



EDGEWOOD COLLEGE

INSTRUCTIONAL COACHING CREDENTIAL PROGRAM

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

EDGEWOOD COLLEGE PROFESSIONAL DEVELOPMENT 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 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.

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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

OCTOBER 7

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

NOVEMBER 4

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

DECEMBER 9

- 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

JANUARY 6

- What is data dialogue?
- What processes help facilitate authentic engagement in data work?
- How does a coach guide data study from analysis to action?

JANUARY 27

- Teaching cycles and coaching conversations
- Developing systems to support coaching
- How do you measure the impact of coaching?

FEBRUARY 17

- Professional development standards, models and evaluation
- Designing 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

MARCH 10

- How do coaches affect change by exploring identity and beliefs?
- How can a coach's role inspire learning and boost school morale?
- Why is it important to clearly communicate the coach's role to all staff?
- How does a school create a system for coaching?

APRIL 7

- What is a “Problem Solving Conversation”?
- How does a coach support data “meaning making” when the stakes are high?
- What skills allow a coach to have hard conversations?
- What interventions can affect unproductive energy or behaviors?

APRIL 28

- How does a coach monitor and impact a group's resourcefulness?
- What ethical dimensions affect a coach's work?
- Increase our social intelligence through each other's professional learning experience.

INSTRUCTIONAL COACHING CREDENTIAL PROGRAM

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

- “This was an amazing course and I’m so glad I took the leap to take part in it.”
- “Being a new coach in a new district was a little scary but this class helped guide me through my first year and was such a positive part of my success.”
- “I thought every assignment was valuable. They promoted reflection and helped me focus my thinking about what I value as a coach, and assess if my behavior is in alignment with my thoughts and actions.”

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.

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 at the Edgewood College Deming Way Campus,
1255 Deming Way, Madison, WI.**

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