Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED 5406

Course Title: Instructional Coaching™ Online

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<tbody>
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<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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<tbody>
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Course Description from Graduate Bulletin:
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, 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).

Graduation Reminder to Students:
If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:
No required text.

Instructors and learners will use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

Required Reference:
<table>
<thead>
<tr>
<th>Topical Outline</th>
<th>List of Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coaching Fundamentals</td>
<td>Opening activities; the role an instructional coach plays; building relationships and trust</td>
</tr>
<tr>
<td>Principal's Role in Supporting Coaches</td>
<td>Attributes for a workable coaching plan; evaluating a successful coaching program; offering feedback for an instructional coach’s service/program</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Cycles of effective professional development in an instructional coaching program; ongoing improvement in a coaching program</td>
</tr>
<tr>
<td>Coaching Strategies</td>
<td>Continuum of coaching and supervision; coaching dispositions; effective time management; observational data</td>
</tr>
<tr>
<td>Communication Skills for Coaches</td>
<td>Verbal and nonverbal communication including listening and questioning; barriers to effective communication; growth mindsets; supporting statements</td>
</tr>
<tr>
<td>Conferencing and Facilitation Skills</td>
<td>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</td>
</tr>
<tr>
<td>Reflective Feedback</td>
<td>Reflective thinking; types of feedback; value of feedback; planning strategies for feedback; delivery techniques</td>
</tr>
<tr>
<td>Creating Partnerships</td>
<td>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</td>
</tr>
<tr>
<td>Coaching Models</td>
<td>Types of coaching (technical, challenge, collegial, cognitive); framework for instructional coaching excellence; coaching culture/climate; confidentiality, trust, and integrity</td>
</tr>
<tr>
<td>A Well-Designed Coaching System</td>
<td>Pillars of a coaching culture (strategy, alignment, infrastructure); embedding the culture; effective coaching systems; support (cultural, structural, procedural)</td>
</tr>
<tr>
<td>Coaching Strategies and Interactions</td>
<td>Effective coaching methods (clarifying questions, trust, reflective questions); conversational tools; goal setting; perspective; agreements; wrap-ups</td>
</tr>
<tr>
<td>Sustainable Coaching</td>
<td>Keys to a successful program; teams to maximize student improvement; frameworks for mentoring and coaching; differentiated professional development</td>
</tr>
<tr>
<td>Effective Communication Skills in the Coaching Process</td>
<td>Committed listening and paraphrasing; building trust; coaching conversations; summarizing; positive intent; powerful questions; reflective feedback</td>
</tr>
<tr>
<td>Effective Questioning for the Classroom and Coach</td>
<td>Know/Understand/Do questions; Webb’s Depth of Knowledge; Bloom’s Taxonomy; types of questions; stems for coaching conversations; reflection prompts</td>
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</table>
Questioning Skills for Coaching Conferences

Facilitating difficult conversations; constructive problem talk; overcoming resistances; leading in conflict; preparing for difficult conversations; transforming school culture; action planning

Institutional Student Learning Outcomes (ISLO)

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.
### Student Learning Objectives & Evidence of Student Learning

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

17. Reflect on the ways personal beliefs affect practice, adjust accordingly, and actively seek out opportunities to grow professionally using the knowledge and skills of this course.  
\[I = 1-5\]  
\[S = 1-7\]  
\[G = 1-5\]  
Assignment 11, 12, 13, 16

18. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise.  
\[I = 1-5\]  
\[S = 1-7\]  
\[G = 1-5\]  
Assignment 3, 4, 6, 8, 10, 13, 15

### Course Requirements & Assessments

**Assignment 1: Instructional Coaching Fundamentals**  
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how instructional coaching can change practice and improve instruction. Then summarize your experiences with instructional coaching (in the role as a coach and/or a teacher) and how those experiences guide your role as an instructional coach.  
Your summary should include each of the following items:  
- Your understanding of the various instructional coaching roles,  
- The value of videotaping a lesson, and  
- The importance of building relationships and trust between the instructional coach and the teacher.  

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

**Assignment 2: Principal’s Role in Supporting Coaching**  
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how administrative support can boost instructional coaching’s impact. Your response should address each of the following items:  
- Describe the value of having a supportive principal.  
- Explain the role of the principal in the overall instructional coaching plan.  
- Recommend and briefly discuss a technique that your principal could use to evaluate an instructional coach and/or the coaching program as a whole.  

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

**Assignment 3: Professional Development**  
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how participation in job-embedded professional development can positively impact coaches, teachers, and students.  
Your response should address each of the following questions:  
- How do teaming and collaboration support professional growth?  
- How can ongoing, job-embedded teacher professional development impact student learning?  
- What coaching-specific professional development resources are available for continued professional learning?  

