**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 2013 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, 2013**

**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

Additional required readings will be posted in Canvas modules.

**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 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 Boards (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.

**7. Assignments/Projects:**

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

**THIS COURSE WILL BE CONDUCTED THROUGH CANVAS. THERE WILL BE WEEKLY MODULES TO FOLLOW. A SUMMARY OF THE MAJOR ASSIGNMENTS IS LISTED HERE – HOWEVER, YOU SHOULD FOLLOW THE WEEKLY CANVAS MODULES AS YOUR OFFICIAL WEEKLY DIRECTIONS, AS ADDITIONAL READING ASSIGNMENTS AND LINKS ARE POSTED IN THE MODULES. CANVAS MODULES TRUMP THE SYLLABUS FOR ALL ASSIGNMENTS AND DIRECTIONS, AS THEY CAN BE CHANGED EASILY BY DR. SEARBY AS NEEDED FOR COURSE FLEXIBILITY.**

**A.“Check Ins” on Canvas are required.** 5 pts, every other week x 7 = 35 points. These will be completed by the students and posted to Canvas. Students are expected to complete assigned readings and activities, and in some weeks, participate in online or in-class discussions as directed. The online discussions are labeled on the weekly schedule and in Assignments as “Check Ins” and they are to be posted in the Discussions section of Canvas. The assessment of Check Ins will be on *quality and depth* of posts, and unless otherwise designated, should be about 200 words in length. Some Check In responses may have different specific requirements. Always read the directions to the assignment prior to posting your responses. Postings are due at midnight the night before class. **Due on weeks assigned.** **35 points total**

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

Based on taking the DISC personality analysis and the 4 Frames of Leadership inventory in the 2nd week of 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 –**You will have small assignments, based on what you read in Zachary’s book, that you will do to prepare yourself for meeting your chosen 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 in a Canvas Module) 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 using the guidance in the text to create your maxims for each section heading. You will share 3 of your maxims at the next to 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. 10 points

G. Focused Classroom Observation: You will meet with the teacher you are working with on the PD Plan, and together choose a focus for a classroom observation which you will do in the newer teacher’s classroom. Various focused observation instruments will be given out in class. You will write up your experience in a 2 page paper. 25 points.

**Required Field Experience for EDLD 8226:**

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

Identify and work with a newer-to- the-profession millennial age teacher in your school or district to coach him/her to ascertain his/her professional development needs, preferably based on student achievement data you collaboratively collect and analyze. Assist the teacher in focusing on instructional improvement and enhancement of research-based teaching strategies. Then coach that individual in identifying appropriate professional development activities, locating resources, and writing his/her plan for the next year. For this assignment, you will be practicing your coaching (not telling) skills as you meet with the teacher a minimum of 4, and as many as 6 times.

**Evidence of Accomplishment: You will turn in**

(1) Notes you take documenting the date and times of at least 3 meetings with the teacher (one page narrative of each meeting), describing the content of your coaching sessions (including your identification and observation of “millennial” characteristics exhibited/not exhibited by the teacher), (2) a written response (at the end) from the teacher concerning the sessions you had, the value of the sessions, growth experienced, lessons learned, etc., and (3) the typed professional development plan the teacher created for next year as a result of your coaching, using the EDUCATE ALABAMA form (Form will be posted in a Module). **50 points**

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

Canvas Check Ins 7 @ 5 pts. Each 35 points

Scavenger Hunt in Mentoring Manual 10 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 Coaching/ Professional Development Plan 50 points

