**Coaching EC/ECE Professionals: Foundation & Organization of**

**Coaching Application: Organization & Self Reflection**

Spring 2014 MED 6201

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**Course Times/Dates:** Saturday, January 11, 2014, 8-12; Saturday, February 1, 2014, 8-12; Saturday, March 1, 2014 8-12; Saturday, March 29, 2014 8-12; Saturday, April 19, 2014, 8-12.

**Time Commitment:** Three University Undergraduate/Graduate School credits: Work will include 20 hours of face-to-face class time; 25 hours of online classroom work; and 15 hours of practical application (coaching site visits and preparation for these visits). There will be additional 90 hours of outside the classroom work including the homework listed below which includes reflection, required reading, writing, and self-initiated related reading/research [CPPM-5].

**Course Description:**

Educator coaching is an evidence-based strategy to increase program quality and teacher effectiveness in early childhood/early childhood education classrooms, programs, and home delivery systems. This course will train EC/ECE coaches using material from research-based sources, program experiences, and related theory. Participants will learn recommended practices in coaching related to early childhood and develop a systematic, individualized approach to effective coaching. Participants will learn practical strategies for coaching early childhood staff of diverse backgrounds and varying adult learning styles. Materials and discussions will include theory, research, interpersonal communication skills, and a systematic approach to more intentional coaching. Students will apply these strategies to Case Studies and field work experiences throughout the course and will participate in hands-on activities in class to apply new skills. Educator coaching skills will apply to any early childhood/early childhood education curriculum or model.

Students will learn theoretical perspectives that support coaching practices and make connections between recommended practices and the various theories. Students will be encouraged to engage in self-reflection and to share ideas, successes, and challenges with the other students in this course directly and through the course shell. Students will apply program materials to fieldwork assignments. This is course 1 of a three course series for the Utah Coaching Certificate of Completion.

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| Course Objectives | Met by… |
| Develop an understanding of the theoretical foundations of recommended coaching practices | Readings, class content, article response papers, research presentation |
| Identify behavioral practices of an effective coach. | Readings, class content, in-class activities, reflections, philosophy, research presentation |
| Identify and describe major principles of recommended practices for coaching in EC/ECE . | Readings, class content, discussions, in-class activities, research presentation |
| Reflect on own coaching practices. | Field assignments, reflections, in-class activities, discussions |
| Consider and practice the use of video for improving coaching skills and the delivery of the coaching process. | Field assignments, discussions, reflections |
| Apply appropriate communication skills with a diverse range of adult/teacher learners. | Field assignments, in-class activities |
| Implement coaching action plans and track coaching progress. | Field assignments, reflections |
| Consider sustainability and advocacy in coaching systems. | Readings, class content, discussions, in-class activities |
| Build a community of coaches. | Group work, class participation |

***The objectives for this course directly address NAEYC professional standard 6 a, b, c d, e and UETS 8 b, d, f; 9 c, d, e.***

**Readings for all homework assignments will be online via Canvas**. There will be research articles (on Canvas) and chapters from the following books.

Aguilar, E. (2013). *The art of coaching*. San Francisco, CA: John Wiley & Sons.

Bloom, P. (2005). *Blueprint for action: Achieving center-based change through staff development, (2nd ed.).*  Lake Forest, IL: New Horizons.

Carter, M., & Curtis, D. (2010). *The visionary director* (2nd ed.)*.*  St. Paul, MN: Red Leaf Press.

Rush, D., & Shelden, M. (2011). *The early childhood coaching handbook*. Baltimore, MD:Brookes Publishing Co.

**Participation**

**In-class (100 pts):** Attend, participate, and demonstrate understanding of content through participating in discussions, activities, reflections and assignments with fellow students and instructors during classes.

**Online Discussions (200 pts):** Participation in online discussions is an important part of the homework requirements. The purpose of these discussions is to have a place to think about a focused topic, to be able to raise questions in a timely manner, tie in current research, and to learn from each other. Once you give a first answer to the question raised, continue participating in the discussion by reading all classmates’ responses and adding more responses of your own. The ongoing nature of these discussions is what makes them work! If you leave your participation until the last minute before the due date, you and the whole group lose the valuable round robin nature of this process – which in turn will not receive full credit/points. Like all learning, the more you put into this, the more you will get out of it. Your responses need not be lengthy, but giving specifics will be helpful to all.

