



ED5163 SYLLABUS: INSTRUCTIONAL COACHING

COURSE DESCRIPTION

(50 clock hours and/or 2 quarter credits)

Competencies: Apply coaching models and techniques to improve professional practice; Apply professional growth and improvement strategies

Thinking about becoming an instructional coach? Interested in helping others to effectively use instructional technologies with their students? Explore peer coaching models and then select one to work with as you develop and implement your own peer coaching plan.

Evaluate coaching models and techniques that focus on solutions, not problems. Implement different coaching models and learn to distinguish between the effects of various techniques. Plan, set goals, monitor progress and implement accountability strategies for professional growth and improvement. During this course you will build

- A peer coaching model that suits you
- A peer coaching plan that will be implemented with a colleague.
- A revised plan post your participation in a coaching session
- A professional development plan targeted for your school
- An evaluation of your peer coaching plan.
- Work with a peer to reflect on the effectiveness of your peer coaching strategy

COURSE OUTLINE

- I. **Apply coaching models and techniques to improve professional practice.**
 - a. Analyze the sociocultural learning theory and its relevance to peer coaching
 - i. Introduction to Instructional Coaching
 - ii. Introduction to Sociocultural Learning Theory
 - iii. Introduction to Peer Coaching
 - iv. Sociocultural Learning and Coaching
 - v. Adult Learning and Coaching
 - b. Evaluate various coaching models and techniques.
 - i. Common K-12 Coaching Models
 - ii. Coaching and Teacher Roles
 - iii. Determining the Best Fit
 - iv. Critical Friends
 - v. Accountable Talk
 - c. Develop observation and feedback tools to utilize in peer-to-peer coaching.
 - i. Observation tools
 - ii. Using Data Collection Tools
 - iii. Observing and Providing Feedback to Teachers
 - iv. Best Practices for effective coaching
 - v. Feedback Tips
 - d. Implement different coaching models and learn and distinguish between the effects of various techniques using the observation and feedback tools.

- i. Implementing Coaching Models and Techniques
 - ii. Effects of Instruction Coaching on Teachers and Instruction
- e. Reflect on how providing coaching improves your own instructional practices as an educator.
 - i. Models for Reflection on Coaching
 - ii. Reflective Teachers and Coaches

MILESTONE (SUMMATIVE) ASSESSMENT #1

- II. Apply professional growth and improvement strategies.**
 - a. Evaluate strategies for engaging in feedback conversations.
 - i. Professional Development, Professional Improvement, and Instructional Coaching
 - ii. Professional Development Strategies
 - iii. Approaches to Instructional Coaching
 - iv. Instructional Coaching and Technology Integration
 - v. Instructional Coaching Benefits and Approaches
 - vi. Coaching and Teacher Evaluation
 - vii. Giving and Receiving Feedback
 - viii. Feedback Tools
 - ix. Feedback Skills
 - b. Develop a professional improvement plan including goals and expected outcomes.
 - i. PDSA
 - ii. Developing a Plan
 - iii. Developing Goals
 - iv. Goals, Outcomes, and
 - c. Monitor progress and implement accountability strategies for the professional growth and improvement of a peer.
 - i. Monitoring Progress
 - ii. Evaluating Progress and Making Changes
 - iii. Adapting a Professional Development Plan
 - d. Support reflection strategies through the coaching process.
 - i. Reflection and Instructional Coaching
 - ii. Reflective Strategies

MILESTONE (SUMMATIVE) ASSESSMENT #2

BUILDING YOUR ARTIFACTS: UNIT #1

- Select a colleague with whom you may be able to develop a peer coaching relationship. Consider your current level of trust with this colleague as well as logistical concerns such as common prep times or similar curricular responsibilities.
 - Meet with the selected colleague to discuss a possible peer coaching relationship. Begin by discussing the basics of peer coaching, especially if your colleague has not previously engaged in the process. Then discuss several possible peer coaching techniques and/or models that may fit your situation and unique needs.
 - As you discuss the various peer coaching techniques and/or models, be sure to consider the relevance of each to sociocultural learning theory.

- Select a model or a set of techniques that you will implement as you begin your peer coaching relationship. Write a summary of your rationale.
- Create a shared document (such as a Google Doc) that will serve as the documentation of your peer coaching plan.
- Indicate the goals for both participants. Consider the guidelines for goal setting that are relevant to your selected peer coaching model or peer coaching techniques. If no specific guidelines apply to your model or techniques, consider writing SMART goals that align to the needs of both participants.
 - Outline the specific techniques and tools that will be used throughout the peer coaching process. Again, refer to the recommendations that are aligned to your selected model or techniques, and also consider general best practices.
 - Identify the approach(es) that you and your colleague will implement for observations and feedback. For example, will you conduct real-time, in-person observations, or will you use technology such as Skype or a video recording to conduct your observations? Will you meet in person to provide feedback, or will you use a collaborative document or some other method?
 - Specify the expected outcomes of the peer coaching relationship for both participants. Consider including student achievement expectations in this list.
- Complete one or two coaching sessions with your colleague. Record these sessions for later review if desired. If sessions are not recorded, be sure to take careful notes for later review.
 - Meet with your colleague for the purpose of collaborative reflection. Focus on the design and implementation of the peer coaching plan.
 - Use a plus/minus/delta chart to indicate what worked well and what didn't work well in the peer coaching plan and to record ideas for improvements that can be made to the plan.
 - Modify the peer coaching plan as necessary in order to apply what you learned through the reflection process.

BUILDING YOUR ARTIFACTS; UNIT #2

- With your peer coaching partner, reflect on the peer coaching process. Evaluate your progress towards your goals and expected outcomes, and also consider whether the peer coaching process itself could be improved.
 - Build upon this reflection to create a professional development plan that includes peer coaching as an integral element.
 - Clearly state your goals and expected outcomes as part of the professional development plan. With your peer coaching partner, evaluate your progress towards your goals and expected outcomes, and also consider whether the peer coaching process itself could be improved. Build upon this reflection to create a professional development plan that includes peer coaching as an integral element.
- Complete one or two additional cycles of observation and feedback. Record these sessions for later review if desired. If sessions are not recorded, take careful notes for later review.
 - Review your recordings and/or notes from all of your previous coaching sessions. Focus on progress towards the goals and outcomes identified in your peer coaching plan.
 - Write a short reflection statement summarizing your current progress towards those goals and outcomes.
- With your peer coaching partner, discuss the feedback conversation strategies and accountability strategies that are currently present in your peer coaching plan. Evaluate whether you are implementing

the strategies with fidelity, and consider whether the strategies are helping you to make adequate progress towards your goals and outcomes.

- Generate ideas for adjusting the approaches in your peer coaching plan. Focus on changes that will help you to achieve the goals and expected outcomes of the plan. Be sure to provide rationale for any proposed changes.