**Course Overview**

**EDLD 8226 Personal and Professional Development**

Student learning outcomes for this course are based on and extend the Class A (master’s level) instructional leadership standards and also reflect the Class AA (specialist level) instructional standards specified by the Alabama State Department of Education. In brief, this course includes content and practical experiences related to personal and professional development which includes: mentoring, coaching and EDUCATE Alabama [3(a)-3(c)]. The student will be expected to practice leadership in the areas described above.

This course is intended to go beyond supervision of others. Accomplished educational leaders of learning organizations are committed to student and adult learners and to their development. Today, school systems face the challenge of developing the next generation of school leaders. This means more than simply hiring promising new leaders. It requires developing an effective mentoring and coaching program. Proper leadership mentoring must be carefully crafted with highly educated mentors and prepared protégés. The course shall include a significant content focus on adult learning theory and how to be mentored as well as how to mentor and coach others. Course content will include understanding the mentor’s role, the coaching process, giving feedback to new and experienced professional educators and staff, and improving teacher performance and will include using EDUCATEAlabama. Course activities are used to build knowledge (K) and ability (A) with regards to mentoring and coaching. Leaders of schools and school systems must have the necessary skills, knowledge and dispositions to foster a cohesive culture of learning, develop leadership within themselves as well as faculty and staff, understand that student learning is directly related to the continuous development of school personnel, and that school leaders are responsible as a driving force for facilitating and monitoring the teaching and learning process.

This course will be offered Fall 2012 in a distance education format (blended face-to-face and online) (EDLD 8226). Details regarding distance education delivery are noted in the syllabus. All distance education students are expected to complete the field experience for this course.

**Auburn University**

**Syllabus**

1. **Course Number:** EDLD 8226 **Instructor:** Dr. Linda Searby

**Course Title:** Personal and Professional **Office**: Haley Center 4075

Development  **Office Phone:** 334-844-7784

**Credit Hours:** 3 semester hours **Email**: ljs0007@auburn.edu

**Prerequisites:** None **Cell**: 205-907-6285

**Corequisites:** None

**2. Date Syllabus Prepared: Fall, 2012**

**3. Texts or Major Resources:**

**Required texts:**

Zachary, L. (2009). *The mentee’s guide: Making mentoring work for you .* San Francisco, CA: Jossey-Bass.

Figliuolo, M. (2011). *One piece of paper: The simple approach to powerful, personal leadership*. San Francisco: Jossey-Bass

**Optional Resources**:

Jonson, K. F. (2008).  *Being an effective mentor: How to help beginning teachers succeed, 2nd Ed*. Corwin Press.

Zachary, L. (2012). *The mentor’s guide: Facilitating effective learning relationships*, 2nd Ed. San Franciso: Jossey-Bass

Zachary, L. (2005). *Creating a mentoring culture: The organization’s guide.*  San Francisco, CA: Jossey-Bass. ISBN# 0-7879-6401-8.

Kochan, F. (2002). A Volume in: *Perspectives in mentoring: Volume 1, The organizational and human dimensions of successful mentoring across diverse settings.*  Greenwich, CT: Information Age Publishing. ISBN1-930608-36-5 (paperback)

**4. Course Description:**

This course offers instruction in and exposure to the area of personal and professional mentoring and coaching in leadership domains and organizational cultures. This course includes theoretical frameworks and applications for successful and systematic mentoring and coaching. It also includes activities and assignments which lead to better self-understanding, including a major assignment to prepare for a mentoring relationship for oneself.

**5. Student Learning Outcomes (SLO’s):** SLO’s expand the standards for Class A Instructional Leadership [290-3-3-.48 (2)(a)-(h)] as well as reflect the content standards delineated in the Class AA Instructional Leadership analysis form [290-3-3-.53-301 3(c) 5-8 OR 5-9].

Upon completion of this course, students will be able to:

1. Describe and define mentorship and different types of mentoring practices.
2. Use mentoring to establish collaborative supervisory practices for teachers and administrators.
3. Understand and facilitate an EducateAlabama PDP with a newer teacher.
4. Conduct a personal development project in seeking a mentor for themselves.
5. Apply adult learning theory and strategies to personal and professional development.
6. Identify personal and professional areas of mentoring to be developed within their own lives.
7. Coach a newer-to-the-profession teacher in developing a professional development plan.
8. Learn the value of professional development in transforming organizations into learning communities.
9. Engage faculty in the use of mentoring and coaching to increase teacher and student performance.

**6. Course Content Outline:**

**See Appendix for Projected Course Outline Chart**

For distance education students the following technologies will support the distance learning delivery. Specifically, (a) timely and appropriate interactions between teacher and students will occur primarily through the Auburn University email system, and the Canvas course site (discussion board, some live synchronous sessions, and chat features); the instructor will be available for office hours each week and students may contact the instructor via telephone, email, Canvas chat features or Skype; (b) students will engage with each week’s content (Narrated Power Point presentation, reading material, other posted links and articles) asynchronously; discussion among class members will take place primarily on the Canvas Discussion Board (c) the technology will allow students to engage with the course content via their personal Internet connection, engage with their peers over Canvas, and allow for personalized support from the instructor via email; (d) there will be some face to face meetings for individual students and for the class.(e) for synchronous online class sessions, students must have ear buds or a headset to use, as this decreases the distracting feedback noise when online together.

**7. Assignments/Projects:**

**See the course assessment map (Appendix) for alignment of assessments and student learning outcomes.**

**A.Weekly written assignments, “Check Ins” on Canvas are required.** 5 pts per week x 7 = 35 points. These will be completed by the students and posted to Canvas. Each week, students are expected to complete assigned readings and activities, and participate in a class discussion about what they have studied. These are labeled on the weekly schedule and in Assignments as “Check Ins” but they are in the Discussions section of Canvas. The assessment of Check Ins will be on *quality and depth* of posts, not quantity. Some assignments will state minimums or have specific requirements. Always read the directions to the assignment prior to posting your responses. Postings are due at midnight the night before class. **Due Each Week as assigned.** **35 points total**

**B.Leadership Self-Understanding Reflection Paper:**

Based on taking the DISC personality analysis and the 4 Frames of Leadership inventory presented in class, and the Supervisory Beliefs inventory later, you will write a 2 – 3 page reflection on your leadership profile. This reflection will allow you to focus on the skills, gifts, and preferences you bring to a leadership position, and also where your “growing edges” may be. **25 points**

**C.Preparing for Meeting Your Mentor –[This is your Problem-Based Project for the Course]**You will have small assignments, based on what you read in Zachary’s book, that you will do to prepare yourself for meeting your mentor for the first time. These will be worth **5 points each** (5 of them) **25 points total**

# D. Final Reflection Paper: **Experiencing Mentoring Firsthand -Seeking a Mentor For Myself**

For this assignment, you will be reflect on leadership qualities you wish to develop within yourself, identify the qualities and skills in a potential mentor for yourself, determine some goals for a potential mentoring relationship, and make an initial contact/first mentoring session with an identified mentor.

You will write a Mentoring Reflection Paper on this experience. A more detailed handout will be given (posted on Canvas Module Documents) describing this assignment. Points: 25

E. You on One Piece of Paper: Working through the directions and exercises in the One Piece of Paper text, you will complete your personal profile/philosophy of life on one piece of paper. You will write all of your maxims as directed in the book to hand in, but only share 3 of them orally at the last class session. 25 Points

F. ASLDE New Teacher Mentoring Manual “Scavenger Hunt.” Either alone or with a partner, you will find the answers to a set of questions that can be found in the massive New Teacher Mentoring Manual on the ALSDE website. You will write a one page assessment of your current New Teacher Mentoring Program in your district. 10 points

\*Alternate Assignment will be given to non-K12 students in the class.

G. Professional Development Workshop and Power Point: You will choose an area of professional development need in your school or organization (or future organization) and prepare a half-day workshop on this topic, which will include an informational Power Point. The information should be research-based and the workshop should be based on best practices for adult learners. The end result will be that class members will have access to many prepared power points that can be used for professional development in their schools or organizations. 20 points

**Field Experience:**

**H. Interviewing a Millenial Teacher/ Individual Teacher Professional Development Plan** :

Interview and work with a newer-to- the-profession millennial age teacher in your school or district to coach him/her to ascertain what his/her professional development needs are, preferably based on student achievement data you collaboratively collect and analyze. Assist the teacher in focusing in on instructional improvement needs for the upcoming year. Then coach that individual in identifying appropriate professional development activities, locating resources, and writing his/her plan for the year. Observe the teacher at least once for the purpose of leading the teacher to reflect on the lesson observed (using your learned coaching skills). For this assignment, you will be practicing those coaching (not telling) skills.Follow the Directions of the Template given in class**.**

**\*This assignment will be modified for the non-K12 students in the class.**

**Evidence of Accomplishment:**

Notes documenting the date and times of your meetings with the teacher, notes on the content of your interview and coaching sessions(including identification of “millennial” characteristics exhibited by the teacher), notes on your pre-and post observation conferences, a written response from the teacher concerning the sessions you had (at the end), and the typed professional development plan the teacher created as a result of your coaching, using the EDUCATE ALABAMA form (Format for written report will be given in class). **35 points**

**Points of Assignments and Grading Scale:** The final grade for the course will be based on the following:

Weekly Check Ins 7 @ 5 pts. Each 35 points

Leadership Self Understanding Paper 25 points

Preparing to Meet Your Mentor 5 parts@ 5 points each 25 points

Experiencing Mentoring Firsthand Reflection paper 25 points

Millennial Teacher Interviews/ Professional Development Plan 35 points

ASLDE New Teacher Mentoring Scavenger Hunt 10 points

Professional Development Power Point 20 pts.

