

# MSED 431: INSTRUCTIONAL COACHING

Summer 2021

Mondays and Wednesdays, June 21 - July 28 (no class July 5)

3:30 pm - 6:00 pm

Instructors:

Dr. Alison Gordon

[alison.gordon@northwestern.edu](mailto:alison.gordon@northwestern.edu)

Sharon Sheehan

[sharon.sheehan@northwestern.edu](mailto:sharon.sheehan@northwestern.edu)

## Course Description

This course provides theoretical foundations and practical instructional coaching experiences to improve teacher/coach effectiveness and student achievement. Course participants will engage in an in depth study of instructional coaching, the coaching cycle, and the skills and behaviors necessary to have effective teacher/leader-coach relationships. Students are expected to engage in reading, analysis, processing, reflection and discussion of content. Assessment will be based upon the quality of participation, interaction, presentation, and writing.

## Course Goals

- To consider and explore the ideas and behaviors of identity, conscious and unconscious bias, judgments and assumption-making which affect how we relate, teach, coach, and partner with others.
- To understand effective instructional coaching, including components, frameworks, and specific characteristics.
- To consider the application of instructional coaching skills and processes and the effects on adult learning, student learning, and school improvement.

## Required Texts

Knight, J. (2018). *The Impact Cycle: What Instructional Coaches Should Do To Foster Powerful Improvements in Teaching*. Thousand Oaks, CA: Corwin.

Aguilar, E. (2020). *Coaching for Equity: Conversations that Change Practice*. San Francisco, CA: Jossey Bass.

## Class Norms

- Everything shared is to remain confidential
- Be respectful of others' ideas; no judgment
- Give everyone an opportunity to participate; don't hog the air time
- Be present and fully engaged; lean in to the conversation
- Be a thoughtful and respectful listener; don't interrupt
- Be open to discomfort
- Assume positive intent

## Grading

### Class Attendance & Participation (35 points)

Be present and engaged; participate by asking questions and sharing ideas and insights during class; participate in instructional coaching activities.

### Book Study Presentation (35 points)

Select, prepare, and present the key learning from a selected coaching book. Utilize slides and/or activity to engage the class to enhance and help ensure their learning.

### Journal Entries/Course Reflection (30 points)

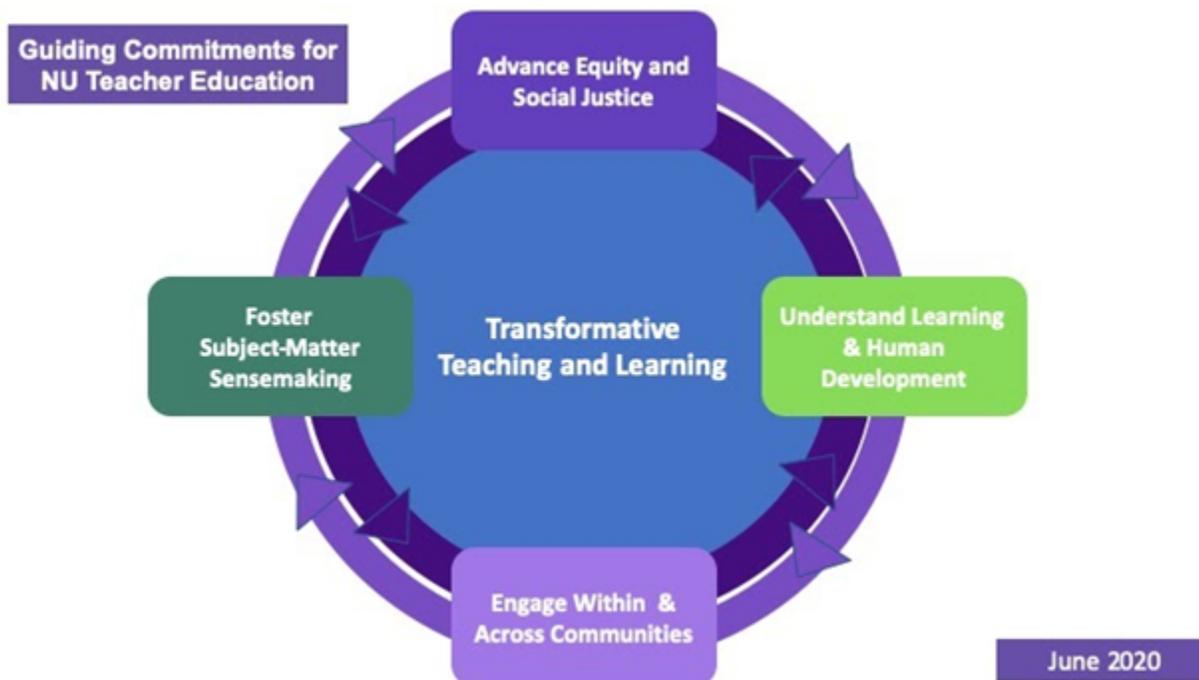
Write a 3-5 page paper summarizing learning from the class. The following questions should be answered in the reflection: What's been learned? What's the thinking about what's been learned? What will happen with this learning; how will it be applied? What more do you want to learn?

