**Coaching EC/ECE Professionals: Attuning for Personal and Organizational Change**

Fall 2014 EDUC 6203

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**Course Times/Dates: :** Saturday, August 30, 2014, 8-12; Saturday, September, 20, 2014, 8-12; Saturday, October, 4, 2014, 8-12; Saturday, November 8, 2014, 8-12; Saturday, December 6, 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:**

The success of the coaching relationship has been based on the trusting relationship between two peers, coach, and adult learner, through a collaborative process of co-learning. The opportunity for the adult learner to self-monitor, self-analyze, and self-modify enhances the adult learner’s own resourcefulness and alters his/her own personal understanding. In addition, when the act of coaching is a collaborative process, the coach is also allowed the same opportunity to reflect on self as part of their learning. This course is designed to support the educator coach in creating a social learning climate where a synergy of shared learning and reflective dialogue about practice are examined, analyzed and refined. Participants will integrate skills from Course 1 and 2 with opportunities to engage in conducting and constructing ongoing support strategies the educator coach can apply, refine and alter based on the adult learners’ needs, readiness, and values about practice. Using evidence-based strategies and protocols, coaching for organizational change in diverse settings (home- based programming, early care settings, classrooms, and school districts, etc.), and identifying effective ongoing personal supports will also be addressed. Students will apply these strategies to case studies and real life experiences throughout the 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 course 3 of a three course series for the Utah Coaching Certificate of Completion. Prerequisite: CHF 4201/MED 6201 and CHF 4202/MED 6202 or permission of instructor.

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| Objectives |
| Identify personal skills/traits that contribute to personal coaching strategies/beliefs. |
| Develop personal theory of change. |
| Critically analyze and select coaching strategies. |
| To recognize the systems within their own organization and how their personal contribution promotes or hinders change. |
| Describe the developmental process of change, resistance to change, conflict, and transformation possible in a coach – adult learner relationship. |
| Explore reflective critical-thinking practices and use a variety of methods to gain an understanding of one’s own practices in coaching. |
| Identify ways to transfer skills from teaching to coaching and leadership |
| Explore transition to a satisfactory conclusion of a coaching relationship and bridge to new support networks. |

***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 and chapters from the below books. Should you decide to purchase these books for your coaching library, information is as follows.

Bloom, P. J*.* (2005). *Blueprint for action: Achieving center-based change through staff development*. Mt Ranier, MD: New Horizons.

Scharmer, C.O. (2009) *Theory U: Leading from the future as it emerges*. San Francisco, CA: Berret-Koehler.

Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2004). *Presence: Human purpose and the field of the future.* New York, NY: Currency Double Day.

**READINGS (choose two)**:

Gladwell, M. (2000). *The Tipping Point: How little things can make a big difference.* New York, NY: Little Brown.

Heath, C., & Heath, D. (2010). *Switch: How to change things when change is hard*. New York, NY: Broadway.

Quinn, R. (2000). *Change the world: How ordinary people can achieve extraordinary results.* San Francisco: Jossey-Bass.

Wheatley, M. J. (2007). *Finding our way: Leadership for an uncertain time*. San Francisco, CA: Berret Koehler.

Wheatley, M.J., & Frieze, D. (2011). *Walk Out Walk On: A learning journey into communities daring to live the future now*. San Francisco, CA: Berret Koehler.

**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 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 face-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 715 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 |
| **Online Discussions:** (10 points each week) | 200 points | Weekly |
| **Paper: Personal Change Theory** | 100 points | 12/6 |
| **Videotaped Coaching Visits and Reflections** | 150 points | 10/4, 11/8 |
| **Leading Learning** | 65 points | 12/6 |
| **Research Prospectus** | 100 points | 12/6 |
| **Total possible points** | 715 points |  |

**Detailed Descriptions of Assignments**

P**ersonal Change Theory Paper (100 pts):** Based on class discussions and activities, course readings, and personal coaching experiences develop and describe your own personal change theory. Provide a detailed explanation of the components of your theory and how you apply your theory to your coaching practice

**Videotaped Coaching Visit and Reflection (150 pts)**: Videotape the coaching visit. Review the video and complete the reflection form. Submit the videotape and completed reflection form.

**Online Discussion (200 pts)**: Participate in the online threaded discussions posted to the supplemental course shell. These will be between each class meeting*.*

**Leading Learning (65 pts):** Professional Study Groups are an evidence-based form of embedded professional development that encourages teachers to assume leadership for their own professional learning. To offer you an opportunity to experience this practice involving a community of learners, you will partner with one or two colleagues in the course to lead the class meeting discussion of the professional book selection during class. As you prepare, include relevant theories and research that supports the suggestions, practices, and perspectives described in the selected book.

**Research Prospectus (100 pts):** A research prospectus is a plan for studying a topic of interest. Prospectuses describe the questions, materials, and methods researchers plan to use in their research. For this assignment, choose a research prospectus on a topic of your choice that is original and in tandem with the course content. Completed prospectus should be less than 10 pages.

Your prospectus should:

* Identify the topic of interest ( i.e., the what and why)
* Provide research questions with relevant hypothesis(es)
* Include an abbreviated literature review of relevant topic(s);
* Present a complete plan for studying the hypotheses (i.e., the how and where)
* Indicate the expected approach to measuring the derivatives and the intended data analyses procedures
* Reflect university-level writing ability; follow the conventions of professional writing; and adhere to APA’s style and formatting mandates

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| **DATES** | **TOPICS AND ACTIVITIES** | **ASSIGNMENTS Due Prior to Class Meeting Date** |
| 8/30 | The Role of the Coach  • Tim Harford: “Trial, Error, and the God Complex”  • Individual Reflection  • Pair/Share  • Group Synoptic  Introductions  Course Overview  Group Norms  The 5 Disciplines  • Group review  Components of a System  • Systems Diagrams & Sharing  • Eric Berlow clip | **Reading**: The Fifth Discipline article |
| 9/20 | How are We with Change?  • Text Rendering  Self and Change Agent  • Puzzle activity  Change Theorists  • Review of major Theorists  Coaching Competencies & Self  Assessment  Coaching Practice  • Peeling the Onion  Closing video clip & Evaluations | **Reading:** Presence, all chapters  **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. |
| 10/4 | Seeing Our Seeing  • First Word, Last Word protocol  Coaching Practice  • Suspension  Seeing From the Whole  • First Word, Last Word protocol  • Eric Berlow clip  Systems Diagrams – New Discoveries?  Seeing from the Heart  • Heartmath | **Reading:** Theory U chapters to be determined  **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.   **Coaching video and reflection** |
| 11/8 | The Eye of the Needle  • Assumptions Card, Stack and  Shuffle  Coaching Role Play Scenario  The Grand Will  • Jill Bolte Taylor: “Stroke of  Insight”  In Dialogue with the Universe  • Discussion  Closing video clip | **Reading:** Articles on Canvas  **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. |
|  | Personal/Professional Boundaries  Coaching practice  Components of a Theory/Review expectations for Personal Change Theory Paper  Chalk Talk  Book Groups  • Individual Instruction  Theory Similarities/Differences  • Group Matrix  Application  • How would you coach?  Closing video clip & | **Reading:** Articles on Canvas  **Individual Reflection and Paper Outline w/feedback**  **Coaching video and reflection**  **Personal Change Theory paper**  **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. |
| 12/6 | Book Group Presentations  Evaluations | **Reading:** Selected book on Change Theory  **Book Group Instruction Plan Presentation**  **Prospectus** |