

**Student-Centered Coaching:  
Strategies to Support Teachers****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.

## Course Objectives

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


- learn how an effective teacher and coach partnership hinges on co-planning using student evidence,
- use noticing and naming and thinking aloud strategies,
- practice providing strengths-based feedback,
- explore how the Results-Based Coaching Tool and coaching logs can help define and demonstrate progress, and
- develop strategies for ending coaching cycles.


## 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.

<b>Module 1</b> 	<h3>Noticing and Naming</h3> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> <li>• learn how an effective teacher and coach partnership hinges on co-planning using student evidence, and</li> <li>• explore strategies for using noticing and naming in your classroom practice</li> </ul>	<b>3.5 hrs</b> Typical time to complete
<b>Read</b>	Strengthening Instruction	
<b>Watch</b>	Strategies in Practice	
<b>Analyze and Synthesize</b>	Student Data	
<b>Discuss</b>	Noticing and Naming	
<b>Dialogue</b>	Noticing and Naming	
<b>Quiz</b>	Noticing and Naming	Graded
	Noticing and Naming	
<b>Update Your Portfolio</b>	Noticing and Naming	

<b>Module 2</b> 	<h3>Thinking Aloud</h3> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> <li>• learn how an effective teacher/coach partnership hinges on co-planning using student evidence,</li> <li>• explore strategies for using thinking aloud in your classroom practice, and</li> <li>• understand the difference between thinking aloud and giving advice.</li> </ul>	<b>3.5 hrs</b> Typical time to complete
<b>Read</b>	Introduction to Thinking Aloud	
<b>Watch</b>	Thinking Aloud: The Move	
<b>Examine</b>	Six Moves for Coaching in the Classroom	
<b>Create and Reflect</b>	Thinking Aloud Reflection Activity	
<b>Discuss</b>	The Thinking Aloud Strategy	
<b>Quiz</b>	The Thinking Aloud	Graded
<b>Project</b>	Co-Teaching Moves	Submit for grading

<b>Reflect</b>	The Thinking Aloud	
<b>Update Your Portfolio</b>	The Thinking Aloud	

<b>Module 3</b> 	<b>Providing Strengths-Based Feedback</b> After completing this module, you will be able to <ul style="list-style-type: none"> <li>• understand the concept of strengths-based feedback and its importance in coaching conversations, and</li> <li>• practice providing strengths-based feedback.</li> </ul>		<b>3.5 hrs</b> Typical time to complete
	<b>Read</b>	Strengths-Based Feedback: The Move	
	<b>Watch</b>	Providing Feedback	
	<b>Examine</b>	How Are You Doing?	
	<b>Check Your Knowledge</b>	Strengths-Based Feedback	
	<b>Create and Reflect</b>	Authentic Feedback Activity	
	<b>Discuss</b>	Effective Strengths-Based Feedback Strategies	
	<b>Dialogue</b>	The Benefits of Strengths-Based Feedback	
	<b>Quiz</b>	Providing Strengths-Based Feedback	Graded
	<b>Update Your Portfolio</b>	Providing Strengths-Based Feedback	

<b>Module 4</b> 	<b>Measuring Impact and Documenting Our Work</b> After completing this module, you will be able to <ul style="list-style-type: none"> <li>• explore how the Results-Based Coaching Tool and coaching logs can help define and demonstrate progress,</li> <li>• understand how the Results-Based Coaching Tool aligns with all of the steps in a coaching cycle, and</li> <li>• learn about strategies for ending coaching cycles.</li> </ul>		<b>3.5 hrs</b> Typical time to complete
	<b>Focus</b>	Results-Based Coaching	
	<b>Read</b>	Measuring Impact	
	<b>Watch</b>	Reflecting on a Coaching Cycle	
	<b>Check Your Knowledge</b>	Using the Results-Based Coaching Tool	
	<b>Analyze, Create, Reflect</b>	Adapting a Coaching Log Activity	
	<b>Discuss</b>	Using the Results-Based Coaching Tool	
	<b>Explore</b>	Checking in After a Coaching Cycle	
	<b>Quiz</b>	Measuring Impact and Documenting Our Work	Graded
	<b>Reflect</b>	Measuring Impact and Documenting Our Work	
<b>Update Your Portfolio</b>	Measuring Impact and Documenting Our Work		
<b>Course Capstone</b>			
<b>Final Project</b>	Student-Centered Coaching in Action	Submit for grading	
	Student-Centered Coaching		
<b>Update Your Portfolio</b>	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 7: Planning for Instruction	Modules 1-2
Standard 8: Instructional Strategies	Modules 1-3
Standard 9: Professional Learning and Ethical Practice	Modules 1-4
Standard 10: Leadership and Collaboration	Modules 2, 4

## 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
<b>D*</b>	<b>65–69</b>
<b>F*</b>	<b>0–64</b>

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](mailto:advancesupport@corwin.com).