



# EDCU 9934: Resident Coach Application of Learning

## *Transcript Title: Resident Coach Applic Lrng*

---

### Details

- **Prerequisite:** Graduate of Catalyst Resident Coaches Week training
- **Credit:** 3 Semester graduate-level professional development credit (4.5 quarter credits) through Brandman University. Upon successful completion of courses, the participant will receive graduate-level professional development credit. These credits are not part of a degree program but instead are primarily used for professional advancement such as salary increment steps and recertification. Students should seek approval of appropriate district or college officials before enrolling in these courses to satisfy any degree, state credential, or local school district requirements. This credit may be applied toward a degree program at the discretion of the accepting institution.
- **Cost:** \$360
- **Due Date:** Registration, payment, and assignment due by: May 31, 2020

### Registration and payment

1. Fill out registration form
2. Pay with either a check or by requesting an email invoice for credit card payment

### Course Description:

Graduates of the Catalyst Resident Coaches Week training are ready to empower others through intentional and nonjudgemental feedback. This course provides structured opportunities to apply the verbal and nonverbal strategies for communicating affirmations and suggestions in a variety of contexts.

### Learning Outcomes:

1. Apply Catalyst coaching strategies within their everyday practice and describe the effects
2. Continue to increase one's range and flexibility
3. Reflect on the impact feedback has on others

### Assignment Description

Part 1–Coaching Philosophy (1-2 pages)

- Describe your philosophy of what it means to be in service to others as a coach (others could be peers, families of students, students themselves, etc)?
- Summarize the impact of the Resident Coaches Week training. How will the verbal and nonverbal strategies help you bring your coaching philosophy to life?
- Describe the most common contexts in which you anticipate applying your skills (see below for ideas).

Part 2–Application

Choose 3 (or more) of the following contexts in which to intentionally practice coaching skills:

- Observing colleagues and delivering feedback
- Facilitating meetings
- Providing academic feedback to students using coaching strategies
- Communicating with families/caregivers of students at conferences
- Email communication
- Other: \_\_\_\_\_

\*While continuing education clock hours are available to all interested participants, there is no graduate credit available for simply participating in the face-to-face workshop

Updated: 12/17/19

For each context, spend at least one week focused only on that context. During that time, complete the process of:

1. Pre-reflection (1-2 pages): Describe your plan for how you will use coaching strategies in that context. Include the background and context of the situation, goals you have for empowering others, which verbal and nonverbal strategies you will be most mindful of, and evidence you will look for to determine whether or not the goals have been met.
2. Implement: carry out the plan with the post-reflection in mind.
3. Post-Reflection (1-2 pages): Describe the overall outcome of the situation. What are you most proud of? What evidence do you have of the receptivity of the other party(ies)? What next steps will you take to continue being in service to them?

### Part 3–Synthesis

Write a 1-page summary that synthesizes the experiences in each context. Though each context was different, how did the strategies apply across contexts? What patterns did you notice in yourself that will help you continue pushing yourself to implement even more? Which strategies are most natural for you and which do you have to think about consciously?

### Assignment Submission

Complete and submit assignment to [nathan@jackibrickman.com](mailto:nathan@jackibrickman.com) by the due date

### Grading and Transcript

For a letter grade of an A, writing should address all prompts and meet the length requirement.

*Any assignments that are not high enough quality (depth of writing, etc) will be returned to the student for revising.*

For an official transcript, visit: [www.brandman.edu/transcript](http://www.brandman.edu/transcript)

### Bibliography

Brickman, J. & Burns, N. (2016, May/June). *The Catalyst Approach to Feedback* [PDF]. St. Anthony, MN: Jacki Brickman, Inc..

Harnum, J. (2013). *The Practice of practice: How to boost your music skills*. Sol Ut Press: Chicago.