



**Advanced Education and  
Training At Your  
Convenience**

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

**Instructor:**                **Marilyn McGuire**

**Number of Credits:**    **3 semester credits 45 Hours**

**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

**Number of Credits:** 3 Semester credits; 45 Hours

**Date/Times:** Online Course – Always Available

**Location:** Access day or night 24/7 at your library, home computer, or anyplace you can access the Internet.

**Course Objectives:**

- 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

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. Participation is necessary for passing the course

**Outline (syllabus) of course:**

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

This course allows for a variety of interactive activities to practice specific skills. These are designed to provide a variety in terms of style as well as provide meaningful practice. Lessons contain the important information regarding the coaching skill or concept to be practiced. Video segments built into the course allow participants to view models of coaching experiences.

#### **Participant assignments:**

Students participate in a variety of engaging, interactive, and reflective assignments including quizzes, workbook assignments, self-reflective exercises, practicing new skills, brainstorming with colleagues, and submitting lessons to an on-line discussion forum. The instructor reviews and approves all lessons posted to the on-line discussion forum.

Quizzes (2)

Workbook Exercises (22)

On-Line Forum Assignments (33)

On-Line Forum Interactions (3)

Final Exam (1)

#### **Methods to be used to evaluate course objectives:**

1. On-line forum assignments submitted to the on-line instructor (self reflections, results of skills practicing, creating a plan, evaluating techniques)
2. Workbook and written exercises (research, creating a plan, case studies)
3. Quizzes
4. Final Exam

#### **Additional Information:**

CE Credits Online develops university accredited, professional development courses for teachers & educators. Our courses are designed for educators, by educators, and are standards driven to help schools meet national and regional student achievement goals. More and more teachers are discovering that you can do online training and still be part of a shared learning community. All programs are structured to encourage online peer-to-peer discussion and collaboration. In addition, CE Credits Online courses are perpetual – meaning that educators have access to course content indefinitely.

### **System Requirements:**

#### PC Platform

- Win 98/NT/2000/XP
- 200 MHZ Intel Pentium Processor or better
- 32 MB or more of RAM
- Internet Connection: A dial up 56.6 kbps modem or better (if you have a dial-up connection, you will need the CD-ROM to view the videos)
- Sound card and speakers
- Macromedia Flash Player 7.0 or Higher
- Internet Explorer 5.0 or higher
- Netscape 4.7 or higher

#### Macintosh Platform

- Mac OS 8.1 or later
- 32 MB RAM
- Virtual Memory turned on, set to 64 MB
- 604 PowerPC
- Internet Connection: A dial up 56.6 kbps modem or better (if you have a dial-up connection, you will need the CD-ROM to view the videos)
- Macromedia Flash Player 7.0 or higher
- Microsoft Internet Explorer 5.0 or higher or Netscape 4.7 or higher
- Netscape 4.7 or higher
- Safari 1.0 (works only on OS 10.2)

### **Research Information: Name/Title of Research:**

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

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

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

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

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

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