**Course Overview**

**EDLD 8220/ 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 is also the first course in the Ph.D. program of study.

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 in a distance/ hybrid education format (blended face-to-face and online). Details regarding distance education delivery are noted in the syllabus.

**Auburn University**

**Syllabus**

1. **Course Number:** EDLD 8220/ 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, 2014**

**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 250 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 reflecting 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/hold a 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/ Maxims: Working through the directions and exercises in the One Piece of Paper text, you will complete your personal philosophy of life on one piece of paper using the guidance in the text to create your maxims for each section heading. Each maxim will have an explanation or story behind it, and you should be prepared to share one at each face to face session. The one you share at the last face to face meeting should be accompanied by an object or artifact that illustrates your chosen maxim. Submit your list of maxims in Canvas on the last day of class. 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. This assignment is designed to make you aware of the resources available to you as you create a new teacher mentoring program in the future. 20 points

**Required Field Experiences for EDLD 8226:**

**G. Mentoring a Millennial Teacher/ Individual Teacher PD Project** :

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 and/or a focused classroom observation (forms and templates can be found in Canvas to use for the observation). 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, in part, based on the plan the teacher wrote for this current school year, but also based on additional needs the teacher may have identified. 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 4 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 this year as a result of your coaching, using the EDUCATE ALABAMA form (Form will be posted in a Module). **50 points**

**H. Professional Development Presentation – Leadership Institute**

This assignment is one that is threaded through each of your doctoral courses this semester, and Dr. Kensler and Dr. Searby have coordinated the various parts of the preparation you will do for the Leadership Institute in each of the 3 classes. In this class, you will

1. Investigate best practices for delivering professional development to adult learners/educators.
2. Choose a topic of high personal interest (which could possibly become your dissertation topic) that would be suitable for sharing with other educators at the Leadership Institute.

{You may present individually or in pairs}.

1. Plan a 60 – 90 minute professional development session for the Leadership Institute, which includes accurate and relevant research-based content, engaging interactive participant activities, power point or other technology and/or handout(s), and a method for assessing participant response to the session.
2. Present the session at the Leadership Institute {Dress Rehearsal will be a part of Dr. Kensler’s class} You will turn in a detailed description of your presentation in Canvas in this course, including attachments of any handouts or power point.

**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 ALSDE Mentoring Manual 20 points

Leadership Self Understanding Paper 30 points

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

Experiencing Mentoring Firsthand Reflection paper 25 points

You On One Piece of Paper (maxims) 25 points

Individual Teacher Mentoring Project 50 points

Professional Development Presentation for Institute 50 points

Total 260 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. **Any absence from a face to face class session for any reason other than University-approved excuses will result in a loss of 5 points per absence.**

The only exception to this will be if the student makes arrangements to Skype into the class (with another student).

1. All absences from class must be documented and cleared with the instructor **in advance.**
2. **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. 5 points will be deducted from your total points for the course for each online absence.
3. **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.
4. **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.

1. **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.**

**If any portion of any assignment is found to be copied from another source and turned in as a student’s own work, it is considered plagiarism and is subject to all disciplinary procedures outlined in the Auburn Student eHandbook, which can include failing the course or being removed from 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

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

{For Ph.D. Students}

**Professional Development Plan**

We expect all of our doctoral students to continuously develop as reflective practitioners and to document this development. This will require students to take individual responsibility for personal reflection, evaluation, and documentation of their professional growth. ***Students are expected to keep an ongoing journal of their professional growth and development through the program.*** There will be two opportunities for students to share their reflections and professional development plan (PDP) with the EDLD faculty: (1) in an individual PDP Presentation to faculty during year two of the program and (2) as part of the Written Comprehensive Exam near the end of the program.

Students will be introduced to the Reflective Framework (see Appendix) for their professional development plan during EDLD 8220/8226 Personal and Professional Development. During their second year, the EDLD faculty will schedule an opportunity for each student to share their PDP with the EDLD faculty. This presentation should include: strengths, opportunities for growth, evidence of each, and improvement plan. The presentation should also include a brief summary of student research interests. Faculty would like to hear about what students are reading, thinking, and exploring relative to possible dissertation topics. Please share up to five specific readings and up to three “ahaa” moments that are influencing your interests at this time. The presentation should be approximately 15 minutes and may use Power Point or some other presentation software. Faculty will then discuss the student’s presentation and offer feedback.

**PDP Reflection – Written Comprehensive Exam**

The PDP is directly related to and will help inform each student’s ongoing reflective journal and written comprehensive exam. The written comprehensive exam will be taken at the end of the program coursework, prior to entering the dissertation phase of the program.   
As noted above, students are expected to continuously develop as reflective practitioners. Students will draw on their reflective journals to answer the following five questions as one part of the written comprehensive exam:

1. What are your ideas about the relationship between theory and practice? (Please use appropriate citations and at least one specific example for your experience).
2. What is your conception/definition of leadership and why? (Please use appropriate citations).
3. What program experiences, readings, or other elements most influenced your thinking and personal growth? In other words, what were at least three of your personal “ahaa” moments during this program? Please explain where in the program they occurred, how and why. What have they meant to you since?
4. Using your professional growth plan (see Professional Growth and Development Plan Reflective Framework), where have you grown the most and where do you see continued opportunities for growth? Please provide evidence from your experience in your answer.
5. How might we improve the learning experiences in our program? Please offer at least three specific opportunities for us to improve.

