

**Department of Teaching & Learning**  
**Coaching High-Leverage Field Practices**

**I. COURSE DESCRIPTION**

Teacher leaders and other licensed professionals who work in education settings will contextualize high-level field practices for building-level leadership. As part of this course students will create mentorship plans that consider content and context. There is a required field component to this course.

**II. TEACHER LEADER MODEL STANDARDS**

The content of this course is aligned with the Teacher Leader Model Standards outlined below:

**Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning**

The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

**Functions**

The teacher leader:

- a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;
- b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;
- c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;
- d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and
- e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

**Domain 3: Promoting Professional Learning for Continuous Improvement**

The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

**Functions**

The teacher leader:

- a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;
- b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;
- c) Facilitates professional learning among colleagues;
- d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;
- e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;
- f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;
- g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

#### **Domain 4: Facilitating Improvements in Instruction and Student Learning**

The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

#### **Functions**

The teacher leader:

- 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;
- 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;
- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- 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; and
- f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

### III. OBJECTIVES

Students will be able to:

- ❖ Describe the qualities of high-leverage field practices
- ❖ Identify discrete high-leverage field practices
- ❖ Collaborate with peers to design mentoring plans for implementing high-leverage field practices

### IV. REQUIRED READINGS

Breazeale, R. L. (2013). *Resilience building: Peer coaching manual: Assisting others to acquire and sustain positive change and overcome the effects of stress, adversity and trauma.*

Foltos, L. J. (2013). *Peer coaching: Unlocking the power of collaboration* (1<sup>st</sup> ed.). Thousand Oaks, CA: Corwin.

### V. ASSIGNMENTS AND GRADING

**Assignment Table**

<b>Assignments</b>	<b>Points</b>
Personal Strengths	20 points
Decision Making Practice	25 points
Colleague Mentorship Collaboration	100 points

#### 1. Personal Strengths (20 points)

We all have strengths in the classroom and weaknesses in the classroom. In order to be a leader in the school setting we need to discuss and highlight our strengths. As teachers we have a hard time admitting we are awesome. It is time to acknowledge your strengths in order to reflect and decide the best ways to mentor your colleagues. What do you bring to the table?

For this assignment teacher leaders will make a list of strengths in the classroom. This short paper (2-3 pages) should include the following criteria:

- What content area do you feel most comfortable teaching? (5 points)
- What age students do you feel most comfortable teaching? (5 points)
- What educational areas do you feel you are an expert? (5 points)
- In your current role, what are some opportunities to use these strengths? (5 points)

#### 2. Decision Making Practice (25 points)

Leaders have to know how to make difficult decisions. In the school setting, leaders are often looked to by peers to make tough calls for the benefit of the group. It is these decisions that separate teacher leaders from the pack.

For this assignment leaders will complete the "New Planet Activity Sheet." Students will have an opportunity to complete the activity sheet individually or in a small group (no more than three people). Once completed, students will individually answer the discussion questions in a short paper (2-3 pages). The discussion questions include:

- What qualities influenced your decisions? (5 points)
- How did you deal with conflicting choices? (5 points)
- What compromises were made? (5 points)
- Choose one person you chose to take; explain the thought process to bring them (5 points)
- Choose one person you left behind; explain the decision to leave them behind (5 points)

### **3. Colleague Mentorship Collaboration (100 points)**

For this assignment, students are required to complete at least 15 hours of field experience. This field component will be recorded using a log which will be approved by a building administrator. (70 points)

Think about your colleagues. Each of your peers has varying levels of experience and expertise. Think about one of your co-workers that you could mentor in some way. Think about your strengths and a specific teacher who would be willing to listen to your expertise. How could you help this person professionally?

For this assignment, students will put together a plan to mentor a colleague. The mentorship plan will follow three basic steps. Students will write a short paper (1-2 pages) outlining the plan for each step. The following are the steps in the process:

**Step 1:** Support and Challenge - Choose one area in a co-worker's classroom that you could support and challenge this teacher. For example, implementing new and more rigorous text into guided reading groups. (10 points)

**Step 2:** Empower - How could you help this teacher understand that they have the power to grow on their own? (10 points)

**Step 3:** Celebrate Success - Giving a teacher positive feedback and sharing with others is a powerful motivational tool. How will you share this teacher's success with others? (10 points)

\*Students are encouraged to repeat the process as much as they want or is possible\*

Assignments will be graded according to the rubrics and information provided in this syllabus. Course grades will be based on the following scale:

92.5-100%	A	79.5-82.49%	B-
89.5-92.49%	A-	69.5-79.49%	C
87.5-89.49%	B+	Below 70%	F
82.5-87.49 %	B		

## **VI. COLLEGE OF EDUCATION POLICIES**

### **College Accreditation**

Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

### **Teacher Licensure**

Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

## **VII. UNIVERSITY POLICIES**

**Academic Misconduct**—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

**Copyright**—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

**Disability Resource Center (DRC)**—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

**Incomplete Grades**—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

**Library Resources**—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here:

[https://www.library.unlv.edu/contact/librarians\\_by\\_subject](https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always [@unlv.nevada.edu](mailto:@unlv.nevada.edu). **Emailing within WebCampus is acceptable.**

**Religious Holidays Policy**—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

**Transparency in Learning and Teaching**—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC **A** (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

**Any other class specific information**—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

## VIII. PROPOSED COURSE TOPICS AND READINGS

Week	Topics and Readings
1	Introduction to the course and syllabus
2	Foltos Ch. 1 Coaching Roles and Responsibilities
3	Foltos Ch. 2 Why Peer Coaching:
4	Foltos Ch. 3 Preparing Coaches
5	Foltos Ch. 4 The Coaching Plan
6	Foltos Ch. 5 Communication and Collaboration Breazeale Ch. 1 What is Resilience?
7	Foltos Ch. 6 Defining Effective Learning Activities Breazeale Ch. 2 The Primary Goals of Coaching—An Overview
8	Foltos Ch. 7 Lesson-Improvement Process Breazeale Ch. 3 Time and Commitment
9	Foltos Ch. 8 Enhancing Learning by Integrating Technology Breazeale Ch. 4 Coaching and the Change Process
10	Foltos Ch. 9 Connecting Coaching Skills to Practice Breazeale Ch. 5 Goal Setting

11	Foltos Ch. 10 Sustaining Coaching and Building Capacity Breazeale Ch. 6 Basic Coaching Skills
12	Breazeale Ch. 7 Communicating Effectively
13	Breazeale Ch. 8 Additional Coaching Skills
14	Breazeale Ch. 9 Coaching Resilience for Individuals and Organizational Change
15	Breazeale Ch. 10 Strategies and Tools

**Title:** New Planet

\$

**Group Size:** 3-5 (can also be done individually, if class size does not permit small groups)

\$

**Time:** 20-25 minutes

\$

**Directions:** NASA has discovered a new, hospitable planet, and is planning an expedition. For the trip, NASA has compiled a list of 30 potential candidates, which each group will receive a copy of. However, the rocket can only hold 10 people, so each group must select 10 people from the list for the expedition. After they make their choices, they must give a presentation justifying their decisions.

\$

**Discussion:**

\$

- What qualities influenced your decisions?
- How did group members deal with conflicting choices?
- What compromises were made?

\$

**Source:** <http://cchealth.org/tobacco/pdf/activities.pdf>



# New Planet Activity Sheet

Due to the pollution in the air, the Earth's ozone layer is way too thin. Days are getting hotter and hotter. In a couple of days, the Earth is going to be too hot for humans to survive. NASA has a rocket that will send people to a new planet so that they can repopulate and the human species will not become extinct...the only problem is the rocket can only take 10 people!!!

## Talk to your group and decide which 10 people should go to the new planet:

1. 35 year old female, has 3 children, graphic artist
2. 12 year old male, straight A student, wants to be a police officer
3. 59 year old male, computer technician
4. 18 year old male, high school drop out, does not have a job
5. 24 year old female, pregnant and expecting twins, teacher
6. 25 year old female, fashion model
7. 15 year old female, pregnant, high school student
8. 16 year old male, boyfriend of #7, baby's father
9. 30 year old male, garbage collector, has a wife.
10. 21 year old male, photographer, single
11. 70 year old male, retired lawyer
12. 50 year old female, doctor, cannot have children
13. 45 year old male, investment banker, very wealthy
14. 40 year old male, dentist
15. 22 year old female, college student, studying the environment
16. 30 year old male, famous actor, known to use drugs
17. 14 year old female, soccer player, has part-time job as cashier
18. 38 year old male, pilot and astronaut, has the flu
19. 29 year old female, botanist (studies plants/trees)
20. 49 year old male, governor of California
21. 27 year old male, reporter for the local newspaper
22. 30 year old female, cook, owns her own restaurant
23. 10 year old male, farmer
24. 60 year old female, astronomer
25. 52 year old male, fisherman
26. 49 year old female, aircraft repairwoman
27. 22 year old female, singer, dancer, actress, smoker
28. 28 year old male, professional basketball player
29. 33 year old male, carpenter, has the chicken pox
20. 28 year old female, psychologist, counselor, has fear of flying