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.
Assignment 4: Coaching Strategies
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how instructional coaches build teacher capacity for selecting, implementing, and evaluating the impact of effective teaching strategies, as well as foster teacher reflection. Your response should address each of the following items:

- Describe a situation where the effective use of guiding questions had a positive impact on teacher practice.
- Explain how preconferencing, debriefing, and ongoing reflective dialog help to determine areas of need and opportunities for improvement.
- Recommend and briefly discuss a strategy for instructional coaches that helps with effective time management.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 5: Communication Skills
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how effective communication techniques can increase the impact of an instructional coach. Reflect on your experience as an instructional coach and respond to the following prompts:

- Explain how verbal skills impact coaching relationships. Provide one example of a positive verbal interaction and one example of a verbal interaction that warrants improvement.
- Explain how nonverbal skills impact coaching relationships. Provide one example of a positive nonverbal interaction and one example of a nonverbal interaction that warrants improvement.
- Describe how effective verbal and nonverbal communication skills can increase your impact as an instructional coach.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 6: Conferencing and Facilitation Skills
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how effective conferencing and facilitation skills can improve the coaching process. Consider the various conferencing components and the role of the facilitator. Respond to the following prompts through reflection on your most recent conference session:

- How did you determine which group format to use (one-to-one, small group, large group, etc.)?
- Which approach to facilitative coaching - light or heavy - did you use? Why did you choose this approach?
- What thought provoking question was/could have been asked specifically to prompt reflection on student learning and the changes in practice needed to shift the focus from “teaching” to “learning”?

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 7: Providing Reflective Feedback
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how feedback and its delivery can affect perceptions of an instructional coach. Consider the various feedback delivery techniques that a coach could use. Respond to the following prompts:

- How can focusing feedback on the details of the task in connection with the learning goals be more effective than focusing on the teacher?
- How does reflective questioning prompt teachers to critically examine their teaching practice and impact the teacher’s perception of the coaching role?
- How can staying objective in giving feedback to your teachers promote learning from their mistakes and influence their perception of you?

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.
Assignment 8: Creating Partnerships
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how respectful and confidential partnership increase the success of an instructional coaching program. Consider the types of partnerships you would like to develop as a coach and respond to the following prompts:
- What are the ideal partnership expectations you would like to strive for as an instructional coach?
- How do you determine which coaching model to use with teachers and with the principal?
- How does increasing trust within a partnership affect the coaching model you choose?

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 9: Coaching Models and Culture
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how identifying and implementing the best coaching model for your school and/or situation can help build a culture of coaching. Reflect on your experience as an instructional coach and respond to the following prompts:
- Describe three situations, identifying a different coaching type for each, that have contributed to a change in practice for the teacher(s) involved.
- Explain one coaching method you will employ within the next three months.
- Predict one potential challenge for developing a culture of coaching and provide an example of how you might overcome that challenge.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 10: Characteristics of a Well-designed Coaching System
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how a well-designed coaching system provides clarity of purpose so that it can influence teachers’ beliefs that they can improve their practice. Reflect on your experience as an instructional coach and respond to the following prompts:
- Describe how building a strong, trusting relationship with a teacher has helped improve their practice.
- Explain how infusing technology into teacher practice and student learning will prepare students to work and live in our globally competitive digital age.
- Explain how success stories shared by teachers could bolster buy-in from those who have yet to join the coaching process.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 11: Coaching Strategies and Interactions
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how implementing effective coaching strategies and interactions can help change teacher practice. Reflect on your experience as an instructional coach and respond to the following prompts:
- Explain your role in supporting teachers to effectively use classroom data to drive instruction.
- Briefly describe the conversational tools and techniques that you utilize in your everyday coaching conversations.
- Summarize how committed listening improves coaching conversations.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 12: Sustaining Coaching
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how clearly defined coaching roles and differentiated coaching can contribute toward sustaining the practice of coaching. Reflect on your experience as an instructional coach and respond to the following prompts:
- Explain how having clearly delineated roles and clear expectations of what is expected contribute toward your effectiveness as a coach.
- Summarize how you differentiate coaching for different teachers. Include examples of what you’ve done in the past.
- Describe how improving the collective responsibility throughout your building increases student achievement and success.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.
Assignment 13: Communication Skills
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how effective communication skills can foster trusting coach-teacher relationships. Reflect on your experience as an instructional coach and respond to the following prompts:
- Explain your process for paraphrasing and/or summarizing during the coaching process.
- Explain three techniques for committed listening and provide specific examples of how you would communicate using this technique to foster a trusting relationship with a teacher.
- Describe a past scenario in which you were being coached. In this scenario, explain how you would have communicated the same/differently in the role of the coach in terms of positive intent, powerful questions, and reflective feedback.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 14: Effective Questioning in the Coaching Process
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how increasing dialogue by using open questions and paraphrasing guides the direction of a coach’s classroom observation. Reflect on both the levels and types of questions, and then respond to the following prompts:
- Describe two examples of how to increase dialogue: one for a pre- and the other for a post-conference. Include a minimum of two sample open-ended questions for each example.
- Explain how you can work with teachers to challenge them to think more deeply about levels of questioning in order to increase the frequency and rigor of classroom questioning that improves instruction and enriches student learning.
- Identify a specific scenario of an upcoming coaching conference. Prepare a line of questioning (7-10 questions) that encourages and supports the teacher in identifying and addressing the specific needs of this scenario.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 15: Coaching Conferences
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how applying a variety of questioning skills can clarify teachers’ needs and maximize critical thinking. Reflect on your experience as an instructional coach and respond to the following prompts:
- Explain why and how you think Questions for Life (QFL) may empower the learner (teacher or student) to develop their own solution that provides a sense of ownership and competence that can help prevent that problem’s recurrence.
- Describe a specific coaching scenario identifying the 5 to 7 questions posed (and the corresponding QFL in which your questioning clearly impacted teacher reflection that led to deeper understanding of the issue and created a swift change in practice.
- Summarize your process to: 1) assist the teacher in identifying a focus, issue, or concern in teacher practice, 2) stimulate teacher reflection of this practice, 3) clarify commitment to resolving the issue, and 4) support taking action to change practice.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Assignment 16: Coaching Conversations
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how coaching conversations foster teacher reflection that can transform individual practice and school culture. Reflect on your experience as an instructional coach and respond to the following prompts:
- Explain why the success or failure of a difficult conversation hinges on the following: emotional awareness of both coach and teacher, constructive planning for the conversation, and questioning and listening techniques.
- Describe a scenario where the use of powerful questioning influenced a teacher’s capacity to transform their own practice. Share a subset of 3 sample questions that were most helpful in the teacher’s realization that change was necessary.
- Summarize how your coaching conversations develop, guide, and transform school culture. Share specific examples.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.
## Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
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<tbody>
<tr>
<td>Instructional Coaching Fundamentals</td>
<td>18</td>
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<td>18</td>
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<tr>
<td>Course Project</td>
<td>225</td>
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<tr>
<td><strong>Total Points Possible for all Modules</strong></td>
<td><strong>518</strong></td>
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### Graduate Education Grading Scale (MS Level):

