

COURSE SYLLABUS

Course: POWERful Coaching

Presenters: Karla Reiss

Credits: 3 Graduate Credits

Course Overview

This course explores coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. With the growing presence of coaches in our schools, it is essential that educators understand the skills necessary for successful coaching that promotes change. Karla Reiss clarifies the coach's roles and responsibilities in facilitating personal and organizational change. Participants learn about the International Coaching Federation (ICF), a professional organization that sets standards for the coaching profession. The ICF's standards and skills, the Professional Coaching Core Competencies, are explored and practiced in this course. Reiss also introduces her 5-step POWERful Coaching Framework as a rubric for practice coaching sessions. Workshop participants will observe teachers, superintendents, and other educators role-play coaching skills in model scenarios, and in practice sessions with fellow seminar participants.

Presenters' Bios

Karla Reiss is the founder of The Change Place, where, as a certified professional coach, she uses her experience in the education field—as a coordinator of professional development at Western Suffolk Board of Cooperative Education Services and as director of planning and funding at Southern Westchester Board of Cooperative Education Services—to offer customized support to school systems and other organizations and individuals. Also a certified school district administrator, with an M.A. and a professional diploma in special education, Reiss is the author of *Leadership Coaching for Educators*; *Bringing Out the Best in School Administrators*.

Objectives

After completing this course, educators will know:

- The elements of a well-designed differentiated instructional program for their students
- The distinctions between differentiated instruction [DI] and a response to intervention [RTI], and how to apply the various strategies of each approach to their student populations

Student Learning Outcomes

After completing this course, educators will be able to design a classroom program that:

- Motivates every student to maximize his or her potential, to close any academic gaps that exist, and to become an achiever, potentially a lifelong learner
- Incorporates a multitude of tools and strategies to best target every student in a differentiated program, also based on principles of RTI [Response to Intervention]



Unit 1: What Every Educator Must Know About Coaching

Karla Reiss introduces herself and her course by illustrating the transformative power of coaching – how coaching changed her own life. This session presents an in-depth overview of coaching as a process, a relationship, a specific set of skills, and a powerful strategy for creating change in people and organizations. The role of coach is becoming common in schools and it is essential that educators understand the role and skills necessary for successful coaching as an agent of change. Reiss clarifies the definition of coach and how the role of a coach differs from all the other “hats” educators wear.

Unit Objectives

After completing this unit, educators will know:

- How the International Coaching Federation defines coaching
- The difference between coaching and other roles
- The ways in which research supports the coaching model
- The reasons for the boom in coaching in education and beyond

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Differentiate between coaching and mentoring
- Explain the value of coaching for education

Reading: “*POWERful Coaching – Unit 1*”

Participants read Unit 1 of Reiss’ book, *POWERful Coaching*, and address relevant issues in a reflection question format.

Unit 2: Becoming a Great Coach

Becoming a masterful coach doesn’t happen overnight. Coaching is a continuous improvement process that has the potential to create extraordinary results in individuals and systems. In this session, Reiss explains the attitude and mindset needed for successful coaching. Participants explore three stages of change, and identify eight keys to successful change. Teachers learn how to incorporate coaching skills into their work with students, and instructional coaches gain insights into leadership-style coaching.

Unit Objectives

After completing this unit, educators will know:

- Coaching basics and mindsets
- Attributes of a great coach and coachee



- Many reasons to coach

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Self-assess
- Adhere to the concept of coaching the whole person
- Embrace the equation of coaching = change!
- Identify 3 stages of the change process
- Explain 8 keys to successful change

Reading: “POWERful Coaching – Unit 2”

Participants read Unit 2 of Reiss’ book, *POWERful Coaching*, and address relevant issues in a reflection question format.

Unit 3: Creating Coaching Competency

What sets apart good coaches from great ones is their level of knowledge, skill, training, as well as opportunities for guided practice with a variety of people across numerous situations. In this session, Reiss introduces Professional Coaching Core Competencies developed by the ICF. Each session hereafter will include ICF Professional Coaching Core Competencies. Participants learn how to establish a successful coaching relationship and practice essential coaching skills.

Unit Objectives

After completing this unit, educators will know:

- How to establish a coaching agreement
- How to establish a coaching relationship
- Phases of a coaching relationship
- How to determine a coachee’s readiness for change

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Incorporate four ICF core competency skills into coaching sessions: Reframing, Acknowledging, Powerful Questioning, and Forwarding the Action



Reading: “POWERful Coaching – Unit 3”

Participants read Unit 3 of Reiss' book, *POWERful Coaching*, and address relevant issues in a reflection question format.

Unit 4: Values, Joy, and 4 More Coaching Skills

Reiss introduces additional International Coach Federation Professional Coaching Core Competencies, and participants apply these skills in practice coaching sessions. Participants discuss the importance of ethics in professional coaching. They also explore the relationships between values, joy, and successful coaching.

Unit Objectives

After completing this unit, educators will know:

- The importance of ethics of coaching
- How to identify one's personal core values
- Strategies for identifying a coachee's core values
- How to differentiate three kinds of listening skills (superficial, objective, intuitive) and their use in coaching sessions
- How the ICF skills of Acknowledging and Validating are different

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Identify personal core values
- Apply strategies and techniques for connecting values and joy with coaching goals
- Incorporate additional core competency skills into coaching sessions: Validating, Active Listening, and Bottom-Lining

Reading: “POWERful Coaching – Unit 4”

Participants read Unit 4 of Reiss' book, *POWERful Coaching*, and address relevant issues in a reflection question format.

Unit 5: Emotional Intelligence and More Core Competency Skills

In this session, participants explore the link between Emotional Intelligence (EI) and coaching/coaching agendas. Reiss introduces additional ICF Professional Coaching Core Competencies for participants to include in their practice coaching sessions.



Unit Objectives

After completing this unit, educators will know:

- How to connect emotional intelligence and coaching
- The importance of establishing a coaching presence, developing trust and safety in a coaching relationship
- Whose agenda to follow in organizational coaching
- Additional core competency skills: Inspiring, Clarifying, Brainstorming, Scaling Questions

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Use Emotional Intelligence in the coaching relationship
- Ask questions instead of giving answers (“telling”)
- Apply core competency skills: Inspiring, Clarifying, Brainstorming, and Scaling Questions to practice coaching sessions

Reading: “*POWERful Coaching – Unit 5*”

Participants read Unit 5 of Reiss’ book, *POWERful Coaching*, and address relevant issues in a reflection question format.

Unit 6: The *POWERful Coaching Framework*

This session focuses on the essential coaching skills of Communicating Effectively through active listening. Reiss also introduces her *POWERful Coaching Model*, identifying five components to include in every coaching session (P-purpose, O-outlook and obstacles, W-what, E-empower and encourage, R-recap and record). The *POWERful* framework is a powerful tool and guide that can be applied to coaching situations of any length. Participants apply the framework to their practice coaching sessions.

Unit Objectives

After completing this unit, educators will know:

- Core competencies of communicating effectively through active listening
- The components of the 5-step *POWERful Coaching Framework*

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Use the 5-step *POWERful Coaching Framework* for conducting a coaching session



- Evaluate and share their experiences using the POWERful Coaching Framework

Reading: “POWERful Coaching – Unit 6”

Participants read Unit 6 of Reiss’ book, *POWERful Coaching*, and address relevant issues in a reflection question format.

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts after each unit that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students’ work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else’s work as one’s own and includes failing to cite sources for others’ ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.



Grading Policy

- A: 3.4 – 4.0
- B: 2.7 – 3.3
- C: 2.0 – 2.6
- F: < 2.0

Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>

Midterm

For your midterm, conduct a 30-40 minute coaching session with a willing co-worker, colleague, or friend. With your coachee's permission, record the conversation.

Please do the following:

- 1) Make a transcript or provide a thorough description of the coaching session.
- 2) Annotate the transcript noting your use of the following ICF Core Competency Skills introduced in sessions 1-4:
 - Reframing.
 - Acknowledging.
 - Powerful questioning.
 - Forwarding the action.



- Validating.
- Active-Objective-Intuitive Listening.
- Bottom-lining.

3) Write a reflection that includes:

- Which core competency coaching skills did you use with ease and why?
- Which coaching skills were difficult and why?
- How can you practice those skills that you found difficult?

4) Complete the *ICF Core Competency Skills Assessment Chart* (found in the eClassroom Resources section) and include it in your midterm submission. Select three areas you wish to focus on. List each skill goal and describe the actions you will take to improve those skills.

