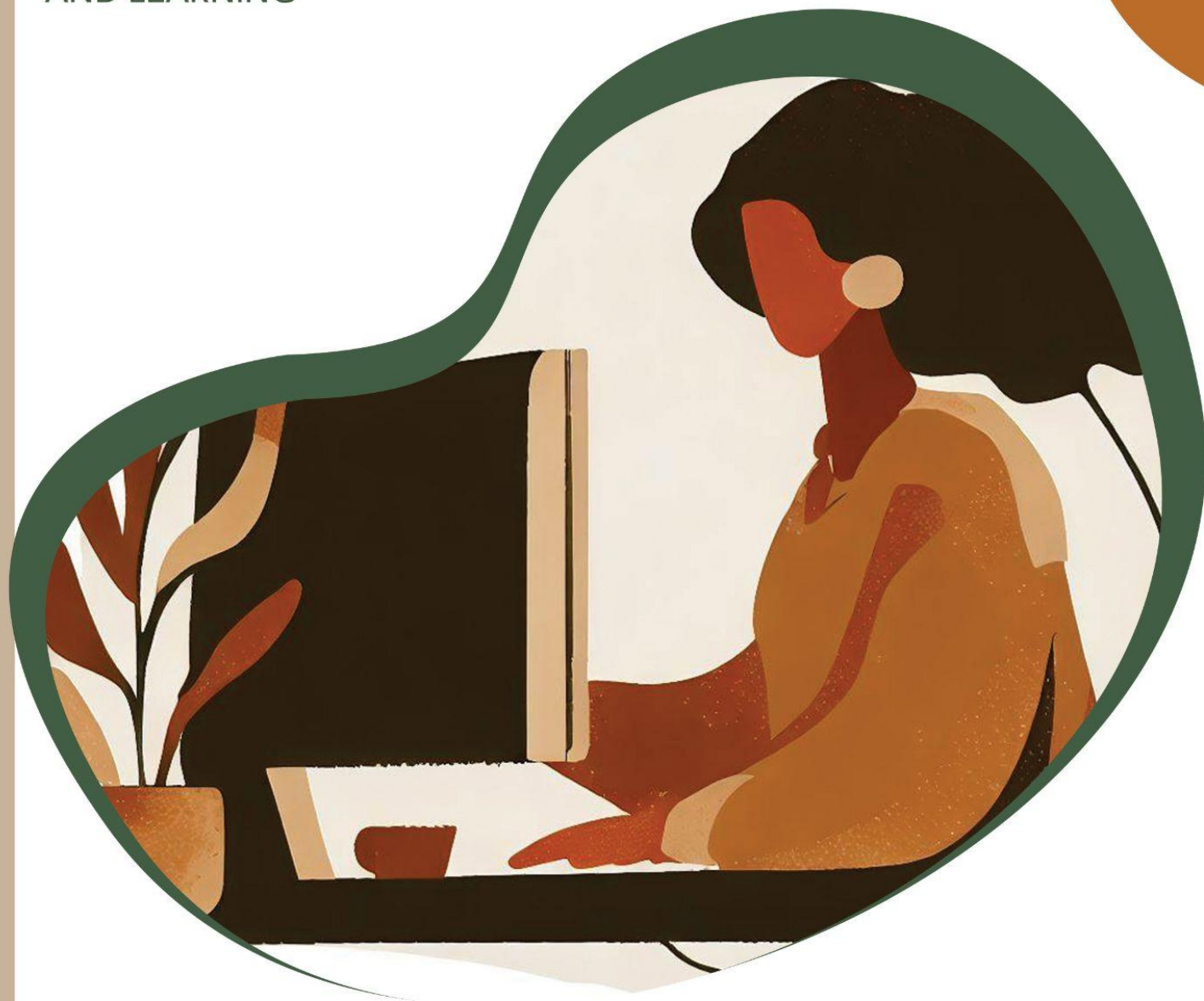




Course Syllabus

COACHING TO IMPROVE TEACHING
AND LEARNING



Coaching to Improve Teaching and Learning

45 Hours or 3 Graduate Credits

Course Description:

Increased demands upon educators to continuously improve their practice and to ensure they meet the demands of “no child left behind” means that there is not enough time for each educator to learn everything that is needed or to make all the mistakes themselves. Collaboration and communication are essential to meeting the goal of all students learning well. Coaching is a proven and practical vehicle for staff members, mentors and administrative evaluators to use in guiding each teacher to intentional best practice that will ensure student learning.

This course details the process of collaboration and communication that promotes quality outcomes in terms of student learning. By establishing a mutual purpose, mutual respect, individual commitment and using a variety of effective coaching communication skills, staff members can maximize the expertise, skill, and talent of coaching partners.... They learn from each other. The online format allows for reflection, practice, observation and analysis and application of skills to current settings. Emphasis is upon intentional best practice, celebration of success, planning for increased effectiveness in subsequent observational episodes and relationship maintenance. While the emphasis of the course is on establishing an effective coaching team, individuals also report that the process of taking the course enhances their instructional, assessment and classroom management skills.

