

Course Title: Mentoring to Improve Student Learning

Instructors: Johnnie Roebuck

Length: 10 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1 PLU

Course Description:

This course provides the foundational theories of adult learning, leadership development, and the role of mentoring to increase leadership effectiveness. Mentoring has been proven to be highly effective in filling the gap between increased academic achievement for all students and developing effective “best practices” for teachers. This course will help educators understand and practice essential mentoring skills to create continuous improvement in their classrooms. Participants will learn to develop and implement an effective mentoring program to guide students toward greater academic success. The roles and guidelines necessary to support relationships with colleagues, coaches, and mentors will be demonstrated as a means to improve student learning across the curriculum. Dr. Johnnie Roebuck provides an introduction to educational leadership along with a historical perspective. The concepts of theory X and Y and the models of situational leadership are also explored. Participants will be introduced to conceptual thoughts and action plans relating to attitudinal approaches, power and leadership, training and development, and leadership standards for today’s educators.

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:

- . The Mentor//Protégé Voyage: Leadership and Adults
- . Foundations of Mentoring
- . Mentoring Processes and Practices

- . Understanding Leadership Concepts
- . Understandings Leading to Mentoring Success

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.

Methods of Instruction:

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

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 65% to pass the course.

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Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

KDS Rubric for GA courses (passing requirements: 65 points):

Component	Unsatisfactory (40 points)	Basic (50 points)	Proficient (60 points)	Distinguished (70 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	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>	<u>Short answer quiz:</u>

quizzes	<p>-Participant included no content from the course in his or her responses</p> <p>-Participant did not address the questions posed</p>	<p>-Participant included some content from the course, usually appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>-Participant included appropriate content from the course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>-Participant provided rich detail from the content of the course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>
Final	<p>Unsatisfactory (5 points)</p> <p>-Participant included no content from the course in his or her responses</p> <p>-Participant did not address the questions posed</p>	<p>Basic (10 points)</p> <p>-Participant included some content from the course, usually appropriate, in his or her responses</p> <p>-Participant answered the questions directly, not always fully</p>	<p>Proficient (20 points)</p> <p>-Participant included appropriate content from the course in his or her responses</p> <p>-Participant made thoughtful comments in direct response to the questions</p>	<p>Distinguished (30 points)</p> <p>-Participant provided rich detail from the content of the course in his or her responses</p> <p>-Participant made his or her responses to the questions personally meaningful</p>