## Course Schedule and Topics

The course schedule can be found at this [link](#) and will be updated weekly.

## Optional Texts for Additional Study and Book Study Assignment

A list of optional texts can be found at this [link](#).



## Illinois Professional Teaching Standards (2013)

Standard 1 - Teaching Diverse Students – The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Standard 2 - Content Area and Pedagogical Knowledge – The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Standard 3 - Planning for Differentiated Instruction – The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Standard 4 - Learning Environment – The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Standard 5 - Instructional Delivery – The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Standard 6 - Reading, Writing, and Oral Communication – The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Standard 7 - Assessment – The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Standard 8 - Collaborative Relationships – The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

Standard 9 - Professionalism, Leadership, and Advocacy – The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

## **Illinois Social and Emotional Learning Standards**

Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.

Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

## **Teacher Leader Model Standards**

Domain I: Fostering a Collaborative Culture to Support Educator Development and Student Learning

Domain II: Accessing and Using Research to Improve Practice and Student Learning

Domain III: Promoting Professional Learning for Continuous Improvement

Domain IV: Facilitating Improvements in Instruction and Student Learning

Domain V: Promoting the Use of Assessments and Data for School and District Improvement

Domain VI: Improving Outreach and Collaboration with Families and Community

Domain VII: Advocating for Student Learning and the Profession

## **Academic Integrity**

Students in this course are required to comply with the policies found in the booklet, "Academic Integrity at Northwestern University: A Basic guide". For details regarding academic integrity at Northwestern or to download the guide, visit:

<http://www.northwestern.edu/provost/policies/academic-integrity/index.html>.

## **Accommodations for Students with Disabilities**

Any student with a disability requesting accommodations must register with Services for Students with Disabilities

([ssd@northwestern.edu](mailto:ssd@northwestern.edu); 847-467-5530) and request an SSD accommodation notification for his/her professor, preferably within the first two weeks of class. All information will remain confidential.

## **Student Attendance Policy**

Student attendance at every class meeting is expected. You should also be on time. Your presence as part of a collaborative learning community is key to your development and the development of your colleagues. If for some reason you must be absent from a class session, you must inform the instructor before your absence. Because of the short number of overall class sessions in the quarter system, missing two class sessions puts your ability to pass the class in jeopardy. Missing three class sessions will result in an automatic grade of "Incomplete" and you will have to re-take the class at another time. Any absences or tardiness may impact your class participation grade.

## **Recording Policy**

This class or portions of this class will be recorded by the instructor for educational purposes and available to the class during the quarter. Your instructor will communicate how you can access the recordings. Portions of the course that contain images, questions or commentary/discussion by students will be edited out of any recordings that are saved beyond the current term.

Unauthorized student recording of classroom or other academic activities (including advising sessions or office hours) is prohibited. Unauthorized recording is unethical and may also be a violation of University policy and state law. Students requesting the use of assistive technology as an accommodation should contact [AccessibleNU](#). Unauthorized use of classroom recordings – including distributing or posting them – is also prohibited. Under the University's Copyright Policy, faculty own the copyright to instructional materials – including those resources created specifically for the purposes of instruction, such as syllabi, lectures and lecture notes, and presentations. Students cannot copy, reproduce, display or distribute these materials. Students who engage in unauthorized recording, unauthorized use of a recording or unauthorized distribution of instructional materials will be referred to the appropriate University office for follow-up.