I. Descriptive Information

A. Course Number and Title: EDRD 776: Coaching Within Classrooms: Improving Teaching and Literacy Instruction

B. Bulletin Description: Coaching principles and strategies related to improvements and innovations in classroom teaching and literacy instruction. Emphasis is on ways to work with teachers in classrooms and professional development to bring about educational reform and improvements in teaching and literacy instruction.

C. Course Credit: 3 semester graduate hours

D. Prerequisites: none

E. Intended Audience: Students enrolled in advanced graduate, Ed. Specialist or Ph. D. programs.

F. Instructors: Drs. Diane E. DeFord, Regional Coaches

II. Statement of Learning Outcomes

A. Course Goals: To increase teachers' expertise and ability in the following:

1. Long-term planning for professional development activities offered in educational settings

2. Applying knowledge of interrelationships among classroom, school, socio-cultural and economic contexts to develop and carry out effective professional development related to literacy education in school contexts.

3. Planning for and conducting evaluation of teaching and instruction in literacy contexts.

4. Applying knowledge of the principles of educational change, best practices in literacy education, and effective coaching practices to facilitate reform in teaching and literacy education contexts within school settings

B. Course Objectives: At the conclusion of the course, the student should will:
• Understand adult learners in professional development settings

• Plan, implement, and facilitate professional development sessions for literacy educators

• Understand the impact of social interaction as a powerful learning tool and use this knowledge to establish effective learning communities in school settings

• Understand the impact of beliefs on teacher decision-making and learning in literacy education

• Understand the role of the coach in improving literacy practices in an educational setting

• Develop abilities to use coaching strategies to bring about change

• Become self reflective as a teacher and a coach of teachers

• Become an agent of change within the school context, using leadership, team building, teacher support, and program advocacy to support students’ literacy learning.

• Understand how to draw upon research, observation, and analysis of student/teacher actions while engaging in authentic literacy experiences to further the learning of professional educators working in school contexts.

• Develop personal skills in organizing for change, time management, record keeping, and managing resources to conduct professional development that is dynamic and effective

III. Required Texts and Readings


Articles provided in the coaching notebook (see section IX Bibliography).

Self-selected books and articles driven by your particular needs and questions
IV. Academic Course Requirements and Assessments

A. Maintain A Coaches’ Notebook - Michael Halliday helped us to understand that we learn language as we use language for a variety of functions as well as to engage in inquiry, understand research, and develop an understanding and appreciation for theory. In this way, authors often use Notebooks to:

- document wondrous words and powerful ideas
- document inspirational phrases and important information
- remember informative stories, analogies, examples
- capture personal insights through sketches, models, photos, and written narratives
- jot down descriptions of life around you related to your job and interests

In order to appreciate the teaching and learning potential of tools like writing and reflection, we believe that we as teachers must have first hand experiences with those tools. Participants in this coaching course will keep a notebook to help each other better understand how to think, work, and communicate in our roles as coaches.

Your Coaches' Notebook should be a place for you to record ideas, thoughts, language, and connections as you work to make sense of your life as facilitator, teacher, and coach. It should enrich your personal life by helping you capture critical incidents, slow down and look closely and, through your own writing, uncover what matters to you and the teachers you work with.

B. Systematic Reflection of Readings

In order to develop habits of intentional and consistent reflection on coaching, each participant should read selected professional articles or books provided by SCRI, experiment with and develop a system to keep track of readings, and record and build on reactions to readings, e.g. note-taking, etc.

When learners use writing to intentionally and systematically reflect upon reading experiences they:

- Make new connections;
- Articulate their beliefs about language, literacy, and learning;
- Make solid predictions and pose new questions;
- Theorize from descriptions of exemplary practice and
- Apply current theory to explore ways these practices have influenced your own professional development practices (Study group and coaching).
C. Coaching--Analysis of Video Tapes: The power and potential of reflective practice is a key part of learning how to coach teachers. Coaches need to devise data collection strategies that help them look closely and listen carefully to be able to make thoughtful instructional decisions based on careful observations of teachers’ and students’ strengths, needs and interests.

This project is theoretically and practically congruent with the research on becoming a reflective practitioner. Through intentional and systematic "teacher watching" you will better understand your teachers' strengths and needs. As you participate in “peer coaching” you will become more responsive as a coach.

