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**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 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 satisfies the requirement for Mentor Training in the Educational Specialist program, and students will receive a certificate documenting the completed training.

 This course will be offered 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.

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**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, 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

**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, possible 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 required face to face meetings to further enhance personal sharing in 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, Animal Personality assessment, the 4 Frames of Leadership inventory, the Supervisory Beliefs inventory, and the MAPS inventory, as well as doing the exercise on Strengths and Weaknesses, you will write a 3-4 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 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. Each maxim you write should have a paragraph of explanation with it. You will share 3 of your maxims at the last class session, with an accompanying visual artifact for one of the maxims. 25 Points for the written, submitted list of maxims and explanations.

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. Professional Development Workshop Plan & Power Point: In the first 3 weeks of class, you will form groups of 3 and choose a topic that would be useful for professional development for your school or a group of teachers. Based on information received in class on what makes for powerful teacher professional development and adult learning concepts, you will plan a half-day PD workshop for your chosen audience, which includes a Power Point to share at the workshop and with others in the class. You will show the Power Point in Class. The end result will be that class members will have access to several prepared power points that can be used for professional development in their schools. Guidelines for the PD workshop and a rubric for scoring will be given in class and in a Canvas Module. 20 points for each participant in the presentation. 10 points extra credit for each group member if you are able to present this as actual PD in one or more of your districts.

\*\*ALTERNATE ASSIGNMENT FOR THOSE NOT WORKING IN A SCHOOL:

Create (or enhance) a Mentoring Program for your organization, which will include a Handbook for guidelines on the operation of the program, helpful forms for use by mentors and protégés, and a Mentor (and/or Protégé) Training Power Point for a workshop.This will be a solo project, unless there are 2 of you in the course from the same organization.

**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, as well as on classroom observations, and the teacher’s own assessment of what he/she wants to improve on. 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 3, and as many as 5 times.

**\*\*ALTERNATE ASSIGNMENT FOR THOSE NOT WORKING IN A SCHOOL:**

**Choose someone in your organization to mentor/coach. Using processes outlined in the Mentee’s Guide, help your protégé set some learning goals to work on during this semester. Meet 3 – 5 times for coaching sessions and document the sessions in a similar manner described below, with appropriate adjustments.**

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

(1) Notes you take documenting the date and times of a focused classroom observation, 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). **35 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

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 35 points

ASLDE New Teacher Mentoring Scavenger Hunt 10 points

Professional Development Workshop Power Point 20 points.

You on Once Piece of Paper Maxims 25 points

Total 200 points

**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: 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 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. Additionally, any student who requests an Incomplete in the class can only earn a B as the highest possible grade.

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

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

 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, 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

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** |
| Check Ins | LeadershipSelf-Understanding & 1 Pc. Of PaperAssignment |  Seeking My Own Mentor Assignments | Individual Teacher Prof. Dev. Plan & Mentoring Manual Hunt | Professional Development Workshop & 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 for EDLD 8226 Personal and Professional Development

Spring 2014

|  |  |  |  |
| --- | --- | --- | --- |
| Week/Date | Topic(s) | Due Tonight | Assignment for Next Week |
| 1January 14FACE 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 |
| 2January 21Online | Preparing Yourself for Mentoring Relationship; Effective Protegeship; How to Write S.M.A.R.T. goals | Nothing to turn in, butComplete ReadingOf Chs, 1-3 Zachary; Chs. 1, 2 in OnePiece of Paper: do Check in 1 | Check in on Canvas\*\*; Read Zachary Ch. 4 & Part 1 in One Piece of paper- start your maxims; Start to fill out Self Understanding Packet inventories (except DISC) (but don’t submit)  |
| 3Jan. 28Face to Face | DISC Personality Assessment; New Teacher Mentoring; Supervisory Beliefs Inventory | Check In 2 by Mon. night; **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 “Developing Intuition in Marginal Trainees” article; Do Scavenger Hunt in New Tchr Mentoring Manual |
| 4Feb. 4ONLINE | New Teacher Mentoring | **Part 2 – Preparing – submit online; Submit****Scavenger Hunt answers** | Check in on Canvas; Read Chs. 6, 7, 8 In Once Piece of Paper; Read “Helping Struggling Teachers” & “Tune In to What New Generation of Tchrs. Can Do” articles |
| 5Feb. 11FACE TO FACE | Focused Classroom Observations; Milennials & Professional Development;  | **Check In 3 by Mon. night; Self Understanding Reflection Paper-submit online AND bring to class****Part 3 – Preparing – submit online** | Read Chs. 9, 10, 11 in One Piece of Paper;  |
| 6Feb. 18ONLINE | See Module 6(Possible Canvas Synchronous SessionWith Guest Speaker)  | **Part 4 – Preparing – submit online** | Check in on Canvas; Read Chs. 12, 13 in One Piece of Paper; Read second article on Coaching |
| 7Feb. 25Face to Face | See Module 7Cognitive Coaching | **Check In 4 by Mon. night; Part 5 – Preparing- submit online** | Read Part 4 in One Piece of Paper; Article on NSDC Standards of Professional Development (see Module) |
| 8March 4 ONLINE | Adult Learning & Best Practices for Professional Development |  | Check in on Canvas; Read Chs. 5, 6 – Zachary; Read Part 5 in One Piece of Paper; 2 Professional Development articles (see Module) |
| AUBURN SPRING BREAK MARCH 10 – 14

|  |  |  |  |
| --- | --- | --- | --- |
| 9Mar. 18FACE TO FACE | Cognitive Coaching practice; WalthroughsVideo | **Check In 5 by Mon. night** | Read Ch. 7- Zachary (You the Mentor); Read Part 6 in One Piece of Paper |

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| 10Mar. 25ONLINE |  |  | Check in on Canvas; Article on Supervising the Veteran Teacher |
| 11April 1ONLINE | Supervising the Veteran Teacher; Documenting Teacher Performance; | **Check in 6 by Mon. night;**  | Bring interview questions to class (from your administrator….questions used to interview teachers when hiring) |
| 12April 8FACE TO FACE | Interviewing (for yourself & Others);  3 Kinds of Teachers (Todd Whitaker video) | **Individual Teacher Development Plan Due in class and submit online.** | Check in 7 on Canvas |
| 13April 15 ONLINE | Work Week forYour PD Workshop & Presentation | **Check in 7 by Mon. night; Experiencing Mentoring Firsthand –Your Reflection paper due online** |  |
| 14April 22Face to Face | You Are the Showcases! | **Show your PD Workshop** **Power Point in class** | **Submit Your Power Point Online** |
| **Saturday, April 26****EDL Leadership Institute** | MandatoryAttendance8 a.m. – 3:00 p.m. | Your class will be responsible for organizing details of decorations, food/drink, welcoming committee, registration, etc. | **Location:** |
| April 29Last ClassFace to FacePotluck? | You On One Piece of Paper; Course Reflection | **You each will share 3 maxims orally; bring an artifact to illustrate one** | **Submit “One Piece of Paper” complete set of maxims and explanations for each online** |

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

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.