**Ethics and Honesty**

As a student you have the right and duty to have this educational experience free of dishonesty. You are expected to conduct yourself with the highest level of integrity. Complete academic honesty is expected in this course. Cheating on exams or plagiarism on written assignments (including unauthorized collaboration) will result in a failing grade and may result in further action according to University policy [PPM 6-22 IV D].

**Emergency Closure**

If for any reason the university is forced to close for an extended period of time, we will conduct our class online via CANVAS. In this case, you will receive communication from me through CANVAS and your Weber e-mail.

**Grades**

Students must have a grade of C or better in all classes applied toward their certificate and a cumulative GPA of 3.0 (B average) or higher for the certificate to be transcribed. In some cases, courses with a grade of C may not count toward a BS or MA degree depending on specific degree program requirements.

**Late assignments**

Late assignments will be accepted up to 24 hours after the due date. Assignments are considered late if they are not turned in by the beginning of class on the due date. Late assignments receive 20% reduced credit. Assignments turned in after this point will not receive any credit.

**Incomplete Policy**

Assignment of an incomplete grade may be given if you: 1). have satisfactorily completed at least 80% of the required coursework, 2). Are unable to complete the class work for a legitimate reason (such as illness or accident) and, 3). Are able complete the required work without re-registering for the class [PPM 4-19].

**Student Conduct**

Students have an obligation to conduct themselves at all times in a manner that reflects honesty, integrity, and respect for others.

***Electronic devices*:** During class, all pagers and cell phones should be turned off or in vibrate mode. Use of laptops in class should be limited to accessing the course online supplemental shell and/or Internet search related to in-class assignments only. ***Answering email, texting, or searching the web during lecture or class discussions is not appropriate.*** Everyone is expected to show consideration and respectful listening skills during class discussions and presentations.

***Attendance:*** Attendance and participation is expected at all face-to-face class meetings of this course. This class meets five times facet-to-face, ***100% attendance*** is important and expected. There are no make-up opportunities for missed class time.

**Student Support**

***Students with Disabilities:*** “When students seek accommodation in a regularly scheduled course, they have the responsibility to make such requests at the Center for Students with Disabilities before the beginning of the quarter [semester] in which the accommodation is being requested. When a student fails to make such arrangements, interim accommodations can be made by the instructor, pending the determination of the request for a permanent accommodation” [PPM 3-34].

Any student requiring accommodations or services due to disability must contact Services for Students with Disabilities (SDD) in room 181 of the Student Services Center (801-626-6413). If a student has any physical disabilities or other concerns that will be likely to require some accommodation on the part of the instructor, these must be made known to the instructor as soon as possible. Visit <http://www.weber.edu/ssd/ssd_policy.html> for more information.

***Writing Support:*** The Writing Center offers free assistance in the development and composition of papers. It is located in Elizabeth Hall Room #210 (801-626-6463). The computer labs provide free use of computers. Their locations are: Library room 138, Building 4 room 505, Science Lab room 288, Union Building SU 310, Social Science Building room 036, Wattis Building room 205, and on the Davis campus room D2 205.

**Grading**

Your grade will be based on the total points earned on the discussion posts, coaching experience documentation and reflection, coaching video with reflection, class participation, and a research presentation. I do not grade on a curve, and there are ***no extra credit options available***. A total of 725 points is possible. The grade distribution follows:

A 94-100% B- 80-82% D+ 67-69%

A- 90-93% C+ 77-79% D 63-66%

B+ 87-89% C 73-76% D- 60-62%

B 83-86% C- 70-72% E 59% and below

**Point Values by Assignment**

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| Discussions | 200 pts |
| Coaching Experience Documentation | 75 pts |
| Reflective Experience Papers | 60 pts |
| Attendance/Participation Points | 100 pts |
| Coaching Video w/ Reflection | 100 pts |
| Philosophy | 45 pts |
| Article Response Papers | 70 pts |
| Inquiry & Presentation | 75 pts |
| **TOTAL POINTS** | **725 pts** |

**Detailed Description of Assignments**

**Coaching Experience Documentation (75 pts)**

During this course you are required to apply course content while in an actual coaching relationship. For each coaching visit, you will complete documentation of the experience.