You will engage in several small group experiences where you explore coaching. Using teacher and coaching video tapes (tapes you create), you will work in pairs (one coach, one teacher) to set up, conduct, and debrief as you would in a teacher classroom visit. The tape should be between 15-20 minutes in length where the teacher is conducting a literacy experience (read aloud, shared reading, etc.). Tape 1 is a tape of you teaching a lesson. Tape 2 is a tape of you working with a teacher in a demonstration/coaching experience. The coach in each experience will lead the reflection and analysis session. After the session, the group observing as well as the coach/teacher pair will discuss lessons learned about coaching and identify critical insights about growth and future goals. You may pose questions that you want to discuss, or raise issues that you might pursue through professional reading.

D. Coaching Analysis Paper: Using your notes and your exit slips, do a reflection piece analyzing where you were (as a coach) when the course began, what important shifts in thinking and acting as a coach occurred during the course, and where you see yourself going over the next year as you work as a coach in your school. Establish a few reachable goals for areas you’d like to grow as a result of experiences you had within this course.

E. Daily Ethnographer: You will be assigned to a group of daily ethnographers (this experience will happen only once as the role rotates across the group. These people will observe what takes place in the way of learning, interactions, and analysis, in the ongoing life of our cohort. This group of people will meet briefly after class to reflect on the day and what they learned. At the beginning of the next class session, they will report out what they observed and learned about the group experiences in the previous day. This process will be modeled during the first day of class. The second day of class will begin The Daily Ethnographer engagement.

F. Exit Slips—Students will reflect on their own “Connections, Insights” and “Questions, New anomalies,” their reading, and reflections about coaching.

V. Administrative Course Requirements

Students are required to conform to attendance guidelines and to complete all assignments thoroughly and professionally. The attendance policy for this class is in
accordance with the University of South Carolina attendance policy. Missing greater than 10% (4 hours) of the required 45 hours will result in a lower grade for the course.

VI. Evaluation and Grading

Each assignment will be evaluated collaboratively; by the student and instructor. It will be rigorous, fair and reflective of the process as well as the products produced for the course. This course is a graded course using A, B, C, D, F. Across the course, points accrue and determine a course grade in the following manner: 90-100% is considered an A; 80 – 89% is considered a B; 70-79% is considered a C; 60-69% is considered a D; below 60% is considered an F.

Three categories of engagement are part of this course evaluation:

Class Participation 40%
Coaching Component 40%
Professional Reading 20%

Standards that are developed and evaluated within this course are:

**Essential Professional Tools**

<table>
<thead>
<tr>
<th>Coaching Analysis, Assessment Point #2</th>
<th>Standard</th>
<th>COE Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Tool #5</strong></td>
<td>Advanced program candidates demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the changing knowledge base in their field.</td>
<td><strong>Collaborative Education</strong></td>
</tr>
<tr>
<td><strong>Skills in Identifying and Using Professional Resources</strong></td>
<td></td>
<td><strong>Leader and Advocate</strong></td>
</tr>
<tr>
<td><strong>Essential Tools #7</strong></td>
<td>Advanced program candidates demonstrate the flexible, varied skills needed to work collaboratively and effectively with other adults in professional roles.</td>
<td><strong>Facilitating Learning</strong></td>
</tr>
<tr>
<td><strong>Skills in Collaborating, Teaching, and/or Mentoring</strong></td>
<td></td>
<td>(includes creating appropriate environments and managing people, activities, technology, and resources in partnership with others)</td>
</tr>
<tr>
<td><strong>Essential Tools #9</strong></td>
<td>Advanced program candidates reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for students, families, and the</td>
<td><strong>Decision-Making</strong></td>
</tr>
<tr>
<td><strong>Leadership Skills</strong></td>
<td></td>
<td>(through which one leads educational progress)</td>
</tr>
</tbody>
</table>
National Board for Professional Teaching Standards’ Core Propositions

