

I. Course Title: Course Title: Coaching To Improve Teaching and Learning
A K-12 Online Course

II. Course Prefix and Number: ED 589

III. Number of Credits: 3 semester credits, 45 Hours

IV. Dates/Times: Ongoing, asynchronous online

V. Instructor: Marilyn McGuire

VI. Location: Online, <https://www.cecreditsonline.org/>

VII. Course Description:

This course details the process of collaboration and communication that ensures quality outcomes in terms of student learning. The 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 own instructional, assessment, and classroom management skills. ONLINE COURSE AVAILABLE 24/7 - MUST HAVE ACCESS TO A COMPUTER & INTERNET TO COMPLETE COURSE LESSONS.

Participants/Grade Level: Teachers K-12, Teams, Principals, Administrators

VIII. Course Objectives:

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. Understand the different purpose of peer coaching, mentoring and evaluation
- 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

IX. Texts, Readings, Instructional Resources/Methods of Instruction

This course provides opportunities for a variety of skills practices. These practices are designed to address a variety of student learning styles and to vary the methods and modes of practice. Lessons in video format and those summarized in the course are also varied to include some that are direct instruction, some that are facilitated instruction, and some that are constructivist in nature, as the coaching and reading skills are being practiced. Observing lessons in video format are particularly helpful in illustrating both the reading and coaching skills to be learned.

A variety of strategies are employed in this course:

- Content presented for participants to read online—the formal instruction

- Video clips of lessons, coaching, feedback sessions
- Specific and varied learning activities to practice skills and strategies
- Analyses of lessons by video and script
- Specific practice with data collection and feedback processes
- Online forum for participants to post answers to questions, lesson analysis, responses to feedback sessions and receive specific feedback against identified standards
- Application settings to be completed in workplace settings and summarized in forum for specific feedback
- Activities, quizzes, and feedback with each course module so skills are practiced At high enough levels of understanding so that they can be applied throughout the course

X. Content Outline/Topics

LESSON 1

- 1.a Reflection on the Coaching Process
- 1.b 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.d Variables in Planning—Writing Clear Objectives/Differentiation
- 2.e Distinguishing Between a Learning Activity and Simply a Good Experience
- 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

- 3.a Coaching Through Observation and Data Collection
- 3.b Kinds of Data/Sources of Effectiveness
- 3.c Data at Time of Observation; Data Over Time
- 3.d Data Analysis – Three Options
- 3.e Coaching with Data—Practice
- 3.f Observation Techniques and Strategies
- 3.g 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

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

- 6.a The Coaching Process—A Few Reminders
- 6.b How Do I Find Time to Coach?
- 6.c Where to Begin the Coaching Process—Decisions and Commitment
- 6.d Coaching Action Plan
- 6.e Reflection on the Coaching Process in Your Own Practice

XI. Course Requirements and Grading Policy:

This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, observation and analysis of lessons, coaching interactions with a coaching partner that include feedback and analysis of both the lesson and the coaching episode. A final exam is also a part of the course and must be successfully passed with 80% in order to pass the class. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

This course contains:

- Quizzes (2)
- Workbook Exercises (22)
- On-Line Forum Assignments (33)
- On-Line Forum Interactions (3)
- Final Exam (1)

XII. Grade Distribution and Scale:

70 % On-line forum assignments submitted to the on-line instructor (self-reflections, results of skills practicing, creating a plan, evaluating techniques). The course moderator/mentor will interact with the participant to ensure the participant's mastery of the knowledge and skills taught in the course. The moderator's assessment assures the participant's new level of expertise will enable the participant to understand and implement the new skills and strategies immediately into their personal working situation. The combination of all the interactive components of the courses and the one-on-one interactions with the moderator/mentor will determine the participant's mastery.

15% Workbook/Reflective Journal (research, creating a plan, case studies).

15% Final Exam.

The participant has 15 weeks to complete all aspects of the course.

Grading for CE Credits Online Courses

All courses are Pass/Fail unless a letter grade is requested by the participant when registering for the course.

For a Passing grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam.

Every Forum Exercise must be approved by the moderator and checked off on the participant's outline before the participant can complete the post survey, course evaluation, final exam, and submit for credit. This creates a forced mastery that ensures each student has mastered all of the concepts prior to receiving credit. Our moderators work with participants on a one-to-one basis to ensure that every participant has a firm grasp of each lesson.

* Students are required to meet a mastery equivalent to a B grade to be allowed to apply for academic credit.

For a B grade:

Completion of all online assignments, reflective journal assignments, postings to online forum, response to practice done in own setting and passing the final exam with a score of 80%.

An A grade would be based upon demonstrated quality-excellent work and a score of 90% and above on the final exam.

*See attached rubric

XIII. Research Information:

Name/Title of Research:

McTighe, Jay and Wiggins, Grant. UNDERSTANDING BY DESIGN. Pearson Education 2000.

Costa, Art and Garmston, Robert. COGNITIVE COACHING. *A Foundation for Renaissance Schools*. Christoper-Gordon, 1994

Cook, Marshall. EFFECTIVE COACHING. McGraw-Hill 1999.

Crane, Thomas. THE HEART OF COACHING. *Using Transformational Coaching to Create a High-Performance Culture*. FTA Press, 1998

Dotlich, Davie and Cairo, Peter. ACTION COACHING. *How to Leverage Individual Performance for Company Success*. Jossey-Bass Publishers. 1999.

Downs, Alan. SECRETS OF AN EXECUTIVE COACH. *Proven Methods for Helping Leaders Excel Under Pressure*. American Management Association, 2002.

Fournies, Ferdinand. COACHING FOR IMPROVE WORK PERFORMANCE. McGraw-Hill 2000

Hiam, Alex. MAKING HORSES DRINK. Entrepreneur Press 2002

Hargrove, Robert. MASTERFUL COACHING. *Extraordinary Results by Impacting People and the Way They Think and Work Together*. Pfeiffer, 1995.

Hendricks, William. COACHING, MENTORING, AND MANAGING. *Breakthrough Strategies to Solve Performance problems and Build Winning Teams*. Career Press, 1996.

Holliday, Micki. COACHING, MENTORING AND MANAGING. Second Ed, 2001

Kinlaw, Dennis. COACHING FOR COMMITMENT. *Interpersonal Strategies for Obtaining Superior Performance from Individuals and Teams*. Jossey-Bass, 1999.

McGuire, Marilyn (Presenter). EVALUATION TO PROMOTE TEACHER GROWTH AND STUDENT LEARNING. Video Journal of Education, 2002.

Monroe, Lorraine. NOTHING'S IMPOSSIBLE. Public Affairs, 1997.

Patterson, Kerry; Grenny, Joseph; McMillan, Ron, and Switzler, Al. CRUCIAL CONVERSATIONS. *Tools for Talking When Stakes Are High*. McGraw-Hill, 2002

Robbins, Pam. HOW TO PLAN AND IMPLEMENT A PEER COACHING PROGRAM. ASCD, 1991

Robbins, Pam and Alvy, Harvey. THE PRINCIPAL'S COMPANION. *Strategies and Hints to Make the Job Easier*. Corwin Press, 1995.

Stephenson, Peter. EXECUTIVE COACHING. Pearson Education, 2000.