

University of Texas at El Paso
BED 5337/RED 5350: Mentoring for Literacy Educators
Fall 2018

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EDUC 312

Course Overview:

This course will explore the theory and practice of mentoring, coaching, and teacher development, particularly within the context of literacy education. We will examine topics related to adult/professional learning, communication and feedback practices, teacher reflection, and inquiry-based coaching/mentoring. This is a practicum course, where you will be required to engage in 10 hours of hands-on application of key practices related to mentoring/coaching, resulting in a practicum portfolio due at the end of the semester. The course will be delivered in a hybrid format, where 50% of class time will be face-to-face and 50% of class time will take place online and on-site with your mentoring/coaching practicum.

Course Objectives:

This course aligns with national and state standards for literacy leadership in school settings. In particular, the course aligns with the International Literacy Association's 2010 Standard 6: Professional Learning and Leadership, which has four elements:

ILA 2010 Standard 6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

ILA 2010 Standard 6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

ILA 2010 Standard 6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

ILA 2010 Standard 6.4: Understand and influence local, state, or national policy decisions.

These standards can be found at: <https://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals/standards-2010-standard-6>.

In addition, the course aligns with Standard VI for Texas Master Reading Teachers:

Texas MRT Standard VI: The Master Reading Teacher facilitates appropriate, research-based reading instruction by communicating and collaborating with educational stakeholders; mentoring, coaching, and consulting with colleagues; providing professional development for faculty; and making decisions based on converging evidence from research.

Student Learning Outcomes:

By the end of this course, students should be able to:

- (1) Identify and implement effective mentoring and coaching strategies in educational settings;
- (2) Demonstrate and apply an understanding of adult learning and teacher learning processes;
- (3) Engage in continuous reflection on their practice in teaching (and mentoring/coaching);
- (4) Use video as a tool for self- and collaborative learning about teaching;
- (5) Analyze the roles of literacy coaches and mentors in school settings;
- (6) Apply effective communication and observation/feedback practices in a mentoring/coaching role.

Course Readings:

Required books:

Bean, R.M. (2012). *Best practices for literacy leaders: Keys to school improvement*. New York: Guilford. ISBN: 978-1-60918-941-9. [will be provided in class]

Toll, C.A. (2018). *Educational coaching: A partnership for problem-solving*. Alexandria, VA: ASCD. ISBN: 978-1-4166-2561-2. [Available at the UTEP Bookstore after 9/7 and at online retailers such as Amazon.com or Barnes & Noble.com]

Recommended books:

Dana, Nancy F. and Yendol-Hoppey, Diane (2008). *The reflective educator's guide to professional development: Coaching inquiry-oriented learning communities*. Thousand Oaks, CA: Corwin.

Toll, C.A. (2014). *The literacy coach's survival guide: Essential questions and practical answers (2nd ed)*. Newark, DE: International Reading Association. ISBN: 978-0-87207-156-8. [Available at online retailers such as Amazon.com or Barnes & Noble.com]

Sample required articles: [posted in Blackboard]

Darling-Hammond, L. & Richardson, N. (2009). Teacher learning: What matters? *Educational Leadership*.

Dweck, C.S. (2016/2006). Inside the mindsets. In *Mindset: The New Psychology of Success* (pp.3-41). New York: Ballantine.

Easton, L.B. (2008). From professional development to professional learning. *Phi Delta Kappan*, 89(10), 755-759.

Paley, V.G. (1997). Talking to myself in a daily journal: Reflections of a kindergarten teacher. In *On Becoming a Language Educator: Personal Essays on Professional Development*. Mahawh, NJ: Lawrence Erlbaum.

Palmer, P. (1998). The heart of a teacher: identity and integrity in teaching. In *The courage to teach: Exploring the inner landscape of a teacher's life* (pp. 9-33). San Francisco: Jossey- Bass.

Course Requirements:

Reflective Journal (15 points total – 5 points each) – At the heart of this course are the notions of continuous professional learning and reflective practice. One key mechanism for engaging in continuous learning and reflection is through writing – particularly self-reflective writing such as in a journal. As part of this course, we ask that you start (or continue) the practice of informal

reflective writing based on events/activities/successes/challenges that transpire in your classroom or other professional setting. We encourage you to keep a hand-written or electronic journal in your classroom/work environment. Over the course of the semester, we ask that you submit 3 reflective journals on certain due dates, mostly in the first half of the term. These submissions can be typed; transcribed from your handwritten journal; or scanned copies/photographs of the handwritten journals. The primary audience for these entries is yourself and the professor; these are not meant to be public writings.

