EDU 241: Effective Practices for Coaching and Mentoring Teachers
Mount Saint Mary's University

Course Syllabus
Spring 2021, Tuesdays, 5:30-8:30 p.m.
January 12 to May 6, 2021

See Course Calendar below for dates
Synchronous classes meet via Zoom on odd session dates (Sessions 1, 3, 5, 7, 9, 11, 13)
Asynchronous sessions have assignment dates on even sessions (Sessions 2, 4, 6, 8, 10, 12, 14)

Join Zoom Meeting
https://msmu.zoom.us
Meeting ID: 957 4392 3980

Instructor: Barbara Locker-Halmy
Email: blocker@msmu.edu
Office hours: by appointment; schedule through Catalina Hurtado, Ed Sec'y, 213-477-2620
Estimated response time to email: Within 24 hours

Education Department Philosophy:

MSMU Education Department courses are meant to be laboratories of learning. Our hope is that the activities and materials included will serve your learning goals as you explore the various course topics. Our intent is that students from all diverse backgrounds and perspectives be well-served, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to each course be viewed as a resource, strength and benefit. Throughout the semester, please feel free to let your course instructor know ways to improve the effectiveness of the course for you personally, or for other students or student groups, if you have any suggestions.

Investment in Inclusivity:
- This class aims to be an anti-discriminatory environment that is inclusive of differences of race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. The success of this expectation relies on the support and understanding of everyone in the class. We seek to establish a community where we engage in critical dialogue and active listening. While all are expected to make their best effort to be respectful, we understand that someone may say something that results in unintentional offense and hurt feelings. We invite everyone to adopt a stance of assumed positive intent that seeks greater knowledge and understanding.
- All people have the right to be addressed and referred to in accordance with their personal identity. You may choose to indicate the name that you prefer to be called and, if you choose, to identify pronouns with which you would like to be addressed.
- It is the policy of MSMU to permit students to observe holidays set aside by their chosen religious faith. If you plan to be absent from class on your religious holiday, please make arrangements with the course instructor in advance.

Student Support Statements:
- MSMU has a Minors on Campus policy statement published in the Student Handbook that allows for faculty discretion. If you are a parent and are concerned that childcare needs

could disrupt your ability to attend class, please reach out so we can create a plan in advance for potential emergencies.
- If personal challenges related to health issues might affect the ability to perform in this class, please know that there are resources to assist you with appropriate accommodations.
- Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Chalon Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu. Also, please feel free to notify your course instructor or program director if you are comfortable doing so.

Course Description

This course introduces teacher leaders to the philosophy and practices of effective coaching and mentoring systems. It is designed to equip teacher leaders with the theoretical understanding and practical skills necessary to coach and/or mentor both beginning and experienced teachers. Teacher leaders will examine the teaching and learning philosophies of leading educators, psychologists and theorists in order to influence teachers' decision-making processes; enhance understanding of their own and others' educational philosophies; and understand how these theories affect both pedagogy and student learning. Teacher leaders will focus on increasing knowledge and skills in Cognitive Coaching to assist colleagues in developing a cycle of reflective practice and improving their pedagogy.
Prerequisite: Minimum two years of teaching experience.

Course Objectives

1. Students will gain proficiency in establishing rapport to maintain trust and communication as evidenced by their video recordings, written summaries, and evaluations of structured conversations with colleagues.
2. Students will demonstrate a deep understanding of their own and others' philosophies of education (including learning and cognitive styles), by analyzing how their philosophies and learning styles affect student learning and coaching facilitation.
3. Students will demonstrate proficiency in cognitive coaching strategies by conducting a series of conversations, observing colleagues' teaching practices, and writing reflective analyses of each event.
4. Students will practice reflective and interactive journaling in order to integrate concepts and communicate thought processes.

Required Texts (available at the Doheny Bookstore):

- Costa, Arthur L., & Garmston, Robert J. (2002)**.** *Cognitive Coaching: A Foundation for Renaissance Schools (2nd ed.).* Norwood Mass: Christopher-Gordon Publishers, Inc. ISBN: 978-1929024414
  - *Note: the 1st edition is unfortunately not acceptable; only half the chapters are relevant*
- Additional articles and online session Modules will be available to download on the course website Canvas

Course Format:

SPECIAL CIRCUMSTANCES DUE TO COVID:

This course will meet via Zoom during the published course dates/times. All course documents, including assignment guidelines and rubrics, will be available on Canvas, and all assignments will be submitted through Canvas.

