

Clinical Educator Training: Teacher Support Specialist, Grades K-12

Dates & Times: Online: This 18-hour online, asynchronous course, divided into 20 modules.

COURSE DESCRIPTION:

This 60-hour course will develop effective mentoring and coaching competencies while demonstrating how to collect and analyze multiple data to develop a systematic approach for aiding teachers in more effectively addressing student needs. Feedback and communication protocols will develop professional performance and will include training in basic interpersonal communications. Systematic conference procedures to be applied in supervising, mentoring, and coaching roles will be of primary importance. This course is the online framework for field-based interactions designed to apply feedback protocols, data collection and analysis methods, and add to skills in evaluating professional development plans to assure they are implemented with fidelity and effectiveness. A case scenario and practice exercises will culminate the clinical experience.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, the student will be able to:

- Understand how to support new teachers, teachers new to districts, and teachers at-risk through research-based methods and resources.
- Develop strategies for effective data collection methods.
- Develop strategies for effective feedback, conferring, and overall communication.
- Practice the art of mentoring and cognitive coaching with student achievement as the focus.
- Understand and practice with effective feedback strategies, refine them, and develop resulting action plans.
- Set and meet milestones for success through a case scenario and practice exercises embedding newly acquired supervisory, mentor, and coaching skills.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Required Text:

- Bambrick-Santoyo, (2010). *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass.
- Buehl, D. (2009). *Classroom strategies for interactive learning*. Newark, DE: IRA.
- Chiou-hui, C. (2011). Teachers' Professional Development: Investigating Teachers' Learning to do Action Research in a Professional Learning Community. *Asia-Pacific Education Researcher*, 20(3), 421-437.
- Danielson, C. (2013). *The framework for teaching evaluation instrument*. Princeton, NJ: The Danielson Group

- Dufour, R., Dufour, R., & Eaker. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree.
- Dees, D., Mayer, A., Morin, H., & Willis, E. (2010). Librarians as Leaders in Professional Learning Communities through Technology, Literacy, and Collaboration. *Library Media Connection*, 29(2), 10-13.
- Dufour, R., Dufour, R., & Eaker. (2008). *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools*. Bloomington, IN: Solution Tree
- Easton, L. B. (2008). *Powerful Designs for Professional Learning*. Oxford, OH: National Staff Development Council.
- Guskey, T. R. (Ed., 2009). *Practical solutions for serious problems in standards-based grading*. Thousand Oaks, CA: Corwin Press.
- Higgs-Horwell, M., & Schwelik, J. (2007). Building a Professional Learning Community: Getting a Large Return on a Small Investment. *Library Media Connection*, 26(3), 36-38.
- J, M. H., Gentry, R., & Dalley, T. (2003). Mindful change in a data-driven school. *Principal Leadership*, 3(6), 37-41.
- King, K. P. (2011). Professional Learning in Unlikely Spaces: Social Media and Virtual Communities as Professional Development. *International Journal Of Emerging Technologies In Learning*, 6(4), 40-46.
- Lazarus, S., & Rieke, R. (2013). Leading the transition from the alternate assessment based on modified achievement standards to the general assessment. *Journal of Special Education Leadership*, 26(1), 25-30.
- Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Princeton, NJ: ASCD.
- Marzano, R.J. (2013). *The art and science of teaching the Common Core*. Robert J. Marzano, 2013.
- McMillan, J. H. (2008). *Assessment essentials for standards-based education* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Prytuia, M. P. (2012). Teacher Metacognition within the Professional Learning Community. *International Education Studies*, 5(4), 112-121. doi:10.5539/ies.v5n4p112
- Stiggins, R. What a difference a word makes: Assessment FOR learning rather than assessment OF learning helps students succeed. *National Staff Development Council*. Vol. 27 (1). Winter, 2006.
- Sweeney, D. (2010). *Student-centered coaching: A guide for K-8 coaches and principals*. Thousand Oaks, CA: Corwin Press.
- Venables, D. (2011). *The Practice of Authentic PLCs*. Thousand Oaks, CA: Corwin Press, 2011
- Wilder, P. (2013). "I can only cognitively coach so much": heavy coaching efforts amidst disciplinary complexities in secondary school classrooms (Doctoral dissertation, University of Illinois at Urbana-Champaign).

In order to receive a Passing grade, the participant must complete the following course requirements:

- All discussion forums and/or scenario responses must include 1 original post to the question prompt and one to another student in the cohort.
- All video viewed. When there are several video divided by grade-band, select the appropriate and view.
- All books read in full, scrolling from beginning to end.
- All practice lessons and/or activities complete.
- All assignments complete (lessons or unit plans)
- Certificates will not be printable until all of the above conditions have been met.

