

ECED 7230
Teachers as Mentors, Coaches, and Leaders in ECE
3 SEMESTER HOURS

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Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth and the learning environment.

Equity Principle: All learners deserve high expectations and support

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community- building and resource acquisition.

Standards Principle: Evidence based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Horn, P., & Metler-Armijo, K. (2011). *Toolkit for mentor practice*. Thousand Oaks, CA: Corwin Press.

Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*, 3rd ed. Thousand Oaks, CA: Corwin Press.

Gabriel, J. (2005) *How to survive as a teacher leader*. Alexandria, VA: Association for Supervision and Curriculum Development.

American Psychological Association (2010). *Publication manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

Additional readings as assigned.

Positively Impacting Learning Through Evidenced-Based Practices

COURSE DESCRIPTION

An overview of the current research and strategies to mentor, coach, support, and foster personal and professional growth of preservice and beginning educators. Candidates will develop the teaching leadership skills of teachers to provide support for preservice and beginning teachers.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

The student will:

1. Discuss codes of ethics of NAEYC, ACEI, and PSC and apply the principles to professional behavior. (CFS IV)
2. Use self analysis and reflection to plan for improvement of teaching performance. (CFS IV)
3. Mentor preservice candidates in early childhood education and/or program staff. (CFS II, IV)
4. Use professional leadership skills when mentoring and coaching and provide objective feedback. (CFS II, IV)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Professional Leadership Beliefs Statement. Candidates will compose a Professional Leadership Beliefs Statement. Directions for completing the assignment will be provided (CO 1, 2)
2. Mentoring and Coaching Cases. Candidates will analyze mentoring and coaching cases. One case will involve a mentoring problem in which candidates write an intervention plan to address the problem. (CO 1, 3, 4)
3. Mentoring and Coaching Action Plan. Candidates will develop Action Plans for mentoring and coaching preservice teachers and beginning teachers. Action Plans will be presented during class time. (CO 1, 4)
4. Mentoring and Coaching Resources. Candidates will develop an electronic file of mentoring, coaching, and teacher leadership resources (internet and print) that support preservice, beginning teachers, and mentors. (CO 1, 4)
5. Lesson Analysis and Reflection. Candidates will video a lesson they teach, complete a COE Observation Instrument, and write a summary and reflection of the process. The purpose of

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this assignment is for candidates to document their own effective teaching practices. (CO 1, 2)

6. Peer Observation Activity and Reflection. Candidates will conduct an observation of a peer's lesson and a post-observation conference and prepare a written analysis of the lesson including a description of the lesson and specific commendations and recommendation for the teacher being observed. (CO 1, 3, 4)

COURSE EVALUATION

	Possible Points
Professional Leadership Beliefs Statement	50
Mentoring and Coaching Cases	50
Mentoring and Coaching Action Plans	100
Mentoring and Coaching Resources	50
Lesson Analysis and Reflection	100
Peer Observation Activity and Reflection	<u>100</u>
Total	450 points

Grading scale:

- A = 90-100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = below 60%

ATTENDANCE POLICY

PROFESSIONALISM

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

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1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”

The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

ACCESS OFFICE

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented
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disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website: