**Coaching EC/ECE Professionals:**

**Connecting Awareness with Application & Deepening of Practice**

Summer 2014 MED 6202

Instructor: Carrie L. Ota, Ph.D.

E-mail: [carrieota@weber.edu](mailto:carrieota@weber.edu)

Phone: 385-244-0098

Office: ED 244

Office Hours: M, W 12:45- 2:45, T 10:30-11:30 or by appointment

**Course Times/Dates:** Saturday, May 10, 2014, 8-12; Saturday, May 31, 2014, 8-12; Saturday, June 28, 2014, 8-12; Saturday, July 19, 2014, 8-12; Saturday, August 9, 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:**

Becoming an effective educator coach is a result of theoretical understanding, introspection, thoughtful planning, application of coaching skills and knowledge, and continuous self–improvement. This course will identify effective ongoing support strategies for individuals providing educator coaching. Participants will integrate skills with effective application in real life coaching experiences. Discussions will include self-reflective practices, self- directed action, planning and goal setting, and managing progress and accountability. Students will apply these strategies to case studies and real life experiences throughout the course. Students will be encouraged to engage in self-reflection and share ideas, successes, and challenges with other students in this course.

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 the course 2 in a three course series for the Utah Coaching Certificate of Completion. Prerequisite: CHF 4201/MeD 6201 or permission from instructor.

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| Objectives |
| To understand the importance of the coaching partnerships. |
| Develop and understanding dynamic process of the learning relationship |
| Explain the role of the coach in facilitating adult learner’s cycle of inquiry. |
| Practice and reflect on the parallel process of coaching. |
| Increase self-reflection and experimentation as primary learning strategies. |
| Build confidence in skills that assist adult learners in developing self-awareness, self-reflection, and self-directed action to benefit the children and families whom the adult learner serves. |
| Explain the purpose of coaching and the qualities of an effective coach and identify relationship-based professional development strategies and models |
| Analyze the unique characteristics and role of the coach. |

***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 (found on Canvas) and chapters from the below books.

Humphryes, J. & Wolfsong, S. (2012). *Journal for coaches: Guiding potentials by opening hearts to joy.* Joy-Full Connections. www.joy-fullconnections.org

Lipton, L., & Wellman, B. (2003). *Mentoring matters: A practical guide to learning- focused relationships* (2nd ed.). Sherman, CT: MiraVia, LLC.

Scharmer, C. O. (2009). *Theory U.* San Fransisco, CA: Berrett-Koehler Publishers, Inc.

**Participation**

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

**Online Discussions:** 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 make 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 an 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, and class participation. I do not grade on a curve, and there are ***no extra credit options available***. A total of 695 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

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| **Assignments** | **Point Value** | **DATE DUE** |
| **Class Participation:** (20 points/ class) | 100 points | Ongoing |
| **Coaching Journal** (20 points for each of 3 submissions) | 60 points | 5/30; 6/27; 7/18 |
| **Videotaped Coaching Session and Reflection** | 75 points | 8/8 |
| **Field Work and Reflections (25 points for each of 3 contacts**  **with adult learner and Reflections of the visit)** | 75 points | 5/30; 6/27; 7/18 |
| **Professional Development Plan** (15 points) **and Reflection**  **Paper** (20 points) | 35 points | 5/30 |
| **Coaching Resource Matrix** | 50 points | 6/27 |
| **Online Discussion** | 200 points | Weekly |
| **Model Presentation and Handout** | 100 points | TBA |
| **Literature Review** | 100 points | 8/9 |
| **Total possible points** | **695 points** |  |

**Detailed Descriptions of Assignments**

**Coaching Journal (3 x20 = 60 pts):** Knowing one-self and ongoing, honest self-reflection are critical elements of the heartened and intentional coach; this Journal is designed to support you becoming just that! Discussion about the information in the Journal will be presented in class; then you will complete the sections and submit as follows: Section 1 following weekend 1 class, Sections 2 & 3 following weekend 2 class, and Section 4 following weekend 3 class. A sign-up sheet will be distributed during weekend class 1 and 2 for 1 hour phone sessions following the submission of your Journal to discuss your responses in more depth and respond to any questions you may have *(2 sessions total)*.