Course Objectives: By the end of the course, participants will:

- Understand the role of coaching in intentional best practice
- Understand the different purposes and uses of coaching
- Observe and analyze coaching episodes
- Self-analyze their own prior knowledge about coaching experiences
- Identify specific and guiding questions they want to answer with respect to coaching
- Distinguish between what makes an effective and an ineffective coach
- Explain the importance of trust and identify behaviors that will enhance trust in a coaching relationship
- Establish clear expectations for coaching partnerships
- Understand the importance of active listening and essential questions in coaching experiences
- Separate competence from performance of a single teaching episode
- Explain what is meant by confidentiality in the coaching experience

- Understand the varied roles that are played by coaches
- Understand that student learning is the bottom line in effective instruction
- Separate style from lesson content
- Explain how coaching can add meaning and purpose to teacher evaluation
- Understand the role of enduring knowledge in effective instructional planning
- Distinguish between a learning and a activity
- Design/select essential questions to guide the planning process
- Practice lesson planning and essential questioning with a partner
- Practice using a variety of methods for data collection
- Practice a variety of observation strategies through video analysis and scripted lessons
- Practice with lesson planning and observation with colleagues
- Understand the role of self-reflection in the coaching process
- Analyze a variety of possible essential questions to spur reflective practice
- Evaluate a coaching conference against specific standards of performance
- Understand and practice using Principles of Constructive Feedback
- Identify language that builds bridges and language that builds walls in conferencing
- Conduct a coaching conference
- Plan time to engage in coaching experiences through Coaching Action Plan

Student Expectations:

This online course is experiential and interactive. Participants will need to do the exercises, complete the online assignments, and post responses that are indicated to the forum for feedback. In addition, participants will be expected to apply certain skills-building exercises in their own setting and report the results of that to the forum. Successfully completing the course and all assignments is necessary for passing the course.

Grading:

- **Forum Post Exercises/ Reflective Journals:** 70% of your final grade
- **Quizzes:** 10% of your final grade. Quizzes may be submitted up to 3 times each and the highest score of the 3 will be used.
- **Final Exam:** 20% of your final grade. **You must receive a score of 60% or greater on the final exam to pass this course.**
- You must have an 80% average to obtain university credit for any course. You must have an 80% average to pass the course unless your district has specified otherwise. If your district has specified a different percentage needed to pass, it will be posted in “Your District Information” in the District section of the site. If nothing is posted, you must pass with an overall average of 80%.

- Forum post exercises will not be approved until your entry has met the minimum approval score of 80%.

Credit:

- For those taking this course for credit, upon completion, the necessary paperwork will be submitted to the university that was selected at the time of purchase. Please see [University Partners](#) on our homepage for more information.
- For those taking this course for a Certificate of Completion, one will be emailed upon successful completion that may kept for your records.

Class Outline:

- Lesson 1
 - 1.a Reflection on the Coaching Process
 - 1.b Establishing a Positive and Productive Coaching Relationship
 - 1.c Quiz
 - 1.d More Establishing A Positive and Productive Coaching Relationship
 - 1.e Setting Clear Expectations
 - 1.f Requirements for Successful Coaching
 - 1.g Coaching Roles
 - 1.h Coaching and Mentoring
 - 1.i Coaching and Teacher Evaluation
- Lesson 2
 - 2.a Coaching the Planning Process
 - 2.b Enduring Knowledge and Understanding
 - 2.c More on Enduring Knowledge
 - 2.d Variables in Planning—Writing Clear Objectives/Differentiation
 - 2.e Distinguishing Between a Learning Activity and Simply a Good Experience
 - 2.f Quiz
 - 2.g Asking the Right Questions—Using Essential Questions in Planning
 - 2.h Collaborative Planning
 - 2.i Determining Authentic Assessment as Part of Planning
 - 2.j Coaching a Planning Process - For Self; For Others
- Lesson 3
 - 3a. Coaching Through Observation and Data Collection
 - 3b. Kinds of Data/Sources of Effectiveness
 - 3c. Data At Time Of Observation; Data Over Time
 - 3d. Data Analysis – Three Options
 - 3e. Coaching with Data—Practice

- 3f. Observation Techniques and Strategies
- 3g. Practice with Coachee-Driven Data Collection
- 3h. Practice with Coachee-Driven Data Collection
- Lesson 4
 - 4.a Lesson Reflection
 - 4.b Practice with Self-Reflection
 - 4.c The Reflective Conference: Presenting Data; Moving to Intentional Practice
 - 4.d Observing a Coaching Reflective Conference
 - 4.e Conducting a Coaching Conference
- Midterm
- Lesson 5
 - 5.a Effective Use of Language in Coaching Conferences—Principles of Constructive Feedback
 - 5.b Words to Use/Words to Avoid in Conferencing
 - 5.c Why Wouldn't You Say This in a Coaching Conference?
 - 5.d How Would You Respond if Your Coaching Partner Said This?
 - 5.e The Power of Encouragement in Coaching
- Lesson 6
 - 6a. The Coaching Process—A Few Reminders
 - 6b. How Do I Find Time to Coach?
 - 6c. Where to Begin the Coaching Process—Decisions and Commitment
 - 6d. Coaching Action Plan
 - 6e. Reflection on the Coaching Process in Your Own Practice
- Evaluation
- Final Exam

Course Access:

Upon enrollment, you have 180 days to complete your online course in our [eClassroom](#). 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](tel:425-788-7275) extension 104.

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.