CIED 5382: INSTRUCTIONAL COACHING
SPRING, 2018

CIED 5382 is a course in the Master of Education in Curriculum and Instruction program

College of Education, Department of Curriculum and Instruction

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Class Format: This course is an online class thus there is no set time or date of meeting. You may be required to "meet" online with your team members at a determined time based on your needs and schedules to accomplish the necessary tasks and assignments. The content of this course is delivered online using Blackboard and other Web 2.0 tools. In addition, course concepts are learned through self-study, online peer/group discussions and responses, as well as individualized professor comments.

> **Class day and time:** online
> **Class location:** online

Course Description: In this course, candidates will research and engage in a form of job-embedded professional development focused on improving teaching practice in order to enhance student learning. The course is designed to get teachers to examine currently held beliefs and assumptions about professional development and coaching, then re-examine those beliefs after experiencing coaching facilitation.

Textbooks:

Knight, J. (2007). *Instructional coaching: A partnership approach to improving instruction*. Thousand Oaks, CA.: Corwin.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. Sixth Edition. Washington, D.C.: American Psychological Association.

Course Objectives: The following objectives will be met during this course:
1. Differentiate between instructional coaching and evaluating/assessing teachers.
2. Research instructional coaching models.
3. Conduct an instructional coaching cycle and analyze instructional coaching skills.
4. Explore student engagement strategies related to instructional coaching.
5. Analyze instructional coaching with respect to current reform and professional development initiatives.

A matrix that aligns course objectives, activities, assessments, and standards can be viewed in BB.

IDEA Objectives: The instruction in this course will address the following major objectives (as

assessed by the IDEA course evaluation system):

> **Essential:** Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
>
> **Important:** Learning to apply course material

Course/Instructor Requirements: No field experience is required in this course.

Course Outline

Assignments: All assignments must be submitted in order to receive course credit. Assignment guidelines are in each module for specifics regarding these assignments.

Course Community Wiki Page – 10 points
You will complete a Wiki page to introduce yourself to others.

The Many Hats of Coaching Interviews – 45 points
You will conduct interviews regarding instructional coaching.

5 Simple Truths Discussion Posts – 45 points
You will write a detailed paragraph response to each of the five simple truths.

Reflective Writing – 100 points
You will demonstrate that you have read the chapters carefully and thoughtfully.

Partnership Principles Paper – 100 points
You will learn about the seven partnership principles and then write a paper.

Identify, Learn and Improve Paper – 100 points
You will video a lesson of yours, identify and set a student centered goal, and select and evaluate a strategy to implement for improved instruction. In addition, you will write up the experience in a reflection paper.

Instructional Playbook – 150 points
You will create an electronic instructional playbook of high-impact teaching strategies that you can use with teachers to help achieve their student centered goals. In addition, you will create a brochure of strategies from the playbook.

The Coaching Project – 150 points
You will video/observe/review a lesson of a collaborating teacher and work with him/her to identify and set a student centered goal for improved instruction. In addition, you will write up the experience in a reflection paper. You must submit in Blackboard AND TK20.

Coaches as Change Agents Group Project/Discussion – 100 points
You will participate in a group project/discussion based on coaches as change agents.

Instructional Coaching Portfolio – 200 points
You will create a coaching portfolio of information regarding instructional coaching.

Communication – 50 points
You will complete any checkpoints, surveys, etc. requested. In addition, your professionalism with others and myself will be reflected in this assignment.

Grades

- **All assignments must be submitted in order to receive course credit.**
- Failure to demonstrate professional behavior and dispositions may result in a grade of "F" for the course. This includes plagiarism or any other form of academic dishonesty.
- All work is graded on content, professional language usage, grammar, punctuation, spelling, and APA formatting. All assignments should follow the assignment guidelines provided in the modules.
- The professor may not evaluate assignments with consistent errors of professional language, language usage, spelling, grammar, punctuation, or APA formatting. As a graduate student, you are expected to write professionally and proficiently.
- Please utilize the SHSU Writing Center. Their help can save you time and points!

