LEAD 8630
COACHING AND MENTORING FOR HIGH PERFORMING SCHOOLS
3 SEMESTER HOURS
Dewar College of Education
Department of Curriculum, Leadership, and Technology
Valdosta State University

Conceptual Framework: Guiding Principles

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 lifelong 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-**b**uilding, and resource acquisition.
Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning through Evidence-Based Practices

Suggested Textbooks

Crane, T. (2002). *The heart of coaching.* San Diego: FTA Press.

Fullan, M., & Hargreaves, A. (1996). *What's worth fighting for in your school?* New York: Teachers College Press.

Additional Resources

Costa, A., & Garmston, R.J. (2002). *Cognitive coaching: a foundation for renaissance schools.* Norwood, MA: Christopher-Gordon Publishers.

Deal, T., & Peterson, K. (1999). *Shaping school culture: the heart of leadership.* San Francisco: Jossey-Bass.

Course Description

A study of the knowledge and skills necessary to practice coaching and mentoring for high performing schools. The course will increase candidates' awareness and

knowledge of the impact of coaching and mentoring on individual and organization performance. It also addresses organizational culture and the impact culture has on performance. The course includes supervised performance-based field experiences.

College of Education Conceptual Framework Standards – (ELCC Standards)

The educational leader will:

1. Facilitate the development, articulation, implementation, and stewardship of vision of learning that is shared and supported by the school community.
2. Advocate, nurture, and sustain a school culture and instructional program conducive to student learning and staff professional growth.
3. Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. Collaborate with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. Act with integrity, fairness, and in an ethical manner.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.
7. Synthesize and apply knowledge and skills learned in standards 1-6 in real settings under the guidance of university supervisors and school personnel.

COURSE OBJECTIVES (CO)

Candidates will:

1. Demonstrate an understanding of coaching and mentoring skills and adult learning theories. (Performance Based Activities -- PBA) (ELCC 2,5; PSC 2,5; BOR 6,9,10)

2. Demonstrate the use of coaching strategies including dialogue and reflection. (PBA) (ELCC 2,5; PSC 2,5; BOR 6,10)

3. Demonstrate the establishment of rapport and relationships with mentee(s). (PBA) (ELCC 5; PSC 5; BOR 6)

4. Demonstrate the ability to assist the mentee(s) with securing resources to include technical assistance based on the need of the mentee(s). (PBA) (ELCC 3,5; PSC 3,4,5; BOR 6,8)

5. Demonstrate the ability to assist the mentee(s) with an analysis of the school's vision/mission to include goals, intent, and outcomes based on high expectations for students. (PBA) (ELCC 1; PSC 1; BOR 6,7,10)

6. Demonstrate the ability to assist the mentee(s) with the school improvement process to include strategic planning for improved student achievement. (PBA) (ELCC 1,2,3; PSC 1,2,3; BOR 1,5,7,8)

7. Demonstrate the ability to assist the mentee(s) to work toward the improvement of the organizational culture to include alignment of the organization, governance structure, characteristics of effective teams, and commitment to team collaboration. (PBA) (ELCC 1,2,3; PSC 1,2,3; BOR 1,5,6,7,9,10)

8. Demonstrate the ability to assist the mentee(s) to use data and pertinent information to make data-based decisions. (PBA) (ELCC 5; PSC 5; BOR 1,2,4)

9. Demonstrate the ability to use empathic listening skills, share perceptions, ask questions, examine beliefs and paradigms, and use coaching language and pacing. (PBA) (ELCC 4,5; PSC 4,5,6; BOR 5,6,9,10)

10. Demonstrate the ability to use ethical and confidentiality considerations including honesty and integrity. (PBA) (ELCC 5; PSC 5; BOR 6,9,10)

11. Demonstrate the ability to understand the organizational readiness for coaching and mentoring including the difference between feedback and evaluation and the use of individual leadership assessment. (ELCC 1,2; PSC 1,2; BOR 5,6,7,9)

Course Activities/Assignments/Requirements/Performance-based Activities

Candidates will:

Prepare a portfolio of learning experiences reflecting all class assignments and requirements.

Read assigned materials related to class assignments and participate in individual and team activities.

