EDUC 6050– (CRN 20870): Mentoring, Coaching & Development of School Culture

Credit Hours: 3.0 semester credit hours

Course Syllabus – Spring 2016

Individuals with disabilities who need to request accommodations should contact the Disability Services Coordinator, Student Center 255, (678) 466-5445, disabilityservices@mail.clayton.edu.

Course Description

This course includes methodology of mentoring and coaching for impact on school culture. Students will develop tools and strategies for mentoring student teachers and new teachers as well as design professional development presentations. The semester will conclude with a project presentation and defense.

Teacher Education Policy

The content of this course syllabus correlates to education standards established by national and state education governing agencies, accrediting agencies and learned society/professional education associations.

Conceptual Framework

The mission of the Teacher Education Unit is to prepare professional educators who engage in reflective practice and who are competent, caring, committed, collaborative, culturally responsive, and prepared to teach diverse learners in an ever-changing society. For the complete CSU Teacher Education Unit Conceptual Framework, follow the link below.
http://www.clayton.edu/teachered/standardsoutcomes

Course Prerequisites and Co-requisites:

- Prerequisite: Admission to graduate degree program - M.Ed. in Leadership
- Co-requisite: None
Computer Requirement:

This is an online course. Each CSU student is required to have ready access throughout the semester to a notebook computer that meets faculty-approved hardware and software requirements for the student’s academic program. Students will sign a statement attesting to such access. For further information on CSU's Official Notebook Computer Policy, please go to http://www.clayton.edu/hub/itpchoice/notebookcomputerpolicy.

Software Requirement:

To properly access the course content you will need to download the following free software:

- Adobe Reader (needed to access files in PDF format): http://get.adobe.com/reader/
- Adobe Flash (needed to access video content): http://get.adobe.com/flashplayer/

Computer Skill Prerequisites:

- Able to use the Windows™ operating system
- Able to use Microsoft Office Applications
- Able to send and receive e-mail using the Clayton State University e-mail system using Outlook™.
- Able to attach and retrieve attached files via email
- Able to use a Web browser.

Desire2Learn (Online Classroom):

On-line activity will take place in Desire2Learn, the virtual classroom for the course.

You can gain access to Desire2Learn, by signing on to the SWAN portal and selecting:”D2L” on the top right side. If you experience any difficulties in Desire2Learn, please email or call The HUB at TheHub@mail.clayton.edu or (678) 466-HELP. You will need to provide the date and time of the problem, your SWAN username, the name of the course that you are attempting to access, and your instructor's name.

Major Student Activities:

Reading and studying from course text books
Participating in class discussions
Working assigned homework problems
Creating and using observational tools to collect data, and helping colleagues to do the same
Writing, reviewing and evaluating various elements of a research report

Program Goals

This program is designed to create and foster leadership skills for area teachers who wish to become stronger leaders in their own schools, districts, and communities. By the end of the program, candidates will be able to:

- Facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
- Work with stakeholders to promote development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
- Demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
- Model best practices in pedagogy and serve as a mentor and coach for other educators.
- Work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
- Access and conduct research and apply research findings to improve teaching and learning.
- Demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

Course Learning Outcomes:

The student will be able to

0. Use appropriate data collection and analysis techniques & tools to determine instructional needs of students and teachers
1. Develop sustained job-embedded professional learning for teachers based on identified student and teacher needs
2. Facilitate the development of school culture that “that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment” (GAPSC, Teacher Leadership Standard 2)
3. Leads and helps teachers prioritize, map and monitor the implementation of the curriculum
4. Mentor and coach both beginning and preservice teachers by modeling and articulating exemplary instructional practice

5. Demonstrate the ability to use, and help others use, Action Research techniques to investigate and seek solutions to classroom problems; and consequently enhance student learning

Instructor Information:

Instructor:

Dr. Winifred Nweke
phone: (678) 466-4824
fax: (678) 466-4899
e-mail: winifrednweke@clayton.edu

internet: http://faculty.clayton.edu/wnweke

Office: Arts and Science Bldg., Room G-205B

Office hours: TR: 3:00 – 5:00 pm.
Other times by appointment

Class Meetings: Online

Textbook Information:


Other Resources:


**ISBN:** 1-4338-0560-X

Teacher Leader Standards 1 - 6.