**Videotaped Coaching Session, Review and Reflection (75 pts):** During this semestervideotape a coaching session demonstrating the depth of understanding of your coaching practice as related to a planning or reflective conversation*.* Choose a 5 minute section that highlights these skills you have learned this semester. In class, you and a small group of peers will review your segment and complete the Coaching Session Video Review Rubric. Upload the Videotaped Coaching Session and your Coaching Session Reflection to the course shell, and submit all Coaching Session Video Peer Review Rubrics to the instructors the last Saturday of class.

**Field Work and Reflections (3 x 25 = 75 pts):** Field Work involves an estimate of up to 45 hours in planning for, time with, and reflection on your coaching sessions throughout the semester. Identify a person you will coach for your Field Work this semester and co-create a professional relationship action plan for this semester’s sessions with that adult learner, e.g., Coaching Relationship Agreement *(handout),* Adult learner and Coach Action Plan *(Course 1 handout),* Learning-Focused Growth Plan *(Mentoring Matters).* Submit a Field Work Reflection following each of three sessions.

**Professional Development Plan (15 pts):** Review the Colorado Coaching Consortium’s Coaching Competencies and complete the Self Assessment Tool. From what you have determined as “Target for Training”, establish personal and/or professional goals for this semester and enter onto the Coach Professional Development Plan *(handout). Submit the completed Self Assessment Tool and the Coach PD Plan for review.*

**Professional Development Plan Reflection Paper (20 pts):** At the end of the semester, review your personal and/or professional goal(s) set for yourself at the beginning of the semester on your Coach Professional Development Plan and note your progress. Write a 3 page typed paper summarizing your learning leading to the successful attainment of your goals as set on Professional Development Plan. Please include a summary of any unexpected learning as well. Submit the completed Self Assessment Tool, the Coach PD Plan, and the PD Plan Reflection Paper for review.

**Coaching Resource Matrix (50 pts):** Read Scharmer, (2009), Lipton & Wellman, (2003), and Humphryes & Wolfsong, (2012). Complete the matrix *(handout)* using these three resources comparing theory with practical application and personal reflection, and how they inform each other. Bring your completed matrix to class for use in a small group activity, and then submit to instructor.

**Online Discussion (200 pts)**: Participate in the online threaded discussions posted to the supplemental course shell. These will occur for one week between each.

**Model Presentation and Handout (100 pts):** During the semester, you will be a part of a presentation (60-75 minutes) on a coaching model of your choice (2-3 per group). The presentation should be informational (e.g., powerpoint), provide examples (e.g., video clips), and also be experiential (e.g., role plays). The presentation must also include a handout. It is crucial that this presentation demonstrate that you have extended your knowledge beyond the readings for class.

**Literature Review and Write-up (100 pts):**

You will need to choose a topic of interest related to coaching, review the existing research base on the topic, synthesize the information, and write a literature review.

A literature review summarizes, interprets, and critically evaluates existing "literature" (or published material) in order to establish current knowledge of a subject. The purpose for doing so relates to ongoing research to develop that knowledge: the literature review may resolve a controversy, establish the need for additional research, and/or define a topic of inquiry. A literature review answers the following:

1. What do we know about the area of inquiry?

2. What are the relationships between key concepts, factors, and variables?

3. What are the current theories that apply/explain/support?

4. What are the inconsistencies and other shortcomings?

5. What needs further testing because evidence is lacking, inconclusive, contradictory, limited?

6. What designs or methods are faulty?

7. Why study this question further?

Your final paper should be 10-15 pages (excluding title page and references) and follow APA writing style and formatting.