Write an original individual paper on adult learning theory and its use in coaching and mentoring. (ELCC 2,5; PSC 2,5; BOR 6,9,10)

Write an original individual paper on the difference between feedback and evaluation. (ELCC 2,3,7; PSC 2,3; BOR 3,7,8)

Read and prepare a review of an assigned book and present findings (verbal and in writing) to fellow candidates. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)

Prepare a review of an assigned audio from a national conference and present findings (verbal and in writing) to fellow candidates. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)
Read 3 assigned book reviews and share reflections (written and verbal) with team members. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)

Read 3 assigned audio reviews and share reflections (written and verbal) with team members. (ELCC 1,2,5; PSC 1,2,5; BOR 5,6,7,8,9,10)

Respond to class content questions provided by the instructor reflecting course content. (ELCC 1,2,3,5,6; PSC 1,2,3,5,6; BOR 5,6,7,8,9,10)

Participate in the practice of reflective learning. (ELCC 1,2,3,5,6; PSC 1,2,3,5,6; BOR 5,6,7,8,9,10)

Embedded Performance-based Activities

Interview (team) a significant educational leader focusing on coaching and mentoring. Develop questions, record responses, and participate in a team reflection on the interview. Provide a written (team) report. (PBA) (ELCC 1,2,3; PSC 1,2,3; BOR 5,6,7,8,9,10)

Apply course content in a field setting (7 content applications).
1. Establishing rapport/building relationships
2. Securing resources based on the needs of the mentee(s)
3. Demonstrate listening skills, sharing perceptions, asking questions, examining beliefs and paradigms
4. Demonstrate ethical and confidentiality considerations. Using honesty and integrity
5. Demonstrate assistance with the analysis of vision/mission to include goals, intent, and outcomes based on high expectations for students
6. Demonstrate assistance with the school improvement planning process
7. Demonstrate assistance with the analysis of the organizational culture to include alignment, governance, teams, and team collaboration (PBA) (ELCC 1,2,3,5,6; PSC 1,2,3,5,6; BOR 5,6,7,8,9,10)

Class Policies and Expectations

1. Candidates are expected to attend and participate in all scheduled classes and activities.
2. Candidates are expected to read and be prepared to respond to questions related to all handouts and assigned materials.
3. All individual assignments must be original products of the candidate and created for this specific class.
4. Candidates are expected to participate in team activities and carry an equal load.

Course Evaluation

Class participation	10 points
Original individual paper – adult learning	10 points
Original individual paper – feedback vs evaluation	10 points
Original book review and presentation	10 points
Original audio review and presentation	10 points

Team Interview with written documentation   10 points
Reflective practice activities (written/oral)   5 points
Content applications   35 points

Grading Scale

90 – 100   A
80 – 89   B
70 – 79   C
Below 70   F

Attendance Policy

Graduate candidates are expected to attend all classes. Failure to attend without prior permission will result in grade reductions.

Grading Rubric for Oral and Written Assignments

A   Excellent performance reflects detailed in-depth use of course materials Formal papers follow APA guidelines, with proper sentence structure punctuation.

B   Performance reflects use of course materials but is weak in depth, detail or logical development. Formal papers follow APA, but have some errors.

C   Good faith effort at the assignment but performance is flawed by many errors.

F   Failure to submit work as assigned. Work reflects little effort, or is incomplete.

Policy Statement on Plagiarism and Cheating

The full text of this policy is available in the College of Education Dean's Office, EC room 227. The following penalties will be enforced, as stated in the Policy:
- FIRST OFFENSE: The candidate will earn a "0" on the assignment, test, project, etc.
- SECOND OFFENSE: The candidate will earn the letter grade "F" for the course.
- THIRD OFFENSE: The candidate will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Special Needs Statement

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.

Candidates requesting classroom accommodations or modifications because of a documented 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

Topical Content

Defining coaching and mentoring and the use of adult learning theories.

Identifying coaching styles and strategies and the use of dialogue and reflection.

Understanding the entry to coaching including preparation, getting started, and building linkage.

Establishing rapport and relationships with the mentee(s)

Serving as a listener and providing support and follow-up.

Providing resources to include technical assistance.

Assisting with the analysis of the school's vision/mission to include goals, intent, and outcomes based on high expectations for students.

Assisting with the improvement of the organizational culture to include alignment of the organization, governance structure, characteristics of effective teams, and commitment to team collaboration.

Assisting with the use of data and pertinent information to make data-based decisions.

Using empathic listening skills, sharing perceptions, asking questions, examining beliefs and paradigms, and using coaching language and pacing.

Using ethical and confidentiality considerations including honesty and integrity.

Understanding the organization's readiness for coaching and mentoring including the difference between feedback and evaluation.

Reviewing current literature, focusing on change models.

Identifying the leader's role in the change process.

Understanding the challenge of facilitating the change process, with an emphasis on transforming the culture.

Understanding the impact of incentives and quality of work life on organization culture.

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