CORWIN Advance

Student-Centered Coaching: Setting Goals and Using Coaching Moves

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 core practices of student-centered coaching, practice key strategies to support teacher development, foster partnership and trust throughout the school, and take away practices you can implement right away.

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Course Objectives

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

- set standards-based goals for coaching cycles,
- use learning targets and formative assessments as a foundation for coaching
- examine the student-centered coaching move micro modeling, and
- create your own lesson plan for co-teaching.

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	Setting Goals for Coaching Cycles After completing this module, you will be able to • review examples of effective goal setting, • understand the importance of language in goal-setting conversations, and • craft standards-based goals for use in your own practice.	**3.5 hrs** Typical time to complete
Read	Introduction to Goal Setting	
Watch	Setting Goals for Coaching Cycles	
Examine	Embedding Formative Assessment Data Into Coaching Cycles	
Evaluate and Reflect	Assessing Goals Activity	
Discuss	Setting Goals for Coaching Cycles	
Explore	Setting Norms for a Coaching Cycle	
Quiz	Setting Goals for Coaching Cycles	Graded
Project	Setting Goals for Coaching Cycles	Submit for grading
Reflect	Setting Goals for Coaching Cycles	
Update Your Portfolio	Setting Goals for Coaching Cycles	

Module 2	Using Learning Targets After completing this module, you will be able to • learn how to unpack goals into learning targets, • examine examples of effective learning targets, and • understand how to use learning targets at each stage of a coaching cycle.	**3.5 hrs** Typical time to complete
Read	Using Learning Targets	
Watch	How to Create Learning Targets	
Analyze, Synthesize, Reflect	Unpacking a Standard Into Learning Targets	
Discuss	Learning Targets	
Dialogue	Using Learning Targets	

Quiz	Using Learning Targets	Graded
Reflect	Using Learning Targets	
Update Your Portfolio	Using Learning Targets	

Module 3	Micro Modeling	
	After completing this module, you will be able to • examine the student-centered coaching move micro modeling, and • creat your own lesson plan for co-teaching.	**3.5 hrs** Typical time to complete
EXTW	Goal of Micro Modeling	
J Tg⎾	Ideas for Co-Planning and Co-Teaching	
6⎾ XV^`Lbheˉ>abj _XⱲZX	When Do I Use Micro Modeling?	
4aT⎿ nⱲŽFl ag⎾ Xf∖nⱲŽ **Create**	Create a Lesson Plan	
Discuss	Micro Modeling	
Dialogue	Micro Modeling	
Quiz	Micro Modeling	Graded
Reflect	Micro Modeling	
Update Your Portfolio	Micro Modeling	

	Course Capstone	
Final Project	Determine Your Coaching Plan: 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 teach-ers 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 4: Content Knowledge	Module 1
Standard 6: Assessment	Module 1
Standard 7: Planning for Instruction	Modules1-3
Standard 8: Instructional Strategies	Module 3
Standard 9: Professional Learning and Ethical Practice	Module 3
Standard 10: Leadership and Collaboration	Module 3

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.