



Corwin-School Improvement Network

Online Course Syllabus – Version: 8.20.11

Instructional Coaching by Jim Knight

Seattle Pacific University

1-800-482-3848 to register for credits or download the online registration form here:

<http://www.spu.edu/depts/soe/spiral/registrationfinancial/SpiralWin06Reg.pdf>

Course Information:

Course Subject and Number – EDCT 5160

Number of Quarter Credits Offered for the Course – 3 graduate credit hours

Complete Course Title: Instructional Coaching: A Partnership Approach by Jim Knight

Prerequisites (if any) - N/A

Instructor information - N/A

Instructor Description (20-50 words) to Include Academic Degrees, Title of Position, and Experience Related to the Course Being Taught:

Jim Knight is a research associate at the University of Kansas Center for Research on Learning and the president of the Instructional Coaching Group. He has spent more than a decade studying instructional coaching and has written several books on the topic, including *Instructional Coaching: A Partnership Approach to Improving Instruction* published by Corwin and NSCD (2007). Knight co-authored *Coaching Classroom Management*. He also edited *Coaching: Approaches and Perspectives*.

Knight has authored articles on instructional coaching and school improvement in publications such as *The Journal of Staff Development*, *Principal Leadership*, *The School Administrator*, *Kappan*, and *Teachers Teaching Teachers*.

Several research projects directed by Knight include an IES-funded qualitative and quantitative assessment of coaching and Pathways to Success, a comprehensive, districtwide school reform project for the Topeka Public School District in Kansas. Knight also leads the coaching institutes and the Annual Instructional Coaching Conference offered by the University of Kansas.

Frequently asked to guide professional learning for instructional coaches, Knight has presented and consulted in more than 35 states, most Canadian provinces, and in Japan. He has a PhD in Education and has won several university teaching, innovation, and service awards. He also writes the popular radicallearners.com blog.

Course Evaluator:

Joe Pierce, SPU adjunct faculty, will be grading the course work.

Course Description:

This course describes the “nuts and bolts” of instructional coaching and explains the essential skills that instructional coaches need, including getting teachers on board, providing model lessons, observing teachers, and engaging in reflective conversations. Course participants will learn an innovative professional development strategy that facilitates change, improves instruction, and transforms school culture.

Course Objectives/Student Expectations:

Instructional coaching, a research-based, job-embedded approach to instructional intervention, provides the assistance and encouragement necessary to implement new programs that improve student learning. The product of more than a decade of study, this approach to professional development has been proven to help schools respond to the pressures of accountability and reform. This interactive online course engages coaches, aspiring coaches, staff developers, trainers, teacher leaders, principals, and other educators who work with coaches and oversee coaching programs through a variety of activities and exercises that include:

- First-person stories from successful coaches
- The opportunity to observe and analyze coaching sessions
- A “Going Deeper” section of suggested resources
- Forms, worksheets, checklists, video viewing guides, reports, and other ready-to-use tools

Course participants must assume responsibility for their own learning and success as presented in an online course environment in the following areas:

Group Forums:

This online course requires a substantial number of group forums in which participants are asked to commit and contribute. The group forums enable participants to develop collaborative relationships with other participants in the course around learning lessons in each module.

Journaling Log:

This reflective exercise is required in each module that will become a powerful tool to help participants analyze their own situation and begin thinking of ways to improve their coaching skills. They will also use it to help complete an action plan.

Going Deeper Assignments:

At the conclusion of each module, participants are required to further individual exploration by researching related concepts beyond the course environment. Once found, participants will post new resources, information, and tools on the group forum for all to share.

Action Plan:

At the conclusion of the course, participants will create an action plan based on their journaling, group forum participation, and analysis of the activities required in each module. As a final project, participants will upload their plan to share with others, allowing for collaboration and feedback.

Required Learning Resources/Methods of Instruction (i.e., videos, audio tapes, hands-on, field trips, Internet, etc.): Instructional strategies include video, slide presentations, readings, reflection questions, forum participation, class implementation of strategies, peer review, and collaboration.

