



**MTI 691: Instructional Coaching Toolkit**

**DISTANCE COURSE FOR DOMINICAN UNIVERSITY**

**MTI Contact Information:**

<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor</b>	Garth Larson
<b>Instructor Background:</b>	Garth Larson (Ed. D, M. Ed) is the Co-Founder and CEO of FIRST Educational Resources. He began his career as a high school English teacher and Associate Principal, later serving as an elementary principal and the Director of Learning for the Winneconne Community School District in Northeast Wisconsin. In 2015, he co-founded FIRST Educational Resources, aiming to enhance student achievement across the United States. Since then, over 2500 school districts worldwide have partnered with his company. Garth consults globally, providing customized professional development on topics such as Professional Learning Communities, Learning-Centered Grading Practices, Leadership, and School Improvement. He is the co-author of six books, including <i>Collaborative Systems of Support</i> , <i>PLC 2.0</i> , <i>Grading for Impact</i> , <i>The STAGR Process Roadmap</i> , <i>Extinguishing the Fires Within Assessment and Grading Reform</i> , and <i>Simplifying School Improvement: A Framework for Impact in Today's Schools</i> .
<b>MTI Grading:</b>	<a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a>

**Course Information**

<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<b>Distance Course</b> Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under "Course Materials" or via
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	<p>your own research on the topic. Approximately 45 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student.</p> <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT Dominican University</b>, for this course.</p> <p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>
<p><b>Formatting Requirements</b></p>	<p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Home address</li> <li>● Email address</li> <li>● School district name, address</li> <li>● Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p>
<p><b>Prerequisites and Credit Limits</b></p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).</p>
<p><b>Course Materials</b></p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled <b>Course Materials</b>.</p>
<p><b>Learning Outcomes/Competencies:</b> Following the completion of this course, the student should be able to:</p>	

1. Analyze the purpose and impact of instructional coaching in supporting teacher growth and improving student learning outcomes. InTASC 3,9,10
2. Apply evidence-based coaching strategies, including observation, feedback, and reflective questioning, to support instructional improvement. InTASC 3,7,8
3. Demonstrate effective communication techniques to build trust, foster collaboration, and support professional growth in coaching relationships. InTASC 3,6,10
4. Design instructional coaching approaches that address specific instructional needs within a classroom, school, or district setting. InTASC 7,8,10
5. Evaluate the effectiveness of instructional coaching models and reflect on their impact on instructional improvement and student learning. InTASC 6,9,10

**Course Description:** This course is designed to support educators in developing effective instructional coaching practices through participation in the Instructional Coaching Toolkit Series offered by FIRST Educational Resources. Grounded in research-based coaching models and practical instructional strategies, participants will explore the role of instructional coaching in improving teaching practice, strengthening professional collaboration, and enhancing student learning outcomes.

Through engagement with workshop sessions, coaching frameworks, and applied reflection activities, participants will examine key components of effective coaching relationships, including communication strategies, feedback practices, goal setting, and instructional support. The course emphasizes the application of coaching principles within real educational contexts, allowing participants to connect learning directly to their professional roles.

**Learning Strategies:** Professional literature analysis, personal reflection, project-based learning.

**Experiential Learning Opportunities:** Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Reflection questions	90 points	12 hours
Application	100 points	8 hours
Seat time, video review time, and study/reflection time		15 hours
Final evaluation essay	100 points	10 hours
<b>Total points possible</b>	<b>290 points</b>	<b>45 hours</b>
<p><b>Grading Scale: A (90-100%); B (80-89%)</b>  <i>*Anything below a B will not receive graduate credit and result in a failing grade of F.</i></p>		

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

### Reflection Question Rubric- 10 questions @ 9 points each

Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

### Application Rubric- 1 application @ 100 points

Category	Superior (40-36 pts)	Sufficient (35-31 pts)	Minimal (30-26 pts)	Below Standard (25 to 0)
<b>Supporting Evidence in Practice</b> ___/40	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ___/40	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

### Evaluation Rubric- 100 points

Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
<b>Supporting Evidence in Practice</b> ___/20	Response shows strong evidence of ideas and insights from this course and	Response shows evidence of ideas and insights from this course and how they	Response shows some evidence of ideas and insights from this course and how they	Response shows little evidence of ideas and insights from this course and there is little

	how they are applied to the classroom.	are applied to the classroom.	are applied to the classroom.	evidence they are applied to the classroom.
<b>Accuracy</b> ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

## Course Assignments

### Reflection Questions (90 points)

Each question is designed to get you thinking about the concepts explored in the institute. Use the questions to help you reflect on what you learned, apply the concepts, and evaluate how the information can be related to your current work. Each response is expected to be one paragraph or more.

1. What key coaching strategies or frameworks presented in the workshop stood out to you, and how do they compare to your current approach to supporting colleagues?
2. How has your understanding of the role of an instructional coach evolved as a result of this series?
3. Describe a specific coaching strategy (e.g., questioning, feedback, observation) that you found particularly effective. How could you apply it in your professional context?
4. In what ways do effective coaching relationships impact teacher growth and student learning outcomes? Provide examples from the workshop and/or your experience.
5. How do trust and communication influence the success of instructional coaching? What steps can you take to strengthen these elements in your own setting?
6. Reflect on your current communication style. How might you need to adapt it to become a more effective instructional coach or collaborator?
7. What challenges or resistance might arise when implementing coaching practices, and how can they be addressed using strategies from the workshop?

