



Course Syllabus:

Implementing Peer Coaching to
Improve Teaching and Learning

Implementing Peer Coaching to Improve Teaching and Learning
45 Hours or 3 Graduate Credits

Course Access: Upon enrollment, you have 105 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email support@cecreditsonline.org, create a customer service ticket in the LMS, or call 425-788-7275 extension 104.

Course Description

There are multiple opportunities for teachers to grow professionally and improve their professional teaching practice. This course supports that effort by empowering teachers to incorporate a peer coaching model into their regular instructional practice. Throughout this course, participants will learn how peer coaching can improve student learning by offering teachers a methodical way to collaborate and make instructional decisions based on outside observation, data, and reflection. This course supports teachers in building relationships with their colleagues in order to have effective communication and productive conferencing, as both a coach and coaching partner.

First, teachers will learn the definition, purpose and role of a peer coach. Learners will also acquire several methods for observing classrooms and collecting data to plan better lessons and assessments, as well as addressing other classroom issues such as student behavior and individual teacher practices. Participants will learn how to effectively utilize planning tools, such as the Peer Coaching Action Plan, the Collaborative Lesson Planning Form, and the Coaching Conference form throughout the course. Peer coaching involves collaboration among all colleagues. Learners will develop two-way communication and planning techniques that allow teachers to help each other, as opposed to one teacher taking responsibility for another teacher's professional growth. This format of coaching provides all teachers the opportunity to learn and grow.

Learners in this course will also gain effective methods of data analysis and observation to drive achievable goals and meaningful outcomes. Through reflection of the peer coaching process, teachers can affect student achievement as both a coachee and a coach.

Objectives

In this course, learners will:

- Analyze collected data and create a plan to improve teacher practice.
- Create a peer coaching plan for a fictional scenario.
- Offer feedback on a lesson plan for a fictional colleague using appropriate communication and best practices.

- Create a peer coaching action plan for a fictional colleague.
- Offer feedback on a lesson plan for a fictional colleague using appropriate communication and best practices.

Alignment to the [Charlotte Danielson Framework for Teaching](#)

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction

Domain 3: Instruction

- 3c Engaging Students in Learning
- 3e Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally

Course Components

This course is comprised of interactive presentations, videos, readings, discussion boards, authentic tasks, and a final project. All elements of the course must be completed in order to obtain a letter of completion and/or credits.

Course Outline

Module 1: The Peer Coach's Role

- Course Overview
- Why Peer Coaching
- Discussion Board: Defining Peer Coaching
- Discussion Board: Coaching Methods

Module 2: The Coaching Process

- The Coaching Process
- Discussion Board: Initializing a Peer Coaching Relationship
- Planning for Success
- Creating An Action Plan
- Discussion Board: Coaching and Action Plans
- Reporting Needs
- Downloadable Resource: Strategies for Collaborative Peers
- Authentic Task #1: Case Study/Student Intervention (Coaching Plans)

Module 3: Communication

- Coaching Communication
- Setting Clear Expectations
- Active Listening Techniques
- Effective Communication
- Discussion Board: Effective Communication
- Nuts and Bolts
- Discussion Board: Additional Responsibilities
- Downloadable Resource: Action Plan Template

Module 4: Data Collection

- Compassion and Professionalism
- A Framework for Integrating SEL
- Discussion Board: Observation Methods
- Self-Awareness in Teaching
- Challenges to Compassionate Schooling
- Discussion Board: Coaching with Data
- Downloadable Resource: Peer Observation Form

Module 5: Planning and Assessment

- Planning Assessments
- Backward Design
- Authentic Assessments
- Discussion Board: Authentic Assessments
- Using Data to Inform Planning
- Discussion Board: Data-Informed Planning
- Coaching for Better Lessons
- Downloadable Resource: Collaborative Lesson Planning Form
- Authentic Task #2: Peer Observation

Module 6: Reflective conferencing

- Reflective Conferencing
- Questioning for Reflection
- Discussion Board: Questioning
- Identifying Root Causes
- Effective Feedback
- Discussion Board: Effective Reflection/Feedback
- Downloadable Resource: Coaching Conference Form

Final Project

Final Project:

For this final project, you will create an Action Plan to support a fellow colleague or a teacher in a hypothetical situation.

Grading Policy

Course Component	Percentage of Final Grade
Authentic Tasks (2)	40%
Discussion Boards (12)	25%
Final Project	35%

You must have an 80% average in order to pass and obtain University credit for this course unless your district has specified otherwise.

Compliance with and Commitment to the American Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to complete this course, are encouraged to reach out to support@cecreditsonline.org at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity Policy

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments as per the course directions. Individual students are responsible for doing their own work. Plagiarism and cheating of any kind will not be tolerated. This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author's words and ideas.