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Point Range</th>
<th>Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A</td>
<td>94-100%</td>
<td>Academic achievement of superior quality</td>
</tr>
<tr>
<td>3.5 B+</td>
<td>87-93%</td>
<td>Academic achievement of good quality</td>
</tr>
<tr>
<td>3.0 B</td>
<td>80-86%</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
</tr>
<tr>
<td>2.5 C+</td>
<td>75-79%</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
</tr>
<tr>
<td>2.0 C</td>
<td>70-74%</td>
<td>Academic achievement below the average required for graduation</td>
</tr>
<tr>
<td>0.0 F</td>
<td>Below 70%</td>
<td>Failure. No graduate course credit</td>
</tr>
</tbody>
</table>

A grade of “X” indicates assigned work yet to be completed in a given course. Except in thesis work, grades of “X” will be given only in exceptional circumstances. Grades of “X” must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the “X” grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.
Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association’s Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussions follow a weekly unit protocol that initial postings are due on Thursday, responses are due on Sunday and assignments are due on Sunday. Exceptions to this practice will be noted in the syllabus. Late discussions are not accepted for partial credit after the dates set for each unit.

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor’s policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.
Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

APA Online References: http://apastyle.apa.org/ http://owl.english.purdue.edu/owl/resource/560/01/

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

Required Software: Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without “@wilkes.edu”) and password to gain access. Those databases followed by
an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

**Writing:** The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

**Disability Accommodations:** Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student’s needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

