

Practice-Based Coaching

Syllabus: Online Course

Instructor:

Contact:

Course Description

Practice-Based Coaching (PBC) is a cyclical process for supporting educators' use of effective 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 educator and coach. This course explores coaching for equity. Participants will be provided with strategies and support to enact and evaluate the PBC cycle. Course participants have the opportunity to enact the cycle with an educator.

Objectives

Participants will:

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 educator.
4. Reflect and build upon coaching skills.
5. Plan for evaluating the impact of PBC.

Grading

Online discussions	15%
Online quizzes	10%
Weekly Assignments	60%
Final Presentation	15%

Expectations

Online discussions (15%: Grading per Instructor)

You are expected to actively engage in online activities and discussions.

Online quizzes (10%: Grading per Instructor)

Quizzes are designed as quick checks of your understanding, engagement, and application of course information. You are expected to complete all knowledge checks.

Weekly Assignments (60%: Grading per assignment rubric)

Weekly assignments provide practitioner-focused time to make meaning from course readings, videos, and lectures. Assignments vary and may include action plan development, filming yourself coaching, reflection, and practice using skills in your daily coaching work. You are expected to complete all assignments in a timely manner and to contact the instructor as soon as possible if you are unable to do so.

- **Reading Assignments:** In this course, you will complete required readings. At times, you will synthesize your thoughts from the readings in reflection assignments.
- **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 a coach. Examples include action plans, case studies, and material development. 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 an adult learner (Practice-Based Coaching components). 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.

Final Presentation (15%: Grading per assignment rubric)

You will have the opportunity to reflect on your own learning with peers in your CORP group. You will present a summary of your goals and learning. You will share your plans for continuing to grow as a coach and strategies for building your coaching community. The final presentations are estimated to take 2-3 hours to complete.

Note on Filming

As noted above, in some assignments, participants will be asked to film coaching 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" (online) 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).

We want you to have the best possible experience in this class, At the _____ (*your institution*) we aim to create inclusive and accessible learning environments consistent with federal and state law. If you experience barriers, please seek a meeting with _____ (*Insert the department or person at your institution responsible for special accommodations*) to discuss and address them. If you have already established accommodations with that office please inform your instructor about the approved accommodations as soon as possible so we can discuss your needs in this course.