EDU 241: Effective Practices for Coaching and Mentoring Teachers
Mount Saint Mary's University

- **Should the course modality change during the semester the instructors will provide a comprehensive update of how the class will continue and any changes that may result.**

Classroom Policies

Classroom Participation:
Your full participation is important for each session. Please be prepared to share with your classmates and your breakout group during every session.

Submitting work:
- All assignments should be submitted by midnight of the due dates detailed in the syllabus.
- All reading responses should be posted into Canvas by midnight of assignment.
- All course papers should be submitted into Canvas; check assignment detail and rubric for submission requirements.

Makeup work and late assignments:
Any makeup work must be prearranged with the instructor. Late assignments that have not been cleared by instructor will receive point deductions.

Formatting:
All assignments should be thoughtfully prepared, typed according to APA in standard academic English, free of grammatical and spelling errors, and. Written work with multiple grammatical and/or spelling errors will receive point reductions, so please proofread!

Grading:
Assignments must be completed on time according to stated guidelines. Late assignments are subject to a reduction of up to one point per day.

Tardiness:
Due to in-class assignments for understanding, it is critical that you arrive to class on time and stay through whole class. Please join the Zoom 5 minutes early to make sure you are ready when the meeting begins. Send me an email as soon as possible, if you are experiencing personal difficulties. On those occasions when you are late, please ask in the chat to see what information or announcements you may have missed.

Peer Support:
Please exchange phone numbers and/or e-mail addresses with your classmates/colleagues for mutual help and support. If you're absent, the expectation is that you check in with a classmate and meet to discuss what you've missed.

Hybrid Online Course Expectations:
Please read the **MSMU Education Department Online Course Expectations** attached at the end of this syllabus.

Email:
Students are expected to check their MSMU e-mail account on a regular basis.

Assessment:
The course aims to model the importance of using multiple measures of assessment to gauge the progress of learners. Please review the assignment guidelines before, during, and after completing your work. These documents are offered to support you in crafting assignments that achieve and demonstrate desired learning outcomes.

Grading Scale:

95-100	A	90-94	A-
87-89	B+	84-86	B

80-83	B-	77-79	C+
74-76	C	70-73	C-
65-69	D	< 65	F

Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills and attitudes expected of MSMU's graduate students. In this class one or more student learning outcomes will be assessed. Some of our class assignments may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University.

MSMU University and Education Department Policies:

- **University PPE Policy**:
  All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

- **Absences:**
  Your attendance helps us build a class community. Arriving on time allows everyone to benefit from planned activities and discussions, as the class functions as a lab and instructors strive to model a variety of pedagogical practices. Timeliness also is an indication of professionalism and generates an important and lasting positive impression. Also, please limit absences to no more than one session for a 1 or 2-unit course or two sessions for a 3 or 4-unit course. Students will have an opportunity to do a make-up assignment if there is an additional absence due to an emergency. If more than three absences occur, so much content will have been missed that an administrative withdrawal would be necessary and you would be invited to re-register for the course during a subsequent semester. If any concern arises that will prevent you from arriving to class regularly and/or in a timely way, please come talk with me so we can work together to ensure your successful course completion. For online sessions, submitting the assignments for that session count as your attendance for that session.

- **Academic Integrity:**
  Students are expected to adhere to their MSMU statements on Academic Integrity in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review. For clarification on what constitutes plagiarism, students are encouraged to review the Preventing Plagiarism page on TurnItIn.com (see https://www.turnitin.com/solutions/plagiarism-prevention).

- **Academic Freedom:**
  Students' and faculty's freedom of speech is constitutionally protected, so they are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.