ASLDE New Teacher Mentoring Scavenger Hunt 15 points

Focused Classroom Observation 25 points

You on Once Piece of Paper Maxims 25 points

Total 235 points

**GRADING SCALE:**

A = 90 – 100%

B = 80 – 89%

C = 70- 79%

D = 60 – 69%

F = below 60%

**8. Class Policy Statements:**

1. **Class Attendance/Absences: Punctuality** is 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 class must be documented and cleared with the instructor **in advance.**
3. **Attendance** in the online environment will be taken as follows: Posting your bi-weekly Check In responses by midnight the day before class (class is considered to be on Tuesday) will constitute the weekly attendance if there is no face to face class that week. If you do not post, you will be “absent” that week. More than 2 absences (whether face to face or online) will result in an additional 10 point reduction from the total points possible for the course.
4. **Late Work**: If you post your assignment late (Canvas will mark it as late if it is after the posted deadline), you will receive a 10% reduction in points for the late assignment for each day it is late. The only exception to this will be for extreme circumstances that are brought to my attention if you anticipate a late assignment and get permission to hand it in late.
5. **Incompletes:** If a student requests an Incomplete Grade for the course, the highest grade that can be earned then is “B.” The only exception to this would be written documentation from a physician or employer documenting extreme circumstances.

 F.. **Accommodations:** Students who need accommodations are asked to arrange a meeting

 with Dr. Searby if accommodations are needed for any reason.

 G. **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, and you are expected to follow the APA 6th Edition guidelines**. Students are not allowed to turn in identical or closely related assignments to more than one instructor at any time in the program (that is, no “double dipping” of the same work submitted for two different classes). If that happens, a zero will be given for the assignment and there will be no opportunity to re-submit.**

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

**H. Professional Development Plan/ Written Comprehensive Exam**

Each Ph.D. candidate is to create a Professional Development Plan in the first semester of coursework. Guidance for this plan is given by faculty in the first semester, and it is the student’s responsibility to continue to reflect and document progress toward the goals as each semester progresses. There is also space on the form for additional journaling as new learning takes place, new readings are discovered, etc. Please note that evidence should be provided to document growth, so work samples and other artifacts should be kept throughout the program. Each student should diligently add to the Professional Development form each semester. The faculty will hold a reflective conference with each student at a mid-point of coursework in each cohort schedule in which the student will prepare a presentation to report on progress made in the Professional Development Plan. Students will receive feedback on their progress from the Educational Leadership faculty at that time.

At the end of coursework, each student will be required to complete a written comprehensive exam. Guiding questions for the exam are provided to students in the first semester of coursework and are included in the syllabi of each core doctoral course. Students should give thoughtful attention to the questions throughout the program in order to be prepared to do written responses on the comprehensive take-home exam. Students will be notified of the due date for the exam well in advance. Students will prepare for and schedule their General Oral Exam (Comprehensive Exam) in consultation with their Chair. It is the student’s responsibility to initiate communication with the advisor concerning these matters.

Appendix A

Course Assessment Map

EDLD 8226 Personal and Professional Development for Leaders

|  |
| --- |
| **Course Objectives** |
| Check Ins | LeadershipSelf-Understanding & 1 Pc. Of PaperAssignment |  Seeking My Own Mentor Assignments | Individual Teacher Prof. Dev. Plan& Mentoring Manual Hunt/ Focused Observation |
| 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 |
| 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 |
| I..Engage faculty in the use of mentoring and coaching to increase teacher and student performance. | X |  |  | X |

