Course text and materials:
- Two laminated Cognitive Coaching Mats – a tool for learning cognitive coaching fundamentals and to use while coaching. These will be available in class for $10 a set. (Required material)
- Various articles, videos, and handouts will be available on ctools or on-line

Course Description
Many of the new reforms and innovations in schools, such as Instructional Rounds, Professional Learning Communities, the Common Core, and Michigan’s new teacher evaluations, are turning the attention to what teachers and students are doing together in classrooms with curriculum. This new attention on instruction is a promising change; however it involves engaging in conversations about a topic that most educators and school leaders are unaccustomed to, ill-equipped for, and uncomfortable having. This course will address these problems by providing course participants with many opportunities to practice new skills for talking about teaching. Protocols and practices from well-developed instructional coaching models and from researchers of effective teacher dialogue will be introduced and utilized in every class. In addition, research and cases will be studied to understand the many factors that constrain and support discussions of practice.

Course Format and Requirements
Half of the class period will typically be spent discussing the assigned readings or the field assignments. Please note that a few readings may change if I determine that a different reading would be more appropriate to the learning trajectory of the class. However, the amount of reading will not increase and advance notice will be given in the event that a change will be made.

Field assignments involve engaging in coaching practices with colleagues, family, or friends or may involve watching and analyzing coaching videos. The other half of the period will be focused on learning new practices for talking about teaching with teachers. This will involve work with classmates or visitors, in pairs or small groups, and frequent in-class performances.
Students will be required to complete **three field assignments** that will provide an opportunity to formally ‘try out’ new skills for communicating with others. A report of the experience will be submitted by the due date and discussed in class. The first field practice is **due Jan 28 by 5:00 and due in class to share.** The other two are **due at the beginning of March and the beginning of April.** More details for these assignments will be provided in class.

Students will also write a 2-3 page single-spaced **memo** that will provide an opportunity to reflect on the readings. Two options for the focus of the memo and for the due date will be offered, so that students may choose the topic that is most interesting to them and the date that best suits their schedule. The first memo option is to reflect on the first three weeks of readings on the topic of listening and is **due by midnight 2/7/13.** The second memo option is to reflect on the readings in The Effective Literacy Coach and is due by **midnight 2/21/13.** The memo will include a summary of your impressions of the content, a discussion of the new understandings you gained from the reading/discussions, and your intention to apply what you learned. **APA format is expected for citing literature.**

Each student will perform at least one coaching practice in front of the class. These are called **Mini-performances.** These short performances will give students a chance to practice the coaching skills with support and receive feedback. These will occur during various class periods and will usually be impromptu, without advance notice. These may occur among classmates or with visitors to the class. Participation in these mini-performances and in class discussions and activities will be worth 10% of the course grade.

The final assignments will include a **performance and a paper.** The final two-three class periods will be reserved for each student to conduct a coaching session while the class observes and provides feedback to the student. The coachee will be randomly selected and the interaction will not be rehearsed in advance. It is expected that through active engagement in the course activities and assignments each student will be well equipped for this final performance. The final performance will be graded based on established criteria and is worth 15 points. The final paper is worth 20 points. More guidance for the final performance and paper will be provided in class.

**Course/classroom policies.** The field practice reports, memo and the final paper are due by the due date and time indicated. All late assignments will have points deducted. If up to one day late there will be a 5% reduction in points. Beyond one day there will be a 10% reduction for each day late.
**Attendance.** In order to develop the knowledge and the know-how related to talking about teaching, students must be present for discussions, instruction and in-class practice sessions. Therefore, **attendance at all class sessions is expected.** One absence for unavoidable job-related business, illness, or family emergency will be excused, if **notification is provided.** More than one absence, or any absence without notice, will affect a student’s grade – five points for each absence.

**Laptop and handheld device use in class is discouraged.** It seems, for some, to be too tempting to check email, to message, or to engage in other activities not relevant to the class if their laptop or handheld device is on in front of them and this prevents full engagement in the class discussions and activities. Other students have reported that it is distracting to them when these activities are occurring near them. Points will be deducted for such behavior. Please wait for after class to check email, etc.

*If you have any concerns or wish to speak with me, I am happy to meet with you or talk on the phone, so call or email to set up an appointment. Phone: 734-323-3221, kholms@umich.edu*

**Weekly Assignments and Activities**

**Class #1 Mon, Jan 14**
Topic: Course structure and goals; listening, paraphrasing
Readings: **Please read before first class session.** Two Types of Interpersonal Listening, by Leonard Waks

Practice in-class: Cataphatic and apophatic listening, and three types of paraphrases – summarize/organize, acknowledge/clarify, shift focus

**NO CLASS JAN 21, 2013 MLK DAY**

Paraphrasing field report due by 5:00pm and accessible in class 1-28-13

**Class #2 Mon, JAN 28**
Topics: Challenges to listening, Reflecting Conversation Map
Readings: On Pretending to Listen, by Burbules and Rice; Listening to a Challenging Perspective: The Role of Interruption, by Haroutunian-Gordon; Listening to Strangers, by Parker
Practice in-class: Reflecting Conversations