Course Schedule:


<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Topic</th>
<th>Deal &amp; Peterson</th>
<th>Kise</th>
<th>Boreen et al</th>
<th>Assignments Due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 12</td>
<td>1</td>
<td>Staff Development that changes classroom practices</td>
<td>1-4</td>
<td></td>
<td></td>
<td>Jan 13 Module I</td>
</tr>
<tr>
<td>Jan 16-18</td>
<td>MLK Holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 19</td>
<td>2</td>
<td>Creating a climate for change</td>
<td>3 &amp; 4</td>
<td>5</td>
<td></td>
<td>Jan 18 Module II</td>
</tr>
<tr>
<td>Jan 26</td>
<td>3</td>
<td>Learning Styles &amp; Coaching</td>
<td></td>
<td>6</td>
<td></td>
<td>Jan 25 Module III</td>
</tr>
<tr>
<td>Feb 2</td>
<td>4</td>
<td>Coaching Your whole staff for change</td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 9</td>
<td>5</td>
<td>Differentiated Coaching for Teachers</td>
<td></td>
<td>8</td>
<td></td>
<td>Feb 8 Module IV</td>
</tr>
<tr>
<td>Feb 16</td>
<td>6</td>
<td>Why we need mentors</td>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Feb 23</td>
<td>7</td>
<td>Preparing to be a mentor &amp; the mentoring coach</td>
<td></td>
<td>3-5</td>
<td></td>
<td>Paper I</td>
</tr>
<tr>
<td>Mar 1</td>
<td>8</td>
<td>Organizing Staff Development &amp; Encouraging Professional</td>
<td>9-10</td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Week</td>
<td>Topic</td>
<td>Deal &amp; Peterson</td>
<td>Kise</td>
<td>Boreen et al</td>
<td>Assignments Due dates</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------</td>
<td>--------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Mar 7-12</td>
<td>9</td>
<td>SPRING BREAK</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 15</td>
<td>10</td>
<td>Helping with Classroom Management</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Mar 22</td>
<td>11</td>
<td>Integrating Beginning Teachers into School Culture</td>
<td>1-8</td>
<td>8 &amp;10</td>
<td>Paper II</td>
<td></td>
</tr>
<tr>
<td>Mar 29</td>
<td>12</td>
<td>Promoting effective relationships with parents/guardians and administrators</td>
<td>11</td>
<td>9 &amp;11</td>
<td>Paper III</td>
<td></td>
</tr>
<tr>
<td>Apr 5</td>
<td>13</td>
<td>Strengthening/Changing school culture</td>
<td>1-8; 12</td>
<td></td>
<td>Paper IV: Final Project Report</td>
<td>April 5 Module VI Post</td>
</tr>
<tr>
<td>Apr 12</td>
<td>14</td>
<td>Role of school leaders</td>
<td>9-14</td>
<td></td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Apr 19</td>
<td>15</td>
<td>Presentation of final project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 26</td>
<td>16</td>
<td>Presentation of final project</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 3</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 4-9</td>
<td>18</td>
<td>Final Examination</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 11</td>
<td></td>
<td>Deadline for Grade Submission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Evaluation:**

<table>
<thead>
<tr>
<th>Based on the following Deliverables</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Prompts</td>
<td>100</td>
<td>Jan 19</td>
</tr>
<tr>
<td>Paper 1 – Developing a Coaching Program</td>
<td>150</td>
<td>Feb 23</td>
</tr>
<tr>
<td>Paper 2 – Developing a Mentoring Program</td>
<td>150</td>
<td>Mar 22</td>
</tr>
<tr>
<td>Paper 3 – Developing a Professional Development Program for Three Beginning Teacher</td>
<td>200</td>
<td>Mar 29</td>
</tr>
<tr>
<td>Final Project Report - Report on the Implementation of your Coaching or Mentoring Program</td>
<td>300</td>
<td>Apr 19</td>
</tr>
<tr>
<td>Presentation</td>
<td>100</td>
<td>Apr 26</td>
</tr>
<tr>
<td><strong>TOTAL (scores will be scaled down to 100%)</strong></td>
<td><strong>1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
</tr>
</tbody>
</table>

**Mid-term Progress Report:**

The mid-term grade in this course will be issued on Feb 15-29. Based on this grade, students may choose to withdraw from the course and receive a grade of "W." Students pursuing this option must fill out an official withdrawal form, available in the Office of the Registrar, or withdraw on-line using the SWAN by mid-term, which occurs on March 6. Instructions for withdrawing are provided at this link.