- **Calendar Verification:**
  Please review the schedule in the tentative course calendar carefully. Education Department course calendars may not align with the generally published MSMU holidays and break schedule due to the nature of a teacher preparation program.
  - Fall Mid-Semester Break: Some Graduate-level Education courses meet on the

Thursday of mid-semester break. Check your course calendar.
- o Spring Break: The MSMU Spring Break is observed for all education courses that meet on campus and the campus will also be closed. Courses involving other sites, such as for supervised teaching, will take their breaks consistent with the districts in which they take place. The result may be that those doing student teaching may not have any week that does not include Mount course meetings or obligations.
- o Study Days: The "Study Days" policy does not apply to Education courses (including those cross-listed with UG students). As our courses meet only one day per week throughout each semester, it is not possible to lose an additional day. All students are expected to participate in class meetings (in person or online) on the final Thursday before finals.
- o Finals Week: All Education evening courses meet as regularly scheduled during finals week.

- **Candidate Dispositions:**
  The Education Department has adopted a Dispositions Statement that outlines expectations of all credential and graduate students. (See the Education Department Student Handbook.) An assessment process exists so that candidates will receive formative feedback through a Notice of Concern, if necessary, in order to support candidates to meet expectations.

- **Incompletes:**
  Incompletes are meant to provide support for students who have experienced an emergency in their lives and need special consideration on a case-by-case basis. An application for an Incomplete may be granted only if the student:
  - o files the application no later than 1 week prior to finals
  - o has completed the majority of assignments
  - o on the basis of the work completed, has a passing grade in the class (C or better). This is not necessarily the same as the default grade. In other words, although the student may have a B grade for the completed work, if they fail the missing assignment or do not complete it, their final grade might be a D
  - o is prevented from completing the final assignment

- **Quality of Work:**
  The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates with assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

- **Resource Binder Maintenance:**
  All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filling system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.

Learning Resource Center:
The Doheny Learning Resource Center will arrange personal tutoring or assistance for undergraduate students. Call (213) 477-2690.
Professional and Academic Resource Center (PARC)
- o The Professional and Academic Resource Center (PARC) offers assistance to graduate

students in person, over the phone, or by videoconferencing. To schedule an appointment. access the PARC page on myMSMU:
https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/academics/PARC

- o All appointments (in-person, phone, or online) are 45 minutes long. (213) 477-2898, PARC@msmu.edu, located on the second floor of Building 10.

Students with Disabilities:

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need an accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS **coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, (213) 477-2690. You can also email for more information at disability@msmu.edu.**

- **Accomodation Policy:**
  Students with disabilities should consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the MSMU catalog.
  Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

- **Technology Policy:**
  Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.

MSMU Office Information:

- **Please call or email the Education Department Administrative Assistant to make an advisement appointment: educationdepartment@msmu.edu or (213) 477-2620.**

Keep in mind that this is a working syllabus, subject to change, and should not be construed as a contract.

See Course Calendar below for dates
Synchronous classes meet via Zoom on odd session dates (Sessions 1, 3, 5, 7, 9, 11, 13)
Asynchronous sessions have assignment dates on even sessions (Sessions 2, 4, 6, 8, 10, 12, 14)

Join Zoom Meeting
https://msmu.zoom.us
Meeting ID: 957 4392 3980

EDU 241: Effective Practices for Coaching and Mentoring Teachers
Mount Saint Mary's University