Midterm Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Make a transcript or provide a thorough description of the coaching session.	Participant has provided a detailed transcript or thorough description with ample detail of the coaching session.	Participant has provided an adequate transcript or description of the coaching session.	Participant has provided an incomplete transcript or description of the coaching session.	Participant has not provided a transcript or adequate description of the coaching session.
Annotate the transcript noting your use of the following ICF Core Competency Skills: Reframing Acknowledging Powerful questioning Forwarding the action Validating Action-objective-intuitive listening Bottom-lining	Participant has assessed, through clear annotation, his or her use of all 7 competency skills, commenting precisely and accurately on when and where he or she used said skills.	Participant has assessed his or her use of all 7 competency skills, commenting on when and where he or she used said skills.	Participant has either assessed his or her use of 5-6 competency skills or has been inaccurate or imprecise in comments about where and when he or she used said skills.	Participant has assessed his or her use of 4 or fewer competency skills and done so with neither accuracy nor precision.
Write a reflection that includes: a. Which core competency coaching skills did you use with ease and why	a. Participant has described in detail, with supporting examples, what skills he or she used with ease and why they were easy.	a. Participant has described in some detail what skills he or she used with ease and why they were easy. b. Participant has	a. Participant has listed which skills he or she used with ease and suggested, but not supported, why they were easy.	a. Participant has not listed which skills he or she used with ease and/or not suggested why. b. Participant has not listed which skills he



<p>b. Which coaching skills were difficult and why?</p> <p>c. How can you practice those skills?</p>	<p>b. Participant has described in detail, with supporting examples, what skills he or she used that were difficult and why they were difficult.</p> <p>c. Participant has proposed a reasonable and sensible system for practicing these skills.</p>	<p>described in some detail what skills he or she used with difficulty and why they were difficult.</p> <p>c. Participant has proposed a system for practicing these skills.</p>	<p>b. Participant has listed which skills he or she used with difficulty and suggested, but not supported, why they were difficult.</p> <p>c. Participant has proposed a system for practicing these skills, but the system is not convincing.</p>	<p>or she used with difficult and/or not suggested why.</p> <p>c. Participant has not proposed a method for practicing these skills.</p>
<p>Complete the ICF Core Competency Skills Assessment Chart as directed.</p> <p>Select three areas you wish to focus on. List each skill goal and describe the actions you will take to improve those skills.</p>	<p>Participant has completely and thoroughly filled out the Competency Skills Assessment Chart.</p> <p>Participant has listed each of 3 goals and described purposeful and convincing actions to take to achieve those goals.</p>	<p>Participant has filled out the Competency Skills Assessment Chart.</p> <p>Participant has listed each of 3 goals and described actions to take to achieve those goals.</p>	<p>Participant has left some areas blank on the Competency Skills Assessment Chart.</p> <p>Participant has listed each of 3 goals and listed actions to take to achieve those goals, though it is not clear those actions will be productive.</p>	<p>Participant has either left much of the Competency Skills Assessment Chart blank or has not completed any portion of the chart.</p> <p>Participant has listed fewer than 3 goals and/or not indicated actions appropriate to achieving those goals.</p>
<p>Formal issues</p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>



Final

For your final, conduct another 30-40 minute coaching session with a willing co-worker, colleague, or friend. The second coaching session may be with the same volunteer or a new person. With your coachee's permission, record the conversation.

Please do the following:

- 1) Make a transcript or provide a thorough description of the coaching session.
- 2) Annotate the transcript noting your use of all the ICF Core Competency Skills introduced in the course:
 - Reframing.
 - Acknowledging.
 - Powerful questioning.
 - Forwarding the action.
 - Validating.
 - Active-Objective-Intuitive Listening.
 - Bottom-lining.
 - Inspiring.
 - Clarifying.
 - Brainstorming.
 - Scaling Questions.
- 3) Write a reflection that includes:
 - a) Which core competency coaching skills did you use with ease any why?
 - b) Which coaching skills were difficult and why?
 - c) How can you practice the skills you found difficult?
- 4) Complete the *ICF Core Competency Skills: Final* (found in the Resources section of the eClassroom).
- 5) Compare your midterm and final skills charts. Write a reflection that includes:
 - a) Which coaching skills did you feel improved?
 - b) To what do you attribute the improvement?
- 6) Finally, write a reflection for the course that includes:
 - a) What are the most important insights you learned?
 - b) How has the course impacted your work with students and colleagues?
 - c) How has the course impacted your personal life?



Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Make a transcript or provide a thorough description of the coaching session.	Participant has provided a detailed transcript or thorough description with ample detail of the coaching session.	Participant has provided an adequate transcript or description of the coaching session.	Participant has provided an incomplete transcript or description of the coaching session.	Participant has not provided a transcript or adequate description of the coaching session.
Annotate the transcript noting your use of the following ICF Core Competency Skills: Reframing Acknowledging Powerful questioning Forwarding the action Validating Action-objective-intuitive listening Bottom-lining Inspiring Clarifying Brainstorming Scaling Questions	Participant has assessed, through clear annotation, his or her use of all 11 competency skills, commenting precisely and accurately on when and where he or she used said skills.	Participant has assessed his or her use of all 11 competency skills, commenting on when and where he or she used said skills.	Participant has either assessed his or her use of 8-10 competency skills or has been inaccurate or imprecise in comments about where and when he or she used said skills.	Participant has assessed his or her use of 6 or fewer competency skills and done so with neither accuracy nor precision.
Write a reflection that includes: a. Which core competency coaching skills did you use with ease and why? b. Which coaching skills were difficult and why? c. How can you practice those skills that you found difficult?	<p>a. Participant has described in detail, with supporting examples, what skills he or she used with ease and why they were easy.</p> <p>b. Participant has described in detail, with supporting examples, what skills he or she used that were difficult and why they were difficult.</p> <p>c. Participant has proposed a</p>	<p>a. Participant has described in some detail what skills he or she used with ease and why they were easy.</p> <p>b. Participant has described in some detail what skills he or she used with difficulty and why they were difficult.</p> <p>c. Participant has proposed a system for practicing these skills.</p>	<p>a. Participant has listed which skills he or she used with ease and suggested, but not supported, why they were easy.</p> <p>b. Participant has listed which skills he or she used with difficulty and suggested, but not supported, why they were difficult.</p> <p>c. Participant has proposed a system</p>	<p>a. Participant has not listed which skills he or she used with easy and/or not suggested why.</p> <p>b. Participant has not listed which skills he or she used with difficult and/or not suggested why.</p> <p>c. Participant has not proposed a method for practicing these skills.</p>



<p>Complete the ICF Core Competency Skills Assessment Chart for a second time as directed.</p> <p>Compare your midterm and final skills charts. Write a reflection that includes:</p> <p>a. Which coaching skills did you feel improved?</p> <p>b. To what do you attribute the improvement?</p>	<p>reasonable and sensible system for practicing these skills.</p> <p>Participant has completely and thoroughly filled out the Competency Skills Assessment chart.</p> <p>Participant has addressed in full detail what skills improved and why.</p>	<p>Participant has filled out the Competency Skills Assessment Chart.</p> <p>Participant has addressed in some detail what skills improved and why.</p>	<p>for practicing these skills, but the system is not convincing.</p> <p>Participant has left some areas blank on the Competency Skills Assessment Chart.</p> <p>Participant has listed skills that have improved but not elaborated on why.</p>	<p>Participant has either left much of the Competency Skills Assessment Chart blank or not completed any portion of the chart.</p> <p>Participant has not indicated what coaching skills have improved.</p>
<p>Formal issues</p>	<p>Participant has made no grammatical errors.</p> <p>Participant has organized paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure and made careful word choice.</p>	<p>Participant has made a few grammatical errors.</p> <p>Participant has organized most paragraphs around clearly articulated main ideas.</p> <p>Participant has written in an effective and eloquent style—i.e., has varied his or her sentence structure though not always found the right word.</p>	<p>Participant has made some distracting grammatical errors.</p> <p>Participant has organized some paragraphs around main ideas but not others.</p> <p>Participant has written in a style that communicates his or her thoughts but with no marked eloquence and insufficient attention to word choice.</p>	<p>Participant has made multiple grammatical errors.</p> <p>Paragraphs are not organized around main ideas.</p> <p>Participant has written in a style that does not effectively communicate his or her thoughts.</p>