**Reflective Experience Papers (60 pts)**

A valuable part of the caching process is refection. As you gather information through the above documentation, write 1-2 page paper of your reactions to how well (or poorly) these forms worked in your situation. This paper should be clear and succinct, show depth of reflection, and follow full APA formatting.

**Coaching Video w/ Reflection (100 pts**)

Videotape yourself coaching for 5-8 minutes. Place this video on Canvas so your instructor can view it, and it can be used in an activity during class. Submit a short paper about your video including: 1) a single paragraph describing the coaching activity you videoed and its objective, 2) two paragraphs explaining your discussion with your adult learner after the videoing took place, and 3) two-three paragraphs of self-reflection about the video. This paper should be clear and succinct, show depth of reflection, and follow full APA formatting.

Note: Referencing the CDE Results Matter work may be very helpful to you. These videos are short and to the point. <http://www.cde.state.co.us/resultsmatter/RMVideoSeries_PracticesHereAndThere.htm#top>

**Philosophy (45 pts)**

If someone asked you to explain your philosophy of coaching, what would you say? How would you begin to formulate a statement that captures the essence of your belief about coaching?

A philosophy has been defined as a vision, critical rationale, and a sense of purpose (Brookfield, 1990) that reflects your personal core tenets, beliefs, and assumptions that influence how you will act as a teacher/professional (Fuhrman & Grasha, 1983). A coaching philosophy is a statement of reflection about what you will do as a coach. Your beliefs influence your action. It has been recognized by many coaches that the process of identifying a personal coaching philosophy and continuously examining, testifying, and verifying this philosophy can lead to change of coaching behaviors and ultimately enhance professional and personal growth.

Your philosophy statement should be 2-3 pages, be written in the first person, and follow APA formatting requirements (title page, headings, page numbers, running head, in-test citations, etc.).

**Article Response Papers (70 points)**

Over the semester, submit ten Article Responses (only weeks 2-14 are eligible for this assignment) at the start of class. You may choose which 8 of the 13 possible weeks you submit an article reflection. For this assignment, submit a 1 -2 page reflection of the assigned readings. There are 10 possible points earned for quality of thought, quality of writing, and integration (1 very poor – 8 (excellent), with 10 as outstanding. I expect graduate level, academic writing, and not personal opinion. You may use outside academic references, but you don’t have to. Your lowest score will be dropped. For some weeks there will be 1-2 guided questions posted on canvas, but some weeks are open. Even on week’s where there are guided questions or directions, you can choose a reflection topic of your own. You do not need a cover sheet

**Coaching Inquiry and Presentation (75 pts)**

This is an opportunity for you to develop a deeper understanding of a special interest topic related to coaching. You will need to develop a research question based on your chosen topic, find 10-15 current articles that address your questions. You will synthesize the information, tying it to a theoretical framework in a five page paper, and present the highlights of your findings in a presentation at our final class meeting. Topics must be submitted and approved by the instructor by the 8th week of class. This presentation should be 20-25 minutes in length.

