

## Practice-Based Coaching Syllabus — In-Person Course

### Instructor Contact Information

Name:

Email:

Phone:

Office location:

Office hours:

### Course Description

Practice-Based Coaching (PBC) is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. Based in the principles of adult learning theory, the components of PBC are planning goals and action steps, engaging in focused observation, and reflecting on and sharing feedback about teaching practices. The cycle occurs within the context of a collaborative partnership between the teacher and coach. This course explores coaching within the context of cultural diversity. Participants will be provided with strategies and support to enact the PBC cycle. Course participants have the opportunity to enact the cycle with a classroom teacher.

### Objectives

Participants will be able to:

1. Understand the components of the PBC cycle.
2. Identify effective strategies related to successful coaching experiences.
3. Plan and enact a PBC cycle with a classroom teacher.
4. Reflect and build upon coaching skills.

### Grading

Participation/Professionalism	20%
Home Practice	20%
Coaching Assignments and Poster Presentation	60%

### Expectations

#### **Participation/Professionalism (20%: Grading per Instructor)**

You are expected to come to class prepared to discuss any assigned readings and to actively engage during classroom activities and discussions.



## Home Practice (20%: Grading per Instructor)

You will have opportunities to watch videos on Coaching Companion of coaches and teachers in action and then identify the strategies that you see.

You will also have opportunities for self-reflection and improvement in Well-Being Workouts. These are opportunities to engage in self-care and resilience promoting strategies. The more you take care of yourself, the better of a coach you will be.

## Coaching Assignments and Poster Presentation (60% total: Grading per assignment rubrics)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. You are expected to complete all assignments in a timely manner, and contact the instructor as soon as possible if you are unable to do so.

Throughout the course, you will go through the PBC cycle with an early childhood educator. For each component (finding a coaching partner, first meeting, needs assessment, goal setting and action planning, observation, reflection, and feedback) you will plan, collect evidence, reflect and provide feedback for your peers.

- **Applied Assignments:** In this course, you will complete assignments that are very practitioner-oriented. These help you build your portfolio of resources for your work as an educator. Examples include action plans, preparing cue cards and other materials, creating schedules and routines, and activity matrices. These assignments help bridge theory to practice.
- **Video and Communities of Reflection and Practice (CORP) Assignments:** In this course, you will video record yourself working with a coaching partner. You will then share your videos in Communities of Reflection and Practice (CORP) where your peers and instructors will provide support and feedback to help you improve your practice. Your participation in this group is meant to help you form personal connections with one another, facilitate high-level collaboration, and improve your ability to provide coach quality feedback to yourself and peers.
- **Poster Presentation:** On the last day of the course, all participants will present a poster presentation capturing the PBC cycle and their learning.

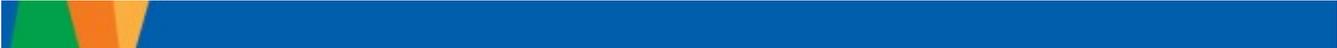
## Note on Filming

As noted above, in some assignments participants will be asked to film classroom interactions, review video footage, and edit several small clips for the instructor and peers to view. Instructors will include guidance for this process by providing training and a detailed guide on filming and editing video clips for use with the EarlyEdU Coaching Companion.

## Time Estimations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

The estimated time commitment for each session is 5-8 hours. This estimates that you will spend a total of 3 hours working "in class" (instructor to provide specifics on their class schedule) and an additional 2-5 hours of readings and assignments out of class. These are estimations. Some sessions may include assignments that require more than 5 hours out of class (e.g., completing the planning, video, reflecting, and feedback cycles) while others may take less. Additionally, some participants may complete assignments more quickly than others. Some participants may review readings and videos multiple times and spend more time on their assignments. There is no exact time designation; you are



encouraged to communicate with your instructor for any questions on due dates, extensions, and workload.

## Accommodations

(Note: Institutions will need to update this section as required. Initial text is provided; institutions will need to provide all of their own details here).

Your experience in this class is important to us, and it is the policy and practice of the \_\_\_\_\_ to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers based on disability, please seek a meeting with \_\_\_\_\_ to discuss and address them. If you have already established accommodations with \_\_\_\_\_, please communicate your approved accommodations to your instructor at your earliest convenience so we can discuss your needs in this course.

## Course Schedule

Session	Topic	Readings and Assignments
1	<p><b>Course Introduction</b></p> <p>Introductions, Objectives, and Course Overview</p> <p>Practice-Based Coaching</p>	<p><b>Readings</b></p> <p>None for this session.</p> <p><b>Assignments</b></p> <p><i>PBC S1 Assignment Glossary of Terms</i></p> <p><i>PBC S1 Assignment Self-Introductions Video</i></p> <p><i>PBC S1 Coaching Assignment 1 Find Coaching Partner (Due Session 3)</i></p>
2	<p><b>Knowing Ourselves and Others</b></p> <p>Adult Learning Theory</p> <p>Cultural Competence</p>	<p><b>Readings</b></p> <p>Chrishana M. Lloyd and Emily L. Modlin (2012). <i>Coaching as a Key Component in Teachers' Professional Development: Improving Classroom Practices in Head Start Settings</i>. OPRE Report 2012-4, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available: <a href="http://www.acf.hhs.gov/programs/opre/resource/coaching-as-a-key-component-in-teachers-professional-development">http://www.acf.hhs.gov/programs/opre/resource/coaching-as-a-key-component-in-teachers-professional-development</a></p> <p>Kaufman, D.M (2003). Applying educational theory in practice. <i>BMJ</i>, 326, 213-216. Available <a href="http://www.bmj.com/content/326/7382/213.full.pdf+html">http://www.bmj.com/content/326/7382/213.full.pdf+html</a></p> <p>NCQTL. What do we know about coaching? Available <a href="http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/What-Do-We-Know-About-Coaching.pdf">http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/What-Do-We-Know-About-Coaching.pdf</a></p> <p><b>Assignments</b></p> <p><i>PBC S2 Assignment Wellbeing Workout 2</i></p>

