How a Solution Focused Coach Discipline Supports Teachers Implementing 21st Century Curriculum

by

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Abstract

This paper examines the potential impact of integrating a modern, solution-focused coaching discipline into educational course design and delivery for 21st century curriculum. A syllabus/overview was developed for a course to support educators to integrate a coaching discipline into their course design and classroom teaching. The course is online, experiential, inquiry-based, and multimedia. It incorporates a gamified approach providing participants a tiered, micro-credential hierarchy. This allows participants to focus on an area of study and credential based on their motivation level, interest and available time and energy. This approach supports a non-linear, options-based progression with incentives and rewards supporting greater participant motivation and success.

Once the course framework was developed and the syllabus/overview created, it was sent out to K-12 and higher education teachers, credentialed solution-focused coach educators and experienced solution-focused coaches for their feedback. The overall reception of the course/overview was four stars out of five for clarity and overall design. The majority of respondents would be likely or extremely likely to take this course when available. As the course is developed, an iterative beta testing component and continuous improvement process will be embedded into the design. Both coaching and educational organizations will be approached to have the course accredited or approved for continuing education or training credits.

Keywords: education, learning, teaching, teacher, curriculum development, coaching, coach approach, online learning, online teaching, course development, gamification, student-centered learning, engaged learning

Major Project url: http://classroomcoachingcultures.weebly.com/

Integrating Coaching Into Education Course Syllabus/Overview
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Chapter 1 – Introduction

Purpose of the Major Project

Why this Project is Important

To prepare students to become effective, contributing citizens in the 21st century new directions in K-12 curriculum require teachers to focus less on delivering content, testing for information retention, and more on facilitating student engagement in learning. As such there is a shift desired for teachers to be less of a “dispenser of information” (Fullan, 2013b, p. 24) to one of “teacher as activator” (Terhart, 2011, p. 433) or “teachers and students as learning partners” (Fullan, 2013, p. 24). This shift is similar to what is occurring in corporate training situations where consultants and mentors work with companies and employees to build individual employee performance and skills. However, in the business world there has been an emerging profession that is having growing success—coaching (Sasha Corporation, 2016). As modern coaching has evolved, there have been some distinct components that define it. It is a partnership in a “thought-provoking and creative process that inspires [people] to maximize their personal and professional potential” (International Coach Federation, n.d.). It is a “collaborative, not authoritarian, relationship that is a systemic and solution focused process that supports ongoing self-directed learning and personal growth” (Stober & Grant, 2006, introduction). Overall, coaching has been embraced as having a positive impact in business (Theeboom, Beersma & van Vianen, 2014; Marber, 2007) and its use is now starting to be promoted in education (BC Ministry of Education, 2015).

In the coaching field there is concern about untrained individuals calling themselves coaches and practicing as such (Pricewaterhouse Cooper, 2016). There is also concern about the
many different approaches and methodologies that are promoted as coaching (Sasha Corporation, 2016). In spite of the efforts of the International Coach Federation, the largest voluntary regulatory body for coaches globally, there is still much confusion and misunderstanding by the public of what coaching is and how it works (International Coach Federation, 2012; Pricewaterhouse Cooper, 2016), and by extension also in the education sector.

In education there is a growing trend towards expanding and shifting learning to a more virtual experience (Allen & Seamen, 2010) while at the same time there is increasing pressure to incorporate blended and distant learning (Horn & Staker, 2015). There is also a significant shift away from a data, fact focus to a more learner-centered approach that supports learning at the higher levels of Blooms Taxonomy (Armbruster, Patel, Johnson & Weiss, 2009). This shift in approach is also intended to support learners to engage in and be more responsible for their learning while developing greater skills in critical thinking, communication, leadership, research, and problem-solving. This shift is also intended to develop greater initiative, curiosity, and the ability to lead and work well in groups (BC Ministry of Education, 2015). One purpose of this project is to provide a simple method for adjusting curriculum when adapting from a face-to-face (F2F) to a more virtual or online environment. However, shifting from a F2F, expert-based, lecture style curriculum to an online, expert-based, lecture style curriculum will likely result in even lower levels of engagement and integration (Cook, 2007). The traditional lecture, expert-based style of teaching simply does apply any longer and new styles of teaching and curriculum design are needed to meet the expectations of the 21st century for both F2F and online courses (Armbruster, et al., 2009).
Project Goal

The primary purpose of this project is to provide educators with a Professional Development (PD) experience that enables them to more effectively meet the desired outcomes that support learners to be better prepared for the 21st century. It intends to support educators to create curriculum and interact with learners in an improved manner that supports greater engagement, personalized learning, and higher levels of learning as defined by the revised Blooms Taxonomy (Anderson, Krathwohl & Bloom, 2001). It is not intended to replace, but rather to augment and improve, the existing skills educators have. The PD experience is intended to support educators to develop basic coaching skills and approaches, as well as the option to focus deeper in areas that interest them to create choice and opportunities for deeper learning. This PD experience is intended to model a process that supports the effective creation of a learner-centered, solution-focused, learning community. The experience is also intended to model a gamified online approach to learning incorporating current best practices. It will provide a learning experience that respects the busy schedule and lack of time that many educators have (Hew & Brush, 2007). This experience is intended to not only provide justification to engage in learning these new tools and approaches, but to also offer an understanding and processes for shifting teaching habits and curriculum accordingly.

Significance of Project to Developer

The project developer is a credentialed, professional coach (since 1996), as well as being a coach mentor, assessor, and researcher. He is certified as a Master Certified Coach by the International Coach Federation, and a Board Certified Coach by the Center for Credentialing and Excellence. He has been both a F2F and online coach educator since 2006 and has seen the value of a coach approach in both business and teaching environments. He and his colleagues have
observed first-hand the positive impact of incorporating solution-focused coaching approaches in both online and F2F classrooms (R. Hyams, A. Davis-Bruner, personal communication, Nov. 30, 2016). They realize that making the shift from being the "provider of answers" to a facilitator focused on supporting increased student creativity, critical thinking, resourcefulness and engagement has been a challenging, but satisfying endeavor.

Melding coaching and teaching may shift the power of the teacher / student relationship allowing and encouraging students to take greater responsibility for how they learn and how deeply they integrate and apply their learning, similar to that which happens in a coaching relationship (Marber, 2007). The developer notes that this shift with students aligns strongly with the current focus in education towards a more process type of outcome, as well as a more personalized, learner-centric, pedagogy (BC Ministry of Education, 2015).

**Current Challenges Faced in Education**

In education today, two areas of focus are emerging strongly. The first is the need to shift teaching pedagogy and practice to support greater engagement. This involves students having greater responsibility for their learning, and, by extension, promotes higher levels of satisfaction by students and teachers. The second area is shifting learning outcomes to being less about knowing data and facts, to more about developing critical thinking, communication, leadership, research, and digital literacy skills (BC Ministry of Education, 2015).

These shifts in focus align with the principles and methods of modern solution-focused coaching as used in executive and life coaching (Theeboom et al., 2013). Coaching is being used and promoted in the education and professional development of teachers (Saphier & West, 2009; Reinke & Stormont, 2012; Lofthouse, Leat & Towler, 2010) and its use is also being advocated in the classroom (BC Ministry of Education, 2015).
One of the challenges for coaches is that there is a lack of common understanding of what modern solution-focused coaching is within the general public (Pricewaterhouse Coopers, 2016). Part of this lack of understanding is due to the fact that it is common that the coaching methods being used can be quite different from one practitioner to the next. (Sasha Corporation, 2016)

To compound this challenge, education is making a shift to using more blended and online course offerings (Horn & Staker, 2015). Adapting F2F courses to online takes time, training and money. A talented educator may be engaging in the F2F classroom, however being engaging and effective in the virtual classroom or online course can be much more complicated since a number of unique additional skillsets are required (Cook, 2007).

**Justification of the Major Project**

Practically speaking, in many classrooms educators simply do not have the time, energy, or skills to support the types of shifts being asked of them (Horn & Staker, 2015). There is a drive to bring more technology into the classroom, introduce blended components, or shift to fully online courses, usually without proper skill or course development allowances (Horn & Staker, 2015). Technology is often introduced into the classroom as the solution instead of being a vehicle towards the solution. Technology by itself does not necessarily engage students over the long term; it is how the technology is used that will support higher levels of engagement and learning (Cook, 2007).

One method to understand what learners prefer, or their most effective manner of learning, is to get input directly from the student (McComb, 2003). Practically, collecting this information and creating curriculum to accommodate all the learners in a class would be a daunting, impractical task given the restrictions of time, energy, and support that the average educator has (Horn & Staker, 2015). The more we can adapt processes to allow learners to set up
their own preferred method of learning, the more they will engage and be motivated (McComb, 2003). To do this, educators and learners both need to make a fundamental shift away from the educator being the acknowledged dispenser of answers and knowledge (Prensky, 2006; Armbruster et al., 2009). Furthermore, educators need to transfer responsibility for learning and learners will need to accept it in order for a true learning community to develop. This also supports the concept of learners teaching, mentoring and co-creating together (Bielaczyc & Collins, 1999).

Although coaching is recommended in many different areas of education, there does not appear to be a common definition and understanding of what modern coaching is (Passmore & Fillery-Travis, 2011). Although the International Coach Federation has clear guidelines for modern coaching along with a set of competencies, they are often interpreted quite differently in practice (Sasha Corporation, 2016). This project will incorporate these guidelines and competencies into practical components adapted for the unique purpose of education. The more there is consistency of terminology and practice and more effective implementation of coaching tools and process, the easier it will be to create a culture for both educators and learners (Ahmed, Loh & Zairi, M., 1999). The intent is to create a learning community / culture in which coaching fundamentals, tools, and philosophy are critical components.

This is not the common or traditional sports type coaching, but rather what the developer calls ‘Coaching 3.0.’ Coaching 3.0 fits into the broader definition found in the introduction for Stober and Grant’s 2006 publication, Evidence Based Coaching Handbook where coaching is described as:

“a collaborative and egalitarian rather than authoritarian relationship between coach and coachee; a focus on constructing solutions and goal attainment processes,
rather than solely analyzing problems… the coaching process is seen as being a systematic process, and is typically directed at fostering the ongoing self-directed learning and personal growth of the coachee” (2006, p. 4).

At the practical or implementation level Coaching 3.0 is not giving advice, answers, or solutions. It is supporting and encouraging the coachee (learner) to be the content expert while focusing on goals and solutions instead of problems or what is wrong. The coach asks open questions instead of making statements as the primary communication mode and focuses on supporting the coachee (learner) to understand the value of the solution for them (importance), as well as short and long term implications of what they are trying to achieve. Use of tools and exercises that align and support current research on creativity, critical thinking, and brain function are incorporated along with use of a consistent structure and process to solve problems and find solutions.

One difference between a coach and coachee working together and an educator incorporating coaching tools, process and culture into the classroom is the concept of power balance. In the individual coach / coachee interaction there is intended to be an egalitarian partnership significantly different from that of educator and learner. This imbalance must be factored into the new coaching cultural paradigm, similar to the methods learner-centered educators use (McComb, 2003). Another concept available is similar to some forms of parenting where there are negotiables and non-negotiables (Bayard & Bayard, 1983). For example, often learning Science, Technology, Engineering and Math subjects (STEM) are non-negotiable in elementary and high schools; they are required learning areas and not open to debate. The method used and when these subjects are taught can be open to negotiation. There are times the educator, administration, or the curriculum dictates what will and will not be done. A skilled
educator can mitigate the power imbalance and support learners to feel more empowered in, and responsible for, their own learning process. An empowered learner will be more successful (McComb, 2003).

A further factor that supports educators to understand, embrace, and integrate a coach approach into their current teaching pedagogy and practice is to have a reason or need to change (Duhigg, 2012). They often feel overworked and overloaded and one more initiative or change can be challenging, if not impractical. In addition to having reasons to change, to be successful educators will have to move through the different stages of change and create different or new habits to incorporate into their course development and teaching (Duhigg, 2012; Miller & Rollnick, 2014). Of course, they will also have to learn a coaching approach and integrate that learning towards shifting the culture of their classroom. To be more successful, follow-up support will increase the likelihood that an educator will actually use their improved skillset and coaching as an effective tool for this type of mediated follow-up (Olivero, Bane & Kopelman, 1997).