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| **DATES** | **TOPICS AND ACTIVITIES** | **READING & ASSIGNMENTS Due Prior to Class Meeting** |
| May 10th  ***It’s all about YOU!*** | 1. Welcome and Class Logistics  2. Review Coaching Competencies, Self- assessment Tool, Professional Development Plan and Codes of Ethics**.**  3. Introduction to *Theory U*  4. Attachment in adults and their relationships | **Reading:** *Coaching Competencies, Self-assessment, Professional Development Plan NAEYC and ICF Code of Ethics.*  **Assignment:** Read and review the Coaching Competencies on [www.cocoaches.net a](http://www.cocoaches.net/)nd complete the Self -Assessment Tool. Determine “Target for Training” for each criterion. Establish personal and/or professional goal(s) for this semester and enter onto the Coach Professional Development Plan *(handout)* to inform your final Professional Development Plan Reflection Paper*.*  **Reading:** *Theory U*, Part I, Chapters  1- 7, pgs. 23-118.  **Reading:** *Coaching Journal*, Section  1, pgs. 3-20.  **Assignment:** Respond to all questions in *Coaching Journal* Section 1.  **Reading:** *Mentoring Matters*, Section 2: pgs.19-31. |
| May 31st | 1. Identify Personal Coaching Style and Preferences 2. Building and Maintaining Relationships 3. Adult learner characteristics    1. Biases, including understanding of cultural mores *(throughout course)*    2. Clarifying roles and responsibilities    3. Personal and Professional Boundaries 4. Application: Expanding Skills    1. Coaching relationship agreements    2. Ongoing support for coaching | **Assignment:** Identify the person you will coach for your Field Work this semester and co-create a professional relationship action plan for this semester’s sessions with that adult learner.  **Assignment:** Online Discussion Participate in class online discussion in college course shell.  **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. |
| June 28th | 1. Deepening Coaching Skills  a. Conscious Communication Skills   * Attending, Listening, Paraphrasing * Questioning * Reflective Practice, Assertion Skills, Collaborative Problem Solving   b. Promoting Adult learner’s Reflective & Meta  Cognitive Thinking   * Learning cycles and activators * Scaffold thinking from adult learner’s perspective * Evaluate alignment of values, goals, and actions * Parallel Process * Power relationships * Identify strengths and areas for learning/growth * Opening the door of possibilities   c. Planning and reflective conversations  2. Ongoing Support & Application  a. Review goals set in general coaching agreements for inclusiveness of concerns and learning, and prioritize actions.  b. Reflect on successes and adjust actions as needed.  c. Journaling for Adult learners  3. Application: Expanding Skills | **Reading:** Mentoring Matters.  Sections 3 & 4, pp. 35-63  **Reading:** Coaching Journal  Sections 2 & 3, pp. 21-36  **Assignment:** Respond to all questions in Coaching Journal Section 2 & 3.  **Reading:** Theory U, Part II, Chapters 8-14, pgs. 119-230.  **Assignment:** Coaching Resource Matrix (Handout). Read Scharmer (2009), Lipton & Wellman, (2003). Complete the matrix using these two resources. Bring completed matrix to class for use in a small group activity  **Assignment:** Complete the Field Work Reflection Form and submit to instructor following your first coaching session.  **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. |
| August 9th | 1. Entering the Gate of Change – Deepening self-discovery and learning.  a. Affirmations  2. Application: Expanding Skills  Reflect on coaching best practices & issues.  a. Assessing success of the adult learner  b. Assessing success of the coaching partnership  c. Practical Application analysis   * Self * Group   3. Deepening Self-Assessment Skills  a. Protocols for self-reflection  b. Influence on Adult learner’s performance and outcomes  d. Peer coaching –provide and receive e. Peer review  f. Professional Learning Communities  g. Networking h. Journaling  i. Skills Assessment  4. Revisiting Theory U  a. Where are you?  b. What are you letting go?  c. What are you letting come? | **Reading:** Coaching Journal, Section 4,  pgs. 37-59.  **Assignment:** Respond to all questions in Coaching Journal Section 4.  **Reading:** Mentoring Matters. Section 5, pgs. 65-79.  **Assignment:** Videotape your final coaching session demonstrating the depth of understanding of your coaching practice as related to a planning or reflective conversation. Choose a 5 minute section that highlights these skills you have learned this semester. In class, you and a small group of peers will review your segment and complete the Coaching Session Video Peer Review Rubric. Bring a laptop (if you have one) to class.  Submit the Videotaped Coaching  Session and your Coaching Session Reflection by uploading it to the course shell, and submit all Coaching Session Peer Review Rubrics to the instructors the last Saturday of class.  **Assignment:** Complete the Field Work Reflection Form and submit to instructor following your second coaching session.  **Assignment:** Review your personal and/or professional goal(s) set for yourself at the beginning of the semester  on your Coach Professional Development  Plan and note your progress. Write a 3 page paper summarizing your learning  leading to the successful attainment of  your goals as set on your Professional  Development Plan. Please include a summary of any unexpected learning as well. Submit for review along with your completed PD Plan.  **Assignment:** Literature Review  **Assignment:** Complete the “Evaluation” for Course 2. |