8. How can data (formal or informal) be used to guide coaching conversations and instructional decisions?
9. In what ways can instructional coaching support equity and improved outcomes for diverse learners?
10. What are your next steps for integrating instructional coaching practices into your current role, and how will you measure your effectiveness?

### **Application (45 points) Culture Shift Implementation Plan**

In this assignment, participants will design a structured instructional coaching plan based on concepts and strategies learned through the Instructional Coaching Toolkit Series. The plan may be applied in a real coaching context or developed as a simulated coaching scenario.

Participants will identify an instructional need, apply coaching frameworks, and outline a full coaching cycle that supports teacher growth and improved student learning. The focus of this assignment is on **applying coaching strategies in a purposeful, actionable, and realistic way**.

The purpose of this assignment is to:

- Translate coaching theory into practice
- Develop practical coaching skills and strategies
- Strengthen communication and feedback techniques
- Build capacity for instructional leadership and collaboration

#### **Step 1: Identify a Problem of Practice**

Select a teacher, team, or scenario (real or hypothetical) and identify a specific instructional need.

Examples may include:

- Increasing student engagement
- Improving questioning techniques
- Strengthening differentiation
- Enhancing classroom management
- Using formative assessment more effectively

Requirements:

- Clearly describe the context (grade level, subject, setting)
- Define the instructional challenge
- Explain why this focus is important

#### **Step 2: Analyze Current Practice**

Describe the current instructional practices related to your identified focus.

**Requirements:**

- Identify strengths and areas for growth
- Reference observable behaviors or patterns
- Reflect on contributing factors (teacher experience, student needs, etc.)

### **Step 3: Connect to Coaching Frameworks**

Identify **2–3 coaching strategies or frameworks** from the workshop that will guide your plan.

Examples:

- Coaching cycles
- Reflective questioning
- Feedback models
- Observation strategies

### **Requirements:**

- Clearly explain each selected strategy
- Connect each to your identified coaching focus
- Reference specific workshop learning

### **Step 4: Design the Coaching Cycle**

Develop a structured coaching plan that includes the following stages:

#### **A. Pre-Conference**

- Goal setting with the teacher
- Identification of focus areas
- Planning for observation

#### **B. Observation**

- What will you observe?
- What data will you collect?
- How will you remain objective?

#### **C. Feedback / Coaching Conversation**

- Key discussion points
- Reflective questions you will ask
- Feedback approach (supportive, non-evaluative)

#### **D. Action Steps**

- What will the teacher implement next?
- What support will you provide?

### **Step 5: Communication and Relationship Building**

Explain how you will establish trust and maintain a productive coaching relationship.

**Requirements:**

- Describe communication strategies
- Address how you will handle resistance or hesitation
- Explain how you will foster collaboration

**Step 6: Implementation Plan**

Explain how this coaching cycle will be carried out in practice.

**Requirements:**

- Timeline for each stage
- Frequency of coaching interactions
- Any logistical considerations

**Step 7: Measurement and Evaluation**

Describe how you will assess the effectiveness of your coaching.

**Requirements:**

- Indicators of success (teacher growth, student outcomes, etc.)
- Data collection methods (observations, student work, feedback)
- Plan for adjusting coaching if needed

**Submission Requirements**

- Length: 3-5 pages (double-spaced)
- Clear headings for each section
- Direct connections to workshop learning

**Final Evaluation Assignment (100 points)**

Evaluate the effectiveness of instructional coaching practices and frameworks presented in the Instructional Coaching Toolkit Series. Drawing on workshop learning, reflection activities, and their application assignment, analyze how instructional coaching impacts teacher development and student learning.

Answer the following question: How effective is instructional coaching as a strategy for improving teaching practice and student outcomes, and what conditions are necessary for it to be successful in your educational setting? In doing so, make sure you do the following:

- Provide a concise overview of the most important ideas, strategies, and frameworks from the Instructional Coaching Toolkit Series.
- Critically analyze the strengths and limitations of instructional coaching as presented in the workshop.
- Explain how instructional coaching can be implemented in your current or future role.

- Analyze the key conditions necessary for instructional coaching to be effective.
- Reflect on how your understanding of instructional coaching has evolved.

3-5 pages, APA format.

# Course Resources

This course is built around immersive professional learning provided through the Instructional Coaching Toolkit Series offered by FIRST Educational Resources. The primary instructional content will be drawn directly from participation in this multi-session virtual workshop series, which focuses on developing effective instructional coaching practices grounded in research-based coaching models and strategies.

Participants will engage with:

- Live or recorded sessions from the Instructional Coaching Toolkit Series
- Presenter-led training focused on coaching relationships, communication, and impact
- Core coaching frameworks and strategies provided during the series (including coaching cycles, relationship-building practices, and instructional support tools)
- Guided reflection and application activities designed to connect coaching concepts to participants' professional contexts

All course assignments are designed to help participants analyze, apply, and evaluate instructional coaching practices within real educational settings. No additional textbook is required, as the workshop series serves as the primary instructional resource, supplemented by participants' professional experiences and coaching contexts.

## End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

### **The InTASC Model Core Teaching Standards (April 2011)**

#### **The Learner and Learning**

##### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally

appropriate and challenging learning experiences.

#### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

### **Content Knowledge**

#### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

### **Instructional Practice**

#### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

#### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

### **Professional Responsibility**

#### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for

student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.