



EDGEWOOD COLLEGE

# Instructional Coaching Credential Program



## A Year-long Supported Learning Community: 2019-20 EDGEWOOD COLLEGE PROFESSIONAL AND CONTINUING EDUCATION

Edgewood College is providing a credentialing program that offers current and aspiring instructional coaches the opportunity to:

- Explore the identity of a coach, understand the power of coaching, and develop capabilities to support the varied roles that coaches serve in schools and districts.
- Gain the skills necessary to be successful in a coach's core responsibilities: data facilitation, instructional coaching, and professional development design.
- Experience the ongoing support of a coaching cohort, problem-solving with colleagues, and consultation/coaching across the school year.

### PROGRAM DESIGN

Meeting approximately monthly, these Saturday sessions will provide the research-based practices that align with effective instructional coaching. Between these sessions, participants will be asked to apply learning in their school or district contexts, culminating in short reflective papers.

Each session will include time to problem-solve around setting-specific issues, and participants will receive resources that support their growing 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.

### COHORT FACILITATORS/PRESENTERS

Kelly Jones and Ron Lott 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 13 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.

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## 1. FOUNDATIONS OF COACHING

Instructional coaching provides a critical component in a systematic approach to professional development. Coaching is most optimally contextualized in an adaptive school.

The first three meetings will focus on the “why” and “what” of coaching including the research and theory of effective coaching practices.

Beginning coaching scaffolds will be provided, and guided practice in planning and reflective conversations will be a regular session feature.

**Sessions: Saturdays 9:00AM – 2:00PM**

### SEPTEMBER 14, 2019

- Why coaching?
- What is coaching?
- What are some initial coaching practices?

### OCTOBER 19

- What is an adaptive school?
- What are adaptive practices? In what ways is coaching adaptive?
- Mastering planning coaching conversations

### NOVEMBER 16

- How is adaptivity related to inquiry, self-directedness and collaboration?
- How is trust developed? Deepened?
- Mastering reflective coaching conversations

## 2. CORE RESPONSIBILITIES OF A COACH

Coaches serve an array of roles in schools. Three specific roles that are core responsibilities of coaches are:

- Facilitation of data dialogue
- Developing instructional coaching cycles
- Designing and delivering high-quality professional development.

Each of the winter sessions will offer helpful strategies, approaches, tools and skills to support growth in these three roles.

**Sessions: Saturdays 9:00AM – 2:00PM**

### DECEMBER 7

- How can coaching conversations become integrated into teaching cycles?
- How does a coach facilitate the collection of data in a coaching cycle?

### JANUARY 11, 2020

- What are different ways of talking? Why does knowing the difference matter?
- What is Data Dialogue?
- What processes help facilitate authentic engagement in data work?
- How does a coach guide data study from analysis to action?

### FEBRUARY 8

- What does research suggest about effective professional development?
- What PD standards, models and methods of evaluation support this research?
- How does a coach design and deliver effective professional development?

## 3. DEEPENING OF ROLES

Coaches act as change agents. Continuing to learn about systems for coaching, we will also explore key strategies and ideas that create optimal conditions for change. Specific strategies and ideas include: problem solving conversations, engaging in difficult conversations, examining ethical dimensions of a coach’s work and attending to unproductive behaviors in groups. Coaches will apply their learning by working with a team on a professional learning experience.

**Sessions: Saturdays 9:00AM – 2:00PM**

### FEBRUARY 29

- How do coaches affect change by exploring identity and beliefs?
- What systems help support effective and regular coaching cycles?
- Why is it important to clearly communicate the coach’s role to all staff?
- How does a school create a system for coaching?

### MARCH 21

- What is a Problem Resolving Conversation?
- How might one support others when they have problems?
- How does one intervene when a person is stuck?

### APRIL 11

- How can we increase our social intelligence through each other’s professional learning experience?
- How have I grown during this year?
- Why are endings so important in our work?

## Comments from past students in the Instructional Coaching Credential Program

- “This was a truly amazing learning experience! The structure, content, and processes worked really well!”
- “This coaching program helped me focus on what I needed to learn and change as I adapted to a coaching role.”
- “This was an amazing course and I’m so glad I took the leap to take part in it.”
- “I have really appreciated the time to practice coaching conversations and all of the time to reflect on the activities. Nothing but good feelings about the course.”
- “Everyone in the course truly wants to improve their practice and it was a great opportunity to learn and practice our coaching skills with others.”
- “So much of the information and new learning was action-oriented and designed to be something we could take and put into practice the next day.”
- “... this was an incredibly productive class that will impact me professionally and otherwise for a long, long time.”
- “This coaching credential program was engaging, relevant and energizing. I highly recommend this program to those seeking to understand both the why and how of coaching.”

### COST AND CREDENTIAL

\$1,299 for the year-long series, plus an \$80 materials fee for a total of \$1,379. Register before August 1 and receive the Early Discount - \$50 (\$1,329 total). Includes ongoing support, problem-solving, consultation/coaching across the school year, and, in March and April, a customized pathway of targeted sessions.

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 \$190/credit (\$570 for 3 credits, \$1,710 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](mailto:rlott.thor@gmail.com) or  
Kelly Jones at [kjones2333@gmail.com](mailto:kjones2333@gmail.com)

#### About credential and credits:

Ken Syke at [ksyke@edgewood.edu](mailto:ksyke@edgewood.edu)

**All sessions will be at Edgewood College,  
1000 Edgewood College Dr., Madison, WI.**

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