EDU 241: COURSE CALENDAR			
(subject to change)			
READING CODE: CC = *Cognitive Coaching*, CV = *Canvas accessed reading*			
Date	**Topic(s)**	**Reading(s) Due**	**Assignment(s) Due**
Session 1 Jan 12	Introduction to Cognitive Coaching & Mentoring/Mediation Pt. 1	Download Ice Breaker via Canvas	
Session 2	Coaching as Mediation (Cont)	CC Chap 1-2 (session 1 review) CC Chap 3	**Due: Jan 18** Reading Response #1 Module 2 Assignments Select a Participating Teacher
Session 3 Jan 26	The Mediator's Toolbox Practicing Rapport & Paraphrasing	CC Chap 4 CV: *Cognitive Coaching: A Strategy for Reflective Teaching*	**Due: Jan 25** Reading Response #2
Session 4	Introduction to Planning Conversations Developing & Maintaining Trust	CC Chap 5	**Due: Feb 1** Reading Response #3 Module 4 Assignments
Session 5 Feb 9	Practice with Planning Conversations	CC Appendix A (pp. 369-375); App. B (pp. 383-387); App. D (pp. 397-398) Review CC – Pgs. 34-39 CV: *Coaching Strategies -Graphic Organizer* Prepare Practice Conversation Paper	**Due: Feb 8** Reading Response #4 Written reflection on Practice Conversation Using Rapport/Paraphrasing (8pts)
Session 6	Fine Tuning Coaching Intro to States of Mind & Holonomy	Chap 6 CV: *A New Way of Thinking: Beginning Teacher Coaching…*	**Due: Feb 16** Reading Response #5 Module 6 Assignments
Session 7 Feb 23	Intro/Practice Reflecting Conversations	CV: *A Framework for Teacher Reflectivity* CC Appendix A (pp. 376-382); App.D (pp. 399) Prepare Summary & Analysis paper #1- Planning Conversation	**Due: Feb 22** Reading Response #6 Sum. & Analysis of Planning Conversation (15 pts)
Session 8	Intro/Problem Solving Conversations Teachers as Continuing Learners Review States of Mind	CC Chap 8	**Due: March 1** Reading Response #7 Module 8 Assignments
Spring Break March 8 – March 12			
Session 9 March 16	Practice with Leading Questions Practice with Problem Solving Conversations	CC Chap 9 Prepare Summary & Analysis paper #2- Reflecting Conversation	**Due: March 15** Reading Response #8 Sum. & Analysis of Reflecting Conversation (15 pts)
Session 10	Navigating Coaching Maps Modalities, Cognitive Styles, Educational Belief Systems	CC Chap 10 CC Chap 11 CC Chap 14-pp. 324-335 only	**Due: March 22** Reading Response #9 Module 10 Assignments
Session 11 April 6	Integrating Cognitive Coaching Toward an Educational Renaissance	CC Chapters 13 & 15	**Due: April 5** Reading Response #10
Session 12	Culturally-Proficient Coaching		**Due: April 12** Reading Response #11

		CV: *Blending the Cultural Proficiency and Cognitive Coaching Frameworks* Prepare Summary & Analysis paper #3- Problem Solving Conv.	Module 12 Assignments Sum. and Analysis of Problem Solving Conversation (15 pts)
Session 13 April 20	Mentoring: Phases, Goals, Student Teachers	CV: *The Good Mentor*	**Due: April 19** Reading Response #12
Session 14	Reflection/Action Plan	Prepare Philosophy paper	**Due: April 27** Module 14 Assignments Philosophy of Education and Learning Styles (7 points)

Week 1 – Tues./Jan 12
Topic(s): Introduction to Cognitive Coaching & Mentoring/Mediation Pt. 1

Week 2 – Asynchronous
Topic(s): Coaching as Mediation (Cont)
Assignment(s) Due: Jan 18
Reading Response #1
Module 2 Assignments
Select a Participating Teacher

Week 3 – Tues./Jan 26
Topic(s): The Mediator's Toolbox
Practicing Rapport & Paraphrasing
Assignment(s) Due: Jan 25
Reading Response #2

Week 4 – Asynchronous
Topic(s): Introduction to Planning Conversations
Developing & Maintaining Trust
Assignment(s) Due: Feb 1
Reading Response #3
Module 4 Assignments

Week 5 – Tues./Feb 9
Topic(s): Practice with Planning Conversations
Assignment(s) Due: Feb 8
Reading Response #4
Written reflection on Practice Conversation Using Rapport/Paraphrasing (8pts)

Week 6 –Asynchronous
Topic(s): Fine Tuning Coaching
Intro to States of Mind & Holonomy
Assignment(s) Due: Feb 16
Reading Response #5
Module 6 Assignments

Week 7 – Tues./Feb 23
Topic(s): Intro/Practice Reflecting Conversations
Assignment(s) <u>Due: Feb 22</u>
Reading Response #6
Sum. & Analysis of Planning Conversation (15 pts)

Week 8 – Asynchronous
Topic(s): Intro/Problem Solving Conversations
Teachers as Continuing Learners
Review States of Mind
Assignments <u>Due: March 1</u>
Reading Response #7
Module 8 Assignments

Week 9 – Tues./Mar 16
Topic(s): Practice with Leading Questions
Practice with Problem Solving Conversations
Assignments <u>Due: March 15</u>
Reading Response #8
Sum. & Analysis of Reflecting Conversation (15 pts)

