COURSE APPROVAL DOCUMENT  
Southeast Missouri State University

Department:      __Educational Leadership and Counseling__  
Course No. EA 606

Title of Course:   Introduction to Teacher Leadership and Peer Coaching  
Date: Feb 11, 2016  
Please check:  X  New Revision

I.  Catalog Description (Credit Hours of Course):  
An introduction to teacher leadership and peer coaching (3)

II.  Co- or Prerequisite(s): Candidates must be admitted to the MA in Teacher Leadership program

III. Purposes or Objectives of the Course (optional):  
A.  Analyze and apply the Model Teacher Leader Standards to peer coaching  
B.  Evaluate and apply peer coaching strategies to P-12 education  
C.  Apply peer coaching concepts to implement and evaluate peer coaching in a school setting

IV.  Student Learning Outcomes (Minimum of 3):  
A.  Students will demonstrate the ability to critically analyze and critique assigned text and materials related to peer coaching and respond logically and rationally to the issues as measured by responding in writing to forum posts and assignments.  
B.  Students will locate, read, and critique current issues in peer coaching as measured by creating a plan to implement and evaluate a peer coaching model in a school setting.  
C.  Students will demonstrate knowledge of the current and emerging trends and issues in teacher leadership and peer coaching as measured by written reflections to various forum posts and assignments.

V.  Optional departmental/college requirements:  
A.  NA

VI.  Course Content or Outline (Indicate number of class hours per unit or section):  
A.  Teacher Leader Model Standards  
B.  Roles and barriers to teacher leadership and peer coaching  
C.  Peer coaching and capacity building  
D.  The pre-conference  
E.  Effective observations  
F.  Post-conference feedback and walk through  
G.  Peer coaching and classroom management  
I.  Implementing peer coaching  
Total 45

Please Attach copy of class syllabus and schedule as an example

Signature: ________________________________________________  
Date: _____________________  
Chair

Signature: ________________________________________________  
Date: _____________________  
Dean

Approved by Department  
February 10, 2016

Approved by College Council  
March 8, 2016
Course Title: EA-606: Introduction to Teacher Leadership and Peer Coaching

New: Summer 2016

THE TEACHER LEADER AS PROFESSIONAL EDUCATOR

I. CATALOG DESCRIPTION AND CREDIT HOURS OF COURSE:

An introduction to teacher leadership and peer coaching (3)

II. PREREQUISITE:

Candidates must be admitted to the MA in teacher leadership degree program.

III. PURPOSES OR OBJECTIVES OF THE COURSE:

A. Analyze and apply the Model Teacher Leader Standards to peer coaching

B. Evaluate and apply peer coaching strategies to P-12 education

C. Apply peer coaching concepts to implement and evaluate peer coaching in a school setting

IV. STUDENT LEARNING OUTCOMES:

A. Students will demonstrate the ability to critically analyze and critique assigned text and materials related to peer coaching and respond logically and rationally to the issues as measured by responding in writing to forum posts and assignments.

B. Students will locate, read, and critique current issues in peer coaching as measured by creating a plan to implement and evaluate a peer coaching model in a school setting.

C. Students will demonstrate knowledge of the current and emerging trends and issues in teacher leadership and peer coaching as measured by written reflections to various forum posts and assignments.

V. EXPECTATIONS OF STUDENTS

A. Candidates are expected to complete all reading assignments; and participate in class discussion forums.

B. Candidates are expected to complete forum posts and response to classmates in a timely manner.

C. Candidates are expected to research, read, interpret and apply the concept of peer coaching to improved student outcomes.

D. Candidates are expected to complete a paper outlining the introduction, implementation, and evaluation of a peer coaching model in their schools.

E. Candidates are expected to apply the Model Teacher Leader Standards to a peer coaching model.
VI. COURSE CONTENT OR OUTLINE:

Content to be addressed during the Course: Class Hours:

A. Teacher Leader Model Standards 3
B. Roles and barriers to teacher leadership and peer coaching 6
C. Peer coaching and capacity building 6
D. The pre-conference 6
E. Effective observations 6
F. Post-conference feedback and walk throughs 6
G. Peer coaching and classroom management 6
I. Implementing peer coaching 6
Total 45

VII. TEXTBOOK:


VIII. BASIS FOR EVALUATION:

Final letter grade:
90% to 100% -- A
80% to 89% -- B
70% to 79% -- C
0% to 70% -- F

Note: The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.

IX. STUDENTS WITH DISABILITIES STATEMENT:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to:
http://www.semo.edu/cs/services/disability.htm

X. ACADEMIC HONESTY

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious
breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: http://www6.semo.edu/judaffairs/code.html

*Note:* Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.

**XI. CIVILITY AND HARASSMENT**

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior — either face-to-face or in an online discussion — toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct (http://www6.semo.edu/stuconduct/code.html). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

**XII. ADDITIONAL CONTENT:**

**Alignment of Standards to Course Objectives and Student Learning Outcomes:**

Alignment of Standards

<table>
<thead>
<tr>
<th>Objective</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>Teacher Leader Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will demonstrate the ability to critically analyze and critique assigned text and materials related to peer coaching and respond logically and rationally to the issues as measured by responding in writing to forum posts and assignments.</td>
<td>Domains I &amp; III &amp; IV</td>
<td><em>Forum Discussions</em>&lt;br&gt;<em>Final project</em></td>
<td></td>
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<td>Domains I, II, III, &amp; IV</td>
<td><em>Forum Discussions</em>&lt;br&gt;Assignments&lt;br&gt;<em>Final project</em></td>
<td></td>
</tr>
</tbody>
</table>
XIV. WHOM TO CONTACT WITH CONCERNS:

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair, CP Gause at cgause@semo.edu

DEPARTMENTAL APPROVAL DATE:

COLLEGE COUNCIL APPROVAL DATE: