ED 589: Coaching Teachers

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Course Credit: 1.0 graduate credits

Dates & Times: Online: This 15-hour online, asynchronous course, divided into 10 modules. The student must spend a minimum of 1.5 to 2 hours per week over 10 weeks to complete this course.

COURSE DESCRIPTION:

This course is appropriate for instructional coaches, department chairs, team leaders, curriculum specialists, and teacher mentors. Instructional coaching is an innovative and effective method for supporting teachers, especially successful when focused on student achievement. Using the Sweeney (2011) student-centered approach, participants will be taken through the steps and processes for effective coaching in both teaching and leadership. Through job-embedded projects, practice with and use of feedback protocols along with other strategies, participants will learn how to intentionally apply a host of coaching strategies as they work within their respective roles. All approaches taught and practiced with have a record of success in building self-esteem, moving up teacher effectiveness, and most important: improving student achievement.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:
 • Demonstrate and support teacher effectiveness.
 • Interpret specific teacher strengths and gaps in order to help develop and support an intervention plan.
 • Through job-embedded application, cultivate and sustain teacher professional growth using effective coaching models.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:
 • Chiou-hui, C. (2011). Teachers' Professional Development: Investigating Teachers' Learning to do Action Research in a Professional Learning Community. *Asia-Pacific Education Researcher, 20*(3), 421-437.

- Prytuia, M. P. (2012). Teacher Metacognition within the Professional Learning Community. *International Education Studies*, *5*(4), 112-121. doi:10.5539/ies.v5n4p112
- Sweeney, D. (2010). *Student-centered coaching: A guide for K-8 coaches and principals*. Thousand Oaks, CA: Corwin Press.
- Wilder, P. (2013). "I can only cognitively coach so much": heavy coaching efforts amidst disciplinary complexities in secondary school classrooms (Doctoral dissertation, University of Illinois at Urbana-Champaign).

Recommended Text:
- Dees, D., Mayer, A., Morin, H., & Willis, E. (2010). Librarians as Leaders in Professional Learning Communities through Technology, Literacy, and Collaboration. *Library Media Connection*, *29*(2), 10-13.
- King, K. P. (2011). Professional Learning in Unlikely Spaces: Social Media and Virtual Communities as Professional Development. *International Journal Of Emerging Technologies In Learning*, *6*(4), 40-46.
- Venables, D. R. (2013). *How Teachers Can Turn Data Into Action.* Association for Curriculum and Supervision.

COURSE REQUIREMENTS:

Students will have 10 weeks to complete each course**,** after which time they will be un-enrolled. If you need an extension, please email the instructor. Complete one module at a time. This is a 15-hour course. Each module will take approximately 1.5 to 2 hours to complete, give or take with some less and some more, to constitute 15 full instructional hours. The system will auto-check the course components when the requirements have been met. Requirements include reading lectures, viewing video, and responding to discussion prompts or scenario prompts. Keep in mind that:
- Some course elements are optional such as grade-band video and resources, in which case you can toggle over the check box and self-check to keep a record of your progress.
- Certificates of Completion will be made available in the final module once all assignments are submitted, participation and hours requirements met.

In order to receive a Passing grade, the participant must complete the following course requirements:
- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met, with a passing grade issued by the instructor.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

Discussion Forums, Scenario Responses	30%
lessons and/or activities	20%
Lesson and/or unit Plans	50%

Grade Scale:

Grading will be Pass/Fail: A minimum score of 80% will be required to pass.