

An Introduction to Student-Centered Coaching



Accessing the Course

To access your course, you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience, please ensure that your browser is up to date.

Login

1. Go to <https://corwin.instructure.com>
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click *Forgot Password?* to reset it.

Materials

All required readings and videos are included in the course as digital files, including content from:

Sweeney, D. (2011). *Student-centered coaching: A guide for K–8 coaches and principals*. Thousand Oaks, CA: Corwin.

Sweeney, D., & Harris, L. S. (2017). *Student-centered coaching: The moves*. Thousand Oaks, CA: Corwin.

Course Description

Through this course, you will learn how student-centered coaching focuses on using standards-based student evidence to inform coaching cycles and partnership-based teacher/coach collaboration to improve student achievement.

Course Objectives

By the end of this course, you will be able to


- explore the differences between student-centered coaching and other instructional coaching models,
- develop an understanding of the purpose and core practices for effective student-centered coaching,
- understand the differences in the roles of school leadership and instructional coaches,
- explore the premise that the coach supports and the principal supervises,
- learn the process for organizing coaching through cycles,
- understand the key components of a student-centered coaching cycle,
- explore the teacher/coach collaboration and agreement that should precede a coaching cycle,
- understand the power of co-teaching with a focus on effective instructional practice, and
- learn about co-planning using student evidence.


Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.


Key Dates


Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

Module 1 	<h3>The Student-Centered Coaching Model</h3> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • explore the differences between student-centered coaching and other instructional coaching models, and • develop an understanding of the purpose and core practices for effective student-centered coaching. 	3.5 hrs Typical time to complete
Focus	Introduction to the Core Practices	
Read	Introduction to the Student-Centered Coaching Model	
Watch	Beginning Student-Centered Coaching	
Evaluate and Reflect	Current Coaching Practices	
Discuss	The Student-Centered Coaching Model	
Quiz	The Student-Centered Coaching Model	Graded
Reflect	The Student-Centered Coaching Model	

Module 2 	<h3>Partnering With School Leadership</h3> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • understand the differences in the roles of school leadership and instructional coaches, and • explore the premise that the coach supports and the principal supervises. 	3.5 hrs Typical time to complete
Read	Elements of Partnership	
Watch	Partnering With the School Leadership	
Analyze, Evaluate, Synthesize	Principal Partnership Agreement Activity	
Discuss	Partnering With the School Leadership	
Dialogue	Partnering With the School Leadership	

Quiz	Partnering With the School Leadership	Graded
Reflect	Partnering With the School Leadership	

Module 3 	Student-Centered Coaching Cycles After completing this module, you will be able to <ul style="list-style-type: none"> • learn the process for organizing coaching through cycles, and • understand the key components of a student-centered coaching cycle. 		3.5 hrs Typical time to complete
	Focus	Student-Centered Coaching Cycles	
	Read	What Is a Coaching Cycle?	
	Watch	Components of a Coaching Cycle	
	Create	Sample Launch Letter Activity	
	Discuss	Student-Centered Coaching Cycles	
	Explore	Launching and Scheduling Coaching Cycles	
	Quiz	Student-Centered Coaching Cycles	Graded
	Project	Student-Centered Coaching Cycles	Submit for grading
	Reflect	Student-Centered Coaching Cycles	

Module 4 	Launching the Partnership After completing this module, you will be able to <ul style="list-style-type: none"> • explore the teacher/coach collaboration and agreement that should precede a coaching cycle, • understand the power of co-teaching with a focus on effective instructional practice, and • learn about co-planning using student evidence. 		3.5 hrs Typical time to complete
	Focus	Launching the Partnership	
	Read	Co-Teaching	
	Watch	Getting the Partnership Up and Running	
	Analyze, Evaluate, Synthesize	Partnership Agreement Activity	
	Discuss	Launching the Partnership	
	Explore	Getting Ready for a Coaching Cycle	
	Quiz	Launching the Partnership	Graded
	Reflect	Launching the Partnership	

Course Capstone		
Final Project	Your Thoughts on Student-Centered Coaching	Submit for grading
Final Reflect	Student-Centered Coaching	
Update Your Portfolio	Student-Centered Coaching	

InTASC Standards Alignment

Our courses have been aligned to the InTASC Mode Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks here.

Standard	Covered in Modules
Standard 3: Learning Environments	Modules 2-4
Standard 7: Planning for Instruction	Modules 1, 3, and 4
Standard 10: Leadership and Collaboration	Module 2

Course Policies

Grading Policy and Rubric

Letter Grade	% Grade
A	94–100
A-	90–93
B+	87–89
B	84–86
B-	80–83
C+	77–79
C	74–76
C-	70–73
D*	65–69
F*	0–64

Component	Percentage of Final Grade
Final Project	45%
Module Projects	35%
Module Quizzes	20%

**Students earning a D grade or below will not be eligible to receive a Certificate of Completion or graduate credit.*

Assignment Resubmission Policy

Students receiving a non-passing grade in the course have one opportunity to re-submit a project assignment to improve their grade. To resubmit an assignment please work directly with your course facilitator; you have seven days from completion of the course to resubmit the assignment.

Facilitation Model

Throughout your course experience, you will have a dedicated facilitator to answer questions and provide feedback on your submitted projects. Your facilitator will respond to any questions within one business day. All submitted assignments will receive written feedback and grades within 5 business days of their submission date.

Standards of Academic Integrity

Corwin Advance maintains high standards of academic integrity related to student academic performance in our courses. When enrolling in a Corwin Advance course you do so with the understanding and agreement to produce your own work, to submit assignments that you completed yourself, and to take quizzes and exams without the assistance of others. Course facilitators will enforce our Standards of Academic Integrity Policy and will report to Corwin all suspected violations. Read the full Standards of Academic Integrity Policy at the Corwin Advance Academic Integrity web page.

University Graduate Credit & Transcript

If you select a course that is eligible for graduate credit, that credit will be awarded upon successful completion of the course by the university you select upon purchase. Upon successful completion Corwin will communicate your final grade to the university and you will be directed to the university to register and access your transcript. This could take 2–3 weeks depending on the university, though you will receive a Corwin Certificate of Completion upon completion of the course. For more details on Corwin Advance university partners visit our web page, or if you have questions, contact advancesupport@corwin.com.