



# Instructional Coaching Endorsement (Retiring)

## Application for the Utah State Board of Education

This endorsement may be attached to a current Professional Educator License with an Elementary, Secondary, or Special Education area of concentration. In order to apply for this endorsement a candidate must meet the following pre-requisites:

- 5 years of classroom teaching experience or equivalent
- Instructional coaching experience or school level teacher leadership experience
- Experience providing instruction and professional learning to adult educators
- 3 consecutive years of effective or higher rating on UETS according to LEA rating system or equivalent
- At least 1-year Full-Time Employment in the Utah education system

### Application Information

Name: \_\_\_\_\_ Date application submitted: \_\_\_\_\_  
 Cactus ID: \_\_\_\_\_ Email: \_\_\_\_\_  
 District: \_\_\_\_\_ School: \_\_\_\_\_  
 Major: \_\_\_\_\_ Minor: \_\_\_\_\_  
 Home Address: \_\_\_\_\_ City: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
 Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

### How to earn an Instructional Coaching Endorsement

All coursework must be approved by USBE and completed within the past 9 years with a B or higher grade. Some demonstration of competencies requires coursework. Some areas required all candidates to demonstrate competency through a portfolio of evidence. If a candidate has been an instructional coach for 3 years, the candidate may demonstrate competencies through a portfolio of evidence. In some areas, a candidate may be National Board Certified to show competency. If using National Board Certification to show competency it must be current.

### Requirement Areas

**Foundations of Instructional Coaching** – 3 credit approved USBE or University course or competency demonstration if candidate has been a coach for at least 3 years

**Adult Learning** – 3 credit approved USBE or University course or competency demonstration if candidate has been a coach for 3 years

**Instructional Design & Assessment** – 3 credit approved USBE or university course or NBCT

**Strategies for Effective Instructional Delivery** – NBCT or demonstration of competencies

**Effective Leadership & Collaboration** – Demonstration of competencies

### Submitting the Application

**For electronic transcript:** Attach original transcript(s). Original transcripts with courses highlighted is preferred. They do not need to be in a sealed envelope but must be on the college/university transcript paper. Photocopies will not be accepted. We will accept electronic transcripts only if they are sent directly from the college/university through a transcript clearinghouse to transcripts@schools.utah.gov. Please make a note on the application that your transcripts have been sent electronically to USBE. Electronic transcripts should be emailed before you submit your endorsement application.

1. \_\_\_\_\_ This application for endorsement
2. \_\_\_\_\_ Proof of completion of pre-requisites
3. \_\_\_\_\_ Transcripts and/or NBCT completion notice
4. \_\_\_\_\_ Application forms for demonstration

**Mail to:**  
**USBE Licensing**  
 250 East 500 South  
 P.O. Box 144200  
 Salt Lake City, UT 84114-4200

For questions about this endorsement contact Katie Dewey Hill at [katie.hill@schools.utah.gov](mailto:katie.hill@schools.utah.gov)

## Requirements to earn the Utah State Board of Education Instructional Coaching Endorsement

Requirement Area #1: Foundations of Instructional Coaching	Evidence of competencies:
<p>Area #1 Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and demonstrate the components of USBE coaching model (ie. Pre-partnership, Collaborative Planning, Implementation, Reflection, Follow up).</li> <li><input type="checkbox"/> Understand how to be professional in roles &amp; responsibilities in relation to LEA expectations. Some roles and responsibilities may include supporting educators with goals that are aligned to school, LEA and state goals, modeling/coteaching, videoing, data collecting, providing timely feedback and next steps, and facilitating reflection.</li> <li><input type="checkbox"/> Improve student outcomes by building on educator’s current knowledge and skills while encouraging and implementing best practices.</li> <li><input type="checkbox"/> Create trusting relationships that build rapport and foster collaboration with all stakeholders.</li> <li><input type="checkbox"/> Use language that is clear, non-threatening, and objective (eg. data conversations, goal driven).</li> <li><input type="checkbox"/> Ask effective probing and reflective questions regarding student achievement and teacher response data to help educators critically evaluate their practice.</li> <li><input type="checkbox"/> Analyze and utilize data to shift decision-making about instructional practices.</li> <li><input type="checkbox"/> Utilize effective listening and communication strategies (eg. aware of own biases, supportive presence/body language, positive language, and tone).</li> <li><input type="checkbox"/> Understand differences between elementary and secondary student development.</li> <li><input type="checkbox"/> Understand differences between elementary and secondary pedagogy</li> </ul>	<p>3 credit course <b>OR</b> if candidate has been an instructional coach for at least 3 years, he or she may demonstrate competency through a collection of evidence and meeting with his or her supervisor to evaluate the evidence for proof of competency.  <b>(see Requirement Area #1 Form, p. 6)</b></p> <p><b>(Please check one)</b></p> <p>Evidence through: <input type="checkbox"/> Course <b>OR</b> <input type="checkbox"/> Demonstration</p> <p>Course name and number: _____</p> <p>Date Completed: _____ Grade: _____</p> <p>Institution: _____</p> <p>Documentation provided in this application  <b>(check one):</b></p> <p><input type="checkbox"/> Transcript    <input type="checkbox"/> eTranscript</p>