Text and/or Required Reading List:

Video and text are provided as part of the course work and tasks for each course unit.

Participants will be required to access and read e-chapters from the following books:

Knight, Jim (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin Press

Knight, Jim (2009). *Coaching: Approaches and Perspectives*. Thousand Oaks, CA: Corwin Press

Content/Topics and Outline for Each Session

Introduction

Description: In this module, the author, Jim Knight, welcomes the participants to the online course experience. In addition, participants will 1) understand the course content and resources, 2) be trained in how to navigate through the course, and 3) agree to the course requirements.

Component	Description
Video Segment	Welcome from Jim Knight
License Notice	Course license that participants are required to agree to terms
Video Segment	How to Use PD360
Information	Course Syllabus
Information	Graduate Course Credit
Information	System Requirements
Information	Course Journaling instructions
Group Forum	Course Group Forum registration
Group Forum	Introduce Yourself

Resources

Description: This module gives a description of the resources used in this course.

Component	Description
Information	Instructions on how to order Jim Knight's books
Title and Copyright Information	Reference to <i>Instructional Coaching: A Partnership Approach to Improving Instruction</i>
Title and Copyright Information	Reference to <i>Coaching: Approaches and Perspectives</i>

Module 1: The Partnership Approach

Description: The purpose of this module is to introduce Jim Knight, PhD, as the instructor for the course while setting the tone of the course. Also, featured instructional coaches for the course will be introduced. The key concept of partnership is contextualized within the framework of instructional coaching.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Information	Welcome Letter from Jim Knight
Video Segment	From Postcards to Practice
Video Segment	Coaching Successes
Group Forum	Coaches Relating Forum
EChapter	Participants read "Research on Coaching"
Journal	Reflect and write about learning lessons for this module
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Module 2: Partnership Principles

Description: This module more closely examines the partnership approach by analyzing seven core principles that together form the essence of the instructional coach's mindset.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Journal	Reflect and write about your personal theory of "coaching"
Resource	Partnership Principles Video Guide
Video Segment	Partnership Principles, Part 1
Group Forum	Equality, Choice, and Voice Forum
Video Segment	Partnership Principles, Part 2
Group Forum	Share Your Theory
EChapter	Participants read "Partnership Builds Connections"
EChapter	Participants read "Partnership Philosophy"
Group Forum	Developing Partnership with Adult Learners

Module 3: Coaching Session Observation

Description: In Module 3, participants will review and analyze a coaching session based on the core principles explored in Module 2. Participants will share and collaborate on their analysis on the group forum.

Component	Description
Resource	Coaching Session Video Guide
Video Segment	Coaching Session
Group Forum	Coaching Session Forum
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Module 4: Partnership Learning Structures

Description: Participants will learn about six techniques for operationalizing the partnership principles when working with adults.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Information	Introduction to the Partnership Learning Fieldbook that will be used in this module
Resource	Partnership Learning Fieldbook
Video Segment	Question Recipes
Group Forum	Cooperative Learning Forum
Video Segment	Thinking Devices
Resource	Sharing Document
Journal	Reflect and write about learning lessons for this module
Assignment	Experiential Learning
Video Segment	My First Coach
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Module 5: Enroll and Identify

Description: The purpose of this module is to become familiar with ways to begin a coaching partnership with a collaborating teacher. Additionally, participants will be encouraged to begin one of the suggested practices in their work setting and share outcomes with the larger learning community.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Group Forum	Personal Change Forum
Resource	Enrolling and Identifying Video Guide
Video Segment	Enrolling and Identifying
EChapter	Participants read "Stages of Change"
Video Segment	Interviewing Enrollment Strategy
Assignment	Applying Enrolling in Your School

Module 6: The Big Four

Description: This module will review Jim Knight's framework, The Big Four, which lays out the foundation for organizing interventions and providing focus to coaching practice. The Big Four include behavior, content knowledge, direct instruction, and formative assessment.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Group Forum	Personal Change Forum
Resource	Enrolling and Identifying Video Guide
Video Segment	Enrolling and Identifying
EChapter	Participants read "Stages of Change"
Video Segment	Interviewing Enrollment Strategy
Assignment	Applying Enrolling in Your School