The intention is that as educators incorporate more of a coaching approach into their teaching, student engagement and satisfaction levels should increase similar to how it has in business (Agarwal, Angst, & Magni, 2009). The developer’s hope is that teacher satisfaction and engagement will also grow, reversing current trends (Fullan & Donnelly, 2013; Robinson, 2012; Saavedra & Opfer, 2012). As a coaching approach becomes more entrenched it will model and support a process of problem solving that will help learners develop critical thinking, creativity, communication processes, and skills much in the way coaching (Agarwal, Angst & Magni, 2009) has for the business world.
It is the belief of the developer that integrating coaching concepts and modern coaching tools more consistently into an educator’s practice will enhance whatever modality or format they use for teaching. It will also give educators hands-on, concrete strategies of how they can develop or improve their online offerings and well as strategies they can bring into the face-to-face classroom.

**Critical Question/Challenge to be Addressed**

The questions that formed the basis for my major project work was, ‘How does a Solution Focused Coaching discipline influence teachers to shift their practice to support implementation of 21st century curriculum?’

**Brief Overview of the Project**

**Project Process**

This project is intended to provide an argument, tools, and processes that support the creation of solution-focused coaching cultures so educators can be more effective and engaging when teaching 21st century curriculum.

This project will also provide rationale and motivators for educators to make a shift towards a more coach-like classroom culture while supporting them to make the habit shifts needed to make lasting change in how they teach. It will provide strategies for educators to support learners to buy-in and embrace a coaching culture and provide opportunities to share ideas and artifacts that support the concept of coaching cultures in the classroom.

**Deliverables**
The major deliverable for this Masters project is the syllabus/overview for a 20-50 hour asynchronous, gamified, learner-centered, online course to help educators to develop basic coaching skills they can integrate into their teaching pedagogy, curriculum and classroom in a practical manner. There will also be a number of optional exploration areas that will support learners with different learning styles, and provide greater choice and opportunity for a learner-centered approach. The course will model a coaching approach by utilizing and demonstrating the concepts educators are learning in the course and will be designed to use a variety of game based learning (GBL) fundamentals such as narrative, a non-linear flow through the subject matter, attaining thresholds to unlock new subject material and grades based on learner’s assessment of their time/energy/ investment and learning. This course will incorporate online, and blended curriculum best practices and teaching strategies as per current research and will support growing a library of ideas and strategies for learners focused on creating coaching cultures and/or the use of coaching tools and coaching approaches in education. Finally, this course will be designed to offer a number of micro-credentials so that learners can tier their learning based on their interest, available time and area of focus. This project was informed by a comprehensive literature review presented as Chapter Two.

(Note: For a complete list of terms and definitions see Appendix A.)
Chapter 2 – Literature Review

Introduction

There is an emerging shift in how teachers are expected to teach to prepare students for success in a faster changing world and workplace. This shift is also intended to reverse the dropping rate of engagement, enthusiasm, and satisfaction of students and teachers (Fullan & Donnelly, 2013; Robinson, 2012; Bridgeland, Dilulio & Morison, 2006; Saavedra & Opfer, 2012). The tradition of didactic teaching, where teachers deliver information to students, often called sage on the stage, is becoming less desirable. Terms such as guide on the side, teacher as activator, and teacher as facilitator are increasingly being applied (Fullan, 2013b; Terhart, 2011). There is an increasing focus on developing student’s skills which Fullan (2013a) describes as the 6 C’s: critical thinking and problem solving; communication; collaboration; creative thinking and imagination; character education; and citizenship. As a lecture or transmission format is not optimum for teaching these types of skills (Bligh. 1998), a more active pedagogy is required (Saavedra & Opfer, 2012).

One of the skill sets that is increasingly being recommended for teachers is coaching. Interestingly, most articles and publications do not define what they mean by coaching. Modern coaching is defined in a general way by the International Coach Federation as, "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential" (International Coach Federation, n.d.). Although awareness of coaching is increasing, over sixty percent of people are incorrect in their definition of modern coaching (PricewaterhouseCoopers, 2014). In education, coaching has been incorporated into some teacher training programs (Fletcher & Mullen, 2012), however there is little or no evidence of modern coaching, as opposed to Sports coaching, being used in the classroom by teachers in
K-12 or other higher education programs. The proliferation of coaching approaches makes it difficult to assess which approach would most effective to support people to be more successful in identifying and achieving their goals (Fletcher, 2012; Cox, Bachkirova & Clutterbuck, 2010). Currently, there does not appear to be a clearly defined model of coaching suitable for teachers to adopt to meet the needs of teaching students 21st century curriculum.

**Coaching 3.0 Explained**

Coaching 3.0 is the term used by the author to differentiate this model from the variety of coaching models being used today as accredited by the International Coach Federation. This model of coaching is closely based on the Erickson Coaching Model (Atkinson & Chois, 2007a; 2007b) which is solution focused and future oriented. The Erickson Coaching Model uses a blend of solution focused methods, Neuro-Linguistic Programming techniques, and principles such as ‘people are OK’, ‘change is inevitable’, ‘there is a positive intention behind every behavior’, ‘people make the best choice available to them in the moment with the resources they have’ and ‘people have access to all the resources within to be a success’ (Atkinson & Chois, 2007b).

While the Erickson Coaching model is accredited through the International Coach Federation (ICF), it has a variety of unique qualities that differentiate it from many other coaching models. These include a strong solution focus, a future perspective, the use of imagery, a questioning hierarchy known as Neuro-logical Levels (see Figure 1.), developed from Robert Dilts Logical Levels of Change Model (Atkinson & Chois, 2007a).
It also includes a strong intention to not influence or guide the recipient based on the coach’s knowledge or opinions. This last point is known as Coach Position which is vital as it allows the recipient to more fully develop their own creative process, solutions, and direction.

Coaching 3.0 is intended to be used not just in a formal one-on-one coaching session, but also informally with individuals and groups. The type of Coach Position in Coaching 3.0 is much more rigorous than in many other coaching models and has a stronger influence of what Grove (1998) developed as Clean Language, supporting clearer communication, objectivity, understanding and highly productive relationships that are more neutral and objective. This is essential for more effective 21ST century teaching where higher student engagement is a focus. There are a number of other benefits related to the components of the Coaching 3.0 approach which also support people in other environments. It is important to note that this is intended to be a process where the "coach" is asking powerful "open" versus "closed" questions (Fisher, Ury & Patton, 1991) similar to what McTighe and Wiggins (2013) define as essential questions. The
coach is not offering suggestions, guidance, hints, judgements or any form of advice. This supports an environment where the recipients are encouraged to develop their own resources, unique direction, and answers. These are only some of the benefits that are outlined and expanded on in the next section.

**Application and Benefits of a Coaching 3.0 Approach**

With a future oriented, solution focus, as opposed to a problem focus, there is a greater clarity, efficiency and effectiveness in getting answers to fundamental questions generated in the subject area the students are studying. Engaged students will also generate questions themselves to expand on the minimum requirements in a course. There is less time spent focused on what was, details, and the negative. As there is a shift to the future and solutions, recipients generally feel more relaxed and optimistic, which is linked to creativity, creative links, and developing solutions faster (Bolte, Goschke & Kuhl, 2003). There is considerable research supporting a solution focus as a more efficient structure than using a problem focus (Osborn, 1999; Gingerich & Eisengart, 2000).

In every conversation, there is a contractual component where the recipient is supported to clarify what they specifically want and how they will know they have achieved it. This also helps the shift to a solution focus. Becoming aware what the focus is and having a measure to evaluate progress will fast track forward movement and success. This also supports recipients to gain greater conscious awareness of achievement which promotes esteem, and greater ease with problem solving (Spady, 1994).

Coaching 3.0 uses a structure of questioning termed Neuro-Logical Levels (Day, 2005; Axion Training, 2017). Neuro-Logical Level questioning is a method that supports people so they have greater understanding of the topic being discussed, building greater motivation,
ownership, creativity, and resourcefulness (Atkinson & Chois, 2007a). With this type of questioning people consciously start to understand why something is important to them, the type of person they are, how they are perceived by others, as well as what positive benefit their actions have on others. This can have great positive impact on them and their ability to solve problems, as well as their commitment, motivation, and ownership. Another component incorporated into coaching is Representational Systems (Childers, 1985). People collect and interpret information through a variety of sensory inputs, the five primary inputs being visual, auditory, kinesthetic, olfactory, and gustatory. Most people have one input type that they focus on and notice primarily. An effective coach will support the recipient to notice and recall sensory input, not only in their primary sense, but also to detect and retrieve input collected by the other senses. This helps recipients to be more creative finding answers and developing solutions. Using imagery, creative visualization, or imaging something as done, complete or working is another of the foundational tools of Coaching 3.0. This is a well-documented approach that supports not only developing skills but generating answers and gaining new perspectives (Lewis, 1990; Neck & Manz, 1992).

A coaching approach supports both the recipient and coach to develop flow states. Mihaly Csikszentmihalyi (2014) described flow as the “spontaneous, effortless experience you achieve when you have a close match between a high level of challenge and the skills you need to meet the challenge…when a person is completely involved in the task” (p. 218). This supports greater effectiveness, efficiency, engagement, and satisfaction. Implementing a coaching approach supports the recipient to tailor their skill-set to the challenge they are experiencing, critical components for entering into flow states (Nakamura & Csikszentmihalyi, 2014).
Application to a Learning Environment

When we examine many of the emerging shifts in teaching, there is a movement to a more inquiry based, interactive, engaging pedagogy that supports greater learning at the higher domains of Blooms taxonomy (Armbruster, et al., 2009). Blooms taxonomy was revised in 2001 to reflect changes in desired outcomes for students in education (Anderson, Krathwohl & Bloom, 2001; Krathwohl, 2002). Blooms taxonomy has been further revised by Iowa State University’s Centre for Excellence in Learning and Teaching to include learning objectives (Iowa State University Centre for Excellence in Learning and Teaching, 2012). See Figure 2 for a visual representation of the revised taxonomy. This revised version, being learning objectives based, fits well with other models, for course design, such as Wiggins and McTighe’s (2005) Understanding by Design. It also aligns well with an educational coaching culture.
Using a coaching approach will provide a foundation, structure, and process for educators and course designers to support and enhance these types of initiatives. A coaching approach supports educators and course designers to set the parameters or desired results (McTighe, n.d.), creating an environment where students can take more charge of their process of learning. As more students are actively involved in their learning, there will be a shift in the culture, and an expectation and right for them to do so. This does not mean the teacher abdicates all responsibility for their students in creating structure and process for learning. Rather, the teacher can continue to make resources available and create parameters with choices which will allow students to be more in charge of, and responsible for, their learning (Barkely, 2010). As previously noted, a solution focused approach has many benefits.
Building opportunities for imagery and incorporating Representational Systems (Tosey & Mathison, 2010; Childers, 1985.; Kudliskis & Burden, 2009) into the curriculum and conversation will help students to be more successful in their investigation, learning, integration, and application of that learning. Imagery can also be used relatively easily for application of concepts, learning and even support planning and application in upcoming situations. It can also be easily taught, especially when incorporated into the culture of the classroom—online or F2F.

As this approach is applied there is a shift for both the educator and students. For the educator, there is a need to step back and let go of a portion of control over the situation that can be difficult and produce fear. As a result of using this approach, students will make mistakes and try approaches that will not work as envisioned by the teacher. Lenz (2015) postulates that the concept of mistakes and failure is one that builds resiliency, drive and longer term ability to problem solve and think critically. Building in failure as part of the learning and continuous improvement process is an important component for successfully teaching 21st century curriculum (Cannon & Edmonson, 2005). In addition, allowing students more control over their learning is directly related to increased engagement, flow, and success in school (Shernoff, Csikszentmihalyi, Shneider & Shernoff, 2003). For the student, especially students that have not experienced this type of environment before, there will be initial discomfort with this type of responsibility and process. As educators step back, students are more likely to step forward, especially once they test the teachers resolve that this new type of process and approach will be a lasting one.

As educators and course developers embrace this type of questioning, or inquiry approach, they will hopefully develop a stronger drive to make the shift from telling to asking. It should be understood that this is a continuum type of process that takes time, practice and
commitment to master. As educators shift their approach, they will notice more and more opportunities to use questions and a coaching approach to support students to create their own inquiry and learning processes. If an educator or course developer is committed to a coaching approach and eliciting what works for students, rather than knowing what is best for them, they will be more likely to ask for, collect, collate, use and incorporate that information into their course design, approach and continuous improvement process (Center for the Integration of Research, Teaching, and Learning, n.d.). Course developers will also discover more opportunities to support students creating processes for learning instead of the teacher simply supplying the answers, or data, or the location to find those answers or data. As educators apply the concepts of Coaching 3.0 to their course design and delivery, they will find that students will become more engaged in, as well as becoming more responsible, for their own learning.