**Wilkes Graduate Education Program**

**Identity Authentication:** The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

**Program Evaluation:** Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

**Act 48 or Act 45:** Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/
# Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Unit 2 weeks per unit</th>
<th>Readings, Topics, and Learning Activities</th>
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<tr>
<td>Week 1</td>
<td><strong>Instructional Coaching: The Basics</strong></td>
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<tr>
<td></td>
<td><strong>Unit 1 Module 1: Instructional Coaching Fundamentals</strong></td>
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<tr>
<td></td>
<td>Reading:</td>
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<tr>
<td></td>
<td>A Coach’s Toolkit: Three Ways to Build Trust</td>
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<td></td>
<td>Optional Reading:</td>
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<td></td>
<td>Steve’s Barkley’s Coaching Series</td>
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<td></td>
<td>Instructional Coaching: A Partnership Approach to Improving Instruction (Knight, 2007)</td>
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<tr>
<td></td>
<td>Topics:</td>
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<tr>
<td></td>
<td>● Instructional Coaching Roles</td>
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<td></td>
<td>● Relationships and Trust</td>
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<td></td>
<td>Learning Activity 1-1: Instructional Coaching Fundamentals</td>
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<td></td>
<td>After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how instructional coaching can change practice and improve instruction. Then summarize your experiences with instructional coaching (in the role as a coach and/or a teacher) and how those experiences guide your role as an instructional coach. Your summary should include each of the following items:</td>
</tr>
<tr>
<td></td>
<td>● your understanding of the various instructional coaching roles,</td>
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<td>● the value of videotaping a lesson, and</td>
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<td></td>
<td>● the importance of building relationships and trust between the instructional coach and the teacher.</td>
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<td></td>
<td>Post an initial response and then reply to at least two other participant’s posts in a meaningful way.</td>
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<td><strong>Unit 1 Module 2: Principal’s Role in Supporting Coaches</strong></td>
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<tr>
<td></td>
<td>Readings:</td>
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<td></td>
<td>Coaching Teachers: An Important Principal Role</td>
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<td>6 Ways Principals Can Support Instructional Coaching</td>
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<td>Possible Guiding Questions: Conversations Between Principals and Teachers</td>
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<td>Evaluating Instructional Coaching</td>
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<td>Topics:</td>
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<td></td>
<td>● Instructional Coaching Plan</td>
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<td>● Instructional Coaching Evaluation</td>
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<td></td>
<td>Learning Activity 2-1: Principal’s Role in Supporting Coaching</td>
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<td>After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how administrative support can boost instructional coaching’s impact. Your response should address each of the following items:</td>
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<tr>
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<td>● Describe the value of having a supportive principal.</td>
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<td>● Explain the role of the principal in the overall instructional coaching plan.</td>
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<td></td>
<td>● Recommend and briefly discuss a technique that your principal could use to evaluate an instructional coach and/or the coaching program as a whole.</td>
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<td></td>
<td>Post an initial response and then reply to at least two other participant’s posts in a meaningful way.</td>
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<td><strong>Course Project 1.1: Instructional Coaching Topic Identification and Approval</strong></td>
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<td></td>
<td>● Identify your topic - Review the course syllabus and select a topic that resonates with your instructional practice. Choose a topic you would like to learn more about. Consider a topic that could potentially be presented to colleagues in a professional development setting.</td>
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<tr>
<td>Week 2</td>
<td><strong>Instructional Coaching: The Basics</strong></td>
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<tr>
<td><strong>Unit 1 Module 3: Professional Development</strong></td>
<td>Readings:</td>
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<tr>
<td>Job-Embedded Professional Development and Reflective Coaching</td>
<td>Job-Embedded Professional Development: What It Is, Who Is Responsible, and How to Get It Done Well</td>
</tr>
<tr>
<td>Bringing the Power of Video and Collaboration to Professional Learning</td>
<td><strong>Toolkit: Coaching Coaches</strong></td>
</tr>
<tr>
<td>Topics:</td>
<td>● Job-embedded Professional Development for Teachers</td>
</tr>
<tr>
<td>● Ongoing Improvement for Coaches</td>
<td><strong>Learning Activity 3-1: Professional Development</strong></td>
</tr>
<tr>
<td>After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how participation in job-embedded professional development can positively impact coaches, teachers, and students. Your response should address each of the following questions:</td>
<td>● How do teaming and collaboration support professional growth?</td>
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<td>● How can ongoing, job-embedded teacher professional development impact student learning?</td>
<td>● What coaching-specific professional development resources are available for continued professional learning?</td>
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<tr>
<td>Post an initial response and then reply to at least two other participant’s posts in a meaningful way.</td>
<td><strong>Unit 1 Module 4: Coaching Strategies</strong></td>
</tr>
<tr>
<td>Readings:</td>
<td>Teaching How to Teach: Coaching Tips from a Former Principal</td>
</tr>
<tr>
<td>A Day in the Life of a Literary Coach</td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td>● Coaching Expectations</td>
<td>● Effective Time Management</td>
</tr>
<tr>
<td><strong>Learning Activity 4-1: Coaching Strategies</strong></td>
<td>After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how instructional coaches build teacher capacity for selecting, implementing, and evaluating the impact of effective teaching strategies, as well as foster teacher reflection. Your response should address each of the following items:</td>
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<tr>
<td>● Describe a situation where the effective use of guiding questions had a positive impact on teacher practice.</td>
<td>● Explain how preconferencing, debriefing, and ongoing reflective dialog help to determine areas of need and opportunities for improvement.</td>
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<tr>
<td>● Recommend and briefly discuss a strategy for instructional coaches that helps with effective time management.</td>
<td>Post an initial response and then reply to at least two other participant’s posts in a meaningful way.</td>
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</tbody>
</table>