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| **DATE** | **CLASS TOPICS** | **ASSIGNMENTS Due Prior to Class Meeting Date** |
| **January 11th** | Coaching in history and in other professions  Coaching situations  Attributes of an effective coach  Goals of coaching | * Read *Utah Coaching Competencies (found on Canvas)* and consider how these relate to your work situation. Identify which competency or section best applies to you. Be prepared to discuss the Competencies at first class meeting. * Review the Coaching Self- Evaluation Checklist as a pretest for yourself. * Identify member of an EC/ECE program, school, parent, organization to be the person you will coach for Field Work Assignment. This should be related to your current job/position you hold or want to acquire. You may coach a parent if that is your area of interest. You will be required to coach this person 4 times throughout the semester. Discuss 4 dates with your adult learner for coaching site visits of approximately 1.5 hours each. These dates can always be revised if needed, but it is recommended to plan now. * Online Discussions   + Participate in the topics listed on the online threaded discussion     - For each of the topics, post your own answer and respond to ***at least*** 2 postings by classmates. * Read through this syllabus document carefully so as to be familiar with the policies and expectations as well as the class topics and homework. * Read assigned readings found on Canvas * Explore Canvas as is a very helpful in terms of understanding requirements and grading. |
| **February 1st** | *Coaching Competencies Model*  Individualizing coaching to meet adult learner's adult learning style  Application of Case Studies  Aspects of coaching site visits | * Online Classroom posts:   + Synthesizing and analyzing readings   + Reflecting conferencing * Online Discussions   + Participate in 2 topics listed on the online threaded discussion     - For each of the two topics, post your own answer and respond to at least 2 postings by classmates.   Conduct initial coaching visits and submit the following (forms can be accessed on the course shell: complete set (including, Reaction to Forms paper below).  1. Begin with a very *short paragraph*giving the background of your chosen coaching situation, including the adult learner’s job, the classroom or community setting, and the ages of children served.  2.  *Initial Planning Conference Questions*: Note at the top of the page whether adult learner answered these on their own or coach and adult learner discussed together.  3.  *Goals Blueprint*: Note at the top of the page whether adult learner answered these on their own or coach and adult learner were present together. If the latter, briefly explain how you guided her.  *4.  Adult learner Action Plan*  5.  *Coach Action Plan.*Remember to specify which coaching techniques you will use.  6.  *Coaching Timeline*for January - April. Remember that your third and last homework is due by April 19th so schedule your three-four coaching site visits accordingly. Clearly you are projecting forward and so these dates will be educated guesses and can be modified as you move ahead. Think about which coaching strategies you will use for each visit and indicate these where appropriate.  7.  *Write 1-1.5 page paper*of your reactions to how well (or poorly) these forms worked in your situation. |
| **March 1st** | Coaching techniques  Systematic approach to coaching: Stages of the coaching process  Paperwork and suggested record-keeping forms  Field Work Assignment | * Online Classroom Post   + synthesizing and analyzing readings * Online Discussions   + Participate in 2  topics listed on the online threaded discussion     - For each of the two topics, post your own answer and respond to at least 2 postings by classmates. * Conduct your next coaching visit and complete the following using your Action Plan as a guide.   + - * *Coaching Contact/Visit Summary;*       * Updated *Adult learner Coach Action Plans*with revisions in red; and       * Updated *Coach Action Plan*with revisions in red.       * Write a one page paper reflecting on how your coaching is going, comments on the process we are using, things you are learning, questions you would like answered. |
| **March 29th** | Common issues in coaching  Reflective conferencing: Useful language styles  Problem solving steps  Difficult conversations Role plays  The art of feedback  Videotaping  to improve coaching practices | * Online Classroom Post   + synthesizing and analyzing readings * Online Discussions   + Participate in 2  topics listed on the online threaded discussion     - For each of the two topics, post your own answer and respond to at least 2 postings by classmates. * Conduct your next coaching visit and complete the following using your Action Plan as a guide. * *Coaching Contact/Visit Summary;* * Updated *Adult learner Coach Action Plans*with revisions in red; and * Updated *Coach Action Plan*with revisions in red. * Write a one page paper reflecting on how your coaching is going, comments onthe process we are using, things you are learning, questions you would like answered. |
| **April 19th** | Systematic approach to coaching: Stages of the coaching process  Paper work and suggested record-keeping forms  Application of Case Studies  Coaching related to families with children with special needs  End of coaching year assessments, feedback and reflection  Field Work Assignments reporting | * Online Classroom Post   + synthesizing and analyzing readings * Online Discussions   + Participate in 2  topics listed on the online threaded discussion     - For each of the two topics, post your own answer and respond to at least 2 postings by classmates. * Videotape yourself coaching for 5-8 minute. * Research Presentation |