

# INSTRUCTIONAL COACH, ENDORSEMENT

## Program Description

In our Graduate Instructional Coach Endorsement 12-credit program for certified teachers, you'll develop advanced skills and knowledge to effectively support and mentor educators in improving their instructional practices. Through a combination of theory and practical experience, you'll learn strategies for facilitating professional development, conducting meaningful observations and feedback sessions, and fostering a culture of continuous improvement. You'll explore techniques for analyzing student data, identifying instructional needs, and implementing evidence-based teaching strategies. Our program emphasizes collaborative leadership, communication skills, and culturally responsive coaching practices to enhance teacher effectiveness and student learning outcomes. Upon completion, you'll emerge as a proficient instructional coach prepared to empower educators to excel in their teaching practice.

The Pennsylvania Department of Education defines program endorsements as certifications in new or emerging areas of knowledge where formal certification does not exist. The Program Endorsement is intended to improve a teacher's skills in dealing with complex classroom settings. These endorsements are added to existing Level I or Level II Certificates.

In addition to the standard admission requirements for Graduate Education, applicants should hold a valid teaching certificate or provide evidence of a completed certification program, including passing scores on all PRAXIS exams.

Students can earn either a Master of Arts in Education with a Concentration in Instructional Coach (30 credits) or a Program Endorsement Certification only in Instructional Coach (12 credits).

## Required for Program Completion

12 Credits

- EDC 505 Introduction to Instructional Leadership
- EDC 615 Advanced Instructional Design
- EDC 652 Leadership and Educational Change I
- EDC 653 Leadership and Educational Change II

## Course Sequence

Code	Title	Credits
EDC 505	Introduction to Instructional Leadership I	3
EDC 615	Advanced Instructional Design	3
EDC 652	Leadership and Educational Change I	3
EDC 653	Leadership and Educational Change II	3
<b>Total Credits</b>		<b>12</b>

### EDC 505 Introduction to Instructional Leadership I

This course provides an overview of adult learning, understanding, and communication as a vehicle to teacher growth and instructional leadership skills as well as an introduction to models of assessment, technology standards, technology in assessment, data-driven decision making using Excel and other data-based programs, data analysis, supervision, and professional development. Opportunities to shadow and observe practicum supervisory staff will be provided. Students will also get valuable experiences practicing authentic data collection and analysis through the development of an assessment and professional development plan in the graduate practicum. Controversies are dissected and the organizational complexities of school structures are analyzed. Numerous levels of assessment and accountability are researched. Theories and practices of curriculum development are studied and applied to the construction of a values-based curriculum. The course provides resources for the development of educational policy-making perspective skills. It stresses the knowledge, skills, and attitudes that make teachers effective curriculum leaders and school problem solvers. Prerequisite(s): EDC 613 or equivalent

### EDC 615 Advanced Instructional Design

This course advances understanding of managing the teaching and learning environment through instructional and management considerations using research-based approaches for practicing teachers and instructional leaders. The use of technology and other methods to enhance in-depth learning are emphasized. Course content includes strategic instructional planning, curriculum mapping, integrated unit development, differentiated instruction, technology integration, authentic assessments, culturally proficient teaching, and the role that classroom management plays in developing a positive climate for learning. \*This course may be taken as an elective in the master's program.

Prerequisite(s): EDC 505

### EDC 652 Leadership and Educational Change I

This course focuses on developing education professionals' ability to critically reflect on problems arising in schools for the purpose of achieving positive school change. Using in-depth research related to instructional practices in a specific content area of interest or expertise (reading, mathematics, social studies, science, etc.) or behavior management, students will conduct needs assessments in their schools and design a professional development project that will result in positive classroom or school change. Approval of the project is required by the school leadership and course instructor prior to progressing to the next course (EDC 651), in which the action research project will be implemented. In order to prepare graduate students for this project they will be exposed to the following 1) school staff development needs and resources based on analysis of data, interviews with teachers and the leadership team, and personal observations; 2) multiple assessments designed to measure program outcomes, and; 3) activities designed to address the needs of the educational program and needs assessment. Prerequisite(s): EDC 505, EDC 615

### EDC 653 Leadership and Educational Change II

This course is a continuation of EDC 650: Leadership and Educational Change I. Thus, graduate students will be implementing professional development plans in a school environment and analyzing data collected to measure outcomes of the action research project. Students will be mentored and supervised by a La Salle University instructor as they engage in implementing their school-based projects and measuring outcomes. Prerequisite(s): EDC 505, EDC 615, EDC 652