Another opportunity this type of approach creates is for students to become contributors to the curriculum and to mentor and support other students to learn. Also as students take more responsibility for their learning, and drivers of their unique methodology of learning, they are more likely to enter flow states which will increase their performance, efficiency, satisfaction, and engagement (Nakamura & Csikszentmihalyi, 2014). The intent is to create a cultural shift rather than simply using tools, techniques or an approach. This helps to create lasting change not only in the classroom, but also in the community and lives of students. This is what creates lasting sustainable change (Duhigg, 2012).

Conclusions

Although there is great interest in, and support for, coaching being utilized today, there is confusion on exactly what it is, how it is done, and specific results that can be achieved. While coaching is increasingly being used and supported in teacher training and development, there
does not appear to be much research or focus on a Solution Focused Coach approach being incorporated into teaching pedagogy. There is, however, research on the positive effects of incorporating coaching and the micro-skills used in coaching in sectors such as business, psychology, and sport. These positive effects, such as increased engagement, creativity, locus of control, problem solving, and flow, are all factors that support teachers and enable students to become more successful learners and satisfied with their accomplishments.

Introducing a coaching approach into teaching pedagogy is not intended to replace other approaches such as the use of technology or blended learning, but rather as a tool that augments and builds greater efficiency and effectiveness into the approach being used. This allows educators to expand the effectiveness of their own unique area of pedagogical approach while modeling and supporting students to creatively, in a personalized manner, expand and build their success.

The project that was created was a syllabus/overview for an, asynchronous, learner-centered, online (web-based) program incorporating a gamified foundation and modular architecture to provide what may be a novel experience anchored strongly in what is effective learning principles. It will have an area where learners can contribute to the knowledge base, add additional learning modules (quests) and share the artifacts they have created. The course will be created using a modified Understanding by Design (UbD) framework. McTighe and Wiggins describe this framework as one that “offers a planning process and structure to guide curriculum, assessment, and instruction. It’s two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum ‘backward’ from those ends” (2012, p.2).
With the course being online (web-based) it will overcome physical distances, allow learners to set their own schedule, is easily updated and allows for more individualized learning (Cook, 2007). Dicheve, Dichev, Agre and Agelova (2015) postulate that as long as a course is designed properly, incorporating gamification concepts it has the potential to improve learning, especially in the areas of motivation and engagement (Sandusky, 2015). Using a learner-centered approach will support learners to become more responsible and have more ownership for their learning (Horn & Staker, 2015). The design will also be non-linear quest based with a point system allowing for multiple paths of investigation and choice for the learners. This will support greater engagement, persistence, motivation and more work being done by the learners (Haskell, 2013; 2012).
Chapter 3 – Procedures and Methods

Major Project Design

The intent of this major project was to develop a syllabus/overview (See Appendix B for a copy of the syllabus that was created) and approach for a professional development course to assist educators to be more effective, engaging, learner-centered and personalized in their course design and delivery of 21st century curriculum. The course is intended to assist educators to become more familiar with various aspects of a modern Solution Focused coaching discipline that they could integrate and use to augment their current course design and teaching style. An essential component is to support participants to understand, analyze and evaluate the potential, applicability, and value of integrating this type of discipline into their practice. The intent of the project and course is to help learners to understand the potential impact for their students and themselves, as well as understanding the importance and criteria for obtaining buy-in from stakeholders such administrators and parents. The course is also designed to support them to more effectively begin introducing a coaching culture into their classroom, whether online or F2F. The course is intended to model and integrate a coaching type pedagogy so educators could experience and evaluate the impact first hand as they progressed through it. The course also offers a selection of five micro-credentials that participants could focus on dependent on their level of motivation, time and focus. The different credentials would take varying times to complete ranging from a twenty-one to forty-hour minimum commitment.

As the intent of the major project was to create a syllabus/overview for the course rather than create a fully functioning course, the technology, software and applications that were selected were applicable given the design criteria. There is a possibility that when the actual course is created there may be shifts to more current or suitable software and hardware.
The following software and applications were selected to be utilized in building the actual course and incorporated into the design. As coaching is essentially a collaborative paradigm that uses powerful questions in a "systemic and solution-focused process to support ongoing self-directed learning and personal growth" (Stober & Grant, 2006, p. 4), I thought it important that the course reflect this approach. As education is shifting more to blended and online offerings (Horn & Staker, 2015) and learner-centered approaches (Armbruster, Patel, Johnson & Weiss, 2009), I decided it was important to use a design that strongly reflected this. For the Learning Management System (LMS) I chose a gamified type system, Rezzly 3D GameLab (http://rezzly.com/), developed by Dr. Lisa Dawley, GoGo Labs Inc. and Dr. Chris Haskell, based in Boise Idaho (Rezzly, n.d., para. 2). This LMS allows for a course structure that is non-linear with multiple learning paths and choices for the learners. It supports the creation of learning modules (quests) that can incorporate a wide variety of multi-media applications and file types. The LMS also offers other gamified concepts such as a point system, ranks, badges, and player cards, as well as an online developer learning course, developer community, and analytics components.

Google+ (https://plus.google.com/about) was chosen for online communication and a repository/library for storing and sharing creative artifacts. Google+ is a social networking platform that allows users to connect on pages posting messages that they can attach a large number of multi-media file types (Mashable, 2013). Being part of Google, the platform benefits from its significant resources and technical support capabilities. Initially I was reluctant to incorporate Google+ into the design of the course as it is not available in the Peoples Republic of China which severely restricts access to just under twenty percent of the world population (Worldometers, 2017). For the future, a more suitable application or software program could be
sourced to provide these functions in areas where Google is filtered or restricted. The actual course content was published on a Weebly website builder service (https://www.weebly.com/ca) on which a user can build a free website using templates and drag-and-drop features. The web content was then linked to the various quest pages in 3D GameLab.

Other applications and software such as Audioacrobat, YouTube, Voki, Camtasia, Thinglink, and Adobe were used in developing the course syllabus/overview. Audioacrobat (www.audioacrobat.com) is a cloud-based service for uploading, storing, playing and downloading audio and video files. This was used with 3D GameLab to support some of the multi-media components of the course. YouTube (https://www.youtube.com/), a video-sharing service, Camtasia (https://www.techsmith.com/), a video editor and screencasting tool were also used to produce some of the multi-media design elements. Other tools such as Voki (www.voki.com), a tool that creates video incorporating talking avatars, Powtoon (https://www.powtoon.com/), an animated video tool and Thinglink (https://www.thinglink.com/), a tool that creates images and video with interactive annotations would also be used to support the melt-media components of the course.

The design and content of the course answered the question: How a solution focused coach discipline supports teachers implementing 21st century curriculum. In building the course components of an Understanding by Design framework (Wiggins & McTighe, 2005), Bloom's revised taxonomy (Anderson, Krathwohl & Bloom, 2001; Heer & Iowa State University Centre for Excellence in Learning and Teaching, 2012) and a coaching perspective and philosophy were utilized as a design framework. The first step was to finalize a list of critical components and coaching competencies and then create learning objectives (Iowa State University Centre for Excellence in Learning and Teaching, 2012) for each of the components and competencies.
There were a number of critical components identified. These included supporting course participants to decide whether investing time and energy into an investigation of a coaching discipline was worth their time and energy. This approach also supports a structure and awareness for them to support their students to have a similar process to commit to engaging in a more coach-like approach. The components of the coaching discipline that apply to an educational environment were clearly identified and integrated into the course. There is standardized terminology and language that supports a systemic approach that can then be brought into the participant’s classrooms. There are opportunities for the participants to experience the differences integrating a coach discipline would make to their course design, delivery and classroom interactions. This includes converting existing courses to a more coach-like approach.

The design approach was created for the purpose of modelling a teaching approach to support educators to embrace curriculum changes that require a shift in teaching practices. It is important that participants understand that through the course they are improving their existing skill-set, not replacing it. The intent is to shift to a paradigm whereby students become more responsible for how they learn, and are allowed to fail as part of their unique path of learning. The approach does not abdicate teachers from being content knowledge experts, they are simply using their content knowledge and other improved skills to set up situations where students are asked questions, or given goals, and expected to come up with answers. Key to this is the creation of structures for students to be able to research, reflect, collaborate, mentor and teach each other. It is also critical that participants understand that this shift away from the persona of the expert, or dispenser of wisdom, to allow greater facilitation of student’s expertness is not only the result of improved skills but also a shift in how they see themselves as educators. Lastly,
it is important for participants to understand that to integrate these improved skills, they will need to engage in reoccurring, skills-based, experiential activities. These would be components where educators taking the course incorporate one concept or idea into their class, curriculum, or life outside the classroom (family, parenting, community, interactions with others).

There were several solution-focused coaching competencies that were identified to be incorporated in the course. These included using open questions and open questioning approaches as opposed to closed. In course design, delivery and classroom interactions the concept of focusing on goals and solutions instead of problems and being clear on those intended outcomes is the preferred method. The intent for the teacher is to step away from the expert role, encouraging students to develop the answers without the teacher providing them. It would be up to the teacher to support students to look for other avenues to research instead of simply relying on their teacher’s expertness. This includes setting up motivators, rewards and incentives as well as helping students to understand how this could fit into the context of their life or education. Course participants would be learning not only how to use powerful questioning hierarchies but also mental rehearsal and visualization techniques to support their student’s greater success and deeper learning.

In accordance with the modified Understanding by Design philosophy a complete set of learning objectives was developed for each of the identified critical components and coaching competencies (see Appendix C). These critical components, coaching components and learning objectives were then incorporated into the various quests (modules) for the course (see Appendix D for the quest chain diagram).
Course Syllabus/Overview

Once the course scaffold and overall design was completed the Course Syllabus/Overview (See Appendix B) was created to give interested parties an extensive explanation of the concepts and intended content of the course. This was intended to be a foundational document that could be adapted in the future for custom distribution to educators, administrators, Human Resources personnel and other interested parties in various niche areas including the public, private, corporate, and governmental education sectors.

To augment the syllabus/overview and to further model the multi-media approach of the course, an explanatory video and sample quest for greater understanding of the concepts of the course was created. A quest introductory video (Switnicki, B. & Switnicki, 2017) was produced using Adobe Premier Pro incorporating a series of still images and narration (Adobe Systems Incorporated, 2017). The video was then posted to You Tube (https://youtu.be/FNgNkGdZipA) publicly supporting the concept of open educational resources (OER). The instruction / resource page for the quest was posted on a Weebly website page (Switnicki, 2017) and both were attached to the course syllabus/overview. For greater accessibility, a transcript of the video was also provided in the quest instruction page. For resources the quest has a selection of magazine and journal articles as well as videos.

Continuing the theme of accessibility and multiple media streams, a video/screencast (Switnicki, B. & Switnicki, 2017) was produced to augment the Course Syllabus/Overview as well as introducing and explaining the actual course. This was done using Camtasia, a screen-casting program developed by Techsmith Corporation (Techsmith, 2017). The video was posted publicly on You Tube (https://youtu.be/I_ZNBoJFmzM). It explained the rational and
components of the actual course and also took viewers through the sample quest, Escape the Expert Trap!