Journals should be written in first person and should: (1) describe an event or activity that took place in your classroom/work setting; and (2) your thoughts and reflections on the event/activity. Questions that can guide this reflection include: What happened? What can explain what transpired in this event/activity? How did I handle it? What went well? What could I have done differently or better? What will I do next time?

Reflective journal entries can be as long as needed but no shorter than 300 words. They will be due on Blackboard (under "Reflective Journals") on the dates designated in the course schedule. Points will be deducted for late entries.

Reading Responses (20 points total – 4 points each) – To facilitate understanding of and discussion about the reading, you will be asked to do written responses tied to the required readings. The reading response should be 500-750 words in length, and should achieve three main things: (1) summarize the main arguments of the readings; (2) identify common themes/threads across the readings; and (3) make connections between the theme(s) of the reading and in relationship to your own (present or future) mentoring/coaching practice. You should also include any questions that you thought of while reading.

You will be expected to post your reading response to "Assignments" on Blackboard by the Sunday before class at midnight on the dates designated on the syllabus. There will be five reading responses throughout the semester based on the readings. You can earn up to 4 points for each reading response. Points will be deducted for late responses. A rubric can be found in the appendix, and a template for the response can be found in Blackboard.

Flipgrid Postings (5 points) – During the semester, you will be asked to do video postings using Flipgrid. Please see the syllabus for due dates and Blackboard for specific instructions. Points will be deducted for late submissions.

Teacher Rounds Activity (15 points) – In our class session in Week 7, you will have the opportunity to participate in a Teacher Rounds Activity based on a 5-minute video lesson clip that you record in your classroom/work setting. The products of this activity will be divided into three parts: on-time submission of 5-minute video clip (5 points); participation in in-class Rounds Activity (5 points); reflection on in-class Rounds Activity (5 points). Points will be deducted for late submissions.

Literacy/Instructional Coach Interview (10 points) – Another key component of this course is conducting an interview with a literacy coach or instructional coach. The purpose of the interview is to gain an understanding of how the coach views professional learning and development, and how they view teacher change within the context of literacy/biliteracy instruction. The interview should be approximately 15 minutes in length. As a product of the interview, you will write an interview report, where you summarize the key points made in the interview. The interview report

will be due on Blackboard by October 18 at midnight; you will also submit this report as part of your practicum portfolio at the end of the semester. Points will be deducted for late submissions.

Coaching Project (20 points) – The purpose of the Coaching Project is for you to have the opportunity to apply and reflect on effective, research-based coaching/mentoring practices within the context of a lesson observation with a teacher partner – either from your work/school setting or from the course. As part of the project, you will need to conduct a two Coaching Conversations (Toll, 2018), each preceding and following a 45-minute observation of a literacy/biliteracy lesson led by your partner. During the latter half of the course, you will need to submit three components of the Coaching Project, which will later become part of your practicum portfolio:

- (1) Coaching Conversation #1 – please use template found in Blackboard; due November 4
- (2) Observation Notes – please use template found in Blackboard; due November 11
- (3) Coaching Conversation #2 – please use template found in Blackboard; due November 18
- (4) Reflection on coaching relationship – 300-400 words; due November 25

Practicum Portfolio (15 points) – As the culminating project of the semester, you will be asked to submit a Practicum Portfolio that includes the major work from the semester as well as your reflections on mentoring/coaching. The portfolio should be digital, but in the format of your choice (compiled pdf document; compiled Word document; Weebly site; googlesite; One Drive, etc.). You will need to include the three major projects of the semester: (1) Reflection on Teacher Rounds; (2) Coach Interview Report; and (3) Coaching Project (all four parts).

In addition, you will need to include a final essay of 1,000-1,500 words, where you discuss key themes that arose in your practicum experiences (Teacher Rounds, Interview, Coaching Project) and connect those themes with at least four concepts from the course readings. As part of this essay, you should also reflect on the mentoring/professional development process more generally in order to articulate your own philosophy of mentoring/coaching. In other words, you should address the question of what kind of mentor/coach you would like to be and why. The more connections you make to the course readings (and possibly additional scholarly sources), the better.