Week 10 – Asynchronous
Topic(s): Navigating Coaching Maps
Modalities, Cognitive Styles, Educational Belief Systems
Assignments <u>Due: March 22</u>
Reading Response #9
Module 10 Assignments

Week 11 – Tues./April 6
Topic(s): Integrating Cognitive Coaching Toward an Educational Renaissance
Assignments <u>Due: April 5</u>
Reading Response #10

Week 12 –Asynchronous
Topic(s): Culturally-Proficient Coaching
Assignments <u>Due: April 12</u>
Reading Response #11
Module 12 Assignments
Sum. and Analysis of Problem Solving Conversation (15 pts)

Week 13 – Tues./April 20
Topic(s): Mentoring: Phases, Goals, Student Teachers
Assignments <u>Due: April 19</u>
Reading Response #12

Week 14 – Asynchronous
Topic(s): Reflection/Action Plan
Assignments <u>Due: April 27</u>
Module 14 Assignments
Philosophy of Education and Learning Styles (7 points)

EDU 241: Effective Practices for Coaching and Mentoring Teachers
Mount Saint Mary's University

Course Assignments		Points	Work Product
Session Understanding		**28** **(7 synchronous sessions x 4 points)**	Session participation which demonstrate students' understanding of concepts
Education Philosophy		**7**	Education statement that marries theory to practice, in the context of mentoring and coaching (~1-2 pages)
Reflective Reading Responses		**12**	Responses to assigned readings, due in Canvas by midnight of assigned date -For each assigned reading, **write a quote that you find enlightening (ah-ha!), questionable (?), or in agree-ment with (!);** make sure to appropriately cite quoted text. -Your response should be in own words, explaining why you chose the quote and why it was enlightening, questionable, or in agreement with your thoughts. This should be a substantive critical reflection.
Practice Conversation Paper		**8**	Conversation incorporates information on selected teacher while addressing use of coaching conversation language. (~2 pages)
Summary and Analysis of Coaching Conversations		**45**	In each of three Summary & Analysis papers Planning(#1), Reflecting(#2), Problem Solving(#3): ~ critical summary of personal coaching-mentoring process ~ analysis of conversations are made (strengths & weaknesses) ~ coaching tools/skills are addressed ~ self-assessment is made (~3 pages each)

Please note: The MSMU Faculty Assembly approved the following syllabus template at the March

READING RESPONSES		
	0 point	**1 point**
Quote	Quote is missing or unrelated to reading.	Quote is cited from readings. Quote is pertinent to the day's topic. Quote is cited.
Response	Quote does not allude to enlightening (ah-ha!), questionable (?), or agreement with (!) text. There is no discussion on the readings.	Quote is labeled as enlightening (ah-ha!), questionable (?), or are in agreement with (!). There is a discussion in reference to student's process.
Professional, Error-free Writing	Writing needs major revision to meet professional, error-free writing standards.	Writing is professional, in the student's own words, and contains only a few spelling or grammatical errors; minor revisions may be needed.
APA Style (6th edition)	APA formatting contains significant errors that need to be addressed.	Mostly follows APA formatting guidelines, but minor revisions are needed.

2009 meeting. The LACE Course Objectives and Student Learning Outcomes were developed by Curriculum Committee and the Academic Leadership Council, and are directly based on the language submitted to faculty when LACE was approved by the Faculty Assembly on March 11, 2016. Faculty members on both campuses and in all programs are required to use this template. Specific departments or programs may have additional elements/requirements (e.g., assessment guidelines, lab protocols, clinical requirements, etc.). Faculty can check with their Chair/Program Director to see if there are additional sections to include—preferably, Chairs and Directors will notify their faculty should that be the case. Student Credit Hour Policy added Fall 2012. Academic Integrity statement added Spring 2017. Academic Freedom statement updated Spring 2018. Optional syllabus language around Title IX and confidentiality updated December 2018. Audio/Video recording notice added to the Disability Statement Fall 2019. Potential COVID-19 Disruption Statement (p.5) and COVID-19 Campus PPE Policy (p. 5) added for Fall 2020. No updates for Spring 2021.