

Teacher Leadership: Mentoring, Coaching, and Collaboration

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Educators examine teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding their sphere of influence beyond the walls of the classroom. In this course, educators explore mentoring and coaching models designed to promote the professional growth of their colleagues. They apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher-development cycle. Educators also compare various forms of collaboration, focusing on the interpersonal and communication-based aspects.

This course is designed for K–12 classroom teachers, lead teachers, curriculum coordinators, and subject teachers.

COURSE TOPICS

- Introduction to mentoring, coaching, and collaboration
- Understanding yourself and others as adult learners
- Mentoring
- Content and instructional coaching
- Cognitive coaching and collegial coaching
- Communication
- Overcoming challenges

COURSE OUTCOMES

By the end of the course, educators will:

- Explore the various roles of teacher-leaders and relate them to personal experiences.
- Engage in self-examination of hidden biases that may negatively impact their interactions with others; self-assess their personality types and identify benefits and challenges of collaborating with adults of different personalities.
- Conduct and analyze the results of an interview with a collaborative colleague to inform a potential coaching relationship.
- Evaluate mentoring programs based on the characteristics of an effective program.
- Analyze a classroom lesson debriefing session between mentor and mentee to identify effective mentoring practices.
- Apply understanding of an instructional coaching model to evaluate a coaching demonstration.
- Evaluate the needs of a collaborative colleague to determine how best to provide coaching.
- Make plans for an instructional coaching session.
- Compare and contrast the purposes and processes of content coaching with those of instructional coaching (online format only).
- Plan for and engage in content coaching dialogue with their collaborative colleague to address core issues of lesson design in a particular content area (online format only).
- Determine changes they will make in their thinking and mindset based on the attributes of effective cognitive coaching (online format only).
- Analyze four coaching models to determine the pros and cons of each.
- Explain why the premises and process of collegial coaching preclude it from teacher evaluation (online format only).

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Dialogue Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are three quizzes, each reviewing several sections of content.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Teacher Leadership: Mentoring, Coaching, and Collaboration*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2008). *Teaching leadership: Mentoring, coaching, and collaboration with colleagues*. Baltimore: Executive Producer.
- The course textbook(s):
 - Corwin Press, Inc. (Ed.). (2008). *Mentoring, coaching, and collaboration*. Thousand Oaks, CA: Editor.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - *Teacher Leadership: Mentoring, Coaching, and Collaboration*
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2008). *Teaching leadership: Mentoring, coaching, and collaboration with colleagues*. Baltimore: Executive Producer.
- The course textbook(s):
 - Corwin Press, Inc. (Ed.). (2008). *Mentoring, coaching and collaboration*. Thousand Oaks, CA: Editor.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Arthur L. Costa, Ed.D.

Dr. Arthur L. Costa is professor emeritus in the School of Education at California State University, Sacramento. He is the former national president of the Association for Supervision and Curriculum Development (ASCD). Dr. Costa has worked with educational associations around the globe and has authored more than 100 journal articles, books, and papers.

Jane Ellison, Ed.D.

Dr. Jane Ellison is co-director of the Center for Cognitive CoachingSM. She provides training and consultation in the areas of Cognitive CoachingSM, adaptive schools, change and transition, quality professional and organizational development, curriculum development, effective instruction, supervision, and facilitation.

Andy Hargreaves, Ph.D.

Dr. Andy Hargreaves is the Thomas More Brennan Chair in Education at the Lynch School of Education, Boston College. His teaching and research concentrates on sustainable leadership, professional learning communities, educational change, and the emotions of teaching.

Jane A. G. Kise, Ed.D.

Dr. Jane A. G. Kise is an educational consultant specializing in team building, coaching, and school staff development. She holds a Master of Business Administration in finance and a doctorate in educational leadership. She is also the co-author of more than 20 books, including *Introduction to Type and Coaching* and *Work It Out: Using Personality Type to Improve Team Performance*.

Jim Knight, Ph.D.

Dr. Jim Knight is a research associate at the University of Kansas Center for Research on Learning. Dr. Knight directs Pathways to Success, a whole-school instructional improvement partnership between the University of Kansas and the Topeka (Kan.) Public Schools. He is widely recognized for his international professional development presentations.

Hal Portner, M.Ed.

Hal Portner is a well-known professional development consultant in the field of education. He is the author of several books, such as *Mentoring New Teachers* and *Training Mentors Is Not Enough: Everything Else Schools and Districts Need to Do*. Portner is on the editorial board of *Mentoring & Tutoring: Partnership in Learning*, an international refereed journal.

Marilyn Tabor

Marilyn Tabor is the originator of Coaching for Excellence®, which is an array of programs and processes designed to inspire and shape exceptional performance and professional excellence. She is known throughout the United States for her particular expertise in widely varied applications of coaching that influence individual, group, and organizational development.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.