Module 7: Explain, Mediate, and Model

Description: Module 7 will have participants become familiar with intermediate steps of the coaching partnership that begin with mediating the identified practice, skill, or intervention through dialogue with a collaborating teacher while explaining it and subsequently modeling the specific practice. Additionally, participants will be encouraged to continue implementing the suggested practices in their work setting and sharing the outcomes with larger learning community.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Resource	Explain, Mediate, and Model Video Guide
Video Segment	Explain, Mediate, and Model
EChapter	Participants read "Five Tactics"
Group Forum	Clarifying Mediating and Explaining
Video Segment	Mediating and Explaining Example
Assignment	Analyze Mediating and Explaining Example
EChapter	Participants read "Modeling, Observing, Collaborating"
Video Segment	Modeling Example
Assignment	Applying Enrolling in Your School
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Module 8: Observe, Explore, and Refine

Description: In this module, participants will become familiar with the final steps of the coaching partnership that starts with observing your collaborating teacher followed up with a collaborative exploration of a third point. This third point could be a checklist, data, a video clip, or other related document. Once an instructional coach and a collaborating teacher have a satisfying collaboration, the stage is set for future mutually rewarding interactions. Additionally, participants will be encouraged to continue implementing the suggested practices in their work-setting and sharing the outcomes with the larger learning community.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Resource	Observe, Explore, and Refine Video Guide
Video Segment	Observe, Explore, and Refine
EChapter	Participants read "Observe and Explore"
Resource	Feedback Video Guide
Video Segment	Value of Feedback
Group Forum	Feedback Forum
Group Forum	Assignment on Applying Observing, Exploring, and Refining
Resource	After Action Report

Group Forum	Sharing on Action Report
Video Segment	Dealing with Resistance
EChapter	Participants read "Addressing Core Concerns"
Going Deeper	Further individual exploration and share new resources, information, and tools

Module 9: Partnership Communication

Description: In this module, participants will become familiar with the communication process and learn specific communication strategies to practice that build up relationships.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Resource	Partnership Communication Video Guide
Video Segment	Partnership Communication
EChapter	Participants read "Communication and Listening"
Video Segment	Connecting with Communication
Assignment	Learning and Sharing
Assignment	Communication Strategies Experiment
Group Forum	Share Your Experience
EChapter	Participants read "Language of Ongoing Regard"
Information	Instructions on Partnership Communication Video Exercise
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Module 10: Communication Interference

Description: Participants will explore various ways of negotiating difficult conversations and situations by recognizing conversational "minefields", employing communication strategies that turn uncomfortable conversations, practicing strategies that make sense of human behavior, and responding to teachers' five core concerns.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Information	Instructions on "The Mouthpiece" Case Study
Group Forum	Mouthpiece Case Study Reflection
Video Segment	Negotiating Difficult Situations
Reflection Exercise	Assignment on Reframing the Situation
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Partnership Communication Learning

Description: This module will have participants applying partnership communication by analyzing coaching sessions and practicing how to give effective feedback.

Component	Description
Information	Evaluating Communication Video Guide
Video Segment	Communication Example: Elementary
Video Segment	Communication Example: Middle School
Video Segment	Communication Example: High School
Assignment	Giving Feedback

Module 11:

Addressing Change

Description: The purpose of this module is to present information about ways in which schools and school districts are self-destructive and dysfunctional as systems, and propose a way in which instructional coaches can address change through deep understanding of a paradoxical approach.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Group Forum	Moving Schools Forum
Video Segment	Implementing Change
Group Forum	How Barriers Impact Coaching
Video Segment	Culture of Change
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Module 12 – Part 1:

Partnership Leadership, Part 1

Description: This module ties together everything learned thus far with a focus on leadership. Instructional coaches become very knowledgeable about instruction, people, and school change. They are naturals to move into administrative positions should they desire it. However, instructional coaches must be very careful to NOT take on administrative duties when wearing an IC's hat. This module will help instructional coaches focus on specific tactics to develop and refine leadership skills and abilities.

