

Course Title: Mentoring to Improve Student Learning

Instructors: Johnnie Roebuck, Carole Helmstrom

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 semester hour

Course Description:

Mentoring can change the course of students' lives when they learn to make thoughtful choices and follow through with commitments. In the process, students realize they can achieve more than they ever dreamed possible. This course provides a roadmap to implement an effective coaching and mentoring program that leads to improved student learning and success. Participants learn to serve as coaches and mentors to students and fellow educators—roles effective both within the classroom and beyond the school at large. They come to appreciate the relationship between mentoring and leadership through the study of historical leadership background, as well as by considering the characteristics of successful mentoring programs. Educators are prepared to engage in transformational leadership.

Objectives:

1. Knowledge –at the end of this course, the student will be able to understand
 - a. effective ways to foster adult learning,
 - b. characteristics of successful mentoring programs,
 - c. the how, why and what of mentoring, and
 - d. cultural strategies for school improvement.
2. Skills –after this course, a student will be able to
 - a. observe and document the change process,
 - b. integrate technology in a mentoring program,
 - c. model the traits and skills of effective leadership, and
 - d. understand conflict and attitudinal approaches.
3. Dispositions – after this course, a student will appreciate the
 - a. competencies of effective mentors,
 - b. traits and skills of effective leadership,
 - c. cultural indicators for successful mentoring programs, and
 - d. historical perspectives of leadership.

Units:

1. . The Mentor//Protégé Voyage: Leadership and Adults
2. . Foundations of Mentoring
3. . Mentoring Processes and Practices
4. . Mentoring as Adult Learning
5. . Understanding Leadership Concepts
6. . Understandings Leading to Mentoring Success
7. . Advanced Mentoring Processes and Practice

8. Mentoring: The Educator's Mirror of Reflection

Instructor Overview:

Dr. Johnnie Jones Roebuck currently serves as the Arkansas State Representative for district 20 in southwest Arkansas. She is Professor and Coordinator of Educational Leadership at Henderson State University in Arkadelphia, Arkansas. She is the former Dean of the HSU Graduate School and also served as Director of Continuing Education and Lifelong Learning. While at HSU, Dr. Roebuck has been instrumental in planning and implementing the educational specialist program in educational leadership as well as the program of study leading to licensure as a curriculum program administrator. Her HSU colleagues recently selected her as the recipient of the 2006 Faculty Excellence Award in Scholarly Activity and also awarded her the Excellence Award in Teaching in 2005. Dr. Roebuck has presented at state, regional, and national conferences on topics concerning motivation, school law, leadership, special education issues, time and stress management as well as professional learning communities. She has served as a consultant with school districts throughout the U.S., and her research on organizational culture and climate as well as leadership style has helped many organizations to improve worker productivity.

Carole Helstrom is an internationally known consultant with experience as a teacher, principal, assistant superintendent, university instructor, and author. Carole helps educators at every level translate research into practical classroom applications that enhance student motivation, behavior, and academic performance. Carole has been a featured speaker for ASCD, NSDC, Brain Expo, BTSA, BOCES, SERRCS, and conferences focusing on learning disabilities and gifted students. Carole is a leader in differentiated instruction, brain-compatible learning, and mentoring.

Methods of Instruction:

- Video lectures and PowerPoint presentations
- Short answer quizzes
- Graded post assessments
- Final

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 60% to pass the course.

Percentage of Course Credit

- Graded post assessments and short answer quizzes 40%
- Final Project 60%

KDS Rubric for GA courses (passing requirements: 60 points):

A: 90 - 100 points

B: 80

C: 70 points

D: 60 points

F: Fewer than 60 points

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Critical thinking post-work	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>	<u>Critical thinking post-work:</u>
And	0-40% correct	60% correct	80% correct	100% correct
Short answer quizzes	<u>Short answer quiz:</u> -Participant included no content from the course in his or her responses -Participant did not address the questions posed	<u>Short answer quiz:</u> -Participant included some content from the course, usually appropriate, in his or her responses -Participant answered the questions directly, not always fully	<u>Short answer quiz:</u> -Participant included appropriate content from the course in his or her responses -Participant made thoughtful comments in direct response to the questions	<u>Short answer quiz:</u> -Participant provided rich detail from the content of the course in his or her responses -Participant made his or her responses to the questions personally meaningful
Final	Unsatisfactory (30 points) <u>Requirements of Assignment:</u> -The assignment is substantially incomplete <u>Form:</u> - Plentiful grammatical mistakes -Confusing content -Missing	Basic (40 points) <u>Requirements of Assignment :</u> -Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric <u>Form:</u> -Distracting grammatical errors -Confusing content -Inconsistent or missing	Proficient (50 points) <u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment. <u>Form:</u> -Participant has written a solid essay or lesson plan, including appropriate detail	Distinguished (60 points) <u>Requirements of Assignment:</u> -All requirements gone beyond the requirements of the Assignment. e.g., inclusion of rubric, reflection, objective(s), etc.— whatever the directions indicate <u>Form:</u> -No grammatical errors -Eloquent expression -Proper citation of

	documentation of sources	documentation of sources	and in an interesting style.	sources
	<u>Content:</u>	<u>Content:</u>	<u>Content:</u>	<u>Content:</u>
	<ul style="list-style-type: none"> -No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content 	<ul style="list-style-type: none"> -The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content 	<ul style="list-style-type: none"> -Essay is organized around a thesis or main idea, -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments 	<ul style="list-style-type: none"> -Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned.