

minutes. The orientation is located at
<http://www.wilmu.edu/distancelearning/dlorientation.aspx>

CONCEPTUAL FRAMEWORK

The course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework found at:

<http://www.wilmu.edu/education/clinicalstudies/conceptframework.aspx>

PROGRAM COMPETENCIES

- A. Teacher Leader Model Standards. The Teacher Leadership Exploratory Consortium
<http://www.teacherleaderstandards.org>
- B. Model Standards for Teacher Licensing, Assessment and Development: The Interstate Teacher Assessment and Support Consortium (InTASC) (2011).
[http://www.ccsso.org/Documents/2011/InTASC 2011 Standards At A Glance.pdf](http://www.ccsso.org/Documents/2011/InTASC%2011%20Standards%20At%20A%20Glance.pdf).

PROGRAM COMPETENCIES/STANDARDS

Domain I. Fostering a

- II B Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning (InTASC Performances 6C, 6I, 9C)
- II C Supports colleagues in collaborating with the

- IV A Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture (InTASC Performances 1A, 6G, 7D, 7F, 8A, 9C, 10A, 10F)
- IV B Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices. (InTASC Performances 4D, 9B, 10B)
- IV C serving in roles such as mentor, coach, and content facilitator (InTASC Performances 3B, 8D, 10F, 10J, 10K)
- IV D Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs (InTASC Performances 5F, 8D, 5D)
- IV E Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe (InTASC

- VI A. Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community (InTASC Performances 3F, 5G, 9D, 9E)
- VI B. Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances (InTASC Performances 1C, 3F)
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Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Standard #5: Innovative Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Standard #9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Goals

- Understanding the most important coaching concepts.
- Learn how to ask powerful coaching questions for better self-reflection and insights in students.
- Using coaching approach in a peer setting
- Learn how to lead coaching sessions in pairs and triads.
- Offering coaching support to other teachers-colleagues.
- Providing feedbacks in non-threatening, constructive way.
- Developing active listening skills and applying it in classroom situations.

METHODOLOGY, PHILOSOPHY, AND EVALUATION

A. Methodology and Philosophy

Instructional strategies appropriate for adult learners are implemented such as project-based and problem based instructional practices, active participation in goal setting and self-evaluation, experiential activities, and student-centered learning environments. The course content and instructional design are informed by adult2(c)h0 g0 g0sheor3(ies)-3a3(nd 7(ayhe)) T.

and 7(aonst)-eryhsatel.

Grade B: Good.

showing a clearer indication of initiative, comprehension of material, and the ability to work with concepts.

Grade C: Satisfactory. The student has met the formal requirements and has demonstrated comprehension of the material and the ability to work with concepts.

Note.

dates. Late assignments are not accepted. Due to the nature of a seven-week course and to ensure that all candidates are provided with equal learning experience opportunities, late assignments cannot be accepted without good reason, prior approval, and evidence.

Again, without a justifiable reason and evidence, instructors do not accept late assignments.

Candidates who register and enter the course on the drop/add date have four days to
s.

V. ATTENDANCE POLICIES: College of Education Policy

In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative towards class absences. Note. Candidates who register and enter the course on the drop course on the drop/add date have four

VI. PROGRAM COMPETENCY PROJECTS /STRUCTURED EXTERNAL ASSIGNMENT

A. **Program Competency**

B. **Scholarly Writing**

- a. Candidates will provide a reference page using APA citations for all projects.
- b. Candidates will respect intellectual property by citing the sources.

C. **Individual Development and Educational Assessment (IDEA) Learning Objectives:**

- a. Essential objective: #3. Learning to apply course material to improve thinking, problem solving and decisions
- b. Important objective: # 2. Learning fundamental principles, generalizations, or theories

VII. COURSE INFORMATION AND WEEKLY SCHEDULE

It is expected that all candidates will read the appropriate materials for the assignment each week and that all candidates will read the assignments and scoring rubrics for the assignments to determine the expectations for the assignments. The instructor reserves the right to change the syllabus, assignments, and point values during the course.

Weekly	Assignments	Due
<p>Week 1. What is Peer Coaching?</p>	<p>Readings: Peer Coaching Textbook</p> <ul style="list-style-type: none"> ○ Chapter 1. Establishing the Need for Peer Coaching ○ Chapter 2. Exploring the Forms of Peer Coaching <p>Assignment Start Here: Introductory Screencast Assignment 1. Formal Peer-coaching Assignment (Select a peer colleague in the course).</p> <p><i>Discussion Board Forum 1. Self-Reflection of Skills for Peer Coaching (5 Points)</i> <i>Discussion Board Forum 2. Mentoring vs. Peer Coaching (5 Points)</i></p>	<p>Assignments due this week.</p>
<p>Week 2 Best Practices and Research</p>	<p>Readings: Peer Coaching Textbook</p> <ul style="list-style-type: none"> ○ Chapter 2. Exploring the Forms of Peer Coaching ○ Chapter 3. Building a Foundation for Collegial Dialogue: Structures for Collaborative Work ○ 	

(Upload the video to YouTube and share the URL with your peer.) Scheduling a conference time

- Decide what type of lesson you will videotape.
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<p>Week 7 Topics: Difficult Conversations</p>	<p>Observation and Reflection Due Week 6)</p> <p><i>Discussion Board Forum: No Discussion</i></p> <p>Readings: Peer Coaching Textbook</p> <ul style="list-style-type: none">○	
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