<table>
<thead>
<tr>
<th>Coaching Analysis, Assessment Point #2 (Chart 2, Section II)</th>
<th>Standard</th>
<th>COE Framework Collaborative Education Leader and Advocate</th>
</tr>
</thead>
</table>
| **NTBPTS #2** Coaches Know the Subjects They Teach and How to Teach Those Subjects to Students and other Teachers. | a. Establish disciplined learning environment and effectively engage teachers to support students using a range of appropriate teaching techniques.  
b. Enlist expertise of others to complement own teaching.  
c. Assess individual teachers, students and whole class using multiple measures and communicate assessment/data collection to parents. | D: Intellectual Spirit  
K: Content, Standards  
P: Facilitating Learning |

| **NTBPTS #3** Coaches are Responsible for Managing and Monitoring the Learning of other Professionals and their Students. | a. Establish disciplined learning environment and effectively engage students using a range of appropriate teaching techniques.  
b. Enlist expertise of others to complement own teaching.  
c. Assess individual colleagues, students, and/or whole class using multiple measures and communicate assessment/data collection to parents. | D: Integrity, Intellectual Spirit  
K: Theory and Research  
P: Communicating, Facilitating Learning, Engaging in Inquiry, Decision-Making |

VII. Major Topics

1. Teachers (coaches) as learners; students as learners **COE Framework: Facilitating learning**

2. Building a Community of Trust **Essential Professional Tools #7: Skills in Collaborating, Teaching, and/or Mentoring**

   2.1. Caring, Co-learner, Communication  
   2.2. Tentative Stance  
   2.3. Listening Carefully  
   2.4. Accepting where teachers are and moving forward  
   2.5. Being reflective  
   2.6. Being honest
3. Beliefs & practices and continuing to grow **NTBPTS #2: Coaches Know the Subjects They Teach and How to Teach Those Subjects to Students and other Teachers; COE Framework: Intellectual Spirit, Content Standards & Facilitating learning**

4. Coaching Strategies **Essential Professional Tools #9: Leadership Skills; COE Framework: Decision-Making and leading others for educational progress; Communicating & Engaging in Inquiry**

   4.1. Role of a Coach [coach as co-learner vs. teacher vs. supervisor]
   4.2. Communicating that effectively
   4.3. Creating a Vision
   4.4. Assessing teachers’ needs
   4.5. Conferring with teachers
   4.6. Giving feedback
   4.7. Making instructional decisions

5. Creating and Sustaining Lift **NTBPTS #3: Coaches are Responsible for Managing and Monitoring the Learning of other Professionals and their Students; COE Framework: Theory & Research**

6. Reflecting on where you are as a coach/context **COE Framework: Integrity, Intellectual Spirit, Theory and Research, Communicating, Facilitating Learning, Engaging Inquiry, & Decision-Making**

   6.1. Challenges
   6.2. Support Systems

7. Change Theory-organizing for change **Essential Professional Tool # 5: Skills in Identifying and Using Professional Resources; COE Framework: Engaging in Inquiry & Decision-Making and leading others for educational progress**

8. Demonstrations as a powerful tool **COE Framework: Facilitating learning, Intellectual Spirit,**

9. Notes, records, planning, needs lists **NTBPTS #3: Coaches are Responsible for Managing and Monitoring the Learning of other Professionals and their Students**

10. Selected Experiences for literacy content explorations **NTBPTS #2: Coaches Know the Subjects They Teach and How to Teach Those Subjects to Students and other Teachers, Content Standards & Facilitating learning**

**VIII. Modes of Instruction**

Different modes of instruction (structures) are utilized to promote learning through inquiry and demonstration, develop coaching skills, and facilitate communication: 1) Book clubs as coaches discuss research and professional literature; 2) lectures (with use of powerpoint, document cameras, videos, engagements, etc.) promote content about adult learning, school contexts and leadership, how to facilitate inquiry, mentoring, planning, and evaluating content/standards/progress; 3) Coaching rounds using video tapes engage coaches in the coaching role (listening, drawing out key points, observing,
providing feedback, and communicating effectively based upon individual needs of the teacher; 4) Using a one-way-mirror (Behind the Glass), there are lessons taught by teachers with children, while on the other side of the mirror, there is a conversation with coaches (led by the course instructor) about what they observed and what response students had to opportunities to learn. A plan is devised for providing feedback to meet individual needs of teachers and children; 5) panels of facilitators (more experienced regional coaches) discuss aspects of their jobs (planning, organizing, talking with administrators, how to organize and implement professional development sessions, etc.); and 6) round table presentations allow coaches to select topics of interest to further their learning (using read aloud books or writing to promote reflection; developing topics for professional development, etc.).
IX. Bibliography--EDRD 776 Coaching Within Classrooms: Improving Teaching and Literacy Instruction


