Effective Collaborative Coaching

The role of mentor or coach is highly regarded in educational communities. Mitchell Chester, Massachusetts Commissioner of Education affirmed, “... mentoring programs offer critical supports to the growth and development of educators and help them make a strong impact on students. Additionally, these programs offer an opportunity for districts to recognize effective educators and provide them with leadership roles as mentors in their schools and districts.” The Massachusetts Guidelines for Induction and Mentoring Programs - 2015 also stipulate, “For the mentor, participation in the mentoring relationship is an important form of professional development for experienced teachers. Regular meetings with other mentors will enable mentors to continue their own professional development, as well as reflect on their own practice and work with beginning teachers.”

This course is designed to meet both of these goals: to enhance the work of mentors and coaches by deepening their knowledge of adult learning and connecting them with important mentoring resources including other coach-educators. Participants will reflect on current coaching challenges in school-based settings and develop strategies to address these challenges. Participants will also have the opportunity to conduct independent research, develop a personal philosophy of collaborative coaching, and refine their current practice while engaging with colleagues and sharing resources.

Dates: Saturdays, November 19, 2016, January 14 and February 4, 2017 (10 a.m. - 3:30 p.m.)

Location: Pittsfield Public Library (Berkshire Athenaeum), One Wendell Avenue, Pittsfield, MA 01201

Credit: 22.5 PDPs (1 graduate credit from UMass Amherst optional @ $145)

Audience: Literacy, instructional, and academic coaches; curriculum leaders; department heads; team leaders; co-teachers, supervisors of paraprofessionals; mentors for new teachers

Instructors: Karen Diaz, Literacy Coach, West Springfield Public School District, West Springfield, (WMWP)
Kathleen Morneau, Vice Principal, Fausey School, West Springfield (WMWP)

Cost: Per person, $175; team of 2 from a district, $325; team of 3, $475 – each additional team member, $150.

Tentative Syllabus

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>November 19</td>
<td>Developing Coaching Partnerships with Adult Learners</td>
<td>December 10: Writing: Post reflection of coaching challenges in a school-based setting in class Google folder (peer response)</td>
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<tr>
<td>5 hours</td>
<td>• Coaching as a reflective practice</td>
<td>January 14: Assigned readings: TBA</td>
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<td>+1 hour online</td>
<td>• Identifying challenges in coaching</td>
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<td>• Adult development and learning theory</td>
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<td>• Relationship building - reciprocal relationships</td>
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<td>• Speaking with confidentiality</td>
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<td>• Familiar roles: facilitating groups, presenting information,</td>
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<td>modeling lessons, conferencing</td>
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### January 14
- **5 hours**
- **Strategies for Effective Coaching**
  - Broad problem-solving skills (e.g. classroom management, parent meetings, etc.)
  - Analysis of teaching strategies - curriculum, instruction, and assessment
  - Effective observation tools for capturing/translating observation data into strategies for conferencing and feedback
  - Using student work and feedback to evaluate and inform practice (Learning protocol for looking at student work)
- **Due January 28:**
  - Draft of personal coaching philosophy (peer response)

### January 14 +1 hour online
- **Februay 4**
- **Supporting All Teachers and Students**
  - Collecting evidence for teacher evaluation (teacher and mentor/coach)
  - On-going training opportunities as a refresher component
  - Sharing coaching philosophy with examples of coaching shifts and teacher progress.
  - Drawing conclusions about our work
  - Writing final reflection on course learning
- **Due February 4:**
  - Assigned readings: TBA
  - Writing: Draft of coaching philosophy with examples of coaching shifts and teacher progress

### February 4
- **5 hours**

### February 4 +1 hour online
- **Due February 11:**
  - Post final draft of coaching philosophy with examples of coaching shifts and teacher progress in class Google folder

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### Essential Questions:
- How do mentor/coaches promote reciprocal professional growth?
- What coaching strategies and methods support teachers in their various roles: instruction, curriculum development, assessment, communication and relationship building?
- How can writing, reflection, and collaboration support teachers and sustain teacher-leaders?

### Objectives:
- Participants will
  - Build their capacity to develop effective collaborative relationships.
  - Learn and practice strategies and methods for facilitating 1:1 and small-group working sessions.
  - Strengthen skills and strategies in observation and coaching/mentoring conversations.
  - Develop a network of mentor/coaches which will foster continued professional growth and support.

### Expectations:
- Each participant will
  - Attend all sessions and contribute meaningfully to all learning activities and discussions.
  - Write reflectively about assigned readings and her/his experiences coaching in school-based settings.
  - Use a reflection journal to record and reflect on observations/meetings with teachers over time.
  - Develop a personal philosophy of coaching that synthesizes course readings, includes independent research, and addresses current coaching challenges.
  - Present and reflect on her/his coaching philosophy, including examples of coaching shifts and teacher growth.

### Criteria for Assessment:
- Level of engagement in class activities and discussions (in person and online)
- Thoroughness and thoughtfulness of formal and informal reflective writing
- Range and depth of analysis in the personal coaching philosophy and examples of coaching shifts and teacher progress
- Clarity and insight of final presentation and related teacher work