Session	Topic	Readings and Assignments
3	<p><b>Establishing Collaborative Partnerships</b></p> <p>Characteristics of Collaborative Partnerships</p> <p>Culture and Coaching Partnerships</p>	<p><b>Readings</b></p> <p>Butler, A. (n.d.). Psychological benefits of eating healthy. Available: <a href="http://livewell.jillianmichaels.com/psychological-benefits-eating-healthy-5062.html">http://livewell.jillianmichaels.com/psychological-benefits-eating-healthy-5062.html</a></p> <p>Daniel, J. &amp; Friedman, S. (2005). Preparing teachers to work with culturally diverse children. Available: <a href="https://www.naeyc.org/files/yc/file/200511/DanielFriedmanBTJ1105.pdf">https://www.naeyc.org/files/yc/file/200511/DanielFriedmanBTJ1105.pdf</a></p> <p>Schnitz, A.G., Hardy, J.K., Artman-Meeker, K. &amp; Hemmeter, M.L. (2013). Helping teachers implement the pyramid model using practice based coaching. Young Exceptional Children, Monograph 15.</p> <p><b>Assignments</b></p> <p><i>PBC S3 Coaching Assignment 2 First Meeting Planning (Due Session 4)</i></p> <p><i>PBC S3 Coaching Assignment 2 First Meeting Video (Due Session 4)</i></p> <p><i>PBC S3 Coaching Assignment 2 First Meeting CORP (Due Session 5)</i></p>
4	<p><b>Shared Goals and Action Plans</b></p> <p>Gathering Information</p> <p>Needs Assessment Forms</p> <p>Goal Setting</p> <p>Action Planning</p>	<p><b>Readings</b></p> <p>Weir, K. (2011). The exercise effect. American Psychological Association. Available <a href="http://www.apa.org/monitor/2011/12/exercise.aspx">http://www.apa.org/monitor/2011/12/exercise.aspx</a></p> <p><b>Assignments</b></p> <p><i>PBC S4 Coaching Assignment 3 Needs Assessment (Due Session 6)</i></p> <p><i>PBC S4 Coaching Assignment 4 Shared Goals Action Plans Meeting Video (Due Session 6)</i></p> <p><i>PBC S4 Coaching Assignment 4 Shared Goals Action Plans CORP (Due Session 7)</i></p>

Session	Topic	Readings and Assignments
<p><b>5</b></p>	<p><b>Focused Observation</b> Coaching Strategies During Observation</p>	<p><b>Readings</b> None for this session.</p> <p><b>Assignments</b> <i>PBC S5 Coaching Assignment 5 Focused Observation Planning (Due Session 8)</i> <i>PBC S5 Coaching Assignment 5 Focused Observation Video (Due Session 8)</i> <i>PBC S5 Coaching Assignment 5 Focused Observation CORP (Due Session 9)</i></p>
<p><b>6</b></p>	<p><b>Reflection and Feedback</b> Adult Learning Theory Reflection in Coaching Feedback in Coaching</p>	<p><b>Readings</b> None for this session.</p> <p><b>Assignments</b> <i>PBC S6 Coaching Assignment 6 Reflection and Feedback Meeting Video (Due Session 9)</i> <i>PBC S6 Coaching Assignment 6 Reflection and Feedback CORP (Due Session 9)</i></p>
<p><b>7</b></p>	<p><b>Review of Practice-Based Coaching Model</b> Scenario/Role Play Using Practice-Based Coaching to Improve Coaching</p>	<p><b>Readings</b> None for this session.</p> <p><b>Assignments</b> <i>PBC S7 Assignment Wellbeing Workout 6</i> <i>PBC S7 Assignment Poster Presentation (Due Session 10)</i></p>

Session	Topic	Readings and Assignments
8	<b>Common Coaching Challenges</b> The Best Friend Disorganization Station I'm Confused Thanks, But No Thanks	<b>Readings</b> None for this session.  <b>Assignments</b> None for this session.
9	<b>Innovative Approaches to Coaching</b> Distance Coaching Self-Coaching Peer Coaching	<b>Readings</b> None for this session.  <b>Assignments</b> None for this session.
10	<b>Final Session</b> Poster Presentations	<b>Readings</b> Vail, C.O., Tschantz, J.M. & Bevill, A. (1997). Dyads and data in peer coaching. Teaching Exceptional Children, (30)2, 11-15.  <b>Assignments</b> None for this session.* (*All assignments would due by this session. Instructor to determine.)