



MTI 693: Instructional Coaching for Impact and Engagement

DISTANCE COURSE FOR DOMINICAN UNIVERSITY

MTI Contact Information:	
MTI Email:	info@midwestteachersinstitute.org
Instructor	Garth Larson
Instructor Background:	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> .
MTI Grading:	grades@midwestteachersinstitute.org

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	Distance Course 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

	<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, NOT Dominican University, 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>Formatting Requirements</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"> ● Name ● Home address ● Email address ● School district name, address ● Date of submission <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 grades@midwestteachersinstitute.org to be graded by your instructor.</p>
<p>Prerequisites and Credit Limits</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>Course Materials</p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled Course Materials.</p>
<p>Learning Outcomes/Competencies: Following the completion of this course, the student should be able to:</p>	

1. Analyze factors that influence teacher engagement and participation in instructional coaching. InTASC 3,9,10
2. Apply coaching strategies that promote teacher buy-in, engagement, and sustained instructional improvement. InTASC 7,8,10
3. Reflect on current coaching practices and identify barriers to effective implementation. InTASC 9,10
4. Design coaching approaches that address real classroom challenges and promote teacher growth. InTASC 3,7,10
5. Evaluate the effectiveness of instructional coaching practices and their impact on teacher engagement and student learning. InTASC 6,9,10

Course Description: This course is designed to support educators in strengthening the impact of instructional coaching through participation in the Instructional Coaching Summit offered by FIRST Educational Resources. Grounded in research-based coaching practices and real-world implementation strategies, participants will explore how to effectively engage teachers in coaching processes that lead to meaningful instructional improvement and student learning outcomes.

Through keynote presentations, breakout sessions, and recorded content, participants will examine the challenges associated with teacher engagement in coaching, including resistance, competing priorities, and varying levels of readiness. The course emphasizes practical strategies for building buy-in, fostering collaborative relationships, and aligning coaching efforts to authentic classroom needs.

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.

Assessments		Approximate contact hours for each assessment
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
Total points possible	290 points	45 hours
<p>Grading Scale: A (90-100%); B (80-89%) <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)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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.
Sequencing ___/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.
Reflection ___/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 ideas from the summit shifted your thinking about why instructional coaching sometimes fails to gain traction in schools?
2. How do teacher mindset and readiness influence the success of instructional coaching initiatives? Provide examples from the summit and your experience.
3. What strategies presented during the summit were most effective in building teacher buy-in, and why do you think they work?
4. Reflect on a time when coaching or professional support was ineffective in your setting. How could the approaches from the summit have improved that situation?
5. How can instructional coaching be aligned more closely to teachers' immediate classroom needs rather than perceived top-down initiatives?
6. What role does school or district leadership play in the success or failure of instructional coaching programs?
7. How can coaches or teacher leaders effectively support reluctant or resistant teachers without creating tension or disengagement?

8. In what ways can coaching be differentiated to meet the needs of teachers at varying levels of experience and willingness?
9. What systemic barriers (time, structure, culture, etc.) exist in your setting that could limit the effectiveness of coaching, and how might they be addressed?
10. How has your perspective on teacher engagement in professional learning evolved as a result of this summit, and what are your next steps?

Application (45 points) Teacher Engagement Coaching Plan

In this assignment, participants will design a coaching plan specifically focused on increasing teacher engagement and participation in instructional coaching. The plan may be based on a real or hypothetical scenario and should address common barriers such as resistance, lack of time, or misalignment with teacher needs.

The emphasis of this assignment is on making coaching work in real-world conditions, not just designing ideal coaching cycles.

Step 1: Identify a Context and Challenge

Describe a specific scenario where teacher engagement in coaching is limited or inconsistent.

Examples:

- Teachers resistant to coaching
- Low participation in coaching cycles
- Coaching seen as evaluative rather than supportive
- Lack of time or competing priorities

Requirements:

- Clearly describe the setting and participants
- Define the engagement challenge
- Explain why it is significant

Step 2: Analyze Contributing Factors

Requirements:

- Identify at least 2–3 contributing factors (mindset, structure, leadership, etc.)
- Connect to real or observed experiences
- Consider both individual and systemic influences

Step 3: Connect to Summit Learning

Identify 2–3 strategies or concepts from the summit that address teacher engagement.

Requirements:

- Clearly explain each strategy
- Reference specific ideas or sessions
- Explain how each strategy addresses your challenge

Step 4: Design an Engagement-Focused Coaching Plan

Your plan must include:

A. Entry Point Strategy

- How will you introduce or reintroduce coaching?
- How will you reduce resistance and build trust early?

B. Differentiation Approach

- How will coaching be tailored to different teacher needs or readiness levels?

C. Coaching Interactions

- What will coaching look like in practice?
- How will conversations be structured to promote engagement?

D. Support Structures

- What systems (time, scheduling, collaboration) will support this work?

Step 5: Building Buy-In

Explain how you will foster sustained teacher engagement.

Requirements:

- Strategies for trust-building
- Methods for increasing teacher voice and choice
- Approaches for maintaining momentum over time

Step 6: Implementation Plan

Describe how this plan will be put into action.

Requirements:

- Timeline
- Key milestones
- Stakeholder involvement (teachers, leaders, etc.)

Step 7: Measurement and Evaluation

Explain how you will assess whether engagement is improving.

Requirements:

- Indicators of success (participation, feedback, instructional shifts)
- Data collection methods
- Adjustments if engagement remains low

Step 8: Reflection on Leadership Growth

Reflect on your development as a coach or instructional leader.

Requirements:

- What leadership skills are you building?
- What challenges do you anticipate?
- How will this impact your professional role?

Final Evaluation Assignment (100 points)

Write a 3-5 page essay (APA format) answering the following: To what extent is instructional coaching an effective strategy for engaging teachers in meaningful professional growth, and what factors determine whether it succeeds or fails in real-world school settings?

Make sure to include the following:

Evaluation of Coaching for Engagement

- Identify 2-3 strengths (e.g., personalization, collaboration, job-embedded learning)
- Identify 1-2 limitations or challenges (e.g., resistance, time, misalignment)
- Support with examples

Analysis of Implementation Challenges

- Examine why coaching often struggles in practice
- Consider:
 - Teacher mindset
 - School culture
 - Leadership structures
 - Competing demands

Application to Your Context

- Connect to your school or role
- Reference your application assignment
- Provide a realistic example

Conditions for Success

- Identify key factors that make coaching effective:
 - Trust
 - Relevance
 - Consistency
 - Leadership support

Evidence-Based Conclusion

- Take a clear stance on coaching effectiveness
- Explain when and why it works
- Provide recommendations for implementation

Course Resources

This course is built around immersive professional learning provided through the Instructional Coaching Summit offered by FIRST Educational Resources. The primary instructional content will be drawn directly from participation in this conference experience, which focuses on strengthening instructional coaching practices with an emphasis on teacher engagement, implementation, and real-world impact.

Participants will engage with:

- Live or recorded keynote sessions and breakout presentations from the Instructional Coaching Summit
- Presenter-led sessions focused on increasing teacher engagement, overcoming resistance, and improving the effectiveness of coaching practices
- Core frameworks and strategies provided during the summit related to coaching implementation, teacher buy-in, and sustained professional growth
- Guided reflection and application activities designed to connect coaching and leadership concepts to participants' professional contexts

All course assignments are designed to help participants analyze, apply, and evaluate instructional coaching practices with a specific focus on engagement and implementation within real educational settings. No additional textbook is required, as the conference serves as the primary instructional resource, supplemented by participants' professional experiences and leadership 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.