**Major Project Development**

This project began in 2010 when, as an educator teaching executive coaching, I became concerned, wondering how much my students were actually learning. At that time the predominate teaching paradigm being used in the coaching program was a blend of lecture and experiential learning, both being presented as though by an expert. The program was taught both F2F and synchronously online. For the experiential learning components, the students would actively practice what they were learning, apparently attempting to imitate the teacher’s expertise. Although they were being active, it did not appear that they were actively learning consistently at the higher levels of the revised Blooms Taxonomy, namely *Analyzing, Evaluating* and *Creating* (Iowa State University Centre for Excellence in Learning and Teaching, 2012). The lecture components were not of a one-way communication type, teacher to learner, rather they also included questions for the students, questions from the students and discussion. Although discussions were often vibrant and higher levels of learning were often observed, I felt that this was often more dependent on the investment and curiosity of individual students, not the method of delivery. I felt that the limiting factors were the expectation that the teacher be the final dispenser of wisdom, as well as the lecture delivery style. Another identified factor that limited learning at the higher levels of Blooms Taxonomy was the large amount of content in the program. Questions began to emerge: Could the course be taught in a manner that more closely mirrored the coaching skill-set being taught? Could the required shift to a coach persona and incorporation of a coaching discipline be of benefit in the classroom and course design?
Between 2010 and 2016 a focus on identifying and introducing into the classroom what was thought of as the critical components of solution-focused coaching that would benefit students and their learning was initiated. In terms of learning objectives, the goal was to create learning experiences that would support individuals to integrate their learning at all the levels of the revised Blooms Taxonomy. I had a particular focus on the Metacognitive area of the Knowledge Dimension and the higher levels of the Cognitive Process Dimension (Iowa State University Centre for Excellence in Learning and Teaching, 2012). These are the skill areas where students can use information they have learned and then apply, analyze and integrate this into new projects and other areas of their life and work. Once I had identified what I thought of as the critical components that should be incorporated into education, several of these ideas were discussed with a variety of other coach educators. I started to introduce more of a coach discipline or approach into my teaching pedagogy and noticed a positive impact on my students.

Between 2015 and 2017 I had numerous conversations with students eliciting feedback on what worked best for them in their coach training program and many of them thought being the recipient of a coach approach had a positive impact on their learning. In 2016 I started to have regular and ongoing conversations with K-12, higher education and English as a second language educators. These were focused on the perceived strengths and challenges educators faced in implementing a 21st century curriculum. Additionally, for many of the K-12 educators, they were faced with new curriculum implementation plans such as the one that British Columbia was in the process of implementing (BC Ministry of Education, 2015). There were a number of consistent themes that emerged. Some felt there was a lack of time, support and professional development opportunities to adjust teaching styles, and approach, as to meet the outcomes of new curriculum plans, as well as changes they felt the public and students were
increasingly advocating for. There was a perception that this could be one more idea that would *fizzle out*. It was also felt that given the amount of required curriculum there would be no extra time for a more learner-centered, personalized approach. Based on these conversations I realized that for the course to be an effective option, getting buy-in from not only any participants of the course I was developing, but also administrators and policy makers, was important.

Initially, as I started to develop the course syllabus/overview, it was for a course that was fifteen to eighteen hours of study done over a three-month period. It would be designed for educators and educators in training, teaching at grade level or subject area. It quickly became apparent that the planned duration and time period would not practically work. As a result, the course became a program with tiered micro-credentials to support a much more flexible approach for participants. In this way participants could focus on a credential based on their area of focus, motivation and available time for study.

It was during this time period that Rezzly 3D GameLab was chosen for the learning management system after examining a number of LMS’s such as Canvas, Moodle, Academy and Thinkific. The primary reasons for selecting 3D GameLab was the non-linear progression availability for learning modules (quests), its gamification approach and simplicity. With 3D GameLab there is the capability to talk to a support person, although in practice, this was a delayed interaction as you must leave a voice mail that is returned usually the same day. Access to technical support is one of the factors that influence user confidence, satisfaction and success. Having a community forum and technical support staff for technical assistance (Rezzly, 2017), as well as a course moderator would heighten the percentage of learners finishing and deriving satisfaction from the course (Bingimlas, 2009).
Once learning objectives were established for each of the critical components and coaching competencies, quests were designed that would help students to fulfill the identified learning objectives. A spreadsheet of the various quests and how they would fit into the course was developed (see Appendix E). This spreadsheet also identified prerequisites for each quest as well as a system of rewards and incentive to motivate learners to accomplish more than the minimum requirements. A quest chain showing the flow of the course was designed (see Appendix D). This type of progression is similar to the Understanding by Design framework of Wiggins and McTighe (2005).

A simple structure and process for participants, current, past, as well as moderators, to be able to communicate and create a community of learning was created. There was also a need to have access to practical tips, strategies, and other artifacts (online repository) created by participants, current and past. Google+ Communities was chosen for its simplicity, popularity and that is was free to use (Mashable, 2013). This would also reduce the number of different services that participants would have to sign up for and familiarize themselves with.

There was both verbal and email invitations sent out to a small group of solution-focused coach educators inviting them to suggest coaching concepts they thought important to be included in the syllabus/overview and subsequent course. They were also asked if they would be willing to look over the course syllabus/overview, once it was created, and fill out a survey providing feedback (see Appendix F for a copy of the correspondence).

Two surveys (see Appendix G) were created using Survey Monkey, a free online service (Survey Monkey, 2017). The intention was that although the finished surveys were anonymous, breaking them down into two groups, educators and coach educators/experienced coaches, would make it easier to identify the feedback in terms of the submitters’ expertise. There was also an
email invitation (see Appendix H) created to be sent out to with the course syllabus/overview and survey. Once the course syllabus/overview was completed, it and the surveys were sent out to a variety of recipients. This was done through two channels. The first was through the Coordinator of VIU’s Online Learning and Teaching graduate diploma program (OLTD https://programs.viu.ca/education/online-learning-and-teaching-graduate-diploma) who distributed them to current students, graduates and faculty. These are educators that teach in K-12 and higher education. For the second channel, I distributed packages via email to experienced coaches and coach educators in North America, Europe, South America and Australia. Both groups were asked to submit their feedback within one week of receiving the course syllabus/overview packages. The results of the survey findings are reported in chapter four, along with recommendations for the future improvement of the syllabus/overview as well as the course development.
Chapter 4 – Field/Beta Testing and Findings

Course Syllabus/Overview

For the purpose of this project, I created a course syllabus/overview (see Appendix B) for a tiered credential, online, course incorporating a multimedia, gamified approach with a non-linear sequence that allows participants to customize their progression through the course, and even their progress through each quest (module). The design also allows participants to select the level of expertise and area of focus that works best for them given their levels of motivation, time and energy. The overall intent is to support participants to improve their course design and classroom delivery expertise. The intended impact is that their own practice and course design will shift to enable them to support their students to be more engaged in their learning, be able to learn in a more personalized manner, and achieve higher levels of learning as defined by Anderson, Krathwohl and Bloom in the revised Blooms Taxonomy (2001). Through the course research, online discussion, readings and activities, participants will understand the concepts and be able to apply a solution-focused coaching approach into either their course design, delivery or both. They will also have the understanding of why and the capability to get buy-in from students and other stakeholders when they are introducing a coaching approach into their course design or learning environment. There is also the intent to help reverse the increasing levels of discontent and dissatisfaction being experienced by students and educators today (Fullan & Donnelly, 2013; Robinson, 2012; Saavedra & Opfer, 2012).

Although the syllabus/overview was laid out in a linear print fashion, a multimedia component was incorporated to provide more choice for people to both understand the document and explore it in a variety of modalities. A video was created, ‘Explanation Video for Integrating Coaching into Education Course’ (Switnicki, 2017a), which led the viewer through the concepts,
process and structure of the course as laid out in Rezzly 3D GameLab. 3D GameLab is a gamified learning management system that supports greater motivation, engagement, persistence and more work than the minimum being done by learners (Haskell, 2012; 2013). The video also led the viewer through an example quest to demonstrate how the thirty-seven quest course would function. To further support the multimedia choice component, the syllabus/overview provided links to the components of the example quest, ‘Escape the Expert Trap!’ These components were an introductory video to the quest, ‘Teachers - Escape the Expert Trap!’ (Switnicki, B. & Switnicki, 2017) and a webpage that outline the quest instructions, resources and submission details (Switnicki, 2017b). Additionally, to improve accessibility a transcript of the introductory video was provided (Switnicki, 2017c). In the resources area there were number of print and video resources that participants could choose from. These included the articles, ‘Twilight of the Lecture’ (Lambert, 2012), Active Learning and Student-centered Pedagogy Improve Student Attitudes and Performance in Introductory Biology (Armbruster, et al., 2009). It also included the videos, ‘Reimagining Classrooms: Teachers as learners and students as leaders: Kayla Delzer, TEDxFARGO’ (TEDxTALKS, 2015), The power of student-driven learning: Shelley Wright at TEDxWestVancouverED (TEDxTALKS, 2013, Teacher-centered vs. student-centered learning (19angelova, 2014), Student-centered learning: 21st century education (Pear Tree Education, 2013, and Peer instruction for active learning: Eric Mazur (Serious Science, 2014).

The course syllabus/overview provides a variety of information including a course description, overarching learning concepts, course resources, components, duration, an overview of the course and visual of the quest chain structure. In the course components section, there is an explanation of the open format that allows participants to match their interest level, area of focus, available time and energy to a micro-credential and area of study. This allows participants
to receive micro-credentials that are broken down into five different levels. They are Basic Coach 3.0 Educator, Basic Coach 3.0 Educator / Delivery Focus, Basic Coach 3.0 Educator / Design Focus, Advanced Coach 3.0 Educator / Design & Delivery Focus and Masterful Coach 3.0 Educator. Each of these micro-credentials has a required minimum number of experience points (XP) that are tied into the expected number of minimum hours to complete the credential, although it has been shown by Haskell that in courses that are structured in a gamified manner participants usually do more work than the minimum required (Haskell, 2012, 2013). Each micro-credential has both required and a selection of optional quests to study towards completion. Each quest has a theory component as well as a practical or experiential component. As part of the quests content there is a blog space and two artifact repositories. These provide a process of interaction with other members in the learning community as well as an area to access and post, tips, tools and strategies. These are to assist current, past and future participants to better enlist the support of educational stakeholders such as parents, administrators and policy makers when integrating a coaching approach or culture. These are also intended to assist past, current and future participants with access and the option to post practical strategies, tools and tips for integrating a coach approach and culture into their course design and teaching/delivery. The course is intended to model a process that supports the effective creation of a learner-centered, solution-focused, learning community. The experience is also intended to model a gamified online approach to learning incorporating best current practices. It will provide a learning experience that respects the busy schedule and lack of time that many educators have (Hew & Brush, 2007).
Field/Beta Testing and Findings

Two groups were invited to examine the course syllabus/overview and provide feedback. In the first group, teachers in K-12 and higher education, there were eleven responses. In the second group, coach educators and coaches, there were eight responses.

K-12, Higher Education Teachers

All participants in this group responded that they were either somewhat comfortable, or comfortable, using technology in their workplace. Two of them also reported that they were comfortable using mobile technologies. The majority were experienced educators with more than ten years of experience teaching, two of the respondents had less than ten years’ experience teaching, and one had less than one year teaching experience. An improvement on the methodology used would be to recruit a larger number of newer teachers and education students since this will most likely be the larger, target market for the course.

Regarding how much sense the course syllabus/overview and example quest made, the overall response was quite positive with the majority of respondents giving it four stars out of five and two respondents giving five stars.

In response to the question, What would you include or exclude?, there were a variety of answers ranging from one respondent thinking the course syllabus was quite clear to another thinking it was too long. Other comments included suggestions such as to rearrange the document to have the course overview on the first page, including a short description of the instructor’s qualifications, a suggestion to include an explanation of how extrinsic rewards can lead to intrinsic motivation (in the rewards section), that the first part of the explanatory video was a bit long (though they liked the rest), the first half of the explanatory video was very good and the second half bogged down in detail, and finally, nothing needed to be included or
excluded. One respondent wanted to know when they would get to interact with students and presenters live.

**Coach Educators and Experienced Coaches**

Like the K-12 and higher level educators, the coaches and coach educators were either somewhat comfortable, or comfortable using technology. The majority of them had been coaching for one to five years, although two had been coaching between six and ten years and one longer than ten years.

Regarding how much sense the course syllabus/overview and example quest made, the average response was four stars out of five, although the spread was slightly different from the other group in that there were two respondents giving three stars, two giving four stars and three giving five stars.

In response to the question, What would you include or exclude?, two of the respondents replied that it was clear, or great as it was, while four offered no comments. One asked for practical examples and it is assumed by this that they meant more examples of quests. One respondent noted the only thing that would improve the course syllabus/overview would be to actually have the experience of completing the quest [example].

**Comments on Overall Course Design**

The respondents were asked to comment on the overall design of the quest/course example in several areas. These included the viability of the general concept, the visual appeal, the concept of the tiered credentials and gamification concepts, the multiple learning paths, multimedia choice and variety, the course length, the learning community concept, and online delivery. The respondents were given a selection of choices such as not very effective, so-so,
interesting idea and seems amazing. In both groups the average answers were quite similar. The majority of answers were either interesting or seems amazing for both groups.