You on Once Piece of Paper 25 pts.

Total 200 pts

**GRADING SCALE:**

A = 180 - 200 points

B = 160 – 179 points

C = 140 - 159 points

D = 120 - 139 points

F = 119 points and below

**8. Class Policy Statements:**

1. Class Attendance/Absences:Class attendance and punctuality are expected and required for the face to face meetings. Missing one of these will hinder your ability to complete the assignments. If class meetings are missed, only University-approved excuses as outlined in the Auburn Student eHandbook will be allowed. Arrangements to make-up the work must be made in advance, and any class information should be obtained from another student.
2. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance.**
3. Attendance in the online environment will be taken as follows: Posting your weekly discussion responses by midnight the day before class (class is considered to be on Tuesday) will constitute the weekly attendance. If you do not post, you will be “absent” that week. If you post after Monday night at midnight, you will receive a .5 absence.
4. More than 2 absences (either face to face or online) will result in a 10 point reduction from the total points for the course.

E. Accommodations: Students who need accommodations are asked to arrange a meeting with Dr. Searby during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

F. Honesty Code: All portions of the Auburn University Honesty Code and the Auburn Student eHandbook Rules and Regulations pertaining to Cheating will apply to this class. Scholarly writing is part of our Ed.S. and Ph.D. programs. I expect students to complete assignments using authentic language and wording. Students are not allowed to turn in identical or closely related assignments to more than one instructor at any time in the program.

G. Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* + Engage in responsible and ethical professional practices
  + Contribute to collaborative learning communities
  + Demonstrate a commitment to diversity
  + Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS

* Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
* Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
* Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS

* Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
* Accomplished educational leaders are committed to student and adult learners and to their development.
* Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS

* Accomplished educational leaders model professional, ethical behavior and expect it from others.
* Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
* Accomplished educational leaders advocate on behalf of their schools, communities and profession.

Appendix A

Course Assessment Map

EDLD 8226 Personal and Professional Development for Leaders

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **Course Assessments**  **See #7 for descriptions of assignments/projects** | | | | |
| Weekly Written Assignments  Check Ins | Leadership  Self-Understanding & 1 Pc. Of Paper  Assignment | Seeking My Own Mentor Assignments | Individual Teacher Prof. Dev. Plan& ALSDE New Teacher Mentoring Manual Hunt | Professional Development Power Point |
| 1. Define and describe mentorship and different types of mentoring. | X |  |  |  |  |
| 1. Use mentoring to establish collaborative supervisory practices for teachers | X |  |  | X |  |
| 1. Understand and facilitate EDUCATEAlabama PDP with a newer teacher | X |  |  | X |  |
| 1. Conduct a personal development project in seeking a mentor for self | X | X | X |  |  |
| 1. Apply adult learning theory and strategies to personal and professional development. | X | X | X | X | X |
| 1. Identify personal and professional areas of mentoring to be developed within your own life. | X | X | X |  |  |
| G. Coach a newer-to-the-profession teacher in developing a professional development plan. | X |  |  | X |  |
| H.Learn the value of professional development to transform organizations into learning communities. | X |  |  | X | X |
| I.Engage faculty in the use of mentoring and coaching to increase teacher and student performance. | X |  |  | X | X |

# Appendix B Projected Course Outline

Projected Course Outline for EDLD 8220/ 8226 Personal and Professional Development

Fall 2012

|  |  |  |
| --- | --- | --- |
| Week/Date | Topic(s) | Due Tonight |
| 1  August 21  FACE TO FACE | Get Acquainted, Syllabus Intro, I Want a Mentor PPt.; | MODULES 1 & 2 |
| 2  August 28  FACE TO FACE- | Preparing Yourself for Mentoring Relationship; Effective Protegeship; 4 Frames of Leadership; How to Write S.M.A.R.T. goals;  Walkthroughs Video; | MODULE 3 |
| 3  Sept. 4  ONLINE | New Teacher Mentoring | MODULE 4 |
| 4  Sept. 11  ONLINE- SYNCHRONOUS | Millenials & Professional Development; Targeting this for Synchronous Online Session 5:00 p.m. | MODULE 5 |
| 5  Sept. 18  FACE TO FACE | Cognitive Coaching  Techniques & Practice | MODULE 6 |
| 6  Sept. 25  ONLINE | Adult Learner Needs and How to Design a Good Workshop for Adults | MODULE 7 |
| 7  Oct. 2  ONLINE | Best Practices for Professional Development & Professional Development Audits | MODULE 8 |
| 8  Oct. 9  ONLINE SYNCHRONOUS- | Sharing of Mentoring Experiences | MODULE 9 |
| 9  Oct. 16  FACE TO FACE- AUBURN | Professional Development Power Points – YOURS;  You on One Piece of Paper Presentations |  |

\*\* All Canvas Check-Ins are due online by midnight Monday- the night before Tues. class.

All online assignment submissions are due by midnight of the due date, which is the class day (Tues.)