The last day to withdraw without academic accountability is March 4, 2016. Grade will be W.
Assignments: Paper & Activities

Assignment I

*Develop* a coaching program. Include the following:

- The existing school culture with regard to collaboration, mentoring, and coaching
- Identification of needed changes – how to create the climate for change that will be accepted by all
- Identification of resistances to change and strategies for addressing them
- A coaching program for a teacher in your subject area for a specified need

**Due Date: Feb 23, 2016**

Assignment II

*Develop* a mentoring program. Include the following:

- The existing school culture with regard to collaboration, mentoring, coaching, and professional development
- Identification of needed changes – how to create the climate for change that will be accepted by all
- Identification of resistances to change and strategies for addressing them
- A program to integrate a new teacher into the school
- A Mentoring program for a teacher in your subject area for a specified need

**Due Date: April 5, 2015**

Assignment III

*Implement either your developed Coaching or Mentoring program. Write* a report on your mentoring or coaching process and experience. Include the following:

- How you and the mentee or coachee decided to work together; who initiated the relationship?
- How the purpose and the expected outcome of the mentoring/coaching was determined?
- The Coaching/Mentoring Process: e.g. Pre-observation conference, Observation & Post-observation conference
- Feedback from coachee/mentee
- Your reflection on the experience
- Feedback from your supervisor/observer

*Submit* report through Dropbox

*Present* Report to the class via WebEX.

**Due Date: April 19 and 26, 2016**
Assignment IV

**Developing** a Professional Development Program for Three Beginning Teachers

Develop a *Professional Development Program* comprising *at least two sessions* based on specified needs of three beginning Teachers in your school. Be sure to indicate how the needs were determined, how these various needs of various teachers will be addressed in the professional development experiences, and how to determine the effectiveness of the professional development sessions.

**Due Date: April 26, 2016**

---

**Course Policies:**

**General Policy**
Students must abide by policies in the Clayton State University Student Handbook, and the Basic Undergraduate Student Responsibilities. The Student Handbook is part of the Academic Catalog and Student Handbook, which begins on page 6.

**University Attendance Policy**
Students are expected to attend and participate in every class meeting. Instructors establish specific policies relating to absences in their courses and communicate these policies to the students through the course syllabi. Individual instructors, based upon the nature of the course, determine what effect excused and unexcused absences have in determining grades and upon students’ ability to remain enrolled in their courses. The university reserves the right to determine that excessive absences, whether justified or not, are sufficient cause for institutional withdrawals or failing grades.

**Course Attendance/Presence Policy**
Attendance is expected for all class periods. Any absence must be accompanied by a written excuse from a doctor or other competent authority.

**Missed Work**
Without a valid excuse, a grade of zero points will be assigned for the missed work

- There are NO make-up assignments for the Drafts/activities, except where prior university approved activity caused student not to complete work. Students who fail to complete and submit two or more of the deliverables should contact the instructor concerning the applicability of an Incomplete grade.

  - **Academic Dishonesty**
    Any type of activity that is considered dishonest by reasonable standards may constitute academic misconduct. The most common forms of academic misconduct are cheating and plagiarism. All instances of academic dishonesty will result in a grade of zero for the
work involved. All instances of academic dishonesty will be reported to the Office of Community Standards. Judicial procedures are described beginning on page 19 in the section of the Academic Catalog and Student Handbook titled, Procedures for Adjudicating Alleged Academic Conduct Infractions.

- **Plagiarism Detection Software.**
  Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You should submit your papers in such a way that no identifying information about you is included.

**Disruption of Online Learning Environment**
Behavior which disrupts the teaching–learning process during class activities will not be tolerated. While a variety of behaviors can be disruptive in a classroom setting, more serious examples include belligerent, abusive, profane, discourteous and/or threatening behavior. A student who fails to respond to reasonable faculty direction regarding classroom behavior and/or behavior while participating in classroom activities may be dismissed from class. A student who is dismissed is entitled to due process and will be afforded such rights as soon as possible following dismissal. If found in violation, a student may be administratively withdrawn and may receive a grade of WF.

A more detailed description of examples of disruptive behavior and appeal procedures is provided at: http://www.clayton.edu/Portals/5/DisruptiveClassroomBehavior.pdf

**Writing Assistance**
The Writers’ Studio 224 is located in the A&S building, room 224. There you can talk with trained writing consultants about your writing projects. They are available to work with you at any stage of your paper, from generating ideas to organizing your paper to understanding how to format it correctly. The service is free; you may drop in and wait for a consultant or sign up for a regular appointment. But remember: you, not your consultant, are ultimately responsible for the quality and content of the papers you submit.

Aside from meeting with consultants one-with-one, you can also participate in consultant-led writing workshops. In these workshops, consultants will guide you in discussions and activities important to academic writing topics. Consultants and student-writers will collaborate on ways to apply writing concepts and strategies to specific writing situations. You will be able to identify, analyze, integrate, and synthesize writing principles through a series of writing exercises. Remember that we are here to collaborate with you as you develop your own experiences as a student-writer.

http://www.clayton.edu/arts-sciences/english/writersstudio
Other Policies

This syllabus may be modified during the semester if necessary.

WCN/January 8, 2016