With regards to visual appeal, six of the total of nineteen respondents found it so-so. It is unclear whether they were responding specifically to the example quest or to the course syllabus/overview, or a blend of both. It would have been more effective to break down the question on visual appeal to look specifically at the two videos, Introduction to the Course and the introductory video (https://youtu.be/I_ZNBoJFmzM) of the example quest (https://youtu.be/FNgNkGdZipA).

Three of the respondents found the community component so-so. Since the community component was described as asynchronous in the course syllabus/overview, this was not a surprise as this type of concept would be expected to be more foreign to people who are not comfortable using online technology daily. Nine respondents fall into this category. Given that only three found the community concept so-so, it may be that developing a blog type community interaction may still be an attractive option for participants of the course, especially if time and energy was devoted to introducing and supporting these concepts.

Additional Comments

In response to the question, ‘What would make you most likely to take this course or recommend it to other teachers?’ there were a variety of answers. Some of these were about desiring to be a better trainer, being able to apply the concepts into the classroom, that this would be attractive if they were working with youth, possibly if there was an introductory component(s) to the course, and that the gamification component and coach approach makes it worth recommending. Other respondents highlighted the concept of younger students being partners in their own learning, getting the opportunity to take more responsibility for their own learning and
education, the interactivity, and having tools to make teaching interesting, engaging and fun for both students and teachers, as reasons why they would recommend it or be more likely to take it themselves. There was a comment about preferring courses that were more hands-on. This was interesting as much of the course is experiential. This may mean the description should be further developed. Other respondents cited they liked the online component, being able to take the course at their own pace and the integration of coaching strategies to increase engagement as reasons they had for recommending the course or taking it themselves.

There was a comment regarding early adopters. It was mentioned that at the start they would have a limited community and that the course might feel emptier than for later participants. This stresses the need for significant numbers of beta testers for the actual course so the blog-spaces are populated before actual participants start.

Another respondent thought the course had an application both for undergrad teacher education and as a process to be used by school groups or parts of a school staff or faculty. They noted that it would be a means of collectively looking at a new approach that would both challenge and support staff. They indicated this would be a chance to challenge each other to excel and also to collaborate on and learn from their challenges and successes.

The respondents were asked how likely it was that they would take this course. They were given a choice of answers, not very likely, possible if I have the time, possible if I could afford it, likely, and extremely likely. In these categories, four answered not likely, three answered possible if I have the time, two if they could afford it, five answered it was likely and five answered extremely likely. This put over half of the total respondents into the likely or extremely likely categories.
Chapter 5 – Conclusions and Recommendations

Conclusions

As Fullan and Donnelly (2013), Robinson (2012), and Saavedra and Opfer (2012) all postulate, the expectations of how educators teach is changing. There is a need to reverse the disengagement, and the lack of enthusiasm and satisfaction being increasingly experienced by students and teachers. Simply put, the traditional expert-based or lecture style of course design and teaching does not work in meeting the expectations of 21st century curriculum (Armbruster, et al., 2009).

While technology is increasingly used as a vehicle for teaching, we need to ensure it is not being thought of as the solution since this is not what engages students over the long term (Cook, 2007). While there is increasing pressure to shift to using more technology, to shift to fully online courses, or to incorporate approaches such as blended learning into course design and delivery, it is usually done without the proper skill-set or course development. Many teachers do not have the time, skills or energy to make the shifts being asked of them (Horn & Staker, 2015). Teachers need reasons to change what they do and how they do it (Duhigg, 2012).

To overcome their resistance to change how they design courses and teach, educators need to experience new strategies firsthand. They need time to reflect and build dissatisfaction with how they are presently teaching or designing courses. They need to create their own vision of how teaching could be and what support they need in developing first steps toward these changes. This is what supports educators and others to make lasting change (Eaton, 2010). Often in professional development and other types of courses, there is the misassumption that participants are actively engaged and committed to changing how and why they do things. Because of this,
and with the lack of a mediated follow-up, course participants commonly do not have lasting change or growth (Crane, 2002).

There is much focus on personalized learning in the changes underway in today’s curriculum. Often, the most effective method to understand a student’s preferred method of learning is to get this input directly from them or allow them to choose and set up their own preferred method (McComb, 2003). Otherwise, this is an impractical task given the restrictions on a teacher’s time, support and energy (Horn & Staker, 2015). Learners will be more motivated and engaged if they set-up their preferred method of learning (McComb, 2013). The more control they feel they have over all of their learning, the greater their engagement will be, the more flow they will experience while learning, and the more success they will experience in school (Shernoff, Csikszentmihalyi, Shneider & Shernoff, 2003).

Introducing a coaching discipline into course design and teaching will support a fundamental shift away from teachers being the dispensers of providing answers and knowledge (Prensky, 2006; Armbruster, et al., 2009). It will also support a more learner centered approach where learners become more responsible for, and take more ownership of, what and how they learn (Horn & Staker, 2015). All of this not only applies to the course the syllabus/overview describes, it also applies to how educators can to start to apply these concepts into their course design and teaching as a result of completing the course.

Additionally, the course incorporates an asynchronous, online, learner-centered, gamified approach with a modular architecture. This will expose learners to a variety of best practices they may incorporate into their own teaching design and delivery. Not only will they learn, create and practice a coach approach, they will also get to try out and experience a variety of different multimedia, gamified, learner-centered and a non-linear, quest-based concepts. This will support
participants to also experience the greater motivation, persistence, engagement, and drive to do more work that is required in this type of learning environment (Haskell, 2012; 2013).

Based on the feedback of K-12, higher education teachers, coach educators and solution focused coaches, over half of them indicated they would be likely or very likely to take a course of this type. In terms of how much sense the course syllabus/overview made to them, the average rating was four out of five. When commenting on the overall design of an example quest (module) for the course, in several different areas, the majority of the respondents chose to select *interesting idea* or *seems amazing*. From these types of comments, it is safe to assume that generally the course syllabus/overview and overall course design works as expected.

**Recommendations**

The course syllabus/overview was designed to help people understand the design and content of the course and be able to evaluate the efficacy of how it would support educators in delivering 21st century curriculum. Based on the feedback, it would have to be modified to be more effective as an informational and marketing tool. It should include background information about the qualifications and background of the course designer and various moderators. There should be a testimonial section providing feedback on both the course design, the learning experience of participants, and how well the concepts worked when practically applied. Based on both reflection and the feedback received, it should be broken down, perhaps into several smaller documents and videos. This would support a more focused approach whereby an individual or organization could get specific information and answers to what areas they had questions about. There should be a frequently asked questions (FAQ) component also, which would link to the various components. The course syllabus/overview would reflect the foundation of the actual course. It would not assume that individuals and organizations were actively looking for this type
of professional development activity, but rather would provide information to support an argument to move through the various stages of change as defined by Prochaska and DiClemente (Miller & Rollnick, 2014; Boston University School of Public Health, 2016). With this in mind, the course syllabus/overview package would also support greater awareness of the challenges facing educators today. It would also provide reasons an educator might want to improve their course design and delivery versus why they may not. It would include the benefits of a course of this type and means for them to evaluate how well it fits their specific situation. It would outline how the course would support them while taking it as well as after completion. It would also provide arguments for the necessity of this type of ongoing support for both them and their students.

This course syllabus/overview is the precursor to the actual course. The process of developing it reinforced the need for ongoing testing and feedback as the course is being built and continuously improved. The examination of the course syllabus/overview also highlighted the need to recruit a wider range of examiners, especially newer educators and education students. There should also be opportunities for critics and opponents to comment and provide feedback about this type of course and the pedagogy it advocates. This should include both educators and non-educators. There should be extensive, iterative beta testing of the course that includes populating the three blog-spaces with questions, comments and practical tips. This would support actual participants to feel they are stepping into an active, vibrant, learning community.

An option for beta testing would be to approach a university with a faculty of education and offer them the opportunity to have some of their students run take course, be awarded a micro-credential and provide feedback. This could even be part of a credit towards their degree.
Once the beta testing is complete, the course should not become live until there is a substantial number of participants ready to start it. To support this, organizations or school districts could be approached and offered group rates augmented by a synchronous component where the moderator could meet online or F2F with participants at regular intervals throughout the program. These interactions could then be part of the artifact repository to provide reference and support to future participants.

This course would be submitted to the International Coach Federation to become accredited as Continuing Coach Education hours (CCE) (International Coach Federation, 2017a) or as Approved Coach Specific Training Hours (ACSTH) (International Coach Federation, 2017b). Other organizations such as the Canadian eLearning Network (CANeLearn) could be approached also for certification, accreditation or approval status.
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Appendix A

Definitions of Terms

**Active Learning Experience (ALE)** – This refers to a learning experience where the intention is to teach or communicate information in a manner that is not lecture based, and supports learners to be more active in their learning than simply listening. This might be some form of group work, research, investigation, or co-teaching.

**Asynchronous** – In learning this is when the interaction between teacher and learners or learners and learners is not in real time. This may be through such venues as blog spaces, email or a learning management system.

**Autotelic** – Is a personality type that is more likely to go into a flow state. They are motivated in “high-challenge / high-skill” situations. They tend to be attracted to goals that require effort to achieve and are motivated by intrinsic rewards. They are often interested in life, have low self-centeredness, are persistent and naturally curious (Nakamura & Csikszentmihalyi, 2014).

**Blended learning** – A “formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/ or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path in a course or subject are connected to provide an integrated learning experience” (Horn & Staker, 2015, p.53). There is also conversation where blended learning could still take place without a brick-and-mortar location and instead a synchronous online location could be substituted.

**Closed questions** – These are questions that generally will elicit a yes or no answer. They may also be focused on a choice between two options.
Coaching 3.0 – This is the term that defines the specific solution-focused model and approach that has been adapted for use in education and leadership. It’s main differences from many other solution focused coaching models are:

- A stronger focus on the future and a solution perspective.
- A much cleaner, more highly developed Coach Position that shifts the onus of generating solutions from the practitioner to the students or client. There is no internal judgement exercised by the practitioner when interacting with the student or client.
- The inclusion Neuro-Logical Levels Questioning.
- Use of mental imagery, creative visualization (Lewis, 1990) and an adapted use of Visual Motor Behavioural rehearsal (Suinn, 1984).

Consulting – In its broadest sense, a consultant is a business person that gives expert advice to professionals.

Creative Commons – this organization “provides free, easy-to-use copyright licenses to make a simple and standardized way to give the public permission to share and use your creative work–on conditions of your choice” (Creative Commons, n.d., para. 2).

Curriculum – structure and content of a program or unit of study that contributes to a students learning experience through the process of teaching.

Disruptive Innovation – Different from a sustaining innovation where in the process of improving a product there is often a trade-off, “This occurs when an entrepreneur or technologist figures out how to break a trade-off by giving more of one without requiring us to accept less of the other (Horn & Staker, 2015, p. xvii). This is done by disrupting the existing paradigm.
Experiential Learning – This is learning through doing. “Experiential learning occurs when individuals engage in some activity, reflect upon the activity critically, derive some useful insight from the analysis, and incorporate the result through a change in understanding and/or behavior” (Luckner & Nadler, 1997, p. 3).

Face-to-face (F2F) – This is the situation when people are physically in the same location, such as a classroom.

Flow - A term for the psychological state that accompanies highly engaging activities. Time passes quickly. Attention is completely focused on the activity. The sense of self is lost. (Csikszentmihalyi, Abuhamdeh & Nakamura, 2014).

Gamification : “deployment of an alternative pedagogic system developed for, and refined in, gaming, in non-game contexts. Put simply gamification is a form of training built upon the techniques used in, and heritage of, games rather than traditional pedagogy” (Tollach, 2014, p.327). It can also be defined as, the use of game elements in non-game contexts with the goal of engaging people in a variety of tasks (Borges, Durelli, Reis & Isotani, 2014).

Identity – This is what pertains to who we are and the different characteristics or personae that allow us to be us.

Learning community - Is one where the responsibility for learning is not top down. There is more emphasis on all in the class (community) sharing in the research, mentoring, modeling and teaching together rather than a teacher being responsible for what and how the students learn. In this manner, the learners may surpass the teacher in specific content expertise. This may also be termed as a cohort-based model of learning.
Learning Management System (LMS) – This is software that is used to for the delivery of online, or also sometimes, blended courses. It also is commonly used for the administration, analytics, record-keeping, documentation and communication for the course also.