**Course Project 1.2: Research and Literature Review**
<table>
<thead>
<tr>
<th>Week 3</th>
<th><strong>Instructional Coaching: Essential Communication Skills</strong></th>
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<tbody>
<tr>
<td><strong>Unit 2 Module 1: Communication Skills for Coaches</strong></td>
<td><strong>Unit 2 Module 2: Conferencing and Facilitation Skills</strong></td>
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<tr>
<td>Topics: Verbal and Nonverbal Communication Tactics for Translating Research into Practice</td>
<td>Topics: Conferencing Components The Role of the Facilitator</td>
</tr>
</tbody>
</table>

After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how effective communication techniques can increase the impact of an instructional coach. Reflect on your experience as an instructional coach or teacher leader and respond to the following prompts:

- **Explain how verbal skills impact coaching relationships.** Provide one example of a positive verbal interaction and one example of a verbal interaction that warrants improvement.
- **Explain how nonverbal skills impact coaching relationships.** Provide one example of a positive nonverbal interaction and one example of a nonverbal interaction that warrants improvement.
- **Describe how effective verbal and nonverbal communication skills can increase your impact as an instructional coach.**

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.
Learning Activity 2-1: Conferencing and Facilitation Skills
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how effective conferencing and facilitation skills can improve the coaching process. Consider the various conferencing components and the role of the facilitator. Respond to the following prompts through reflection on your most recent conference session:

- How did you determine which group format to use (one-to-one, small group, large group, etc.)?
- Which approach to facilitative coaching - light or heavy - did you use? Why did you choose this approach?
- What thought provoking question was/could have been asked specifically to prompt reflection on student learning and the changes in practice needed to shift the focus from “teaching” to “learning”?

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Course Project 2.1: Research-based Instructional Coaching Plan
Based on your literature review synthesis, create an instructional coaching plan. This design should be considered an educational experiment that explores change the action or thought process around your professional practice. Fill out this template. Use it to:

- Create and reflect on the hypothesis
- Implement the design and track the progress, through observational research notes and data points
- Review your research notes for common themes
- Summarize common themes and data for the discussion section of your future research report
- Submit Instructional Coaching Plan template - In Course Project 2.1

Week 4

Instructional Coaching: Essential Communication Skills

Unit 2 Module 3: Reflective Feedback
Readings:
- Conversation Planning Template for Reflective Feedback
- Reflecting to Learn from Mistakes
- The A-B-Cs of Giving Feedback to a Colleague
- Feedback Techniques
- Walkthroughs and Coaching
- Giving Feedback

Topics:
- Reflective Feedback Fundamentals
- Feedback Delivery Techniques

Learning Activity 3-1: Providing Reflective Feedback
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how feedback and its delivery can affect perceptions of an instructional coach. Consider the various feedback delivery techniques that a coach could use. Respond to the following prompts:

- How can focusing feedback on the details of the task in connection with the learning goals be more effective than focusing on the teacher?
- How does reflective questioning prompt teachers to critically examine their teaching practice and impact the teacher’s perception of the coaching role?
Unit 2 Module 4: Creating Partnerships
Readings:
- World Leaders Pledge to Restore Teacher Respect
- Coaching and Leadership
- The Principal/Coach Partnership
- Coaching: Confidentiality vs Anonymity
- Coach-Principal Partnership Agreement

Topics:
- Respect for the Profession
- The Partnership Principles

Learning Activity 4-1: Creating Partnerships
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how respectful and confidential partnerships increase the success of an instructional coaching program. Consider the types of partnerships you would like to develop as a coach and respond to the following prompts:

- What are the ideal partnership expectations you would like to strive for as an instructional coach or teacher leader?
- How do you determine which coaching model to use with teachers and with the principal?
- How does increasing trust within a partnership affect the coaching model you choose?

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Week 5
Instructional Coaching: Essential Coaching Processes

Unit 3 Module 1: Coaching Models
Readings:
- New Instructional Coaches: Getting in the Classroom Door
- Cognitive Coaching: A Strategy For Reflective Teaching
- Why Do We Need a Culture of Coaching in Our Schools?
- New Teachers and a Coaching Culture
- Developing a Coaching Culture

Topics:
- Types of Coaching
- Coaching Culture

Learning Activity 1-1: Coaching Models and Culture
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how identifying and implementing the best coaching model for your school and/or situation can help build a culture of coaching. Reflect on your experience as an instructional coach or teacher leader and respond to the following prompts:

- Describe three situations, identifying a different coaching type for each, that have contributed to a change in practice for the teacher(s) involved.
- Explain one coaching method you will employ within the next three months.
- Predict one potential challenge for developing a culture of coaching and provide an example of how you might overcome that challenge.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

