

Course Title: Coaching: What Every Educator Needs to Know**Presenter:** Karla Reiss**Length:** 15 hours**Dates:** Rolling admissions**Prerequisites:** Bachelor Degree**Number of credits:** 1semester hour**Course Description:**

How can changing thoughts and beliefs influence future success? This course provides a dynamic series of sessions that consider coaching in classrooms and schools as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. Educators will learn specific skills that coaches need to successfully meet the challenges of educator-as-coach, a role essential to promoting positive personal and organizational change. Teachers, superintendents, and other educators role-play to model effective and appropriate coaching that will help participants improve their students' academic achievement and their own and their peers' professional development. Presented by a leader in the field, this course may be taken alone or with its companion course, *Mentoring to Improve Student Learning*, which provides strategies to implement an effective mentor/protégé program within schools.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. differences between coaching and mentoring,
 - b. research and growth of coaching in education,
 - c. how individuals' thoughts and beliefs influence them to change.
2. Skills –after this course, a student will be able to
 - a. identify strategies and skills coaches use to confront resistance,
 - b. continue to learn and practice Essential Coaching Skills,
 - c. implement the 5-step model for conducting a coaching session, and
 - d. learn to use the POWERful Coaching Framework.
3. Dispositions – after this course, a student will be able to appreciate
 - a. that accountability and action are central to achieving results,
 - b. words reflect one's thoughts and actions,
 - c. strategies for action planning, and
 - d. the concept of letting go to open space for change.

Units:

1. POWERful Coaching, Session 1: What Every Educator Must Know About Coaching
2. POWERful Coaching, Session 2: Becoming a Great Coach
3. POWERful Coaching, Session 3: Creating Coaching Competency, Part 1
4. POWERful Coaching, Session 4: Creating Coaching Competency, Part 2
5. POWERful Coaching, Session 5: Creating Coaching Competency, Part 3
6. POWERful Coaching, Session 6: The POWERful Coaching Model
7. POWERful Coaching, Session 7: Say Yes to Change, Part 1
8. POWERful Coaching, Session 8: Say Yes to Change, Part 2

Instructor Overview:

Karla Reiss has earned a Bachelor of Science and a Master of Arts degree. Her Professional Diplomas are in School District Administration and Special Education. In addition, she is a

Certified Professional Empowerment Coach. The bulk of her professional career is in the education field. As Coordinator of Professional Development at Western Suffolk Board of Cooperative Education Services, she designed and developed professional learning opportunities for administrators and teachers in numerous districts in Long Island, New York. As Director of Planning and Funding at Southern Westchester Board of Cooperative Education Services, she again worked with administrators and teachers to design continuous improvement plans for a region that includes 35 school districts. She worked with both high-needs school districts as well as wealthier, low-need districts. Karla is the founder of The Change Place which was established in 2002 to provide school systems, other organizations, and individuals create a system of ongoing, customized support to help them reach their personal or professional goals.

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>
	-Participant included no content from the course in his or her responses	-Participant included some content from the course, usually appropriate, in his	-Participant included appropriate content from the course in his or her	-Participant provided rich detail from the content of the course in his or her

	-Participant did not address the questions posed	or her responses -Participant answered the questions directly, not always fully	responses -Participant made thoughtful comments in direct response to the questions	responses -Participant made his or her responses to the questions personally meaningful
Final	<p>Unsatisfactory (30 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p> <p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p> <p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or</p>	<p>Basic (40 points)</p> <p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped—e.g., missing reflection or rubric or scant reflection and vague rubric</p> <p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p> <p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show</p>	<p>Proficient (50 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment.</p> <p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style.</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes</p>	<p>Distinguished (60 points)</p> <p><u>Requirements of Assignment:</u></p> <p>-All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.—whatever the directions indicate</p> <p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p> <p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep</p>

	<p>assessments—that the learner comprehends the course content</p>	<p>enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content</p>	<p>-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</p>	<p>understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.</p>
--	--	--	---	---