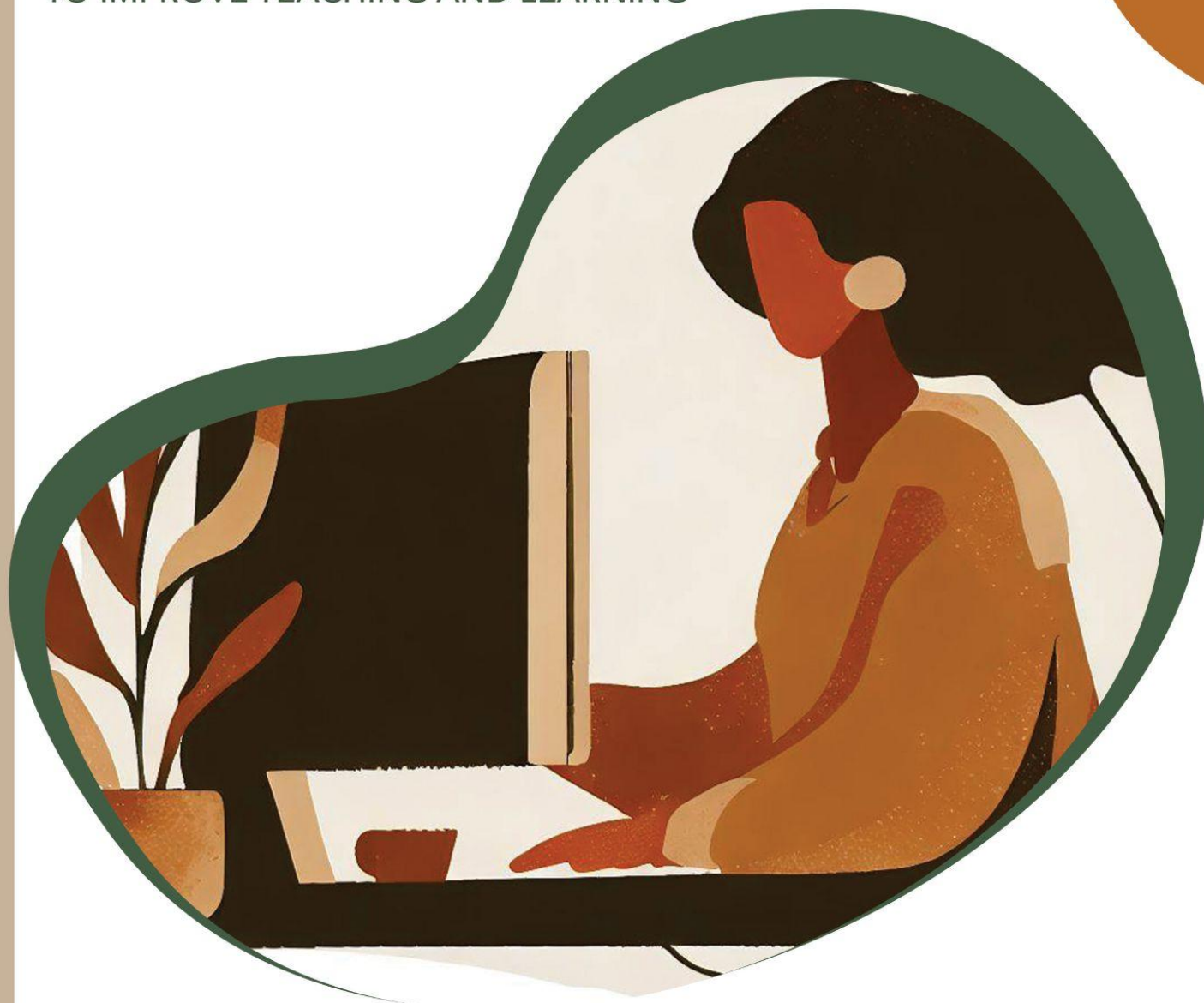




# Course Syllabus

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 180 days to complete your online course in our [Learning Management System](#). If you have any questions about course access, please email [support@cecreditsonline.org](mailto:support@cecreditsonline.org), 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.

### **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**

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

### **Grading Policy**

**100%-90% = A**

**89%-80% = B**

**79% and below is Not Passing**

<b>Course Component</b>	<b>Percentage of Final Grade</b>
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](mailto: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.