**Unit 3 Module 2: A Well-designed Coaching System**

Readings:
- Instructional Coaching | Beyond Best Practices
- How Instructional Coaches Can Help Transform Schools
- Tips for Supporting Instructional Coaches
- Seven Ways Principals Can Support Instructional Coaches
- Instructional Coaching in Pennsylvania

Topics:
- Clarity of Purpose
- Support Systems for Coaches

Learning Activity 2-1: Characteristics of a Well-designed Coaching System

After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how a well-designed coaching system provides clarity of purpose so that it can influence teachers’ beliefs that they can improve their practice. Reflect on your experience as an instructional coach and respond to the following prompts:
- Describe how building a strong, trusting relationship with a teacher has helped improve their practice.
- Explain how infusing technology into teacher practice and student learning will prepare students to work and live in our globally competitive digital age.
- Explain how success stories shared by teachers could bolster buy-in from those who have yet to join the coaching process.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

**Week 6**

**Instructional Coaching: Essential Coaching Processes**

**Unit 3 Module 3: Coaching Strategies and Interactions**

Readings:
- How to Effectively Observe Best Practices in the Classroom
- Data...Principal’s and Coach’s Role
- Takeaways From A Video Coaching Experiment
- What is a Coaching Conversation?
- Building Coaching Conversations Around Student Behaviors

Topics:
- Effective Coaching Methods
- Coaching Conversations

Learning Activity 3-1: Coaching Strategies and Interactions

After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how implementing effective coaching strategies and interactions can help change teacher practice. Reflect on your experience as an instructional coach or teacher leader and respond to the following prompts:
- Explain your role in supporting teachers to effectively use classroom data to drive instruction.
● Briefly describe the conversational tools and techniques that you utilize in your everyday coaching conversations.
● Summarize how committed listening improves coaching conversations.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Unit 3 Module 4: Sustainable Coaching

Readings:
- Creating a Successful Instructional Coaching Program
- Building Teams to Maximize Student Achievement
- Differentiating Coaching
- Deep, Level III Collaboration for Professional Learning Communities

Topics:
- Keys to Sustainable Coaching
- Differentiated Coaching

Learning Activity 4-1: Sustaining Coaching

After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how clearly defined coaching roles and differentiated coaching can contribute toward sustaining the practice of coaching. Reflect on your experience as an instructional coach and respond to the following prompts:

- Explain how having clearly delineated roles and clear expectations of what is expected contribute toward your effectiveness as a coach.
- Summarize how you differentiate coaching for different teachers. Include examples of what you’ve done in the past.
- Describe how improving the collective responsibility throughout your building increases student achievement and success.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Course Project 3.1: Communication, Process and Questioning

- Develop feedback survey - Create a presentation feedback survey with five to seven questions designed to gather actionable feedback using a web-based data collection tool like Survey Monkey or Google forms.
  - For tips on writing strong survey questions and response options, visit Get the Most Out of Your Survey: Tips for Writing Effective Questions and download Ways to Word Answer Choices in Questionnaires [PDF].
  - Consider including:
    - Strengths of presentation
    - Suggestions for presentation improvement
    - Observer opportunity to share additional knowledge
    - What was learned from the presentation feedback survey that could be applied in subsequent presentations on this topic or in other contexts?
- Submit feedback survey - In Course Project 3.1 Discussions tab, submit the presentation feedback survey data. Reply to two other participants, highlighting the strengths of the survey and providing ideas for improvement. Please ensure that each posting receives at least one reply.
- Based on feedback you receive, adjust your research process where you determine it is necessary.
### Week 7

#### Instructional Coaching Online: Essential Questions for Life

**Unit 4 Module 1: Effective Communication Skills in the Coaching Process**

Readings:
- Useful Communications Skills — How to Parphrase and Summarize
- Committed Listening Guide
- 549 Powerful Coaching Questions

Topics:
- Committed Listening and Paraphrasing
- Positive Intent, Powerful Questions, and Reflective Feedback

Learning Activity 1-1: Communication Skills

After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how effective communication skills can foster trusting coach-teacher relationships. Reflect on your experience as an instructional coach or teacher leader and respond to the following prompts:

- Explain your process for paraphrasing and/or summarizing during the coaching process.
- Explain three techniques for committed listening and provide specific examples of how you would communicate using this technique to foster a trusting relationship with a teacher.
- Describe a past scenario in which you were being coached. In this scenario, explain how you would have communicated the same/differently in the role of the coach in terms of positive intent, powerful questions, and reflective feedback.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

**Unit 4 Module 2: Effective Questioning for the Classroom and the Coach**

Readings:
- Using Webb's Depth of Knowledge to Increase Rigor
- Questions and Stems for Coaching Conversations
- Effective Questioning and Reflection Prompts: Questioning Stems, Conversation Starters, and Reflective Prompts
- Advisors and Mentors: Using Open Questions and Confirmatory Paraphrases