Requirement Area #2: Adult Learning Theory	Evidence of competencies:
<p>Area #2 Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand and apply theories of adult learning in instructional coaching and professional learning experiences.</li> <li><input type="checkbox"/> Recognize and support stages of educators' development.</li> <li><input type="checkbox"/> Understand theories and stages of self- efficacy.</li> <li><input type="checkbox"/> Understand and apply theories of change (eg. growth mindset).</li> <li><input type="checkbox"/> Design and facilitate effective professional learning by incorporating adult learning theory.</li> <li><input type="checkbox"/> Differentiate when working with educators to honor their experience and meet their needs (eg. generations, experience, and cultural identity).</li> </ul>	<p>3 credit course <b>OR</b> if candidate has been an instructional coach for at least 3 years he or she may design and facilitate an Adult Learning Theory professional learning experience and reflect. Candidate must then meet with his or her supervisor to evaluate the evidence for proof of competency.  <b>(see Requirement Area #2 Form, p. 7)</b></p> <p><b>(Please check one)</b></p> <p>Evidence through: <input type="checkbox"/> Course <b>OR</b> <input type="checkbox"/> Demonstration</p> <p>Course name and number: _____</p> <p>Date Completed: _____ Grade: _____</p> <p>Institution: _____</p> <p>Documentation provided in this application  <b>(check one):</b></p> <p><input type="checkbox"/> Transcript    <input type="checkbox"/> eTranscript</p>

Requirement Area #3: Instructional Design & Assessment	Evidence of competencies
<p>Area #3 Competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Model effective instructional design theories (eg. backwards design, universal design for learning, explicit instruction, inquiry, and collaborative learning).</li> <li><input type="checkbox"/> Facilitate and guide alignment of instruction and assessment to state standards and competencies.</li> <li><input type="checkbox"/> Use technology effectively (eg. data analysis tools)</li> <li><input type="checkbox"/> Understand assessment design (eg. types of assessments, different modalities of assessments).</li> <li><input type="checkbox"/> Facilitate data analysis of different formative and summative assessments to inform instruction.</li> <li><input type="checkbox"/> Model/facilitate planning (eg. lesson, unit, scope and sequence, mapping, scheduling, pacing, instructional time) (eg. USBE K-12 Literacy Framework).</li> <li><input type="checkbox"/> Knowledge of evidence-based resources and evaluating them to meet the needs of students (eg. What Works Clearing House, Evidence for ESSA, NCII, Hattie’s Work, and FCRR).</li> <li><input type="checkbox"/> Identify options for differentiation and tiered instruction (eg. MTSS, extension, interventions, scaffolding, pre-teach, strategic small groups, and whole group).</li> <li><input type="checkbox"/> Model use of student self-reflection (eg. students using assessments to reflect on their learning, student self-reflection).</li> </ul>	<p>3 credit course <b>OR</b> if a candidate is NBCT, attach certification.</p> <p><b><i>(Please check one)</i></b></p> <p>Evidence through: <input type="checkbox"/> Course <b>OR</b> <input type="checkbox"/> Demonstration</p> <p>Course name and number: _____</p> <p>Date Completed: _____ Grade: _____</p> <p>Institution: _____</p> <p>Documentation provided in this application <b><i>(check one)</i></b>:</p> <p><input type="checkbox"/> Transcript <input type="checkbox"/> eTranscript</p>