Grading:

- A 90-100 points
- B 80-89 points
- C 70-79 points
- D 60-69 points
- F Below 59 points

Assessment of Student Learning Outcomes:

Assignment	Point Value	Learning Outcomes Assessed
Reflective Journal	15 points	#3
Reading Responses	20 points	#1- 6
Flipgrid Postings	5 points	#3, 4
Teacher Rounds Activity	15 points	#1-4, 6
Coach Interview	10 points	#2,5
Coaching Project	20 points	#1,2,3,5,6
Practicum Portfolio	15 points	#1-6

A Note on Research/Inquiry:

The purpose of this course is to prepare master's level students to be effective mentors and facilitators of professional development. As part of this preparation, you will have the opportunity to engage in hands-on data collection and analysis through the mentoring practicum and teacher inquiry projects. Unless you have approval from the Institutional Review Board (IRB), no data collected as part of these projects should under any conditions be presented in any public outlet, for example, in a conference presentation, research colloquium, or publication. All participants shall remain anonymous.

Attendance Policy:

Absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 15% of face-to-face class time) could result in your being dropped from the course.

Disability Policy:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support (CASS) located in Union E Room 106. Students who have been designated as disabled must reactivate their standing with CASS on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Equal Educational Opportunity:

In order to create equal educational opportunities in the class, all students are expected to demonstrate respect for the diverse voices and individual differences in the class. Particularly, no person shall be excluded from participation in, denied benefits of, or be subject to discrimination under any program or activity sponsored or conducted by the University of Texas at El Paso on the basis of race, color, national origin, religion, sex, age, veteran status, disability, or sexual orientation. Any member of the University community who engages in discrimination or other conduct in violation of University policy is subject to the full range of disciplinary action, up to and including separation from the University. Complaints regarding discrimination should be reported to the University's Equal Opportunity Office. Inquiries regarding applicable policies should be addressed to the University's Equal Opportunity Office, Kelly Hall, 3rd Floor, 915.747.5662 or eoaa@utep.edu.

Academic Ethics:

Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Additional Resources:

Journals

The following journals can assist you in your practicum and inquiry project. These are just some examples. Most of them can be found electronically using the UTEP Library website:

Journal of Adolescent & Adult Literacy

The Reading Teacher

Language Arts

English Journal

Voices from the Middle

Research in the Teaching of English

Reading Research Quarterly

International Journal of Bilingual Education & Bilingualism

Bilingual Research Journal

Journal of Bilingual Education Research and Instruction

Professional Organizations

The following professional organizations can also serve as a valuable resource:

International Literacy Association – <https://www.literacyworldwide.org/>

National Council for Teachers of English – <http://www.ncte.org/>

Texas Association for Bilingual Education – <http://www.tabe.org/>

National Association for Bilingual Education – <http://www.nabe.org/>

Books

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. Jossey-Bass.

Birchak, B. et al (1998). *Teacher study groups: Building community through dialogue and reflection*. Urbana, IL: NCTE.

Dozier, C. (2006). *Responsive Literacy Coaching: Tools for Creating and Sustaining Purposeful Change*. Portland, ME: Stenhouse.

Elish-Piper, L., L'Allier, S.K., Manderino, M., and DiDomenico, P. (2016). *Collaborative coaching for disciplinary literacy: Strategies to support teachers in grades 6-12*. Guilford.

McKenna, M.C. and Walpole, S. (2008). *The Literacy Coaching Challenge: Models and Methods for Grades K-8*. New York: Guilford.

Yendol-Hoppey, D. and Dana, N.F. (2007). *The Reflective Educator's Guide to Mentoring: Strengthening Practice through Knowledge, Story, and Metaphor*. Thousand Oaks, CA: Corwin.