Component	Description
Prezi Map Chart	Interactive diagram highlighting learning outcomes for this module
Video Segment	Partnership Leadership
Assignment	Leadership Learning and Sharing
EChapter	Participants read "Stay Detached"
Group Forum	Walking on Solid Ground Forum
Group Forum	Clarifying Your Message Forum
EChapter	Participants read "Managing Change Effectively"

Module 12 – Part 2: Partnership Leadership, Part 2

Description: In this module, participants are introduced to the last four partnership leadership tactics: confronting reality, understanding school culture, being ambitious and humble, and taking care of yourself.

Component	Description
EChapter	Participants read "Confronting Reality"
Group Forum	School Culture Forum
Group Forum	Being Ambitious and Humble Forum
EChapter	Participants read "Taking Care of Yourself"
Going Deeper	Further individual exploration and sharing of new resources, information, and tools

Conclusion

Description: Participants end the course experience with a video from Jim Knight. They are also asked to complete a course survey.

Component	Description
Video Segment	Make Coaching Happen
Information	Graduate Course Credit
Information	Course Conclusion
Survey	Course Survey

Due Dates of Major Assignments, Projects, and Examinations:
All tasks in the folders must be completed to get credit for the course.

Course participants are required to complete all assignments throughout the course.

Grading Criteria/System and Evaluation Activities:
Grading will be evaluated by Seattle Pacific University and based on letter grades.

Plans for Transferring Skills into the Work Setting (if applicable):
Through the use of group collaboration and discussions, the goal is for participants to carry the collaborative relationships beyond the course environment and continue to support one another as they implement strategies long after completing this specific course.

Instructions on how to submit coursework for grading:
Coursework will be delivered strictly online as the PD 360 platform supports this method. Coursework will be managed by the course evaluator. The course evaluator will collect assignments and grade them according to the criteria outlined above. In addition, the course evaluator will have access to the task reports for each user. All information can be transferred to SPU upon request.

Bibliography of Course Content:
Knight, Jim (2007). *Instructional Coaching: A Partnership Approach to Improving Instruction*. Thousand Oaks, CA: Corwin Press

Knight, Jim (2009). *Coaching: Approaches and Perspectives*. Thousand Oaks, CA: Corwin Press



Welcome to Seattle Pacific University’s (SPU) Distance Learning program. We look forward to working with you on this distance learning course and hope you will learn a great deal from it. Read these Introductory Pages carefully and keep them for future reference.

These pages include:

- ✓ Suggestions for completing a distance learning course
- ☎ Key Contact Information
- ☰ General Policies, Procedures and Information
- Transcript Request Form

✓ **Suggestions for Completing a Distance Learning Course**

Please contact School Improvement Network if you have any questions about course content or assignments.

1. Take particular note of assignments to be turned in for evaluation and any dates or deadlines for submitting these assignments. Please keep careful track of the final course deadline.
2. Set an initial schedule for completing the different sections of the course. Even if you end up revising the schedule, it will give you a goal on which to focus.
3. Keep a copy of all assignments that you mail to the instructor. This is a useful “back-up” in case an assignment is lost in the mail.

☎ **Key Contact Information**

Contact SPU regarding:

- Grades and Transcripts
- Due Dates and Extension Requests
- Course Completion/Grade Verification

Distance Learning Office.....800/482-3848
 Student Academic Services
 Transcript Information Line206/281-2034
 Web access/PIN questions206/281-2032
 Distance Learning Web Pagewww.spu.edu/spiral

Contact PD 360 regarding:

- Registration
- Tuition Payment, Course Fees or Proof of Payment
- Course Content
- Course Materials
- Questions about Final Assignment Submission

PD 360 Phone1-866-835-4185
PD 360 Email.....support@schoolimprovement.com
Web Page: <http://www.schoolimprovement.com/products/pd360/>

General Policies, Procedures and Information

COURSE COMPLETION PROCEDURES

Where do I turn in my final assignment for grading? Once you have completed all course work, send

1. your certificate of completion, and
2. your final assignment to the course instructor via email to:

Joseph Pierce

pierct@spu.edu

You will receive a Pass / Fail grade for this course. If you want a letter grade, you must request this in your course work submission email to the instructor. Requests after your course work has been submitted are not allowed.