Requirement Area #4: Strategies for Effective Instructional Delivery	Evidence of competencies
<p>Area #4 competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Shares current research on best and most effective strategies supported by LEA for delivery and engagement.</li> <li><input type="checkbox"/> Collect data and share strategies to help educator promote student engagement and motivation, participation, and response rate.</li> <li><input type="checkbox"/> Collect data and share strategies to help educators promote effective, positive classroom management.</li> <li><input type="checkbox"/> Knowledge of Utah’s Effective Teaching Standards.</li> </ul>	<p>Candidate will gather evidence and meet with his or her supervisor to evaluate the evidence for proof of competency. <i>(see Requirement Area #4 Form, p. 8)</i></p> <p><b>OR</b> if a candidate is NBCT, attach certification.</p> <p><b><i>(Please check one)</i></b></p> <p>Evidence through:</p> <p><input type="checkbox"/> Demonstration <b>OR</b> <input type="checkbox"/> Demonstration</p>

Requirement Area #5: Effective Leadership & Collaboration	Evidence of competencies
<p>Area #5 competencies:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Foster positive productive relationships with all stakeholders.</li> <li><input type="checkbox"/> Effective collaboration with different stakeholders (eg. PLCs, teams, administration, educators, community, district leadership, students, and parents).</li> <li><input type="checkbox"/> Alignment of goals (eg. state, LEA, school, team, and individual educators).</li> <li><input type="checkbox"/> Advocate for and model equity across all practices.</li> <li><input type="checkbox"/> Advocate for and model self-advocacy by educators and students.</li> <li><input type="checkbox"/> Facilitates critical conversations and conflict resolution.</li> <li><input type="checkbox"/> Engages in continued learning, growth and reflection on instructional coaching practices.</li> </ul>	<p>Candidate will gather evidence and meet with his or her supervisor to evaluate the evidence for proof of competency.  <i>(see Requirement Area #5 Form, p. 9)</i></p>

**Pre-requisite Area (to be filled out by District/Charter HR personnel)**

I, \_\_\_\_\_, have reviewed \_\_\_\_\_'s file to ensure that he or she meets the following pre-requisite areas to apply for the instructional coaching endorsement.

- Current professional license Elementary, Secondary, or Special Education
- 5 years of classroom teaching experience or equivalent
  - If equivalent please specify \_\_\_\_\_
- Instructional coaching experience or school level teacher leadership experience (eg. department chair, mentor, etc.)
  - Years of experience \_\_\_\_\_
- Experience providing instruction and professional learning to adult educators
- 3 consecutive years of effective or higher rating on UETS according to LEA rating system or equivalent
  - If equivalent please specify \_\_\_\_\_
- At least 1-year Full-Time Employment in the Utah education system

**Other Notes:**

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\_\_\_\_\_  
**District/Charter HR Personnel Signature**

\_\_\_\_\_  
**Date**

**Requirement Area #1: Foundations of Instructional Coaching (if has been an instructional coach for 3 or more years)**

Candidate is to present physical evidence/artifacts in a face to face meeting with his or her supervisor. Artifacts and evidence can be used across competencies.

Candidate name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor name: \_\_\_\_\_