Topics:
- Levels of Questions
- Types of Questions

Learning Activity 2-1: Effective Questioning in the Coaching Process

After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how increasing dialogue by using open questions and paraphrasing guides the direction of a coach’s classroom observation. Reflect on both the levels and types of questions, and then respond to the following prompts:

- Describe two examples of how to increase dialogue: one for a pre- and the other for a post-conference. Include a minimum of two sample open-ended questions for each example.
- Explain how you can work with teachers to challenge them to think more deeply about levels of questioning in order to increase the frequency and rigor of classroom questioning that improves instruction and enriches student learning.
- Identify a specific scenario of an upcoming coaching conference. Prepare a line of questioning (7-10 questions) that encourages and supports the teacher in identifying and addressing the specific needs of this scenario.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Course Project 3.2: Instructional Coaching Report
Address the following questions from each of the three sections (Presentation Prep and Logistics, Process, Application), and create a culminating report. (Page lengths are suggested measurements.)

- Instructional Coaching Report - Write a 9 or 10 page Instructional Coaching Report.
  Address the following areas:
  - Research report introduction (1-2 paragraphs)
  - Defend your topic: (2 pages)
    - What topic did you choose to extend knowledge related to the specific content of the course and why? Describe the synthesis of key literature that supports this decision and explain how it connects to your professional practice.
  - Process/Research Design: (2-3 pages)
    - Explain how the key literature supports your research design
    - Report on the research observation notes and data, (while withholding personally identifiable information)
  - Application: (2-3 pages)
    - What was the affect of your research?
    - How can the application of your findings make a difference for student learning and achievement?
    - How can your research process be adapted or improved? Explain.
      - How did the class surveys impact your ideas to adapt your research design? Explain.
      - How can you use this process (analysis, research, design, implementation, reflection) to develop your own professional learning within your professional learning community?
  - Discussion - (2-3 pages)
    - Note feedback/ data from class surveys that support the original or adapted form of the design.
    - Describe a specific opportunity or opportunities for collaboration that would enhance instructional practice of those in your discipline.
    - Based on your findings, address future implications for instructional coaching research in your classroom. This can also be supported by literature but the primary basis should be your findings.
    - Research report conclusion (1-2 paragraphs)

- Submit the reflection narrative - Submit the reflection narrative in the Course Project 3.2 Assignment (.doc or similar format).

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Instructional Coaching Online: Essential Questions for Life</th>
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<tbody>
<tr>
<td></td>
<td>Unit 4 Module 3: Questioning Skills for Coaching Conferences</td>
</tr>
</tbody>
</table>
Readings:
Questions for Life - Cue Words and Brief Explanations
Questions for Life and Bloom's Taxonomy
Using Questions in Coaching Conferences
Reflecting on My Teaching Practices
Questioning to Prompt Reflection

Topics:
- Questions for Life®
- The Impact for Future Teacher Reflection

Learning Activity 3-1: Coaching Conferences
After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how applying a variety of questioning skills can clarify teachers’ needs and maximize critical thinking. Reflect on your experience as an instructional coach or teacher leader and respond to the following prompts:
- Explain why and how you think Questions for Life (QFL) may empower the learner (teacher or student) to develop their own solution that provides a sense of ownership and competence that can help prevent that problem’s recurrence.
- Describe a specific coaching scenario identifying the 5 to 7 questions posed (and the corresponding QFL in which your questioning clearly impacted teacher reflection that led to deeper understanding of the issue and created a swift change in practice.
- Summarize your process to: 1) assist the teacher in identifying a focus, issue, or concern in teacher practice, 2) stimulate teacher reflection of this practice, 3) clarify commitment to resolving the issue, and 4) support taking action to change practice.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Unit 4 Module 4: Coaching Conversations
Readings:
Coaching for Success: 5 Key Skills for Approaching Crucial Conversations
Resistance in Coaching Conferences
Leading in Conflict
Preparing for Difficult Conversations
Changing School Culture, One Conversation at a Time
Instructional Coach Weighs 3 Types of Data to Get Triple-strength Feedback

Topics:
- Facilitating Difficult Conversations
- Transforming the School Culture One Conversation at a Time

Course Project 4.1 Reflection and Discussion for Future Implications
- Develop presentation - Develop a research-based presentation on the selected topic that expands your current knowledge and fosters professional growth for peers (suggested formats: PowerPoint, Keynote, Google Slides, Prezi). Presentation should be approximately 15 slides, which includes a title slide and a list of references. Be sure to include:
  - A short overview of the topic and research about
  - Salient points of literature review
    - Synthesis of research findings which supported the concept of your research design
  - Research design
Learning Activity 4-1: Coaching Conversations

After reading the research, reviewing the content, and reflecting on the guiding questions for this module, think about how coaching conversations foster teacher reflection that can transform individual practice and school culture. Reflect on your experience as an instructional coach or teacher leader and respond to the following prompts:

- Explain why the success or failure of a difficult conversation hinges on the following: emotional awareness of both coach and teacher, constructive planning for the conversation, and questioning and listening techniques.
- Describe a scenario where the use of powerful questioning influenced a teacher’s capacity to transform their own practice. Share a subset of 3 sample questions that were most helpful in the teacher’s realization that change was necessary.
- Summarize how your coaching conversations develop, guide, and transform school culture. Share specific examples.