Mentoring – “A mentor is an experienced person who provides guidance and support in a variety of ways, by being a role model, guide or confidant…Mentors can be more directive than some coaches as they have a clearer mandate to advise than coaches” (Western, 2012, p. 43).

Modular Architecture – “Modular components are plug-compatible, which makes it easy to swap different modules in and out to configure a customized result” (Horn & Staker, 2015, p. 191). A course incorporating modular architecture can then be adapted and customized more easily to suit the situation and different consumers.

Neuro-Logical Levels questioning – This hierarchy of questioning built on Robert Dilts Model of Change. As questions are asked at progressively higher levels, and people have answers, they will generally become more motivated, creative, and resourceful in terms of the goal they are focused on (see Figure 1).

Non-autotelic – This is a personality type that is more likely not to go into flow states. They usually have anxiety, discomfort or lack of pleasure in high-challenge / high-skill situations (Nakamura & Csikszentmihalyi, 2014).

Online Learning – is the delivery of education through the use of the internet (Horn & Staker, 2015, p. 53).

Open Educational Resources – Are textbooks and other learning materials, research materials, technologies, applications and resources that are able to be accessed free of charge, in the public domain, or with an open license such as a Creative Commons license, to support more

**Open Questions** – Open questions are those that elicit answers greater than yes or no. They encourage people to ponder and focus on different options.

**Purpose** – This term specifically refers to its use in questioning using Logical Levels. What is being asked is, *the benefit for others.* The term *vision* is sometime used interchangeably with some models coaching such as taught by Erickson College International.

**STEM** – Is the acronym for science, technology, engineering and mathematics, often thought to be the core essentials for education, especially when preparing students for college and graduate work.

**Sustaining Innovations** - Are improvements that make products better, though at the expense of some form of tradeoff (Horn & Staker, 2015).

**Synchronous** – In learning this is when the interaction between teacher and learners or learners and learners is happening in real time.

**Values** – Are that which are important to us. Education might be important to someone so it can be said that this is a *value* of theirs.
Appendix B

Course Syllabus/Overview

INTEGRATING COACHING INTO EDUCATION

COURSE SYLLABUS/OVERVIEW

For a video explaining the course and its design go to: https://youtu.be/I_ZNBoJFmzM Augments this Course Syllabus / Overview

Example Quest Components: Escape the Expert Trap!

(This is an actual Quest in the course)

1) Opening Video – https://youtu.be/FNgNkGdZipA


Primary Instructor / Moderator:
Email: barry@changementors.ca
Skype: bestmentor
Twitter: @coachswitnicki

Barry is an Erickson Certified Professional Coach, a Master Certified Coach (International Coach Federation) and a Master Business and Life Coach (PRC). He has been a professional coach for over twenty years and a coach mentor and assessor for more than ten years.

Barry has been teaching online and face-to-face for over ten years. He has a post-graduate diploma in online learning and teaching and is presently completing a Masters degree in education.

Virtual Office Hours:
By appointment via email or Skype
Via telephone or Online appointments
There will also be visiting guest experts whose contact information will be posted on the Course Homepage.

**Primary Course Website:**
3D GameLab http://rezzly.com/

**Course Description:**
This course provides an introduction to integrating a solution-focused coaching approach into educational course design and delivery. Solution-focused coaching is very different from sports type coaching and much of what is being called coaching currently practiced in education. This course is online which supports greater flexibility for participants allowing them to learn in their best manner, at their best pace. It also uses a gamified learning management system that incorporates quest-based learning, narrative, experience points, badges and rewards. The course incorporates educational design best practices and provides a technologically rich learning environment. Depending on the students' interest and motivation, learning can range from a basic comprehension level to a more in-depth understanding and skill-set. Students may choose to focus on course design, course delivery, or both.

*Prerequisite: Be a practising teacher or teacher in training*

**Course Overarching Learning Concepts:**
Through course activities, online discussions, readings and research, it is expected that students will:
- Understand the concept, of how a Solution Focused Coaching approach integrated into educational course design and delivery will up-level their existing skill-set.
- Be able to apply the concepts of integrating a solution-focused coaching approach into their own course design and delivery.
- Be able to understand the need to get buy-in from students and other stakeholders when integrating a coaching approach into the learning environment.
- Have the capability to develop strategies to introduce benefits of a coaching approach in the classrooms and get buy-in from various stakeholder groups and individuals.
Course Resources:

There are no materials that need to be purchased for this course. The course is quest (module) based. Each quest provides access to a range of video, audio and print resources. In-house video and audio resources are accompanied by transcripts to provide greater accessibility for participants. There are three blog areas that also double as repositories for student and expert artifacts that participants can access during and after they have finished the course. These are:

- A **community blogspace** to support participants and the concept of community learning as well as mutual mentorship and co-learning during and after the course (Coaching Cultures in the Classroom Google+ Blogspace).
- A blogspace and repository that focuses on conversations, ideas, and strategies to support buy-in of various stakeholder groups such as students, parents, administrators and other potential collaborators (Stakeholder Ideas - Coaching Cultures Google+ Blogspace and Repository).
- A blogspace and repository that is devoted to practical ideas, strategies, tools, advice and support for incorporating a coaching approach into course design and delivery. This also includes supporting and promoting educational coaching cultures (Practical Ideas - Coaching Cultures Google+ Blogspace and Repository).

There are course moderators and in-house experts available online. Their expertise is in the areas of coaching, teaching and course design. They are available via email, Skype, phone and blogspace. Visiting experts will be posting in the various blogspaces and may be available to answer questions also.

This course supports the philosophy of open educational resources (https://www.oercommons.org/) and the materials created "in-house" have Creative Commons licenses (https://creativecommons.org/).

Course Dates:
None. Course may be started at any time.

Course Duration:
This course will take between 25 to 50 hours to complete depending on interest level, focus, and motivation of the participant. It will also be dependent on the level of certification the participant is studying to complete.

**Course Components:**
This course has an open format whereby students can match their motivation, areas of focus, interest and available time and energy to their studies. Course completion is layered. Students may have a number of different focuses that will give them varying numbers of experience points (XP) that contribute to their completion at different levels and competency areas. These areas are:
- Basic Coach 3.0 Educator
- Basic Coach 3.0 Educator / Delivery Focus
- Basic Coach 3.0 Educator / Design Focus
- Advanced Coach 3.0 Educator / Design & Delivery Focus
- Masterful Coach 3.0 Educator

The experience point system (XP) is designed so 1 point equals approximately 1 minute of learning time, 60 points equaling 1 hour.

Approximate completion times for the various levels are:
- 21 hours / 1300XP - Basic Coach 3.0 Educator
- 24 hours / 1500XP - Basic Coach 3.0 Educator / Delivery Focus
- 26 hours / 1600XP - Basic Coach 3.0 Educator / Design Focus
- 30 hours / 1800XP - Advanced Coach 3.0 Educator / Design & Delivery Focus
- 40 hours / 2600XP - Masterful Coach 3.0 Educator

The course is broken down into Quests (modules) that are grouped together in areas of focus. Each Quest has an estimated completion time which is linked to the number of XP participants are awarded when the Quest is complete. The majority of Quest completion submissions are examined by the moderator and participants may be given feedback and suggestions for further research and awareness. Some Quests simply have actions or process to be completed and are automatically given approval within the system design. Quests vary in estimated length from 15 to 150 minutes.

**Quest Areas of Focus**
Navigation / Setting the Stage - 4 Quests  
Basic Concepts - 7 Quests  
Course Design - 4 Quests  
Delivery Style - 3 Quests  
Coaching Toolbox - 5 Quests  
Masters Toolbox - 3 Quests  
Trying It Out - 11 Quests (these are skills-based quests directly related to the participants situation) There is also a reoccurring practical skills based quest.

**Total Quests - 37 plus one reoccurring quest**

In addition to collecting XP for completion of Quests there are various rewards and incentives providing additional XP that participants collect contributing towards their completion of their specific certification.

As participants finish Quests, other Quests will become visible reducing overwhelm and creating greater anticipation. To see a visual of the Quest Chain go the Appendix at the end of this document.

**Note:** Studies have shown that participants in gamified learning environments usually expend more energy than they expect. It is very easy to become immersed in the program and to spend much more time and energy than the minimum commitment. Of course, this simply means that participants learn more deeply and integrate faster AND it can have significant impact on time management schedules.

**Overview of the Course:**

The course is for educators wanting to abolish boredom in the classroom and enjoy teaching more. It will up-level their expertise and effectiveness in the areas of course design and course delivery. As educators successfully finish the program they will be able to support their own students to be more engaged, take greater ownership for their learning, and learn more deeply. This is done by the educator incorporating a solution-focused coaching approach into their existing style of course design and delivery.

The course has a broader scope than simply teaching how to incorporate coaching concepts. It is common in professional development courses that participants experience some increase in skill development that
lowers over time, often due to not incorporating the skills permanently into their routines. This is often due to lack of buy-in, lack of time and energy to incorporate the new learning, and lack of follow-up and support. This course is designed to support the participant by creating processes for them to make informed decisions about the validity of the concepts and how they would fit into their present teaching and design styles. As their buy-in happens, participants will also be exposed to ways and means to get buy-in from their students and other stakeholders. The course has a "Community of Learning" component providing forums for contributing, and having access to practical strategies, tips, plans, ideas and new awareness's from other participants.

The intention is to support participants of the course to buy-in, learn the concepts, and start to incorporate them habitually. It is also designed to be a venue for follow-up support, and community, to continue developing greater expertise incorporating a coaching approach and creating a coaching culture in their learning environment, virtual or real.

The coaching components for education have been primarily adapted from modern solution-focused coaching concepts. These are very different from traditional sports coaching and much of what is being called coaching currently practiced in education. The concepts are similar to what is being practiced in business and life coaching as approved and accredited by the International Coach Federation (https://www.coachfederation.org/) and other coaching regulatory bodies worldwide. Some of the primary foundational concepts addressed in the course are:

- Coaching is collaborative, not authoritarian, relationship that is a systemic and solution focused process that supports ongoing self-directed learning and personal growth (This is from Stober and Grant's book, Evidence Based Coaching Handbook: Putting Best Practices to Work for Your Clients, 2006)
- The coach is not responsible for supplying the answers.
- Coaching is an inquiry-based process that incorporates open questions and other tools and strategies to support people to come up with their best solutions.
- Coaching incorporates current brain, creativity and solution-finding research. This includes current understanding of how people process, learn and integrate their learning.
• Coaching incorporates mental rehearsal, visualization and imagining to support more effective and efficient solution-finding, learning and integration.
• Coaching does not focus on problems, instead the focus is on solutions and the future.
• Have an easily modelled and taught structure that supports greater efficiency achieving solutions and goals.
• Places structured attention and builds greater buy-in, motivation, engagement, and personal responsibility for participants.

These concepts have been adapted and tested for both course design and the classroom and align very well with current best practices in teaching today. Students will learn at the higher levels of the revised Blooms Taxonomy, and will being more engaged and responsible for their learning process. Another benefit is that students and teachers tend to be more satisfied and happy.

The course models a coaching approach. It exposes participants to a cutting-edge quest-based online course design that incorporates a gamified, experiential, inquiry-based, multimedia approach. Participants become part of a learning community that is intended to continue long after they finish. It has a non-linear, options-based progression to allow the participant greater flexibility and choice. It "walks the talk."
Critical Components and Coaching Competencies with Learning Objectives

1. **Getting buy-in from learners that investing time and energy into an investigation of a coaching discipline (this course) is worth their time and energy.**

   **Learning Objectives**

   Provide enough information and process of inquiry to support an evaluation and making an informed decision for a learner to progress further with the course or not.

   Provide a forum for learners to have access to comments and input from other learners to better evaluate and make informed decisions about progressing further with the course or not or taking another path.

   Provide a venue for learners to be able get input from content experts in the field to support evaluation and informed decision making.

   Creating an assignment for learners to analyze and scale which components of a coaching discipline are most attractive to them, their own learners, administrators, and other interested parties such as parents.

   Gain the understanding at a basic level that a coaching discipline will enhance whatever approach they use now.

2. **An approach that augments or improves the efficiency of what educators are already doing is more desirable to one that replaces or shifts them away from existing skill-sets.**

   **Learning Objectives**
Learners will be able to **apply** components of what they have learned to **develop** buy-in strategies for students as they prepare for and experience shifts in the course and teachers delivery style.

