**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 field experience component described in Assignments/Projects more specifically describes how the course emphasizes shared leadership beyond the levels of observation and participation. 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 Spring 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: Spring, 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 of analysis and applications for successful and systematic mentoring and coaching. It also includes an action research study that motivates graduate students to synthesize their learning by assessing a major mentoring relationship (one which they engage in themselves).

**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 coaching 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 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 primarilyo n the Canvas Chat (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.**

**A.Weekly written assignments, “Check Ins” on Canvas are required.** 2pts per week x 15 = 30 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 as “Check Ins.” The assessment of discussion board posts will be on *quality and depth* of posts, not quantity (see rubric for discussion). Some assignments will state minimums or have specific requirements. Always read the directions to the assignment prior to posting your responses. Postings are due 48 hours prior to class **Due Each Week as assigned.** **30 points total**

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

Based on taking the DISC personality analysis and the 4 Frames of Leadership inventory in the 3rd 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.

**Points: 20 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 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 Course 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. Points 25

**Field Experiences:**

**A. Individual Teacher Professional Development Plan** :

Work with a newer-to- the-profession teacher in your school or district to coach him/her ascertain what his/her professional development needs are, based on student achievement data you collaboratively collect and analyze. Assist the teacher in focusing in on instructional improvement needs for the current semester. Then coach that individual in identifying appropriate professional development activities, locating resources, and writing his/her plan for the semester. For this assignment, you will be practicing your coaching (not telling) skills.Follow the Directions of the Template given in class**.**

**Evidence of Accomplishment:**

Notes documenting the date and times of your meetings with the teacher, notes on the content of your coaching sessions, 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 (Format for written report will be given in class). 50 points

**B. Focused Classroom Observation:**

Conduct an unofficial teacher observation “cycle” with a newer-to-the profession teacher in which you collaboratively determine a focus for the observation (i.e., teacher questioning skills/types, teacher/student interactions, multiple learning modalities addressed/differentiated instructional methods, teacher movement around room, etc. (examples will be provided in class). The cycle will include a pre-conference, the observation, and a post-observation conference.

**Evidence of Accomplishment**: Your notes on pre and post conferences, notes/documentation of observation, comments from teacher observed, and 2 page reflection on your experience and learning**. 25 points**

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

Weekly Check Ins 15 @2 pts. Each 30 points

Leadership Self Understanding Paper 20 points

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

Experiencing Mentoring Firsthand Reflection paper 25 points

Individual Teacher Professional Development Plan 50 points

Focused Teacher Observation 25 points

You on Once Piece of Paper

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 Tiger Cub will be allowed. Arrangement 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 48 hours in advance of the class day of Tuesday (therefore, by midnight on Sunday night) will constitute the weekly attendance. If you do not post, you will be “absent” that week. If you post after Sunday 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 Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. Scholarly writing is part of our Ph.D. program. 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.

References:

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# Achinstein, B. & Athanases, S.Z. (2006). Mentors in the Making: Developing New Leaders for New Teachers. Amsterdam, NY: Teachers College Press.

# Gross, S.J. (2006). Leadership Mentoring: Maintaining School Improvement in Turbulent Times. Lanham, MD: Rowman & Littlefield Education.

# McEwan-Adkins, E.K. (2001).Ten Traits of Highly Effective Teachers: How to Hire, Coach, and Mentor Successful Teachers. Corwin Press.

# Lindley, F.A. (2008). The Portable Mentor: A Resource Guide for Entry-Year Principals and Mentors (2nd Ed.). Thousand Oaks, CA: Corwin Press.

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# Kee, K. M., Anderson, K. A., Dearing, V.S. Harris, E., Shuster, F. (2010). RESULTS Coaching: The New Essential for School Leaders. Thousand Oaks, CA: Corwin Press.

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# Bloom, G. S., Castagna, C.L., Moir, E. R., Warren, B. (2005). Blended Coaching: Skills and Strategies to Support Principal Development. Thousand Oaks, CA: Corwin Press.

# Kise, J. A. G. (2006). Differentiated Coaching: A Framework for Helping Teachers Change. Thousand Oaks, CA: Corwin Press.

# Nolan, M. (2006). Mentor Coaching and Leadership in Early Care and Education. Belmont, CA: Wadsworth Publishing.

# Reflective Practice to Improve Schools: An Action Guide for Educators. York-Barr, J., Sommers, W.A., Ghere, G.S. & Montie, J.K. (2005). Thousand Oaks, CA: Corwin Press.

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# Wise, J. (2010). Power of Coaching: Teachers and Teaching. Jacksonville, FL: Atlantic Research Partners.

Articles:

Hall, P. (2008). “Building bridges: Strengthening the principal induction process through intentional mentoring”, Phi Delta Kappan, February, 2008, p. 449-452.

Hanson, S. & Moir, E. (2008). “Beyond Mentoring: Influencing the professional practice and careers of experienced teachers”. Phi Delta Kappan, February, 2008 p. 453-458.

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Websites:

Alabama State Department of Education:

 <http://alex.state.al.us/leadership/ala.html>

 <http://alex.state.al.us/leadership/evaluations.html>

 <http://alex.state.al.us/leadership/anpm.html>

 <http://alex.state.al.us/leadership/acld.html>

Georgia Mentoring Partnership: <http://www.georgiamentoring.org/>

National Mentoring Society: <http://www.mentoring.org/program_resources/elements_and_toolkits>

International Mentoring Association: <http://mentoring-association.org/>

Appendix

Course Assessment Map

EDLD 8226 Personal and Professional Development for Leaders

|  |  |
| --- | --- |
| **Course Objectives** | **Course Assessments****See #7 for descriptions of assignments/projects** |
| Weekly Written AssignmentsCheck Ins | LeadershipSelf-Understanding & 1 Pc. Of PaperAssignment |  Seeking My Own Mentor Assignments | Individual Teacher Prof. Dev. Plan | Focused Teacher Observation |
| 1. Define and describe mentorship and different types of mentoring.
 | X |  |  |  |  |
| 1. Use mentoring to establish collaborative supervisory practices for teachers
 | X |  |  | 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 |  |
| 1. Learn the value of coaching 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 |