Course: Coaching Staff To Intentional Best Practice: An Administrator’s Guide
Instructor: Marilyn McGuire
Prerequisites: None
Number of Credits: 1 semester credits, 15 hours

Course Description:

Increased demands upon educators at all levels to improve their practice and to ensure they meet the demands of No Child Left Behind requires administrators to become assured instructional leaders, thereby shaping a school’s culture to focus on the State’s curricular objectives. Collaboration and communication are essential to meeting the goal of all students learning well. Coaching is a research-proven and practical vehicle for administrators to use in guiding their staff to intentional best practice that will ensure students’ meeting their grade-level learning expectations.

According to Bruce Joyce and Beverly Showers (1997), using coaching as a model for changing educators’ practices yields a rate of change above 90%. No other strategy—modeling, content delivery, practicing of skills—yields as great a return as does coaching.

By engaging in a variety of effective coaching practices, administrators can maximize the expertise, skill, and talent of their staff. The online format allows for reflection, practice, observation and analysis and application of skills to current settings. Emphasis is upon developing intentional best practice, celebrating success, planning for increased effectiveness in subsequent observational episodes and maintaining relationships. The course stresses the use of coaching principles to enhance administrators’ instructional leadership skills.

Course Objectives

As a result of taking this course, building-level administrators will know and be able to:
- Use positive administrative coaching relationships as an avenue to expand instructional leadership
Shape a school’s culture by focusing on the skills inherent in the State’s content standards
Use essential questions as a guide to plan, observe, and reflect upon what/how students are taught
Determine effective methods for data collection and analysis
Encourage reflective thought and improved practices, using principles of constructive feedback
Align school processes and documents to include coaching principles
To provide guidelines for adapting coaching strategies for specific needs, such as mentoring or evaluation
Create an action plan to expand coaching skills throughout the school setting

Student Expectations:
This online course is experiential and interactive. Participants will engage in a variety of activities to learn, practice, and apply the skills outlined in the course. This will include workbook exercises, short answers that are reviewed by a moderator, quizzes, observation and analysis of lessons, coaching interactions that include feedback and analysis of both the lesson and the coaching episode. A final exam is also a part of the course. Participation in all of these areas is necessary for students to successfully complete the course with a passing grade.

Special Features
The course allows for a variety of interactive activities to practice specific skills. Lessons in video format and those summarized in the course are varied to provide examples of specific strategies used in differentiated instruction in different subjects and at different grade levels. Participants have repeated opportunities to apply the skills learned in this course in their own school or district through implementation assignments.

Instructor Description
Marilyn McGuire, M.S. is a former teacher and administrator who is now an international consultant. Ms. McGuire has been working with instructional and personal coaching with teachers, administrators, and business professionals for over 25 years. She has designed and delivered a variety of workshops, keynote addresses, video and teleconferences, special coaching projects and personal consultation sessions on a host of issues and topics. Ms. McGuire has a rich background in instruction, assessment, classroom management, leadership, and mentoring. She has been involved in reading instruction since the beginning of her career and has a reading specialist credential. Ms. McGuire has worked at all levels, K-12, in public, private, and independent school settings. These experiences readily transfer to the online setting being proposed in the course.

- BA in Education—English/Special Education/Psychology—Western Washington University
- MS in Special Education—Portland State University
- Reading Specialist Credential—ESA Certificate
- Principals’ Certification—K-12—Western Washington University

Adjunct faculty—SPU, Western, Humboldt State University, Western Oregon University.

Methods of Instruction
A variety of strategies are employed in this course:
- Content presented for participants to read online—the formal instruction
- Video clips of lessons demonstrating elements of differentiation
Specific and varied learning activities to practice skills and strategies
Online forum for participants to post answers to questions and summarize student responses to differentiated lessons in their own classrooms
Classroom examples, specific strategies, activities, implementation assignments, and quizzes are included in each course module so skills are acquired and practiced at high enough levels of understanding to be applied throughout the course

Content Outline/Topics

LESSON 1  COACHING PRINCIPLES

1.a Reflection on the Coaching Process
   Video 1
   Video 2

1.b Establishing a Positive and Productive Coaching Relationship

1.c Quiz
   Quiz

1.d Research Base

1.e Establishing A Positive and Productive Coaching Relationship
   Video 3
   Video 4
   Reflective Journal Exercise #1