**Understand** the rationale for continuous improvement over replacing pedagogical style and course design fundamentals and be able to **understand** how to **apply** this to their interactions with students at a basic competency.

Learners will **understand** the potential impact of an improvement plan vs. change plan on their learners.

3. **The importance of making the shift from expert-based statements and scenarios to setting up situations where students are asked questions, or given goals (active learning), and expected to come up with answers. Key to this is the creation of structures for students to be able to research, reflect, collaborate, mentor and teach each other.**

**Learning Objectives**

That learners **understand** the benefits of shifting to a more active, inquiry-based style of teaching.

Learners will **understand** how incorporating a coaching discipline will enhance what they are doing already in their course design or delivery.

That learners are able to **judge** the validity of using student demonstration activities, student teaching and mentoring activities as formative assessment tools.

That learners are able to **judge** the validity of a process that encourages students to create their own method of investigation and learning within the parameters of their environment.
That learners are able to **determine** and **predict** the impact on them of a shift to a more active, inquiry-based learning style.

The learner will have a basic **understanding** of potential student reactions to a shift from a more statement type learning to a more active inquiry-based learning format.

4. **How essential it is for an educator to be able to make an internal shift away from the persona of the expert, or dispenser of wisdom, to allow greater facilitation of students expertness.**

**Learning Objectives**

Learners will **understand** and **determine** the validity and desirability of shifting away from the self-persona (identity) of the "dispenser of wisdom" to one that encourages the wisdom and potential expertness of their students and the class collective.

Learners will begin to **create** strategies to support the creation of a Learning Community that **promotes** students taking more charge of the responsibility and process for their learning.

Learners will start to **understand** and **evaluate** how making a shift away from being the "dispenser of wisdom" supports greater teacher health and vitality.

Learners will **understand** the benefits to students in terms of engagement, learning at the higher levels of Bloom's revised taxonomy, satisfaction and motivation. They will be able to evaluate the importance of these shifts for them as educators.

Learners will be able to **evaluate** how important to them personally it is for their students to learn in this improved manner and if it is worth the time, energy and distress that may be associated with making these shifts.

5. **Supporting the concept of allowing and supporting learners to fail, fall forward, learn from mistakes and facilitate them creating their own forward movement and unique**
paths of new learning. Doing this while working through the terror of watching your students fail or potentially learning inaccurate or wrong concepts.

**Learning Objectives**

Learners will be able to define and understand the terms "emerging obstacles" and "mudholes".

Learners will understand the benefits and challenges, for both students and teachers, of a system that supports inquiry-based learning that allows for, and supports, "emerging obstacles" and "mudholes".

Learners will be able to evaluate the personal impact of letting go of the control of students learning via their preferred process and the danger of students not learning the correct concepts and data that is expected.

Learners will start to create support networks and process to support them in minimizing the potential negative personal impact associated with letting go of control of how and what students learn.

**6. Creation of a structure and process for converting content-expert lecture or statement based curriculum to one that more reflects and incorporates a coaching discipline supporting a more active, inquiry-based curriculum and delivery.**

**Learning Objectives**

That learners are able to deconstruct a statement type learning component to then create an active, inquiry-based learning component incorporating a coach discipline foundation.

Learners will be able to start generating and creating options to shift classroom activities spontaneously to a more active, inquiry-based methodology and using a coaching discipline.
7. A standardize language and structure of questioning to promote a systemic approach and experience for both the educator and learner.

   Learning Objectives

   Learners will **understand** the benefits of a standardized language and structure of questioning.

   Learners will be able to **differentiate** between problem and solution language patterns and focus.

   Learners will be able to **recreate** As-If real shifts to suit their and their students vocabulary and "model of the world".

   Learners will be able to **design** and **evaluate** methods or process to assist students to shift their habit from of focusing on a problem to goals or solutions.

8. **The importance of getting buy-in from learners to this new and different process of learning and how this ties into the incorporation of a coaching discipline in education**

   Learning Objectives

   Learners will **understand** the importance of supporting people through the various stages of change to achieve active "buy-in".

   Learners will start to **understand** the importance of getting feedback from others to understand the stage of change they are currently in and what will potentially move them through to a more active stage of change.

9. **A Reoccurring Quest where learners incorporate one concept or idea from the course into their class, curriculum, or life outside the classroom (family, parenting, community, interactions with others)**

   Learning Objectives
Learners will start to create a new habit system of incorporating a coach discipline into their professional and personal life.

Learners will analyze and evaluate and reflect on the intended impact, as well as effect of the incorporated intervention from the recipients perspective and the overall value.

Learners will create a shift from an explicit incentive to an implicit reward and motivation.

10. Learners understand that an asking process does not abdicate them from being expert.

They understand that you are using that expertness in a different manner.

Learning Objectives

Learners will identify, analyze, and evaluate the skill-set required to be more expert when incorporating a coaching discipline into their course design and classroom delivery.

Learners will be able to differentiate and self-determine their levels of expertness in different skill areas and set goals for themselves for up-leveling those skills.

11. Help learners to have a clear picture of what a coach discipline in their classroom could look sound and feel like.

Learning Objectives

Evaluate the feasibility and benefit of such a discipline in course design and delivery.

Determine, judge, and deconstruct any bias associated with making a shift to incorporating a coaching discipline and shifting their traditional idea of what a course / class delivery should look, sound and feel like.

Identify, differentiate key components and determine suitability for inclusion into course design and delivery.
Identify, summarize, and prioritize the different components of a coaching disciplines application into course design and delivery.

12. Help learners to have a clear image of what integrating a coaching discipline into their course design could look sound and feel like

Learning Objectives

Evaluate the feasibility and benefit of such a discipline in course design and delivery.

Determine, judge, and deconstruct any bias associated with making a shift to incorporating a coaching discipline and shifting their traditional idea of what a course / class delivery should look, sound and feel like.

Identify, differentiate key components and determine suitability for inclusion into course design and delivery.

Identify, summarize, and prioritize the different components of a coaching disciplines application into course design and delivery

13. Open vs Closed questions

Learning Objectives

Learners will recognize the difference between open and closed questions.

Learners will understand how open and closed questions activate different parts of the brain and the impact on creativity and judgement making capabilities.

Learners will be able to apply what they have learned and be able to shift closed questions and closed situations to more open questions and situations.

Learners will be able to evaluate an open question and create an even more open version of that question.
14. Converting to a coaching discipline/open questioning process vs a statement informational process

Learning Objectives

Learners will understand the concept of using a simplified and modified Understanding by Design philosophy in their course and lesson plan design as well as their course delivery. Learners will start to modify and design learning activities that align with the concepts of a coaching discipline.

Learners will invite and collect feedback from students and evaluate it in terms of continuous improvement and establishing a learning community feedback loop.

15. Creating a Contract- making the shift to solutions and goals in the future, setting targets

Learning Objectives

Learners will understand the basic concept of developing both formal and informal contracts in an educational setting.

Learners will understand the basic concept of contracts being S.M.A.R.T. and having a future solution, or goal focus.

Learners will begin to evaluate the quality of contracts and understand the potential challenges of a poorly developed contract.

Learners will understand the importance of the contract being developed by all parties involved.

Learners will start to create their own process for creating formal and informal contracts.

16. Coach Position - letting go of the expert imposed role

Learning Objectives
Learners will **understand** the continuum of interference of self-developed creativity.

Learners will **understand** the benefits that a Coach position has on self-directed creativity and learning.

Learners will **understand** how self bias and filters impact the quality of our coach position.

Learners will **reflect** and **evaluate** their ability in regards to coach position and where they are on the continuum of interference at any given moment.

Learners will start to **develop** an enhancement plan for improving their Coach Position in both their course development and delivery.

17. **Bringing in the motivators** - what's important to us, how it fits into our identity, and the impact on others. **Rewards and incentives - always to the positive, not punishments**

**Learning Objectives**

Learners will **understand** the difference between implicit and explicit incentives and rewards.

Learners will **understand** the difference between multi-stage, single-stage, short and long-term incentives and rewards.

Learners will **understand** the importance of framing incentives and rewards in terms of importance to the potential recipient.

Learners will start to **identify**, **evaluate** and **create** frameworks for identifying and setting up incentives and rewards.

18. **Creating the ecology of the environment where we are working with ALL our resources not just the teachers**

**Learning Objectives**
Learners will have an **understanding** that there are guidelines and risks when using technology in terms of privacy and safety for children and adults.

Learners will be able to **understand** and **evaluate** resources in terms of geographical boundaries. Learners will have **researched** the available resources in their school/district as well as online resources.

Learners will **understand** the concept of allowing students to lead in terms of research, technology and teaching.

Learners will have **analyzed** their bias, challenges, and strengths in terms of letting students lead in research, technology and teaching.

Learners will have **researched** and **analyzed** the environment (rules, regulations, perception, bias) of their teaching institution and district in terms of students leading in research, technology and teaching.

**19. Using the concept of environment to frame learning situations and the ecology of the moment**

**Learning Objectives**

Learners will **understand** how the use of reframing components in terms of what is in and out of participants control can support greater buy-in and engagement.

Learners will be able to **evaluate** in-control and out-of-control components of different situations.

Learners will be able to **create** frameworks for contracting, focused on what is in and out of participants control.
Learners will be able to **elicit** feedback to **evaluate** buy-in and on-going engagement (in-control/out-of-control components) and the need for modification of the contract components. They will be able to start **facilitating** adjustments to the contract as needed.

20. **Imagining and the As-If it's real concept or mental imagery**

**Learning Objectives**

Learners will be able to **understand** and **apply** the concepts of mental rehearsal, imagery and visualization.

Learners will **understand** the benefits of mental rehearsal, imagery and visualization.

Learners will **understand** and be able to **apply** and **evaluate** the advantage of supporting a dissociated (viewing) imagery or perspective, or an associated (being) imagery. They will start to be able to **judge** which types of situations call for either approach.
Appendix D

Course Quest Chain
# Integrating Coaching into Education

<table>
<thead>
<tr>
<th>Quest Name</th>
<th>Req. approval</th>
<th>Est. Time</th>
<th>XP</th>
<th>Prereq</th>
<th>Type</th>
<th>Topic/Task</th>
<th>Category</th>
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<tbody>
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<td><strong>Navigation / Setting the Stage</strong></td>
<td></td>
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<tr>
<td>Q1 GET THE SCOOP!</td>
<td>N</td>
<td>35</td>
<td>35</td>
<td>Q28</td>
<td>Solo</td>
<td>Quickview of Coaching Culture benefits</td>
<td>Navigation / Setting the Stage</td>
</tr>
<tr>
<td>Q28 What the heck's this GameLab thing?</td>
<td>N</td>
<td>15</td>
<td>15</td>
<td>None</td>
<td>Solo</td>
<td>How to navigate a Quest</td>
<td>Navigation / Setting the Stage</td>
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<tr>
<td>Q2 The Formal Explanation</td>
<td>N</td>
<td>20</td>
<td>20</td>
<td>Q28</td>
<td>Solo</td>
<td>Scholarly article on Coaching Cultures</td>
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<tr>
<td>Q3 Course Overview</td>
<td>Y</td>
<td>35</td>
<td>35</td>
<td>35XP</td>
<td>Solo</td>
<td>Course overview &amp; details</td>
<td>Navigation / Setting the Stage</td>
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<tr>
<td><strong>Coaching Toolbox</strong></td>
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<td></td>
<td></td>
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<td>Q27 Open up the Coaching Toolbox</td>
<td>N</td>
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<td>15</td>
<td>EITHER Q5 OR Q6</td>
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<td>Informational</td>
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<tr>
<td>Q15 Imaging As-Ifs' Real</td>
<td>Y</td>
<td>70</td>
<td>70</td>
<td>Q27</td>
<td>Imagining, visualizing, as associated/dissociated</td>
<td>Coaching Toolbox</td>
<td></td>
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<tr>
<td>Q17 Opening up your questions</td>
<td>Y</td>
<td>70</td>
<td>70</td>
<td>Q27</td>
<td>basic open questions</td>
<td>Coaching Toolbox</td>
<td></td>
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<tr>
<td>Q19 Creating contracts</td>
<td>Y</td>
<td>45</td>
<td>45</td>
<td>Q27</td>
<td>basic classroom contracting concepts</td>
<td>Coaching Toolbox</td>
<td></td>
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<tr>
<td>Q21 No motivation - No movement</td>
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<td>55</td>
<td>Q27</td>
<td>Values, rewards, incentives</td>
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<td><strong>Basic Concepts</strong></td>
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<td>Q7 This is not a replacement technology</td>
<td>Y</td>
<td>40</td>
<td>40</td>
<td>Q3</td>
<td>Q3 Course Overview</td>
<td>Understanding better buy-in/assessment</td>
<td>Basic Concepts</td>
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<tr>
<td>Q5 What is Coaching 3.0?</td>
<td>Y</td>
<td>55</td>
<td>55</td>
<td>Q3</td>
<td>Q3 Course Overview</td>
<td>explanation of coaching 3.0</td>
<td>Basic Concepts</td>
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<td>Q6 Why a coaching discipline?</td>
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<td>65</td>
<td>Q3</td>
<td>Q3 Course Overview</td>
<td>Solo interests/benefits</td>
<td>Basic Concepts</td>
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<td>Q4 Why should you be the one doing the work?</td>
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<td>45</td>
<td>Q3</td>
<td>Q3 Course Overview</td>
<td>Solo overview of a coach discipline in the classroom</td>
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<tr>
<td>Q8 Getting it wrong is essential to getting it</td>
<td>Y</td>
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<td>40</td>
<td>Q4</td>
<td>Q4 Why should you be the one doing the...</td>
<td>Letting go of the responsibility for everything, getting students to help</td>
<td>Basic Concepts</td>
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<td>Q9 Can you really do it?</td>
<td>Y</td>
<td>55</td>
<td>55</td>
<td>Q4</td>
<td>Q4 Why should you be the one doing the...</td>
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<td>Q11 Getting Buy-in</td>
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<td>45</td>
<td>Q4</td>
<td>Q4 Why should you be the one doing the...</td>
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<td>Q20 Opportunities! Understanding more course</td>
<td>Y</td>
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<td>15</td>
<td>Q6</td>
<td>Why a coaching discipline</td>
<td>Informational/ congrats</td>
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<td>Q13 What integrating a coaching discipline...</td>
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<td>90</td>
<td>Q20</td>
<td>Opportunities! Understanding more...</td>
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<td>Course Design</td>
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<td>Q14 Create or Create a learning segment</td>
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<td>150</td>
<td>Q54 TRYING IT OUT!</td>
<td>next level course design conversion/ build</td>
<td>Masters Toolbox</td>
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</table>
## Integrating Coaching into Education