**To be filled out by the supervisor:**

Competency	Evidence	Competency Met (supervisor initials)
Understand and demonstrate the components of USBE coaching model (ie. Pre-partnership, Collaborative planning, Implementation, Reflection, Follow up).	<input type="checkbox"/> Proof of multiple successful coaching cycles <input type="checkbox"/> Explanation of the connection between USBE coaching model and LEA coaching model	
Understand how to be professional in roles & responsibilities in relation to LEA expectations. Some roles and responsibilities may include supporting educators with goals that are aligned to school, LEA and state goals, modeling/coteaching, videoing, data collecting, providing timely feedback and next steps, and facilitating reflection.	<input type="checkbox"/> Articulate roles and responsibilities of an instructional coach <input type="checkbox"/> Proof of goal alignment <input type="checkbox"/> Proof of various coaching techniques used <input type="checkbox"/> Proof of timely feedback, next steps and facilitating reflection (eg. Coaching logs or documents)	
Improve student outcomes by building on educator’s current knowledge and skills while encouraging and implementing best practices.	<input type="checkbox"/> Proof of positive student outcomes <input type="checkbox"/> Proof of best practices implementation	
Create trusting relationships that build rapport and foster collaboration with all stakeholders.	<input type="checkbox"/> Letter of recommendation or positive survey data from related stakeholders on coaching experiences	
Use language that is clear, non-threatening, and objective (eg. data conversations, goal driven).	<input type="checkbox"/> Proof of objective goal driven feedback (eg. Coaching documents)	
Ask effective probing and reflective questions regarding student achievement and teacher response data to help educators critically evaluate their practice.	<input type="checkbox"/> Proof of effective questioning and reflection (eg. Recordings of multiple coaching cycle conversations, coaching documents)	
Analyze and utilize data to shift decision-making about instructional practices.	<input type="checkbox"/> Proof of analyzing and utilizing data (eg. Coaching documents)	
Utilize effective listening and communication strategies (eg. aware of own biases, supportive presence/body language, positive language, and tone).	<input type="checkbox"/> Proof of effective listening and communication strategies (eg. Recordings of multiple coaching cycle conversations, observations by supervisor)	
Understand differences between elementary and secondary student development.	<input type="checkbox"/> Proof of understanding differences between elementary and secondary student development.	
Understand differences between elementary and secondary pedagogy	<input type="checkbox"/> Proof of differentiation between elementary and secondary pedagogy	

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

## Requirement Area #2: Adult Learning Theory

Candidate name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor name: \_\_\_\_\_

*If you have been an instructional coach for at least 3 years you may demonstrate competency. If you have been an instructional coach for less than 3 years you will need to take an approved course to demonstrate competency.*

### Competencies:

- Understand and apply theories of adult learning in instructional coaching and professional learning experiences.
- Recognize and support stages of educator development.
- Understand theories and stages of self- efficacy.
- Understand and apply theories of change (eg. growth mindset).
- Design and facilitate effective professional learning by incorporating adult learning theory.
- Differentiate when working with educators to honor their experience and meet their needs (eg. generations, experience, and cultural identity).

### Evidence of demonstration:

	Competency Met (supervisor initials)
Outline of professional learning experience; highlighting components of adult learning theory	
Proof of coaching follow up with participants	
Survey data from participants of initial professional learning experience	
Proof of candidate reflection on professional learning survey data	
Supervisor observation	

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date



## Requirement Area #4: Strategies for Effective Instructional Delivery

Candidate name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor name: \_\_\_\_\_

Candidate will gather evidence and meet with his or her supervisor to evaluate the evidence for proof of competency through an interview **OR** if a candidate is NBCT, he or she may attach certification.

### Evidence of demonstration:

Competencies	Interview Questions	Competency Met (supervisor initial)
Share current research on best and most effective strategies supported by LEA for delivery and engagement.	Share an experience where you coached a teacher(s) using a current research-based strategy. How did it impact teacher practice?	
Collect data and share strategies to help educator promote student engagement and motivation, participation, and response rate.	Share an experience where you coached a teacher(s) in analyzing data. How was it used to advance student learning outcomes?	
Collect data and share strategies to help educators promote effective, positive classroom management.	Share an experience where you coached a teacher(s) in analyzing data. How was it used to change classroom climate?	
Knowledge of Utah's Effective Teaching Standards.	Share an experience where you coached a teacher(s) Using the Utah's Effective Teaching Standards. How did it impact teacher practice?	

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

## Requirement Area #5: Effective Leadership & Collaboration

All candidates must demonstrate competency for area 5. A candidate must collect evidence and meet with his or her supervisor to evaluate evidence.

Candidate name: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor name: \_\_\_\_\_

### Competencies:

- Foster positive productive relationships with all stakeholders.
- Effective collaboration with different stakeholders (eg. PLCs, teams, administration, educators, community, district leaders, students, and parents).
- Alignment of goals (eg. state, LEA, school, team, and individual educators).
- Advocate for and model equity across all practices.
- Advocate for and model self-advocacy of educators and students.
- Facilitate critical conversations and conflict resolution.
- Engage in continued learning, growth and reflection on instructional coaching practices.

### Evidence of demonstration:

	Competency Met (supervisor initials)
Proof of effective leadership and collaboration through survey data and coaching/leadership documentation	
Supervisor observation	

\_\_\_\_\_  
**Supervisor Signature**

\_\_\_\_\_  
**Date**