

University of Texas at El Paso
RED 5350: Mentoring/Coaching for Literacy Educators (19025)
Fall 2022 (702)

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Course dates: Oct 17-Dec 2, 2022
Location: Online (Blackboard)
Online office hours: Mon., 3-5pm and by
appt.

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, school change, teacher reflection, cognitive coaching, and communication and feedback practices in coaching/mentoring. This is a practicum course, where you will be required to engage in at least ten hours of hands-on application of key practices related to mentoring/coaching. The course is delivered in an online, asynchronous format (check Blackboard and course schedule for details).

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 IV for Texas Reading Specialists:

Texas Reading Specialist Standard IV – Professional Knowledge and Leadership:

Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

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/instructional 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. (2020). *Best practices for literacy leaders: Keys to school improvement*. New York: Guilford. ISBN: 978-1462542284.

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 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.

Lindsey, D.B., Martinez, R.S., Lindsey, R.B., and Myatt, K.T. (2020). *Culturally proficient coaching: Supporting educators to create equitable schools*, 2nd edition. 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*.

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

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 Assignments:

Please turn in all class assignments on the designated due date. Points will be deducted for late submissions. No submissions will be accepted more than 2 weeks after original due date.

Introductory PPT Slide (4 points) – For this assignment, you will create one PPT slide with words and images that describe you. You may want to include: descriptors about yourself (personally and professionally), your interests/hobbies, and things that you care most about. To frame your introduction, you should either include a 2-3 minute audio recording on the slide, or write 200-300 words in your discussion posting about your slide. The purpose of this assignment is to learn about one another and begin to build our classroom learning community.

Mentoring Background Questionnaire (3 points) - Complete the following background questionnaire on mentoring/coaching. You can access the questionnaire in Blackboard.

Mission/Values Exercise (4 points) – Reflect upon and clarify your core values and personal mission with this exercise.

Reading Responses (20 points total – 5 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 can earn up to 4 points for each reading response. Points will be deducted for late responses. A rubric, as well as a template for the response, can be found in Blackboard.

Discussion Postings (9 points total - 3 points/each) – During the semester, you will be asked to do discussion postings in Blackboard. Please see the syllabus for due dates and Blackboard for specific instructions. Points will be deducted for late submissions.

Literacy/Instructional Coach Interview Report (15 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 November 3 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. [3 points for identifying coach, 12 points for interview report]

Coaching Project (25 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. Please find details, including due dates, in Blackboard.

Final Reflective Essay (20 points) – Your final essay should be 1,000-1,500 words and should discuss key themes that arose in your practicum experiences (Coaching 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 at least one additional scholarly source), 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 |
|---------------------|-------------|----------------------------|
| Reading Responses | 20 points | #1- 6 |
| Discussion Postings | 9 points | #1- 6 |
| Coaching Interview | 15 points | #2,5 |
| Coaching Project | 25 points | #1,2,3,5,6 |
| Final Essay | 20 points | #1-6 |

Netiquette:

As we know, sometimes communication online is distinct from face-to-face communication and presents its own set of challenges. It’s possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of others’ ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [UTEP Help Desk](#), as they are trained specifically in assisting with technological needs of students.

Course Communication:

Communication is a critical part of learning and course delivery. Please utilize these channels of communication for our course:

- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question.

- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the “General Questions/Queries” thread on the discussion boards inside of Blackboard. Please respond to other students’ questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **Online Office Hours:** I will have office hours for your questions and comments about the course. My office hours will be held via email/Zoom on Mondays from 3-5pm.

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:

Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participating in engaging discussion with your peers on the discussion boards (grading rubric provided in the “grading information” area of each forum)
- Other activities as indicated in the weekly modules

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences.

Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

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 Integrity:

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the [Office of Student Conduct and Conflict Resolution \(OSCCR\)](#) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Plagiarism Detecting Software:

Some of your course work and assessments may submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Copyright of Course Materials:

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

University Resources:

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Additional Course-Specific 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/>

Online Course Schedule:

| Date | Topic(s) | Readings/Videos & Assignments |
|--|---|--|
| <p>Week 1: 10/17-10/23</p> | <p>Introduction</p> <p>Setting the context for mentoring/coaching: School change and professional learning</p> <p>Teacher learning/Professional Learning</p> <p>Preview:</p> <ul style="list-style-type: none"> • <i>Identify literacy/ instructional coach for Coaching Interview</i> | <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Easton, “From PD to Professional Learning” • Darling-Hammond & Richardson, Teacher learning • ILA Standards for Specialized Literacy Professionals (video & matrix) <p>Assignments:</p> <ul style="list-style-type: none"> • Self-introduction PPT slide – due by Thursday 10/20 at midnight • Background questionnaire – due by Thursday 10/20 at midnight • Close reading of this syllabus – due by Thursday 10/20 at midnight • Reading Response #1 (RR1) due by Sunday 10/23 at midnight • Identify a literacy leader/literacy coach to interview by Sunday 10/23 |
| <p>Week 2: 10/24-10/30</p> | <p>Reflection and teacher identity</p> <p>Identifying your teaching mission/values</p> <p>Teachers as learners</p> | <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Palmer, The heart of a teacher: identity and integrity in teaching • Freire, There is no teaching without learning <p>Assignments:</p> |

