Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Winona Campus

GPDI 5040
Collaborative Coaching Strategies to Support Educator Effectiveness
Fall 2014

Course Dates & Location
Meeting Date: October 8, 2014; Coursework Due: October 20, 2014
Florian Gardens, 2340 Lorch Ave, Eau Claire, WI 54701

Instructor Information
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Course Description
Learning to teach is a career-long, developmental process that involves a continuous cycle of planning, teaching, and reflecting. This cycle is most greatly enhanced by effective coaching. It is with focused, intentional practices a group of educators can pursue a career of growth towards expertise. This course focuses on the skills, strategies and tools necessary for successful peer coaching.

Student Learning Objectives
Upon completion of this class, the following primary objectives will be met:
1. Develop and use coaching language as a formative tool in teacher development, including SLO related conversations.
2. Practice the use of a coaching protocol in order to move educators to professional growth and application.
3. Analyze and assess differentiated support that establishes an environment for professional growth.
4. Determine coaching strategies for application

Additional Resources
Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at gpdi.smumn.edu. Instructors will provide the required username and passwords.   Resources include access to ProQuest, an extensive database of practitioner-oriented and research-based articles. The ProQuest link is accessible once students log in to the website that is available through your school's collaboration with Saint Mary's University. Guides for using ProQuest are posted on that website. Additional library resources and assistance are available upon request, especially for students in degree-seeking programs at Saint Mary's University. Contact the PDI Program Office via email at pdi@smumn.edu for further assistance.

Teaching Methods
The GPDI program works collaboratively with teacher leaders, administrators, and schools to design and facilitate job-embedded and application-based professional learning. Course instructors design instructional and reflective strategies and activities that require the application and analysis of job-embedded learning, where teachers engage in additional inquiry-based professional learning related to the student learning objectives.

Required Text (provided at the training)
Cognitive Coaching Desktop Guide
Cognitive Coaching: A Foundation for Renaissance Schools by Costa and Garmston.

Synopsis of Assignments
Participants will submit a synopsis of the reading materials, which will include a plan and timeline for implementation of peer coaching in their school setting.   The participant will provide evidence of advocating for the implementation of the plan in his/her work environment.

Assessment of Student Performance
After attendance and participation in the Coaching Strategies workshop, the learner will be assessed on the completion of the following assessments:
For one (1) graduate credit
1. Synopsis of reading materials, which will include a plan and timeline for implementation of peer coaching in their school setting.
2. Completion of an implementation plan for peer coaching.
3. Advocacy for plan implementation.

The criteria for the learner demonstrations will be processed with learners prior to the instructional activities and learner engagement with the course outcomes.

Grading Policies
Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. Grading is based solely on the assessment of the student learning objectives. The grade of "I" (Incomplete) may or may not be given by the instructor at the student's request when the required work is not completed. The student must submit a written request to the instructor prior to the final class session, indicating when the work will be completed.

Graduate Grading Scale
A   90-100%
B   80-89%
C   70-79%
NC   below 70%

Schools of Graduate and Professional Programs Student Handbook
Included in the Handbook are details regarding SGPP Academic Policies, Registration & Tuition Policies, and the University Conduct policy. Transcripts may be requested, free of charge, by submitting a Transcript Request form, which is found on the website.