

STUDENT-FOCUSED COACHING VIRTUAL TRAINING COURSE

2025-2026 Syllabus with Zoom Links

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Purpose

This project was designed for individuals who want to learn more about the impact instructional coaching can have on maximizing every educator's skills and knowledge to enhance student learning. Although many people might think that an instructional coach must have a specific title, this isn't necessary. Any teacher leader, grade level chairperson, aspiring leader, instructional specialist, instructional coach, or other individual who collaborates with colleagues to bring research- and evidence-based instructional methods, strategies, and skills into the classroom can serve in a coaching role. Building capacity in more than one person serving as instructional coach is more sustainable than one person alone.

In *Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration*, Hasbrouck and Michel shared that instructional coaching could have a significant impact on improving student outcomes if:

- the right person has been selected;
- the role of the coach is clearly defined, communicated, and adhered to;
- the coach receives sufficient training in how to do their job effectively;
- coaching is focused on supporting teachers to successfully implement proven research- and evidence-based practices, rather than supervising or evaluating colleagues; and
- the coach has ongoing support from the administrator/supervisor.

Throughout this project, you'll learn more about each item included in the above list, including how each can relate to anyone serving in a coaching role.

Materials

Student-Focused Coaching: The Instructional Coach's Guide to Supporting Student Success Through Teacher Collaboration, coauthored by Jan Hasbrouck, PhD, and Daryl Michel, PhD, is the required text for this project. Should you require a copy, or decide you want additional copies to share with others (e.g., principal), Brookes Publishing offers a 10% discount when ordering this book on their website. Enter the code TSFC25 to receive your discount.

Zoom Sessions and Office Hours

Zoom: Sessions will take place via Zoom from 6:00-8:00 PM PT. **Links for each session are included in this syllabus. Please plan to be on your own electronic device, have your camera on, and be an active participant throughout our time together.** We'll use the breakout feature in Zoom during each session, so you'll have a chance to interact with colleagues from across Washington. We are going to learn so much from each other!

Office Hours: Between each Zoom whole group session, you'll have an opportunity to join Daryl and/or Jan for an "office hour." During this time, you can ask questions about the assigned readings, share reflections about your learning, receive guidance pertaining to your real-life application, or something else. Dates and times are to be determined.

Preparation Time

The amount of time needed to prepare for each session will vary. Preparation will depend on the amount of time you engage with the assigned readings and the amount of time to complete the recommended reflection activities (e.g., time to convene with a colleague or group of colleagues to practice, time to meet with your supervisor). During each session, you will be asked to share insights from the assigned readings and/or provide evidence to show how you applied your learning.

Topics and Learning Objectives

Topics, objectives, and Zoom links are listed below, along with required readings and real-life applications. Please complete the required readings prior to each session. For example, prior to joining the September 11th session, read pages ix-xiv and 1-15 in the *Student-Focused Coaching* book.

September 11, 2025

<https://us02web.zoom.us/j/87661467407?pwd=QERjbugW2Clrks49G3gQHKHdAuOcx5.1>

Meeting ID: 876 6146 7407 Passcode: 632279

Topics: Introduction and Overview of Student-Focused Coaching

Required Readings: pages ix-xiv, 1-15

Objectives:

Explain the purpose of instructional coaching

Know the historical context of the Student-Focused Coaching (SFC) model

Describe key words or phrases included in the SFC definition

Explain the SFC roles and goals

Real-life Application:

- How will you define instructional coaching for stakeholder groups (e.g., teachers, principals, parents, guardians, community members)? Write down your definition and include definitions and/or examples for each key word and/or phrase.
- Which SFC role(s) and/or goal(s) are included in your definition?

October 9, 2025

<https://us02web.zoom.us/j/86475945985?pwd=eluQM2723loc3WbGn117a42ID3dYre.1>

Meeting ID: 864 7594 5985 Passcode: 687768

Topics: Roles and Responsibilities; Communication for Collaboration

Required Readings: pages 20-35, 49-63

Objectives:

Describe examples and non-examples of an SFC coach responsibilities

Connect communication skills to relationship skills

Identify nonverbal communication techniques and verbal responses

Compare levels of listening and determine how each can minimize or enhance effective communication

Real-life Application:

- Create a list of coaching responsibilities that you can communicate to others and adhere to. For at least one responsibility, include an example and non-example and the intended outcomes (i.e., by following through on this responsibility, how it could lead to enhanced student learning). You are strongly encouraged to complete this with your supervisor (e.g., principal, assistant superintendent) and share it with one or more colleagues.
- Use the Communication Skills Practice Form and practice a conversation with colleagues. You are strongly encouraged to audio- or video-record your conversation and then use the recording to analyze your nonverbal techniques and verbal responses. When analyzing, write down detailed notes of what you did, what you want to do more of, and/or what you want to work on.

November 13, 2025

<https://us02web.zoom.us/j/83197113104?pwd=sZnb8y0tImPMkjbBXanCrijU5TNPAp.1>

Meeting ID: 831 9711 3104 Passcode: 813503

Topics: Collaborative Problem-Solving Process

Required Readings: pages 81-102, 119-131, 133-143

Objectives:

Explain the four phases of the Collaborative Problem-Solving Process

Connect communication skills to a Phase 1 coaching conversation

Real-life Application:

- Convene one or more colleagues and complete Phase 1 and 2 of the Collaborative Problem-Solving Process. Write down the data and/or evidence that was collected, an agreed upon problem definition based on the collected data/evidence, a goal, and an action(s) to include on the Targeted Action Plan.

December 11, 2025

<https://us02web.zoom.us/j/84422743381?pwd=WzcSL8tHbOSCLJV5HK25l3XfnivpKl.1>

Meeting ID: 844 2274 3381 Passcode: 468360

Topics: Sustained Professional Development and Learning and Team Problem-Solving Process

Required Readings: pages 146-168; 65-79

Objectives:

Learn components of effective professional development and learning (PDL)

Review resources for organizing and developing an effective PDL plan

Describe relationships between/among the Collaborative Problem-Solving Process, Team Problem-Solving Process, and Sustained PDL

Real-life Application:

- Gather faculty meeting agendas, formal presentations, and/or other forms of professional development and/or learning in your school/organization. Then analyze for patterns. For example, what, if any, common theme or focus do you notice (e.g., sustained professional learning or one-day professional development)? How, if at all, was each opportunity related to a school improvement plan and/or district/organization strategic goal? How, if at all, was the content differentiated to meet individual needs?
- Observe a meeting, which can be one that you are part of, and write down what you notice (e.g., who talks, who doesn't talk, who created the agenda). What, if any, content from your learning in this course might improve current meetings that you take part in?

January 15, 2026

<https://us02web.zoom.us/j/88595270949?pwd=rOzfvqXFyJfNoATn5bcpbuQSfhfYKp.1>

Meeting ID: 885 9527 0949 Passcode: 352964

Topics: SAILS Framework (Standards, Assessments, Instruction and Intervention, Leadership, Sustainability)

Required Readings: pages 171-188

Objectives:

Explain the elements of explicit instruction

Make connections between/among SAILS components

Real-life Application:

- Review one lesson plan with a colleague and/or review one of your own lesson plans. Which, if any, explicit elements are evident? Which are not? Which might you want to learn more about or implement more of?
- Work with a colleague(s) to analyze one state standard, create a test blueprint that aligns to Bloom's Taxonomy or Depth of Knowledge cognitive complexity levels, and/or write test items that reflect the test blueprint (you can also analyze a few test items in your existing curriculum to see they align to the blueprint). If time permits, administer the test and use the results to plan a whole group or small group lesson.

Project Completion Expectations

- Attend all scheduled sessions and be prepared to fully participate with your individual camera on.
- Complete all the required readings prior to the class session.
- Complete all Real-life Applications and be prepared to discuss/share in the class.
- Complete all evaluation protocols to help Read Washington evaluate the value and effectiveness of the course.

Contact Information

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