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| | <p>Preview:</p> <ul style="list-style-type: none"> • <i>Conduct Coaching Interview</i> | <ul style="list-style-type: none"> • Conduct interview of literacy leader/coach during this week • Mission/values exercise due by Thursday 10/27 at midnight • Discussion Posting #1: Personal mission/values statement (taken from exercise) due by Thursday 10/27 at midnight • Reading Response #2 (RR2) due by Sunday 10/30 at midnight |
| <p>Week 3 10/31-11/6</p> | <p>Learning/Adult learning</p> <p>Cognitive coaching</p> <p>Coaching and the Problem-Solving Cycle</p> <p>Preview:</p> <ul style="list-style-type: none"> • <i>Complete Coaching Interview if not completed in Week 2</i> | <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Lindsey et al, Key concepts from cognitive coaching and cultural proficiency • Videos on cognitive coaching: <ul style="list-style-type: none"> ○ What is cognitive coaching? ○ Cognitive coaching example • Toll, Chapters 1-3 <p>Assignments:</p> <ul style="list-style-type: none"> • Coaching Interview Report due Thursday 11/3 • Reading Response #3 (RR3) due by Sunday 11/6 at midnight • Schedule Coaching Conversation #1 with your teacher partner for week of 11/7-11/13 • Develop “Planning” section of Coaching Conversation #1 (CC1) template prior to scheduled coaching conversation • Secure all necessary permissions for video-recording in your classroom (due by 11/6) |
| <p>Week 4 11/7-11/13</p> | <p>Implementing effective coaching conversations in context</p> <p>Preview:</p> <ul style="list-style-type: none"> • <i>Conduct Coaching Conversation #1 with Teacher Partner</i> • <i>Complete video-recording of 15-minute lesson snippet in your classroom or other educational setting</i> | <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Toll, Chapters 4-6 • Harvard University, Leveraging video <p>Recommended:</p> <ul style="list-style-type: none"> • Review Harvard University’s “Best Foot Forward” website <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion Posting #2 on Toll, Chapters 4-6 due by Thursday 11/10 at midnight • Conduct Coaching Conversation #1 with Teacher Partner this week • Complete CC1 template and submit by Sunday 11/13 at midnight • Complete video-recording of 15-minute lesson snippet in your classroom or another educational setting this week • Submit video-recorded lesson to OneDrive by Sunday 11/13 at midnight |

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|--------------------------------------|---|---|
| Week 5 11/14-11/20 | <p>Teachers as literacy leaders</p> <p>Scripting classroom observations for coaching purposes</p> <p>Preview:</p> <ul style="list-style-type: none"> • <i>Script video-recording of your lesson snippet</i> • <i>Script video-recording of partner's lesson snippet</i> | <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Bean & Swan Dagen, Chapters 1-2 • T-TESS Rubric <p>Assignments:</p> <ul style="list-style-type: none"> • Watch your own video and complete Self-Observation Template by Thursday 11/17 at midnight • Closely watch and script partner's video and submit Coaching Observation Template by Sunday 11/20 at midnight • Reading Response #3 on Bean & Swagen due by Sunday 11/20 at midnight |
| Week 6 11/21-11/27 | <p>Implementing effective coaching practices in context: observation and coaching conversations</p> <p>Literacy coaches in elementary and secondary schools</p> | <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Bean & Swan Dagen, Chapters 3-4 <p>Assignments:</p> <ul style="list-style-type: none"> • Develop "Planning" section of Coaching Conversation #2 (CC2) template • Conduct Coaching Conversation #2 with Teacher Partner by Wednesday 11/23 • Complete CC2 template and submit by 11/27 at midnight • Reading Response #4 on Bean & Swagen due by Sunday 11/27 at midnight |
| Week 7 11/28-12/2 | <p>Coaching dilemmas</p> | <p>Readings/Videos:</p> <ul style="list-style-type: none"> • Toll, Chapter 8 <p>Assignments:</p> <ul style="list-style-type: none"> • Discussion posting #3 on Toll, Chapter 8 due by Tuesday 11/29 at midnight • Coaching Project Reflection due by Thursday 12/1 at midnight |
| Exam Week 12/5-12/9 | <p>Wrap-up</p> | <ul style="list-style-type: none"> • Final essay due by Thursday 12/8 at midnight |

*Syllabus is subject to change