Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information: Faculty contact information and office hours can be found on the faculty profile page.

COURSE DESCRIPTION AND OUTCOMES

Course Description:

Introduces strategies for professional growth including interpretation of research and professional collaboration to lead and advocate for effective change. Recommended Prior Course: None

Course Overview:

The focus of OTL515 is on the teacher leader as an instructional change agent, in a role typically referred to as instructional coach. This course investigates the change process from the coach's perspective. Whether working with one client or team of teachers, the position of instructional coach requires knowledge of change processes, curriculum content, professional learning standards, and barriers that inhibit change.

From analyzing data to conducting coaching conversations, you will explore the many duties of the instructional coach. The planning process is critical to the success of any coaching relationship; thus, a majority of the content supplies knowledge and the activities provide experience in this area. The final Portfolio Project requires you to create a coaching toolkit to benefit coaches, including yourself, in your district.

Course Learning Outcomes:

1. Collaborate to form multiple paths that can be used to implement change in educational organizations.
2. Evaluate change processes within a learning organization.
3. Assess stakeholder behaviors in response to change.
4. Design a plan to manage organizational factors that are inhibiting change.
5. Integrate strategies that facilitate change in schools.

PARTICIPATION & ATTENDANCE

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

COURSE MATERIALS

Required:

Aguilar, E. (2013). *The art of coaching*. San Francisco, CA: Jossey-Bass. ISBN-13: 9781118206539

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

COURSE SCHEDULE

Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- **Discussion Boards:** The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- **Critical Thinking:** Assignments are due Sunday at 11:59 p.m. MT.

WEEKLY READING AND ASSIGNMENT DETAILS

Module 1

Readings

- Chapter 1 in *The Art of Coaching*
- Learning Forward (2011, August). Quick reference guide. *Standards for Professional Learning*, *32*(4). Retrieved from http://learningforward.org/docs/august-2011/referenceguide324.pdf?sfvrsn=2
- Sacks, A. (2017, July). Empowering teachers to respond to change. *Educational Leadership*, *74*(9), 40-45. Retrieved from http://search.ebscohost.com.csuglobal.idm.oclc.org/login.aspx?direct=true&db=f5h&AN=124800969&site=ehost-live

Discussion (25 points)

Critical Thinking: Professional Development Template (50 points)

Review the seven standards established for professional learning as presented in Module 1 and outlined by *Learning Forward*: http://learningforward.org/docs/pdf/standardsreferenceguide.pdf?sfvrsn=0

Then, using these standards and other research-based information about effective professional development, create a template around these seven standards to use when you plan professional learning for staff members at your school. Your template should be well-organized and customizable for various future professional development situations. Your template should be 2-3 pages in length and cite at least two scholarly references in addition to the course textbook. The CSU Global library is a good place to find these resources. Ensure your citations adhere to the *CSU-Global Guide to Writing and APA Style*.

**Note: You will revise this template based on instructor feedback and use the template for the Module 3 Critical Thinking assignment.

<u>Portfolio Reminder</u>

A final Portfolio Project is due at the end of the course. See the Module 8 Assignments page for the full project description. See the Course Information page for the project grading rubric. You will be creating a *coaching toolkit* for current and future use in your district. Because it is a practical and comprehensive plan, read the project description as well as all the Critical Thinking assignments. See how your work each week will help build up to your final project. Consider working systematically on your Portfolio Project each week to ensure you have time to produce a high-quality toolkit for not only the purposes of this course, but also for the purpose of your current work in education.

Module 2

<u>Readings</u>

· Chapter 2 & 3 in *The Art of Coaching*
· Swanson, K. (2014, May). Edcamp: Teachers take back professional development. *ASCD*. Retrieved from http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Edcamp@-Teachers-Take-Back-Professional-Development.aspx

<u>Discussion (25 points)</u>

<u>Critical Thinking: Core Values Self-Assessment (50 points)</u>

Conduct a core values self-assessment to help create belief statements to guide your actions when coaching. Download this core values checklist or access the author's website to complete the self-assessment using the core values document (see the coaching tools section of the site). Once completed, turn the five personal and five professional values into corresponding belief statements (e.g., If one of your core values is "appreciation", then a corresponding belief statement might be "I will always acknowledge the positive."). In total, you will have ten belief statements at the conclusion of this exercise.

Your ten belief statements may be presented in a manner of your choice (e.g., podcast, Prezi, Voki, WordPress, Glogster, etc.). Make it visually engaging, shareable with others, and in a format that could be used in future coaching situations.

