



Course Syllabus

Course Title: Coaching: What Every Educator Needs to Know

Course Grader: Sophia Thwaites

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Grader Bio:

Sophia Thwaites earned her Master's degree in Education from Teacher's College at Columbia University, a postgraduate diploma in education from the University of the West Indies, and a Bachelor of Arts (with honors) from the University of Florida. Thwaites has been a teacher since 2002 and currently works as a course grader for KDS while she continues her studies at SUNY Purchase.

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.

Course Objective/Goals:

- Knowledge –at the end of this course, participants will 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, participants 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, participants will 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.

Course Outline:

Rev. 01/08



Eight Sections Students Will Be Focusing On by Karla Reiss:

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

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	(6 points) <u>Quizzes:</u> 0-40% correct	(9 points) <u>Quizzes:</u> 60% correct	(12 points) <u>Quizzes:</u> 80% correct	(15 points) <u>Quizzes:</u> 100% correct



	<ul style="list-style-type: none"> - Plentiful grammatical mistakes -Confusing content -Missing documentation of sources 	<ul style="list-style-type: none"> -Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources 	<ul style="list-style-type: none"> -Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style 	<ul style="list-style-type: none"> -No grammatical errors -Eloquent expression -Proper citation of sources
	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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 assessments—that the learner comprehends the course content 	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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 enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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 -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<p><u>Content:</u></p> <ul style="list-style-type: none"> -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 understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned

KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher



Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

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

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Reiss, Karla (2007) *Leadership Coaching for Educators: Bringing Out the Best in School Administrators*, Corwin Press

Knight, Jim (2008) [Coaching: Approaches and Perspectives](#), Corwin Press

Schneider, Bruce D. (2007) [Energy Leadership: Transforming Your Workplace and Your Life from the Core](#), Wiley

Tallerico, Marilyn (2005) [Supporting and Sustaining Teachers' Professional Development: A Principal's Guide](#), Crown Press

Pruess, Paul G. (2003) [School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems](#), Eye on Education

Reiss, Karla (2004) [Coaching for Leadership](#), Association of California School Administrators

Reiss, Karla (2003) [Why Coaching Matters](#), The School Administrator

