

COACHING FOR INCREASED RESULTS

WITH ASYNCHRONOUS AND SYNCHRONOUS OPTIONS

July - August 2022

Module 1: *The Role of Coach Across Programs*

Module 2: *Navigating Resistance & Designing Structures for Change*

Module 3: *Coaching Techniques & Essential Skills*

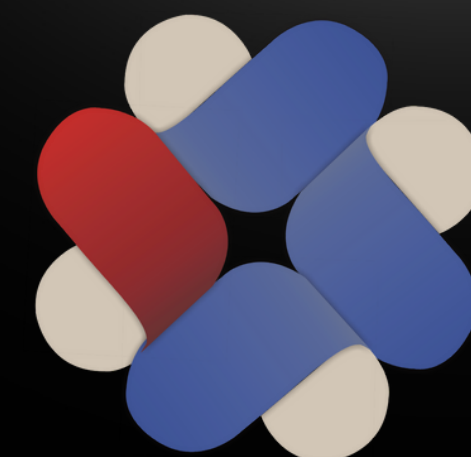
*Presented by:
Nicole Scariano and
The Upstate PDRC*



THIS PROGRAM:

- **WILL EQUIP** new and experienced coaches with the knowledge, tools, and strategies to advance their practice for increased student learning;
- **IS FOR** current school leaders, instructional leads, and teachers interested in peer coaching;
- **IS OFFERED** both asynchronously (beginning in July) and synchronously (Monday, August 22, 2022 9am - 2pm and Tuesday, August 23, 2022 9am - 11am) Synchronous participants will need to attend both days.

**FOR MORE INFORMATION
CLICK OR SCAN HERE**





COURSE OVERVIEW

This course is organized into 3 modules.

Each module takes approximately 60 minutes to complete.

Participants will be provided with a digital sourcebook:

The Fieldbook for Coaches.

AVAILABLE ASYNCHRONOUSLY BEGINNING IN JULY

SYNCHRONOUS SESSIONS

AUGUST 22 9AM-2PM (with one-hour lunch break) AND AUGUST 23 9AM-11AM

Course Objectives:

1. **Establish** identity as a coach, preferred coaching style, and goals for continuous learning
2. **Learn** the science behind adult learning, resistance to change, and tools for making coaching initiatives stick
3. **Advance** your communication and feedback techniques for high-impact coaching

Module Outline:

Module 1: *The Role of Coach Across Programs*

This module provides coaches with knowledge and understanding of common types of coaching models and the different roles coaches play in their schools.

Module 2: *Navigating Resistance & Designing Structures for Change*

This module gives coaches the tools they need to manage the technical and adaptive hurdles that come with adult learning and school-wide program initiatives.

Module 3: *Coaching Techniques & Essential Skills*

This module equips coaches with listening and questioning techniques that move teacher practice forward and advance student learning.