Revisiting Adaptive Schools
- Principles of School Improvement
- Systems Thinking and Change
- Processes to Facilitate "Owned" Improvements
- Coaching for Equity
- Video Reflection: Facilitating a Group Process

1/27 The Coach as Facilitator of Data Work and Effective Meetings

- Data as Catalyst for Reflection and Action
- Revisiting Data Dialogue Concepts, Model, and Processes
- Meeting Purposes and Standards
- Effective Meeting Practices
- Evaluating Meetings
- Video Reflection: Facilitating a Meeting

2/17 The Coach as Developer of Collaborative Teams that Can Engage in Cognitive Conflict

- Effective Teams
- Coaching Teams
- Emotional Intelligence in Teamwork
- Collaboration and Conflict: Two Sides of Community
- The Power of Engaging in Cognitive Conflict
- Conflict as an Equity Strategy

3. SESSIONS 7-9

The Coach's Role in Mentoring Teachers, Fostering Peer Observation and Coaching, and Professional Development Designer/Presenter

3/10 Induction Systems and Mentoring of New Educators

- Mentoring and Coaching: Role Similarities and Differences
- The Distinctive Needs of a New Educator
- Teacher Induction Systems and Strategies

4/7 Developing a Culture of Collaborative Peer Observation and Coaching

- Purposes of Peer Observation and Coaching
- Instructional Rounds
- Inquiry-based Walkthroughs
- Peers Providing Data to Peers
- Developing Peer Coaching Skills

4/28 The Art of Designing and Presenting Professional Development

- Professional Development Models and Design Features
- Planning Professional Development Presentations
- Presentation Skills
- Video Reflection: PD Presentation

COMMENTS FROM STUDENTS IN THE 2016-17 INSTRUCTIONAL COACHING CREDENTIAL PROGRAM

- "My principal sat down with me and told me how impressed she has been with me this year. She has seen me grow so much as a coach. She can't get over how my confidence has improved and how comfortable I am having conversations with my staff."
- "I understand better how to advocate and prioritize. I have tools that are embedded in a foundation of building a teacher's capacity, not just dealing with change on a surface level."
- "Not only will I use the information I learned in my career, but also in my personal life."

ADVANCED INSTRUCTIONAL COACHING CREDENTIAL PROGRAM

COHORT FACILITATORS/PRESENTERS

Kelly Jones and Ron Lott will co-facilitate the sessions. Ron has over 15 years experience in designing professional development for coaches. He teaches a graduate course in teacher leadership at Edgewood College and believes that the practice of coaching offers the greatest potential for individual and organizational change.

Kelly Jones has been an active instructional coach in Madison WI for the past 11 years. In addition to engaging in coaching conversations with teachers, she designs professional development, facilitates team meetings & acts as data coordinator. Kelly is a National Board Certified Teacher with a Masters in ESL.

COST AND CREDENTIAL

\$1,199 for the year-long series, plus an \$80 materials fee. Total of \$1,279 includes ongoing support, problem-solving, consultation/coaching across the school year, and, in March and April, a customized pathway of targeted sessions. Cost can be made in two payments. Contact Ken at ksyke@edgewood.edu

Upon successful completion of all the sessions, application of the strategies and skills, and reflective papers, participants will receive an Instructional Coaching Credential from Edgewood College indicative of instructional coaching expertise.

EDGEWOOD COLLEGE GRADUATE-LEVEL CREDITS

Participants have the option of receiving three (3) Edgewood College graduate-level credits for each set of three Saturday sessions and related work, for a possible total of 9 credits. Participants can earn three, six or nine credits for an additional cost of \$180/credit (\$540 for 3 credits, \$1,620 for 9 credits). The credit or no credit decision can be made at any time during each 3-session block. Additional information will be available at the Saturday sessions.

QUESTIONS

About sessions and content: Ron Lott at rlott.thor@gmail.com

About credential and credits: Ken Syke at ksyke@edgewood.edu

All sessions will be 10:00AM – 3:00PM at the Edgewood College Deming Way Campus, 1255 Deming Way, Madison, WI.

REGISTER AT QUICK ENROLL [HTTP://PD.EDGEWOOD.EDU](http://pd.edgewood.edu)



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1255 Deming Way | Madison, WI 53717 | (608) 663-4861