<table>
<thead>
<tr>
<th>Quest Name</th>
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<th>Topic/Task</th>
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<td>Q54 TRYING IT OUT!</td>
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<td>Delivery Style</td>
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<td>Q30 Opportunities I Understading more...</td>
<td>integrating coach discipline in the classroom</td>
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<td>Q12 What a coaching 3.0 approach in the classroom</td>
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<td>90</td>
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<td>Q25 Create a coaching delivery cheat sheet</td>
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<td>Q12 What a coaching 3.0 approach in the classroom</td>
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<td>Q53 TRYING IT OUT!</td>
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<td>75</td>
<td>75</td>
<td>Q53 TRYING IT OUT!</td>
<td></td>
<td></td>
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<td>Masters Toolbox</td>
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<td>Q18 Expanding open questioning to an open coach approach</td>
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<td>Q20 Minimizing the power struggles</td>
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<td>55</td>
<td>55</td>
<td>Q59 TRYING IT OUT!</td>
<td>bringing in the ecology/control components</td>
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<td>Q22 Getting out of the way!</td>
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<td>70</td>
<td>70</td>
<td>Q27 Open up the coaching toolbox</td>
<td>advance concept coach position/ getting out of the way</td>
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### TRYING IT OUT!

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<tr>
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<th>Req.</th>
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<th>Prereq</th>
<th>Type</th>
<th>Topic/Task</th>
<th>Category</th>
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<td>TRYING IT OUT!</td>
<td>Y</td>
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<td>75</td>
<td>Q4 OR Q5 OR Q6 REOCCURING</td>
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<td>75</td>
<td>Q15 Imagining As-if it's Real</td>
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<td>Q52 TRYING IT OUT!</td>
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<td>75</td>
<td>Q17 Opening up your questions</td>
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<td>Trying it Out!</td>
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<td>Q53 TRYING IT OUT!</td>
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<td>Q18 Expanding open questioning to an open coach approach</td>
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<td>Q61 EXTRA BONUS TRYING IT OUT!</td>
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<td>75</td>
<td>Q15 Imagining As-if it's Real</td>
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### BADGE (automatic)

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<th>Conditions</th>
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<td>SUPER-DOOPER QUEST-MEISTER</td>
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<td>NEED - Q12 What a coaching 3.0 approach looks… Q13 What integrating a coaching discipline into course design…</td>
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<td>You're a DO-ER!</td>
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<td>Each time quest finished Q50, Q52, Q53, Q54, Q55, Q57, Q58, Q59, Q60, Q61, Q62</td>
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### ACHIEVEMENT (automatic)

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<td>You're a &quot;Go-Getter&quot;</td>
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<td>complete THE FORMAL EXPLANATION &amp; GET THE SCOOP! What we are about…</td>
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<tr>
<td>Congratulations Finished Nav/set the stage</td>
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<td>Info given - Have access to Q4, Q5, Q6, Q7. If do ALL, GET A BONUS!</td>
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<td>CCR5 YOU'RE A SUPER DO-ER!</td>
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<td>CCR6 YOU'RE A MASTER SUPER DO-ER!!</td>
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<td>CCR7 YOU'RE THE BEST DO-ER EVER!!!</td>
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<tr>
<td>You're half way to being a BASIC COACH EDUCATOR</td>
<td>25</td>
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<td>1/2 the quests for basic coach educator</td>
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<tr>
<td>Congratulations! You're a BASIC COACH EDUCATOR!</td>
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<td>Congratulations! You've finished the Delivery requirements.</td>
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<td>complete Delivery requirements</td>
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<td>Congratulations! You finished the Design requirements</td>
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<tr>
<td>Congratulations You're a MASTER COACH EDUCATOR!</td>
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Appendix F

Invitation to Solution-Focused Coach Educators

As many of you know, I have been a coach, coach educator, and mentor for a number of years. What many of you may not be aware of is that for the last two and one-half years I have been immersed in a graduate level Online Learning and Teaching Diploma and working towards completion of a Masters in Education.

The focus of my masters process paper is "How a Solution Focused Coach Discipline Supports Teachers Implementing 21st Century curriculum." For my major project, I am creating the syllabus for a professional development course that will support educators to:

- Understand the foundational concepts of solution focused coaching and be able to integrate them into their course / curriculum design and teaching.
- Learn approaches and tools to support the creation of a coaching culture in the classroom.
- Understand how a coaching discipline incorporated into their course and curriculum design, and teaching will support greater engagement, satisfaction by their students as well as greater depth of learning.

The course will be asynchronously online, gamified, and will model a learner-centered coaching approach.

My Invitation to Contribute:
1. To you, what would be the MOST important coaching concepts or tools for a teacher to learn to be more effective in the classroom. Please email me your thoughts. Please do so by February 25 to increase the likelihood of me being able to integrate it into the program. Of course, I may not be able to include all of your suggestions into the course AND my intention, after the core components of the course are complete, is to continue to build optional components and incorporate them.

2. I am enlisting a select group of educators to critique the course syllabus and be willing to provide feedback most likely in the form of one or two polls.

   My intention is that this could be completed by you in 1-3 hours and would take place in March. Please reply to this email by February 25 if you would be willing to commit to offering feedback.

   If you are interested you may contribute to option 1, option 2, or both.

   In return, I am offering you free access to the process paper, syllabus and the course once it is finished.

   Thanks so much!

Appendix G

Survey for Educators and Coach Educators/Coaches

Copy of Feedback for Integrating Coaching into Education

8 questions to provide feedback on Integrating Coaching course for Teachers

Please take a few moments after you have: read the course syllabus/outline, looked at the course Quest example, and watched the Understanding More About the Course video to provide some much valued feedback so I can improve it and make it even better!
Your responses will be aggregated and any comments you make will remain anonymous.

1. What is your comfort level with online technology?
   - [ ] Not very familiar at all – I avoid going online if I can
   - [ ] I only use it for social media or to buy the odd thing
   - [ ] I like to use the Internet at home as well as at work
   - [ ] I can use some online tools if I need to at work
   - [ ] I comfortably use digital technology currently in my teaching now
   - [ ] I comfortably use digital as well as mobile technology currently in my teaching

   Other (please specify)

2. I have been teaching for:

3. How well do the course syllabus and accompanying links and video make sense as regarding the clarity and flow? (with 1 star being “I don’t really get it at all” and 5 stars being “I totally understand what you’re doing and why”)

   Other (please specify)

4. What might you include or exclude from the course syllabus and companion materials to aid in the overall clarity of the program?

   Other (please specify)
5. Looking at the overall design of the Quest/Course examples, how would you rate:

<table>
<thead>
<tr>
<th></th>
<th>Not very effective</th>
<th>So-so</th>
<th>Interesting idea</th>
<th>Seems amazing</th>
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<tbody>
<tr>
<td>Viability of the general concept</td>
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<td>Visual appeal</td>
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<td>Concept of tiered credentials</td>
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<td>Gamification concept</td>
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<td>Other (please specify)</td>
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6. What would make you most likely to take this course or recommend it to other teachers?

7. How likely are you to take an online course of this type to improve your teaching skills, and contribute to the enjoyment and success of your students?

- Not very likely
- It’s possible if I have the time
- It’s possible if I could afford it
- Likely
- Extremely likely

If not very likely, why not?
8. Additional Comments
Copy of (Coach Educator/Coach Perspective) Feedback for Integrating Coaching into Education

8 questions to provide feedback on Integrating Coaching course for Teachers

Please take a few moments after you have: read the course syllabus/outline, looked at the course Quest example, and watched the Understanding More About the Course video to provide some much valued feedback so I can improve it and make it even better! Your responses will be aggregated and any comments you make will remain anonymous.

1. What is your comfort level with online technology?
   - [ ] Not very familiar at all – I avoid going online if I can
   - [ ] I only use it for social media or to buy the odd thing
   - [ ] I like to use the Internet at home as well as at work
   - [ ] I can use some online tools if I need to at work
   - [ ] I comfortably use digital technology currently in my teaching now
   - [ ] I comfortably use digital as well as mobile technology currently in my teaching

   Other (please specify):
   

2. I have been coaching for:
   

3. How well do the course syllabus and accompanying links and video make sense as regarding the clarity and flow? (with 1 star being "I don't really get it at all" and 5 stars being "I totally understand what you're doing and why"

   ★ ★ ★ ★ ★

   Other (please specify):
   

4. What might you include or exclude from the course syllabus and companion materials to aid in the overall clarity of the program?

   

   Other (please specify):
5. Looking at the overall design of the Quest/Course examples, how would you rate:

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<th>Not very effective</th>
<th>So-so</th>
<th>Interesting idea</th>
<th>Seems amazing</th>
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<td>Concept of tiered credentials</td>
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- ○ It's possible if I could afford it
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If not very likely, why not?
8. Additional Comments
Appendix H

Invitation to Examine the Course Syllabus/Overview and Provide Feedback

Hello Colleague,

My name is Barry Switnicki. I am currently a Masters student at Vancouver Island University and though you may not know me, you must have an appreciation for excellence in teaching to be receiving this email.

For my MEDL Major Project I have designed a program that helps any educator to integrate a modern, solution-focused coaching approach into their course design for either face-to-face or online delivery. While the actual course is still in development, I would like to provide you with the Course Syllabus / Overview along with accompanying videos and links to draw on your experience and insights.

I believe that the review of all aspects of the project will take about 30 minutes of your time.

Won’t you please help me to help educators and learners worldwide?

The purpose of the feedback is threefold:

- It will form part of my Masters Process Paper.
- It will help me improve the overall package introducing the course.
- It will also help to improve the actual course.

It is my hope that this course will eventually support educators worldwide, regardless of the subject they teach, to be more powerful and engaging. Of course, this in turn will help learners to be better prepared to have a successful, rewarding life!

I have attached the Course Syllabus/Overview to this email and the direct link is provided here: http://classroomcoachingcultures.weebly.com/course-syllabus--overview.html
Here is the link to the anonymous survey  https://www.surveymonkey.com/r/33WHGL2

Thank you for making space in your busy life to do this. I would request that you complete the survey by April 11, 2017.

Your feedback is essential to ensure the quality and overall success of the program.

Most sincerely,

Barry