Ensure your statements are well-written and accurately reflect your five personal and five professional values. If your statements were developed using a digital, online tool, copy the URL to your creation and paste it into a Word document for submission.

Module 3

Readings

· Chapter 4 & 5 in *The Art of Coaching*
· All Things PLC. (n.d.). What are professional learning communities? Retrieved from http://www.allthingsplc.info/about

Discussion (25 points)

Critical Thinking: Professional Learning Opportunity (100 points)

Use your revised template from Module 1 and information learned about Professional Learning Communities in Module 3 to plan a professional learning opportunity for a group of teachers from your school. The professional learning opportunity should be centered around the seven standards of professional learning (as identified in Module 1), but can be around any topic and for any content area or grade level. Perhaps you want to tailor it to a specific group; perhaps you want to develop a professional learning opportunity school-wide. The choice is yours.

Ensure your opportunity is well written, well organized and detailed. It should include: An overview of the professional learning, a list of outcomes, an agenda, resources used during the professional learning, and a clear alignment to the seven standards of learning. Support your ideas with at least two outside sources and ensure they are formatted per the *CSU-Global Guide to Writing and APA Style*. Include a References list with your template. When finished, submit it to the Week 3 Assignments page.

Portfolio Milestone

A final Portfolio Project is due at the end of the course. See the Module 8 Assignments page for the full project description. See the Course Information page for the project grading rubric. You will be creating a coaching toolkit for current and future use in your district. Because it is a practical and comprehensive plan, read the project description as well as all the Critical Thinking assignments. See how your work each week will help build up to your final project. Remember to work on your portfolio each week to ensure you have time to produce a high-quality toolkit for not only the purposes of this course, but also for the purpose of your current work in education.

Module 4

Readings

· Chapter 6 in *The Art of Coaching*
· Oberman, M. E., & Boudett, K. P. (2015, November). Eight steps to becoming data wise. *ASCD*. Retrieved from http://www.ascd.org/publications/educational-leadership/nov15/vol73/num03/Eight-Steps-to-Becoming-Data-Wise.aspx

<u>**Discussion (25 points)**</u>

<u>**Critical Thinking: Coaching Exploration Outline (100 points)**</u>

For this week's Critical Thinking assignment, you will begin exploring a potential coaching situation within an organization. You will devise a plan to complete the initial phases of exploration including gathering relevant documents, gathering and analyzing formal data, and initiating informal conversations (you are not required to actually complete this phase; just present a plan for completing it).

Create an outline for your exploration process including specific examples within each of the three phases (gathering relevant documents, gathering and analyzing formal data, and initiating informal conversations). In addition, include a narrative regarding how you would engage the ten steps (see course textbook pages 100-111) within your organization. Note specifics from your organization (including documents to find, people to talk to, etc).

Refer to course textbook pages 113-116 for suggested data sources, documents, and questions to ask. Remember, in this phase, you are trying to collect as much information about the site, students, and teacher(s) as possible.

Cite and/or reference sources as appropriate on your outline. Ensure any citations adhere to the *CSU-Global Guide to Writing and APA Style*. Your outline should be well written, organized, reflects a logical approach to the process, and is of adequate length to articulate the initial phase of exploration.

Module 5

<u>**Readings**</u>

· Chapter 7 & 8 in *The Art of Coaching*
· Russell, J., Stein, M. K., Correnti, R., Bill, V., Booker, L., & Schwartz, N. (May 2017). Tennessee scales up improved math instruction. *National Association of State Boards of Education*. Retrieved from http://www.nasbe.org/wp-content/uploads/Tennessee-Scales-Up-Improved-Math-Instruction-through-Coaching_May-2017-Standard.pdf

<u>**Discussion (25 points)**</u>

<u>**Critical Thinking: Work Plan Template (100 points)**</u>

This week we have read about the importance of using work plans to guide our coaching. Create a work plan template that coaches in your district could use to guide their coaching experiences. Make sure to include the purpose of each component and/or tips for completing the template. See page 141 in the course textbook for an example.

Cite and/or reference sources as appropriate on the work plan template you create. Any citations must adhere to the *CSU-Global Guide to Writing and APA Style*. Upload your template to the Module 5 Assignments page. If you create your template using a digital tool and not in an MS Word document or PDF, please copy the URL to your template and paste it into a Word document with a brief note to your

instructor explaining which tool you selected and why. Upload that document to the Module 5 Assignments page and your instructor will be able to access your link from there.

