

Instructional Coaching™

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Overview

This document contains information specific to the course. For general information on PLS Classes including our academic integrity policy and more, please visit this URL: PLSClasses.com/our-courses/syllabi.

Course Description

An instructional coach is chiefly responsible for bringing evidence-based practices into classrooms by working with teachers and other school leaders. This course focuses on the coach's role in classroom management, content enhancement, instruction, asking effective questions, and assessment for learning. Participants will also explore the fundamentals for sustaining a successful coaching program including how to represent the coach's role to staff, building trusting relationships, participating in ongoing training, garnering support from administrators, and providing confidential, nonevaluative job-embedded professional development for teachers. Types of coaching and how to implement effective verbal and nonverbal communication designed to improve expertise in leadership, communication and listening, positive thinking, and support are major course themes, with additional focus on the conferencing and facilitation skills (including confidentiality agreements among coaches, teachers, and principals).

Course Materials

For on-site and remote learning courses, each participant will receive a folder of materials along with access to digital materials. Upon registration, participants may choose to receive a printed participant manual in addition to the digital version.

Participants will receive access to digital materials prior to the first day of class. For remote learning classes, printed materials will be sent to the participant's provided address. For on-site classes, printed materials will be distributed on the first day of class.

Online class materials will be accessible through the learning management system (LMS).

Course Outcomes

Upon completion of this class, the learner will be able to:

1. Explain the role of an instructional coach.
2. Develop supportive, confidential, and trustworthy interpersonal relationships with teachers.
3. Describe the value of the principal/coach relationship.
4. Evaluate teacher and learner data in order to determine areas for improvement.
5. Explore conferencing, facilitation, presentation, and training best practices.
6. Integrate effective communication techniques, including active listening, confirmatory paraphrasing, and positive phrasing.
7. Evaluate the flow of verbal exchanges, on- or off-task behaviors, and types of feedback during a classroom observation.
8. Compare various types of feedback and when to employ them.
9. Summarize the models for defining communication and practicing confidentiality among stakeholders.
10. Compare technical coaching, challenge coaching, collegial coaching, and cognitive coaching.
11. Construct methods to develop a culture of coaching.
12. Describe the components that enable coaches to respond most effectively to specific situations.
13. Explain the importance of modeling and applying effective communication skills in the coaching process.
14. Explore the types of questions that may be used to structure coaching conferences to maximize critical thinking.
15. Generate questions for debriefing and fostering teacher reflection.
16. Generalize course content to reflect how the multicultural, special needs and gifted, and other diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course.

17. Reflect continuously on personal expertise, using the knowledge and skills associated with this course, and use these insights actively as the basis for ongoing professional growth.
18. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise.

Course Topical Outline

	List of Concepts
Instructional Coaching Fundamentals	Opening activities; the role an instructional coach plays; building relationships and trust
Principal's Role in Supporting Coaches	Attributes for a workable coaching plan; evaluating a successful coaching program; offering feedback for an instructional coach's service/program
Professional Development	Cycles of effective professional development in an instructional coaching program; ongoing improvement in a coaching program
Coaching Strategies	Continuum of coaching and supervision; coaching dispositions; effective time management; observational data
Communication Skills for Coaches	Verbal and nonverbal communication including listening and questioning; barriers to effective communication; growth mindsets; supporting statements
Conferencing and Facilitation Skills	Conferencing, facilitation, presentation, and training best practices; evaluating verbal exchanges, on/off task behaviors, and feedback during classroom observation; types of effective conferencing; questions to improve coach/principal conferences; role and process of a facilitator during coaching conferences

Reflective Feedback	Reflective thinking; types of feedback; value of feedback; planning strategies for feedback; delivery techniques
Creating Partnerships	Promoting meaningful change in teacher practice; aligning with teacher goals; models for effective communication between and among teachers, principals, and coaches; building growth and trust
Coaching Models	Coaching Models Types of coaching (technical, challenge, collegial, cognitive); framework for instructional coaching excellence; coaching culture/climate; confidentiality, trust, and integrity
A Well-Designed Coaching System	Pillars of a coaching culture (strategy, alignment, infrastructure); embedding the culture; effective coaching systems; support (cultural, structural, procedural)
Coaching Strategies and Interactions	Effective coaching methods (clarifying questions, trust, reflective questions); conversational tools; goal setting; perspective; agreements; wrap-ups
Sustainable Coaching	Keys to a successful program; teams to maximize student improvement; frameworks for mentoring and coaching; differentiated professional development.
Effective Communication Skills in the Coaching Process	Committed listening and paraphrasing; building trust; coaching conversations; summarizing; positive intent; powerful questions; reflective feedback
Effective Questioning for the Classroom and Coach	Know/Understand/Do questions; Webb’s Depth of Knowledge; Bloom’s Taxonomy; types of questions; stems for coaching conversations; reflection prompts

Questioning Skills for Coaching Conferences	Questions for Life (questions that gather information, questions that work with information, questions that facilitate taking action); prompting reflection; the impact of reflection.
Coaching Conversations	Facilitating difficult conversations; constructive problem talk; overcoming resistances; leading in conflict; preparing for difficult conversations; transforming school culture; action planning.

Course Portfolio Assessments

Correlations to Course Outcomes and Institutional Outcomes

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments. Participants will complete a course project designed to strengthen professional practice and extend knowledge related to the specific content of the course. This project is divided into multiple grade activities to be completed throughout the term.

Additional learning activities include whole-group and small-group discussions and assessments for a total of 478 points.

Course Portfolio	Pts.	Correlations to Course Outcomes
Instructional Coaching	18	1, 3, 16, 17, 18
Principal's Role in Supporting Coaching	18	1, 3, 16, 17, 18
Professional Development	18	1, 2, 3, 4, 16, 17, 18
Coaching Strategies	18	4, 16, 17, 18
Communication Skills	18	5, 6, 7, 8, 16, 17, 18
Conferencing and Facilitation Skills	18	5, 6, 7, 9, 16, 17, 18
Providing Reflective Feedback	18	5, 6, 8, 16, 17, 18
Creating Partnerships	18	5, 6, 7, 8, 9, 16, 17, 18

Coaching Models and Culture	18	10, 13, 16, 17, 18
Characteristics of a Well-designed Coaching System	18	12, 13, 16, 17, 18
Coaching Strategies and Interactions	18	11, 12, 13, 16, 17, 18
Sustaining Coaching	18	11, 12, 13, 16, 17, 18
Communication Skills	18	14, 15, 16, 17, 18
Effective Questioning in the Coaching Process	18	14, 15, 16, 17, 18
Coaching Conferences	18	14, 15, 16, 17, 18
Coaching Conversations	18	12, 15, 16, 17, 18
Course Project	190	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18
Course Total	478	

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Additional Information

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