

Course Title: Coaching: What Every Educator Needs to Know

Instructor: Karla Reiss

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course provides a dynamic series of sessions to develop coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. The role of “coach” is becoming more evident in our schools, and it is essential that educators from the classroom to the boardroom understand the role and skills necessary for successful coaching and for successful change to happen. The course will clarify definitions and roles of coaches. The course allows participants to experience a live workshop with a recognized leader in coaching that will prepare today’s educators for this essential role in promoting personal and organizational change. You will hear teachers, superintendents, and other educator’s role play and determine effective and appropriate coaching scenarios to improve academic achievement and professional development. You may take this course alone or with its companion course, *Mentoring to Improve Student Learning*, which provides strategies to implement an effective mentor/protégé program within a school.

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, and
 - 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.

Session Topics (8):

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

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:

Methods of instruction will include

- Individual sections (8) (15 hours)
- Pre assessments (8)
- Graded post assessments (8)
- Video lectures (8) Polling questions - included in videos
- Study guides (8) (60 to 100 pages)

- Handouts
- Final Project

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 70% to pass the course.

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)
- Final project (1)

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Due dates of major assignments, projects, and examinations: Online self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course. Participants must complete and turn in the final within two weeks of completing the course.

Grading criteria/system and evaluation activities:

A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.