Each question should be addressed in 1 – 4 pages, with the total being no more than 20 pages, not including the title page, reference page, and any possible tables or figures. Paper formatting should follow the current APA Publication Manual guidelines. Students will submit this reflective paper to their committee chair prior to the General Oral Exam.

Appendix A

Course Assessment Map

EDLD 8226 Personal and Professional Development for Leaders

|  |
| --- |
| **Course Objectives** |
| Check Ins | Leadership  Self-Understanding & 1 Pc. Of Paper  Assignment | Seeking My Own Mentor Assignments | Individual Teacher Mentoring & Mentoring Manual Hunt/ PD Presentation |
| 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 2014

|  |  |  |  |
| --- | --- | --- | --- |
| Week/Date | Topic(s) | Due Tonight | Assignment for Next Week |
| 1  August 19  FACE TO FACE | 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; Identify Your PD Topic |
| 2  August 26  FACE TO FACE | Preparing Yourself for Mentoring Relationship; Effective Protegeship; DISC Personality Assessment; How to Write S.M.A.R.T. goals | Complete Reading  Of Chs, 1-3 in Zachary;  Chs. 1, 2 in One  Piece of Paper: do Check in #1 (due Aug.25) | 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 |
| 3  Sept. 2  ONLINE | 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 |
| 4  Sept. 9  FACE TO FACE | New Teacher Mentoring; Cognitive Coaching Introduced | Part 2 – Preparing – submit online; Submit  Scavenger 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 |
| 5  Sept. 16  ONLINE | Focused Classroom Observations; Milennials & Professional Development; | Check In #3 ; Self Understanding Reflection Paper-submit online;  Part 3 – Preparing – submit online | Read Chs. 9, 10, 11 in One Piece of Paper; |
| 6  Sept. 23  ONLINE | See Module 6 | Part 4 – Preparing – submit online | Check in on #4 Canvas; Read Chs. 12, 13 in One Piece of Paper; |
| DATE | TOPIC | DUE TONITE | Do FOR NEXT WEEK |
| 7  Sept. 30  ONLINE | 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); Turn in Preliminary Plans for Institute PD |
| 8  Oct. 7  ONLINE | Adult Learning & Best Practices for Professional Development | Submit Preliminary Plans for Institute PD. | Check in on #5 in Canvas; Read Chs. 5, 6 – Zachary; Read Part 5 in One Piece of Paper; Professional Development article (see Module); Bring List of Responses to PD Query |
| |  |  |  |  | | --- | --- | --- | --- | | 9  Oct. 14  FACE TO FACE | Cognitive Coaching practice; Walthroughs  Video; Guest Speaker | Check In #5  Bring List of Responses to PD Query | Read Ch. 7- Zachary (You the Mentor); Read Part 6 in One Piece of Paper | | | | |
| 10  Oct. 21  ONLINE |  |  | Check in #6 on Canvas; Article on Supervising the Veteran Teacher |
| 11  Oct. 28  ONLINE | Supervising the Veteran Teacher; Documenting Teacher Performance; | Check in #6 | For next week: Gather interview questions from your administrator….questions used to interview teachers when hiring |
| 12  Nov. 4  ONLINE | Interviewing New Teachers | Submit interview questions in Discussion Section of Canvas | Final Reflection Paper on Experiencing Mentoring Firsthand due next week (one meeting with your mentor must be completed by this date); Check in #7 |
| 13  Nov. 11  ONLINE | 2 Work Weeks for  Your Final Projects: Individual Teacher Development Plan & PD for Institute | Experiencing Mentoring Firsthand –Your Reflection paper due online; Submit Check In #7 | Individual Teacher Development Plan due next week; Complete set of Maxims (You on One Piece of Paper) due next week. Be Prepared to Share Your Interactive activities from your PD plan for Institute in class. |
| 14  Nov. 18  FACE TO FACE | Celebrating You:  Sharing Your Maxims and Artifacts;  Doctoral Reflection Time;  Course  Evaluation | Share one of your Maxims & Explanations in Class- with an artifact to illustrate; Submit complete set of maxims in Canvas; Individual Teacher Dev. Plan due; Be prepared to lead class in your interactive activity for Institute PD. |  |
| **Nov 24 – 28 Auburn Thanksgiving Break – no classes** | | | |
|  | Dec. 4 –Dress Rehearsal |  |  |
| **Saturday,**  **Dec. 6**  **Leadership Institute** | **MANDATORY** | **ATTENDANCE** | **8:00 – 3:00** |

\*\* All Canvas Check-Ins are due online by midnight the night **before** class (so that is Monday night)

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.

# Appendix C

**Professional Growth and Development Plan – REFLECTIVE FRAMEWORK**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Strengths & Opportunities | Evidence of Each (strengths & opportunities) | Improvement Plan |
| Self-Mastery/Knowledge and Reflection |  |  |  |
| Critical Thinking and Analysis |  |  |  |
| Communication – Written & Oral |  |  |  |
| Self-Directed Learning |  |  |  |
| Time Management |  |  |  |
| Collaborative Skills |  |  |  |
| Other |  |  |  |