

## COURSE SYLLABUS

**Course:** POWERful Coaching

**Presenters:** Karla Reiss

**Hours:** 30

### 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 with PowerPoint presentations (teacher workshops and additional resources)
- Text (units based on required reading)
- Reflection questions (open-ended questions at intervals throughout the videos where educators 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)

### 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](http://plagiarism.org).

### Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade



**KDS Self-Assessment Rubric:**

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Quizzes</b>	100% Correct	80% Correct	60% Correct	0-40% Correct

	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Reflection Questions</b>	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed