

Course Title: Instructional Coaching Cohort

Instructor/Facilitator: Ellen Dorsey, Washington Central Supervisory Union Instructional Coach & Doctoral Candidate at the University of Vermont

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Class Location: CVEDC-ESA 123 Ethan Allen Ave. Colchester, VT 05446

Dates: October 15, 2019; November 13, 2019; January 8, 2020; March 17, 2020; May 6, 2020

Times: 9:00 a.m. – 3:30 p.m. plus 10 hours of online reflection and discussion

Credits: 3 Graduate Credits from Saint Michael's College

Course Description and Rationale: This course is designed to meet the learning needs of coaches with varying levels of experience. The learning opportunities are designed to align with Jim Knight's framework for Instructional Coaching and these Instructional Coaching Practice Standards developed by the New Teacher Center:

Foundational:

1. Develops as an instructional leader to advance instructional coaching, the teaching profession, and equitable outcomes for every student.
2. Deepens and maintains own knowledge of rigorous content standards, social and emotional learning, learner variability, and culturally responsive pedagogy.

Structural:

3. Creates and maintains collaborative, respectful, instructionally focused coaching partnerships with individual and groups of teachers to foster teacher ownership of continuous improvement of practice and to advance the learning of every student.
4. Engages school leaders and instructional leadership team in partnerships to advance teacher effectiveness and the learning of every student.

Instructional

5. Engages teachers in instructionally focused inquiry cycles to accelerate teaching practice and equitable outcomes for every student.
6. Builds teacher capacity to advance equitable and inclusive learning by providing an optimal learning environment that meets the diverse academic, social, and emotional needs of every student.

The course is structured in such a way that students will be engaged in coaching cycles both as a coach and as a coachee. The individual sessions are structured to provide students with opportunities to reflect, address coaching conundrums, and share resources and materials that will improve their effectiveness as a coach.

Course Objectives:

- Deepen understanding of the processes and protocols involved in facilitating an instructional coaching cycle.
- Understand how to use the partnership principles to engage teachers in collaborative, instructionally focused conversations and reflective analysis that promote teacher agency.
- Design a professional learning plan (PLP) outlining goals for this year in your coaching role.
- Understand, reflect on, and strategically respond to problems of practice associated with instructional coaching.
- Contribute to the development of an instructional playbook that can be used during

coaching cycles.

Required and Recommended Readings and Materials:

Buckingham, M., & Goodall, A., (2019) The Feedback Fallacy. Harvard Business Review. ([Linked here](#))

Killion, J., Harrison, C., Bryan, C., & Clifton, H. (2012). *Coaching matters*. Oxford, OH: Learning Forward. ([Linked here](#))

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

Knight, J. (2018). *The impact cycle: What instructional coaches should do to foster powerful improvements in teaching*. Thousand Oaks, CA: Corwin Press.

Course Schedule: The topics and order are subject to change based on participant needs. Prior to each class there will be a detailed agenda provided.

- **Coaching Foundations**, October 15, 2019:
 - Better conversations beliefs and habits;
 - Explore the partnership principles and the instructional coaching model;
 - Introduce coaching standards and make a plan to get a clear picture of our current reality;
 - Coaching Conundrum - Communication;
 - Personalized Learning Plan - Initial Reflection.
 - Takeaway: Video yourself in a coaching situation and participate in a goal setting conversation with the instructor. Read Chapters 1-2 of The Impact Cycle.
- **Getting a Clear Picture of Reality to Develop Goals**, November 13, 2019:
 - Debrief goal setting experiences;
 - Coaching Conundrum - Teacher engagement (protocol);
 - Understanding our biases - the problem with feedback;
 - Data collection to get a clear picture;
 - Facilitating a goal setting conversation;
 - Personalized Learning Plan - Articulate a goal and identify a strategy.
 - Takeaway: Develop your instructional coaching “one pager.” Facilitate an “Identify” conversation with a teacher. Participate in a coaching conversation with the instructor. Read Chapters 3 and 4 of The Impact Cycle.
- **Learning Strategies and Monitoring Progress**, January 8, 2020:
 - Debrief coaching experiences;
 - Coaching Conundrum - TBD;
 - Learning strategies - the Instructional Playbook;
 - Reflection and self-assessment to revise goals and strategies;
 - Personalized Learning Plan - Reflection/self-assessment/goal tuning.
 - Takeaway: Develop a checklist for your instructional playbook. Facilitate a “Learn” stage conversation with a teacher. Participate in a coaching conversation with the instructor. Read Chapter 5 of The Impact Cycle.

- **Making Adjustments Until a Goal is Met**, March 17, 2020:
 - Debrief coaching experiences;
 - Coaching Conundrum - Implementation Dip;
 - Reviewing progress and confirming direction;
 - Developing an Instructional Playbook;
 - Personalized Learning Plan - Reflection/self-assessment/goal tuning.
 - Takeaway: Facilitate an “Improve” stage conversation with a teacher. Participate in a coaching conversation with the instructor. Create PLP Growth Project. Read the Instructional Coaches’ Toolkit in The Impact Cycle.
- **Coaching Leadership**, May 6, 2020:
 - Debrief coaching experiences;
 - Coaching Conundrum - Role Clarity;
 - The coach as a leader;
 - Presentation of Growth Projects;
 - Personalized Learning Plan - Final reflection/self-assessment.

Course Requirements: Required evidence of learning in the 4 course objectives and target-areas of leadership includes but may not be limited to:

- Attendance at all 5 sessions
- Completion of a digital Personalized Professional Learning Plan (PPLP)
- Facilitation of a coaching Impact Cycle
- Completion of all required readings
- Participation in a coaching cycle with the instructor or another cohort member (with 4 conferences occurring online - outside of class hours)
- 1-2 page culminating reflection attached to your Personalized Learning Plan
- Presentation of a PLP Growth Project

Evaluation/Grading:

This course is proficiency-based and will address the [Instructional Coaching Practice Standards](#) as they relate to individual students’ goals and the course objectives.

Students will begin by getting clear picture of their current level of proficiency in relation to these standards, and setting goals for themselves that they articulate in their Personalized Learning Plan. Throughout the course, participants will collect learning evidence and reflect on their progress towards achieving these standards-based goals, revising their goals as needed.

Submission of required evidence collected during and outside of class in the course objectives will determine each student’s level of “proficiency.” Students will self-assess and receive feedback throughout the course, with ample time to revise and incorporate new learning into their work products. Students who provide evidence that they have met their goals by applying their proficiency in course objectives to their current role will receive an A for the course. Proficiency will equate to a B, and if all required evidence has not been submitted within a reasonable time period designated by the instructor, B- or below. There must be completed, acceptable evidence to demonstrate proficiency.