

COURSE NAME and ID Number

Coaching for Educators, ID# 453

DOMAIN

SOEE Directed Study Portfolio

COURSE STATEMENT

Develop, apply, and improve your skills as an educational coach in order to successfully provide support to clients within a district, school site, and/or classroom.

COURSE DESCRIPTION

This course is designed for all those who are interested in and aspiring to become educational coaches (those providing support to a current educators focused on continuous improvement). Educational coaches include teachers, principals, site administrators, Teachers on Special Assignment (TOSAs) Curriculum Specialists, Instructional Specialists or experienced teachers who provide support to new or experienced educators.

You will develop and expand your knowledge of educational coaching and have the opportunity to apply that knowledge through study and practice. You will also develop your ability to self-reflect on your own strengths and challenges within the coaching process and determine next steps for the purpose of enhancing practice.

COURSE OBJECTIVES

Upon successful mastery of this course, you will be able to:

- Create a personalized definition for the "what" and "why" of coaching and its value to those being coached.
- Effectively apply foundational skills of coaching (Listening, Expressing Empathy, Appreciative Inquiry, Design Thinking).
- Self-assess, reflect on, and monitor learning and growth within your coaching practice.

DEMONSTRATING MASTERY: A TWO-STEP PROCESS

Step One: Learning and Understanding

This course is broken down into **Learning Objectives** and related **Topics**. For each objective, you will participate in Learning Activities designed to enhance and reinforce understanding. **Learning Activities** include Interactive Discussions, readings, video and audio clips, slide presentations, Discussion Board prompts, Learning Journal prompts, practice exercises, demonstrations, as well as links to web and library resources.

Course Structure

The table below details the course Sections along with their corresponding Topics.

Section	Topics
Your Vision of Coaching	<ul style="list-style-type: none">● The “What” and “Why” of Coaching● Resources & Research
Coaching Practices	<ul style="list-style-type: none">● Foundational Skills● Understanding and Applying Coaching Roles & Responsibilities
Synthesizing Your Learning	<ul style="list-style-type: none">● Challenges, Successes and Lessons Learned

Step Two: Final Assessment

Once you have successfully progressed through the Learning Activities, you are ready to demonstrate that you have mastered the course. In order to demonstrate mastery, you must be evaluated as proficient or exemplary on each rubric category for the corresponding performance-based assessment (paper, presentation, project, etc.). Please note that submissions may be checked for plagiarism.

STUDENT RESOURCES

Brandman Online Library Resources

Brandman University provides comprehensive online library services including access to books, journals, databases, and other resources. Librarians are available via email and phone to provide support. Students can access the library directly when logged into their courses.

Writing and Math Help

Brandman’s Online Writing and Math Center (OWMC) offers subject-specific tutoring services, live workshops, video tutorials, tutorial office hours, and links to top academic sites in order to ensure student success. Students can access the OWMC directly when logged into their courses.

Netiquette

Communicating in an efficient and respectful manner is critical to the learning process. Please view the following clip which provides netiquette guidelines:

http://www.youtube.com/watch?feature=player_embedded&v=6dRoqlqDjh0

Standards of Academic Integrity

Academic integrity is a core Brandman University value which insures respect for the academic reputation of the University, its students, faculty and staff, and the degrees it

confers. Students are required to read, understand, and apply the standards set forth concerning academic integrity found in the policy link below.

<http://www.brandman.edu/current-students/resources/catalogs>

Americans with Disabilities Act Statement

Brandman University is committed to ensuring equal educational access and opportunity for all members of our academic community. Students will be provided timely, efficient, and equitable accommodations and services that are in compliance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (ADA)/Americans with Disabilities Act Amendments Act of 2008 (ADAA). More details are available in the current Brandman University Academic Catalog.

<http://www.brandman.edu/current-students/resources/catalogs>