1.f Benefits of Coaching

LESSON 2  COACHING PURPOSES

2.a Setting Clear Expectations
   Video 5

2.b Requirements for Successful Coaching
   Video 6

2.c Move Toward/Focus on Enduring Knowledge and Understanding
   Reflective Journal Exercise #2

2.d Coaching Roles
   Video 7

2.e Coaching and Mentoring
   Video 8
   Video 9
   Video 10
LESSON 3 COACHING PROCESSES: PLANNING EFFECTIVE LESSONS

3.a Coaching: The Planning Process

3.b Keeping the End in Mind

3.c Asking the Right Questions—Using Essential Questions in Planning
   Video 11
   Reflective Journal Exercise #3

3.d Variables in Planning—Writing Clear Objectives

3.e Student Engagement

3.f Differentiating Instruction to Reach All Learners

3.g Looking at Student Work
   Reflective Journal Exercise #4

3.h Alternative Assessments

3.i Using Rubrics
   Reflective Journal Exercise #5
   Forum Exercise #2

3.j Distinguishing Between a Learning Activity and Simply a Good Experience

3.k Quiz
   Quiz

3.l Collaborative Planning
   Video 12

3.m Articulating Lesson Plan Documents
   Reflective Journal Exercise #6

3.n Coaching Roles (Lessons 1-3)
   Video 13
   Video 14
   Video 15
   Video 16
   Video 17
   Forum Exercise #3
LESSON 4 COACHING PROCESSES: OBSERVING AND COLLECTING DATA

4.a Coaching Through Observation and Data Collection

4.b 2 Kinds of Data/Sources of Effectiveness
   Video 18

4.c Data At Time Of Observation; Data Over Time
   Forum Exercise #4

4.d Data Analysis—Three Options

4.e Observation Techniques and Strategies

4.f Observation Alignments
   Reflective Journal Exercise #7
   Practicum, Part 1
   Forum Exercise #5

LESSON 5 COACHING PROCESSES: REFLECTING ON THE OBSERVATION

5.a Lesson Reflection

5.b The Reflective Conference: Presenting Data; Moving to Intentional Practice

5.c Practice With Coachee-Driven Data Collection
   Forum Exercise #6

5.d Effective Use of Language in Coaching Conferences—Principles of Constructive Feedback

5.e Words to Use/Words to Avoid in Conferencing
   Video 19

5.f How Would You Respond if Your Staff Person Said This?

5.g The Power of Encouragement in Coaching
   Video 20
   Reflective Journal Exercise #8
   Practicum, Part 2
   Forum Exercise #7

LESSON 6 COACHING IMPLEMENTATION

6.a The Coaching Process—A Few Reminders

6.b How Do I Find Time to Coach?

6.c Where to Begin the Coaching Process—Decisions and Commitment
6.d Coaching Action Plan

6.e Observing a Coaching Reflective Conference (Lessons 4-6)
  Video 21
  Forum Exercise #8

6.f Reflection on the Coaching Process in Your Own Practice
  Forum Exercise #9

Post Survey
Course Evaluation
Final Exam

Skills Transfer

As a result of taking this course, building-level administrators will know and be able to:
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- Determine effective methods for data collection and analysis
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- Align school processes and documents to include coaching principles
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Grading Criteria

The students will have the option of pass/fail or a letter grade when they register for the course. They will receive a passing grade upon completion of the course and all its’ elements. With the interaction element of the moderator on our online courses, a student cannot complete the course with less than a B grade.

For a B grade:
Completion of all online assignments, workbook assignments, postings to online forum, and response to practice done in own setting. Passing the final exam with a score of between 80% and 90%.

For a A grade:
Completion of all online assignments, workbook assignments, postings to the online forum, and response to practice done in own setting. Passing the final exam with a score between 90% and 100%.

BIBLIOGRAPHY
Coaching References


Hargrove, Robert. MASTERFUL COACHING. *Extraordinary Results by Impacting People and the Way They Think and Work Together*. Pfeiffer, 1995.


Hiam, Alex. MAKING HORSES DRINK. Entrepreneur Press, 2002.


Joyce, Bruce and Showers, Beverly


Robbins, Pam. HOW TO PLAN AND IMPLEMENT A PEER COACHING PROGRAM. ASCD, 1991.