Post an initial response and then reply to at least two other participant’s posts in a meaningful way.

Course Project 4.2: Final Reflection

Research should be viewed as a living body of thought that can change depending on the evolution of challenges and newly discovered data.

In a post to the Discussion, reflect on your research project. Answer the following questions:

- Did you have a formal or informal expected outcome (hypothesis)?
- Will your findings affect student learning and achievement? Please explain your answer.
- Did the research uncover any new or unexpected problems?
- Propose another area of your own professional learning that can be explored by evolving this study or creating a new research design.

Respond to two classmates with ideas to evolve their study or apply a different research design to expand their professional learning.

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Course Outcome Correlations With Model Core Teaching Standards (InTASC)

Course Outcomes
Standard 1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard 7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc


### Course Outcome Correlations With National Board for Professional Teaching (NBPTS) Propositions and Standards

#### Proposition 1: Teachers are Committed to Students and Their Learning.

**Course Outcomes**

<table>
<thead>
<tr>
<th>NBCTs are dedicated to making knowledge accessible to all students.</th>
<th>2, 3, 4, 12, 13, 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>They believe all students can learn.</td>
<td>2, 3, 4, 12, 13, 16</td>
</tr>
<tr>
<td>They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</td>
<td>2, 3, 4, 12, 13, 16</td>
</tr>
<tr>
<td>NBCTs understand how students develop and learn.</td>
<td>2, 3, 4, 12, 13, 16</td>
</tr>
<tr>
<td>They respect the cultural and family differences students bring to their classroom.</td>
<td>2, 3, 4, 12, 13, 16</td>
</tr>
<tr>
<td>They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.</td>
<td>2, 3, 4, 12, 13, 16</td>
</tr>
<tr>
<td>NBCTs are also concerned with the development of character and civic responsibility.</td>
<td>2, 4, 16</td>
</tr>
</tbody>
</table>

#### Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

**Course Outcomes**

<table>
<thead>
<tr>
<th>NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</th>
<th>1, 2, 3, 6, 7, 8, 11, 12, 15, 16, 17, 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</td>
<td>1, 2, 3, 6, 7, 8, 11, 12, 15, 16, 17, 18</td>
</tr>
<tr>
<td>They are able to use diverse instructional strategies to teach for understanding.</td>
<td>1, 2, 3, 6, 7, 8, 11, 12, 15, 16, 17, 18</td>
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</tbody>
</table>

#### Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

**Course Outcomes**

<table>
<thead>
<tr>
<th>NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</th>
<th>4, 6, 7, 9, 12, 13, 16, 17, 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</td>
<td>4, 6, 7, 9, 12, 13, 16, 17, 18</td>
</tr>
<tr>
<td>NBCTs know how to assess the progress of individual students as well as the class as a whole.</td>
<td>4, 6, 7, 9, 12, 13, 16, 17, 18</td>
</tr>
<tr>
<td>They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</td>
<td>4, 6, 7, 9, 12, 13, 16, 17, 18</td>
</tr>
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</table>

#### Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

**Course Outcomes**

<table>
<thead>
<tr>
<th>NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</th>
<th>1, 2, 3, 4, 5, 7, 14, 1, 16, 17, 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.</td>
<td>1, 2, 3, 4, 5, 7, 14, 1, 16, 17, 18</td>
</tr>
<tr>
<td>They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</td>
<td>1, 2, 3, 4, 5, 7, 14, 1, 16, 17, 18</td>
</tr>
</tbody>
</table>
**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.  
2, 3, 4, 8, 9, 12, 13, 14, 15, 16, 17, 18

They are leaders and actively know how to seek and build partnerships with community groups and businesses.  
2, 3, 4, 8, 9, 12, 13, 14, 15, 16, 17, 18

They work with other professionals on instructional policy, curriculum development and staff development.  
2, 3, 4, 8, 9, 12, 13, 14, 15, 16, 17, 18

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.  
2, 3, 4, 8, 9, 12, 13, 14, 15, 16, 17, 18

They know how to work collaboratively with parents to engage them productively in the work of the school.  
2, 3, 4, 8, 9, 12, 13, 14, 15, 16, 17, 18

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References