**Class #3 Mon, Feb 4**
Topics: Kindness and Silence, Reflecting Conversation Map
Readings: Reverence and Listening, by Rud and Garrison; After the Blackbird Whistles, by K. Schultz, Cognitive Coaching Ch.2 Coaching Basics
Practice in-class: Reflecting Conversations

Class #4 Mon, Feb 11
Topics: Coaching, Observing, Planning Conversation Map
Readings: The Effective Literacy Coach, by Rodgers and Rodgers, Intro, ch1-2, 4 (Skip chapter 3)
Practice in-class: Planning Conversations

Class #5 Mon, Feb 18
Topics: Scaffolding reflection and asking questions, Planning Conversation Map
Readings: The Effective Literacy Coach, by Rodgers and Rodgers, Read ch 5-8, Cognitive Coaching excerpt on Mediative Questions
Practice in-class: Planning Conversations, Asking questions

Class #6 Mon, Feb 25
Topics: States of Mind, Reflecting into Planning Conversations
Readings: Cognitive Coaching articles and excerpts
A New Way of Thinking: Beginning Teachers and States of Mind, by J. Abrams, Cognitive Coaching Questioning Techniques
Practice in-class: Reflecting into Planning Conversations, Asking questions

Reflecting into Planning Conference Field Report due Mar 1-5
NO CLASS MARCH 4—BREAK

Class #7 Mon, Mar 4
Topic: Contrasting two planning conference approaches
Readings: Script of Content Planning Conference and Planning Meeting Guidelines – on ctools. Print out the two documents from ctools before viewing Jon Saphier’s video of a content planning conference at www.rbteach.com. Go to ‘videos’ and register. Find the video titled:
PLANNING:
Content Planning Conference
“The Respiratory System”
Middle School Science
(Jordan—Lowell, MA)

Class #8 Mon, March 11
Topic: Understanding resistance to change, Problem Resolving Map
Readings: Resistance to change, by M. Fullan, Cognitive Coaching Ch 9
Resolving Problems: The Third Coaching Map
Practice in-class: Problem Resolving
Class #9 Mon, March 18
Topic: Mediating thinking in groups
Readings: Attending to Problems of Practice: Routines and Resources for Professional Learning in Teachers’ Workplace Interactions by Horn and Little; Getting the Most out of PLCs and Coaching by Coburn and Russell We are rereading last weeks and moving this to next week.
Practice in-class: Problem Resolving
Share criteria for final paper and decide who will video-tape their final perform and who will perform in class.

Problem Resolving Field Report due 3/22 – 3/26

Class #10 Mon, March 25
Topic: Mediating thinking in groups
Readings: The Persistence of Privacy by J.W. Little, Cognitive Coaching Ch. 10 Navigating Coaching Maps
Practice in-class: Flexible use of the coaching maps VISITORS?

No CLASS – SPRING BREAK – APRIL 1

Class #11 Mon, April 8
Reading: Organizational Learning Mechanisms, by Popper and Lipshitz, Cognitive Coaching Ch 13 Integrating the Ideals of Cognitive Coaching
Topic: Organizing for learning, Final performances and providing feedback

Class #12 Mon, April 15
Topic: Final Performances and providing feedback

Class #13 Mon, April 22
Topic: Final Performances and providing feedback

Resources
http://www.nsrffharmony.org/ - The National School Reform Faculty website has a lot of protocols for collaborative work.

http://data4ss.org/ - Data For Student Success website has ppts and handouts that provide guidance for examining student data, looking at student work, creating a professional community, etc.

http://www.rbteach.com - Jon Saphier’s Research for Better Teaching website has videos of coaching, protocols and guidance for coaching interactions.
http://www.instructionalcoach.org - Jim Knight’s website has various coaching resources

http://www.metatlcinc.com/ - Lucy West’s Metamorphosis Teaching Learning Communities website on content focused coaching

http://www.cognitivecoaching.com/ - Center for Cognitive Coaching

http://www.learningforward.org - Formerly the National Staff Development Council (NSDC) has resources for PD as collaborative work
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<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
<th>Total points possible</th>
<th>Percent of total</th>
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<tbody>
<tr>
<td>3 Field practice reports</td>
<td>1/28 due by 5:00pm and in class to share Paraphrasing</td>
<td>10,15,15 points</td>
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<td>40%</td>
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<td>Mar 1-5 Reflect/Planning conversation</td>
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<td>Mar 22- Mar 26 Problem Resolving</td>
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<td>In class mini performances and class participation</td>
<td>Jan 14-April 22</td>
<td>10 points</td>
<td>10</td>
<td>10%</td>
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<td>1 Memo</td>
<td>Midnight Feb 7 or Feb 21 Reflecting on readings</td>
<td>15 points</td>
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<td>Final Performance</td>
<td>April 8, 15, 22</td>
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<td>Final paper</td>
<td>April 22 8am</td>
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