All instructors have three weeks to grade course work once received.

GRADING & TRANSCRIPT ISSUES

How do I obtain a record of my grade after I have completed the course? SPU provides a record of your grade in two ways: official transcripts and unofficial transcripts.

- **Official transcripts** are \$5.00 per copy and must be requested in writing. A request form has been included with this packet. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an official transcript. It is also important that you indicate on this form whether or not you would like the transcript held until your grade is posted. This will avoid the receipt of transcripts that still include your “N” grade. Submit your request *with the \$5.00 payment* to Student Academic Services at the address printed on the form. **Note: Grades are posted to transcripts no sooner than five working days after the receipt of grades by SAS.**
- **Unofficial transcripts** are printed free of charge. If you need an unofficial copy of your grade prior to the end of the quarter, please use the transcript request form provided with these Introductory Pages. Fill out the form completely, making sure to check the appropriate box indicating that you are requesting an unofficial transcript. It is also

important that you indicate on this form whether or not you would like the transcript held until your grade is posted. Mail the request to the address on the form.

Can I access my transcript and grades on the Internet? Yes. From any computer linked to the Internet you can

- view your unofficial transcript including courses for which you are registered and grades you have received, and
- print out an unofficial transcript for your personal records. (Your personal records will remain secure and private.)

Follow these steps to view your academic records on the Internet.

1. If you have not previously given SPU your birthdate, you must provide that information to the Student Academic Services office. You will need to fax an enlarged copy of your driver's license, a request to add your birthdate to your student file, and your signature to fax number 206-281-2669. Questions about this can be directed to 206-281-2032.
2. Access the main SPU homepage: <http://www.spu.edu>
3. Under the "Current Students" tab select the "Banner" option. This is your entry point into SPU's academic record database.
4. Enter your username and password.

New Users: Click the "Are you a new user?" link and follow instructions to set up your account.

Previous Users: If you've previously logged into the Banner Info System click the "Having problems logging in?" link from any login page for assistance 24/7.

5. Choose the "Student Menu".
6. Choose the "Grades & Transcripts Menu" and select the option.

What if I am trying to get my grade back in time for a deadline? If you have a specific date by which you need your grade, we recommend that you send in your transcript request early, asking that the transcript be held for processing until after the grade you need has been received. Then, allow a **minimum of eight weeks** from the date you submit your final assignment.

Note: Student Academic Services (SAS) is the only official source for verification of student registration, course completion and grades. University instructors are not permitted to supply this type of verification and will refer all requests of this nature to SAS.

ACADEMIC INTEGRITY

The structure and format of most distance learning courses presume a high level of personal and academic integrity in completing and submitting coursework. Individuals enrolled in an SPU distance learning course are expected to adhere to the following standards of academic conduct.

Academic Work: Academic work submitted by the individual (such as papers, assignments, reports, tests) shall be the student's own work or appropriately attributed in part or in whole to its correct source. Submission of commercially prepared (or group prepared) materials as if they were one's own work is unacceptable.

Aiding Honesty in Others: The individual will encourage honesty in others by refraining from providing materials or information to another person with knowledge that these materials or information will be used improperly.

Violation of these academic standards may result in the assignment of a failing grade and subsequent loss of credit for the course.

ADDITIONAL INFORMATION

What if I have any additional questions about SPU policies or my distance learning course?

For other questions, call the appropriate department listed on the first page of these Introductory Pages. We are happy to assist you in successfully completing your distance learning course. We hope that you will enjoy your educational experience at SPU.