Course Schedule:

Date	Topic(s)	Readings & Assignments
Week 1: FTF Aug 27	Introduction to the course Overview of mentoring/coaching and teacher learning/development	<i>(Readings should be completed before class session listed for that week)</i>
Week 2: Online Sept 3 [Labor Day]	Setting the context for mentoring: What does it mean to be a mentor/coach with teachers?	Paley, Talking to myself in a daily journal Palmer, The heart of a teacher: identity and integrity in teaching Reflective Journal #1 (RJ1) due on Blackboard by 9/2 at midnight Flipgrid Posting #1: One point of resonance from Palmer reading due by 9/6 at midnight
Week 3: FTF Sept 10	Mindsets and (professional) learning	Dweck, Fixed and growth mindsets Carol Dweck video: https://www.youtube.com/watch?v=X0mg00SpLU Reading Response #1 (RR1) due on Blackboard by 9/9 at midnight
Week 4: Online Sept 17	Adult/teacher learning: What does it mean to learn in a professional setting?	Easton, From PD to Professional Learning Darling-Hammond & Richardson, Teacher learning ILA Standard 6 & Texas MRT Standard VI Reading Response #2 (RR2) due on Blackboard by 9/16 at midnight Flipgrid Posting #2: Reflection on ILA and TX MRT Standards due by 9/20 at midnight Secure all necessary permissions for video-recording in your classroom Extra credit (2 points): Video selfie exercise due 9/20 by midnight (see Blackboard for details)
Week 5: FTF Sept 24	Coaching and teacher change	Toll, Chapters 1-3 Cuthbertson, Lights, Camera, Action: https://www.teachingquality.org/content/blogs/jessi-ca-cuthbertson/lights-camera-action-reflection-using-video-transform-your

		Reading Response #3 (RR3) due on Blackboard by 9/23 at midnight
Week 6: Online Oct 1	Identifying effective coaching/mentoring practices	Toll, Chapters 4-6 Harvard University, Leveraging video Reflective Journal #2 (RJ2) due on Blackboard by 9/30 at midnight: identify topic/problem that will be the focus of your video observation Record 5-minute video clip and upload to Google Drive by 10/4 at midnight Watch all team members' videos and take observational notes
Week 7: FTF Oct 8	Using video for collaborative professional learning: Key practices <i>[conduct coaching interview]</i>	Troen & Boles, Rounds process Mednick, Teachers working together Reflective Journal #3 (RJ3) due on Blackboard by 10/7 at midnight Teacher Rounds Reflection due on Blackboard by 10/11 at midnight
Week 8: Online Oct 15	Teachers as literacy leaders <i>[conduct coaching interview]</i>	Bean, Chapters 1-2 Reading Response #4 (RR4) due on Blackboard by 10/14 at midnight Coaching Interview Report due on Blackboard by 10/18 at midnight
Week 9: FTF Oct 22	Literacy coaches in elementary and secondary schools	Bean, Chapters 3-4 Reading Response #5 (RR5) due on Blackboard by 10/21 at midnight Bring Coaching Interview Report to class (electronic or hard copy) Submit signed teacher partner commitment letter in class
Week 10: Online Oct 29	Implementing effective coaching conversations in context	Review Toll, Chapters 4-5 Conduct Coaching Conversation #1 with teacher partner

		Coaching Conversation #1 (CC#1) due on Blackboard by 11/4 at midnight
Week 10: FTF Nov 5	Coaching dilemmas	Toll, Chapter 8 Bring CC #1 to class (electronic or hard copy)
Week 11: Online Nov 12	Implementing effective coaching practices in context (Part 1)	Bean, Chapter 7-10 [choose one chapter, based on your area of focus] Conduct in-class observation or modeling with teacher partner Observation Report due on Blackboard by 11/11 at midnight Flipgrid Posting #3: Update on Coaching Project due by 11/15 at midnight
Week 12: Online Nov 19	Implementing effective coaching practices in context (Part 2)	Bean, Chapter 11 Conduct Coaching Conversation #2 with teacher partner Coaching Conversation #2 (CC#2) due on Blackboard by 11/18 at midnight
Week 13: FTF Nov 26	Reading /Literacy Policy and Practice	Bean, Chapter 17 Coaching Project Reflection due on Blackboard by 11/25 at midnight Bring Observation Notes and CC#2 to class (electronic or hard copy)
Week 14: FTF Dec 3	Wrapping up	Presentation of Practicum Portfolios Practicum Portfolio due on Blackboard by 12/10 at midnight