Schedule   **5382**

***Some modules may have multiple due dates. See module folders for specifics.

Topics	Module	Due Date (11:59 PM CST)	Point Value
*Watch Course Intro video/acknowledge Course Community Wiki Page The Many Hats of Coaching 5 Simple Truths Discussion	Module I 1/17-1/28	January 28	10 45 45
Why Coaching? Chapters 1-2 Reflective Writing Paper	Module II 1/29-2/11	February 11	100
Partnership Principles Chapter 3 Partnership Principles Paper	Module III 2/12-2/25	February 25	100
Checkpoint #1		End of February	*
What do you SEE? Chapters 4-5 Identify, Learn and Improve Paper	Module IV 2/26-3/11	March 11	100
Helping Out Chapters 6-7 Instructional Playbook	Module V 3/19-4/1	April 1	150
Checkpoint #2		April	*
SHSU QDROP deadline		April 6	no point value
Now…COACH! The Coaching Project	Module VI 4/2-4/15	April 15 In BB AND TK20	150
Now what? Chapters 8-9 Coaches as Change Agents Discussion	Module VII 4/16-4/29	April 21 April 29	100
Instructional Coaching Portfolio		May 6	200
* Communication (course intro video, checkpoints, surveys, professionalism, etc.)			*50 (total)
			1050 points total

Grading Scale

1050-950 points   A
949-849 points   B
848-748 points   C
Below 748   ☹ (termination from Graduate Program)

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
  - [Procedures in Cases of Academic Dishonesty #810213](#)
  - [Students with Disabilities #811006](#)
  - [Student Absences on Religious Holy Days #861001](#)
  - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
  - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)

Attendance

  Time Requirement

- Student participation is tracked for the professor by the course history tool.
- Class documents, assignment instructions, and handouts for this online course can be found in Blackboard and will be available for reading prior to actual due dates. Students have **specific due dates** to either post answers or responses to colleagues or to specific assignments to the professor. Incomplete or incorrect postings will result in lower scores on assignments.

Course Expectations

  Late Assignment Policy

- Because your active participation is so important, it is imperative that all assignments be submitted on time. Electronically submitted assignments will be considered "on time" if submitted by 11:59 PM on the due date (*NOTE*: All due dates/times are based on Central Standard Time). Submission of work after midnight will be considered late.
- Late assignments for extenuating circumstances (approved by the professor **before** the due date) will receive a 10-20% deduction (professor decision) in points for each day late. **Computer issues, work schedules, and other normal/routine activities do NOT constitute extenuating circumstances.**

  Technology Requirements

- It is expected that graduate candidates who register for online courses have the following computer skills: sending/receiving emails, attaching documents to emails, creating tables, using Web 2.0 tools, using Blackboard, conducting online research, and using library electronic reserves. **Microsoft Word is the word processing program that is necessary to complete the assignments.**
- It is also necessary that students have access to a computer at home since much of the work for an online course is done in the evenings and on weekends. It is also expected that graduate students who register for an online course feel comfortable using a computer. Online courses move quickly and all students need to hit the ground running. This is NOT a place to begin learning the technology skills necessary for success. Have a back-up plan for if your computer crashes.

Professionalism Policy

- It is expected that graduate students be active, enthusiastic, and **collegial participants** during the semester. Points will be lost if these expectations are not fulfilled. Attendance (for online courses this is measured by logging in to Blackboard in timely and consistent fashions), punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the degree process. The professor has the ability to see time spent in Blackboard by individual students.
- All written correspondence, including emails and papers, are evaluated for professional content, grammar, punctuation, word usage, and spelling. You are encouraged to utilize the support of the SHSU Writing Center. APA format is expected.

Resignations/Withdrawals

- If you are unable to continue in this course, it is your responsibility to drop the course or resign from the university. A course dropped after the Q Drop deadline (see SHSU Academic Calendar) will result in a grade of F on your transcript and termination from the graduate program. The student is responsible for completing the proper paperwork (see Registrar) and informing the instructor.

Bibliography

Fullan, M. & Knight, J. (2011). Coaches as system leaders. *Educational Leadership, 69* (2), 50-53.

Knight, J. (2016). *Better conversations: Coaching ourselves and each other to be more credible, caring, and connected.* Thousand Oaks, CA.: Corwin.

Knight, J. (2011). What good coaches do. *Educational Leadership, 69* (2), 18-22.

Tomlinson, C. A. (2011). Every teacher a coach. *Educational Leadership, 69* (2), 92-93.

Tschannen-Moran, B. & Tschannen-Moran, M. (2011). The coach and the evaluator. *Educational Leadership, 69* (2), 10-16.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.