Portfolio Milestone

As a reminder, a final Portfolio Project is due at the end of the course. See the Module 8 Assignments page for the full project description. See the Course Information page for the project grading rubric. At this point, you should be working on the project each week between the Critical Thinking assignments and the course content.

Module 6

Readings

- Chapter 9, 10, 11, & 12 in *The Art of Coaching*
- Tomlinson, C. A. (2017, May). Shining a light on leadership. *Educational Leadership*, *74*(8), 91-92. Retrieved from http://www.ascd.org/publications/educational-leadership/may17/vol74/num08/Shining-a-Light-on-Leadership.aspx

Discussion (25 points)

Critical Thinking: Coaching Conversation Tip Sheet (100 points)

For this week's Critical Thinking assignment, create a Coaching Conversation Tip Sheet for each of the coaching approaches (one for directive and one for facilitative). Within the tip sheet, include a variety of coaching activities appropriate for the approach. Your final product should be two pages, and include references from the course as well as academic articles you find related to each tip.

Module 7

Readings

- Chapter 13 & 14 in *The Art of Coaching*
- Searle, M. (2013, November). Chapter 2. Planning and problem solving: Failure to launch and follow through. *ASCD*. Retrieved from http://www.ascd.org/publications/books/113019/chapters/Planning-and-Problem-Solving@-Failure-to-Launch-and-Follow-Through.aspx

Discussion (25 points)

Portfolio Milestone

For your final Portfolio Project you will create a Coaching Toolkit for coaches in your district. This toolkit should be packaged in a way that would be easily accessible and practical for coaches across the district (e.g., through a website, Google doc, etc.). You may include items specific to coaching individuals, professional learning communities, or both.

Your toolkit should contain the following items:

- A coaching vision statement,
- Considerations to investigate before accepting a coaching position within a school,

- Different coaching models and descriptions of each,
- Standards for professional learning planning template,
- Work plan template (including tips of what to include in each section),
- Coaching conversation tip sheets, and
- Recommended resources.

Your toolkit should also contain items related to your knowledge of the following topics:

- The six coaching lenses,
- Ways to assess coaching effectiveness, and
- Using data to inform coaching decisions.

See the Module 8 Assignments page for submission details and other technical requirements. Your final project is due by the end of Module 8. You should have already started on this portfolio, but this week is a chance to really put some effort in!

Module 8

Readings

· Chapter 15 and the Conclusion in *The Art of Coaching*
· Hoover, E., & Harder, M. (2015, November). What lies beneath the surface? The hidden complexities of organizational change for sustainability in higher education. *Journal of Cleaner Production*, *106*, 175-188. Retrieved from http://www.sciencedirect.com.csuglobal.idm.oclc.org/science/article/pii/S0959652614001073?via%3D ihub

Discussion (25 points)

Portfolio Project (350 points)

Coaching Toolkit

For your final Portfolio Project, you will create *a Coaching Toolkit* for coaches in your district. This toolkit should be packaged in a way that would be easily accessible and practical for coaches across the district (e.g., through a website, Google doc, etc.). You may include items specific to coaching individuals, professional learning communities, or both.

Your toolkit should contain the following items—notice that you worked on several of these components throughout the course in your Critical Thinking assignments:

- A coaching vision statement,
- Considerations to investigate before accepting a coaching position within a school,
- Different coaching models and descriptions of each,
- Standards for professional learning planning template,
- Work plan template (including tips of what to include in each section),
- Coaching conversation tip sheets, and
- Recommended resources.

Your toolkit should also contain items related to your knowledge of the following topics:

- The six coaching lenses,
- Ways to assess coaching effectiveness, and
- Using data to inform coaching decisions.

There is no required length for the total project, but ensure each required component as listed above is included and is detailed and complete. Support various components of your project with at least five credible sources and format all citations according to the *CSU-Global Guide to Writing and APA Style*. Each required component of the project should be well written, logically organized, user-friendly, and transferable to other coaches in your district (or in wider education circles). Therefore, do not make your project a formal, narrative paper. Each component should be accessible to the user, meaning it is easily and quickly read, understood, and ready for use. Consider eliciting the use of graphic organizers, images, tables, and other visual representations to organize and present your materials.

If any of your toolkit components are developed and housed online, you must provide the URL to your materials in a Word document to upload to the Module 8 Assignments page. Compile all required components (and anything else you might add to your toolkit) into a single file for submission (do not upload multiple docs). Remember the goal is also to create a *toolkit*—a singular item with all of these component parts—that you can ideally share with others in real and practical situations.

COURSE POLICIES

Grading Scale	
A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom. If you have concerns about something that has been said, please let your instructor know.