# Appendix B

Projected Course Outline for EDLD 8226 Personal and Professional Development

Fall 2013

|  |  |  |  |
| --- | --- | --- | --- |
| Week/Date | Topic(s) | Due Tonight | Assignment for Next Week |
| 1August 27FACE TO FACEEUFALA | Get Acquainted, Syllabus Intro, I Want a Mentor PPt.; ; 4 Frames of Leadership; | None | Explore Canvas; Read Chs. 1 – 3 in Zachary; Read Chs. 1, 2 in One Pc. Of Paper |
| 2Sept. 3FACE TO FACEAUBURN | Preparing Yourself for Mentoring Relationship; Effective Protegeship; DISC Personality Assessment; How to Write S.M.A.R.T. goals | Nothing to turn in, butComplete ReadingOf Chs, 1-3 in Zachary; Chs. 1, 2 in OnePiece of Paper: do Check in #1 | Check in #2 on Canvas\*\*; Read Zachary Ch. 4 & Part 1 in One Piece of paper- start your maxims; Fill out Supervisory Beliefs Inventory and Strengths/Weaknesses assessment  |
| 3Sept. 10ONLINE | New Teacher Mentoring; Supervisory Beliefs Inventory | Check In #2; Part 1 – Preparing to Meet Your Mentor- submit online; Take Supervisory Beliefs Inventory on Yourself | Read Chs. 3, 4, 5 in One Piece of Paper; Read “Helping Struggling Teachers” article; Do Scavenger Hunt in New Tchr Mentoring Manual |
| 4Sept. 17ONLINE | New Teacher Mentoring | Part 2 – Preparing – submit online; SubmitScavenger Hunt answers | Check in #3 on Canvas; Read Chs. 6, 7, 8 In Once Piece of Paper; Read “Tune In to What New Generation of Tchrs. Can Do” articles |
| 5Sept. 24FACE TO FACEEUFALA | Focused Classroom Observations; Milennials & Professional Development; Dr. Mark Searby video on mentoring | Check In #3 ; Self Understanding Reflection Paper-submit online AND bring to classPart 3 – Preparing – submit online | Read Chs. 9, 10, 11 in One Piece of Paper;  |
| Week/Date | Topic(s) | Due Tonite | Assignment for Next Week |
| 6Oct. 1ONLINE | See Module 6  | Part 4 – Preparing – submit online | Check in on #4 Canvas; Read Chs. 12, 13 in One Piece of Paper;  |
| 7Oct. 8ONLINE | See Module 7 | Check In #4; Part 5 – Preparing- submit online | Read Part 4 in One Piece of Paper; Article on Designing Professional Development (see Module); Write up of Focused Classroom Observation |
| 8 Oct. 15 ONLINE | Adult Learning & Best Practices for Professional Development | Focused Classroom Observation write up due | Check in on #5 in Canvas; Read Chs. 5, 6 – Zachary; Read Part 5 in One Piece of Paper; Professional Development article (see Module) |
|

|  |  |  |  |
| --- | --- | --- | --- |
| 9Oct. 22FACE TO FACEAUBURN | Cognitive Coaching practice; WalthroughsVideo | Check In #5  | Read Ch. 7- Zachary (You the Mentor); Read Part 6 in One Piece of Paper |

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| 10Oct. 29ONLINE |  |  | Check in #6 on Canvas; Article on Supervising the Veteran Teacher |
| 11Nov. 5ONLINE | Supervising the Veteran Teacher; Documenting Teacher Performance; | Check in #6 | For next week: Bring interview questions to class (from your administrator….questions used to interview teachers when hiring) |
| 12Nov. 12FACE TO FACEEUFALA | Interviewing (for yourself & Others);  3 Kinds of Teachers (Todd Whitaker video) | Bring interview questions to class | Final Reflection Paper on Experiencing Mentoring Firsthand due next week (two meetings with your mentor must be completed by this date) |
| 13Nov. 19 ONLINE[Nov. 26- NO CLASS, Thanksgiving Week] | 2 Work Weeks forYour Final Project: Individual Teacher Development Plan | Experiencing Mentoring Firsthand –Your Reflection paper due online | Check in #7 due Dec. 4; Submit “One Piece of Paper” complete set of maxims and explanations for each online; Individual Teacher Development Plan due next week. |
| 14 Dec. 3FACE TO FACELast ClassAUBURN | Celebrating You:Sharing Your Maxims and Artifacts;Course Evaluation | Individual Teacher Development Plan Due in class; Share 3 of your Maxims & Explanations in Class- one with an artifact to illustrate. | **Submit Final Check –In #7 on Canvas by Dec.4, 11:59 p.m.** |
| **Saturday,** **Dec. 7****Leadership Institute** | **MANDATORY** | **ATTENDANCE** | **8:00 – 3:00** |

 \*\* All Canvas Check-Ins are due online by midnight the night of class (Tuesday)

All online assignment submissions are due by midnight of the due date (class day- Tuesday).

Additional Readings which are not on this outline are found in Canvas modules.