

Course Syllabus

Course Title: Mentoring to Improve Student Learning _____

Course Grader: Jessica Kessler _____

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Grader Bio:

Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

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.

Course Objective/Goals:

1. Knowledge –at the end of this course, participants will 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, participants will:
 - 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, participants will appreciate
 - a. Leadership standards,
 - b. Transformational leadership,
 - c. Cultural indicators for successful coaching/mentoring programs, and
 - d. Historical perspectives of leadership.

Course Outline:

Eight Sections Students Will Be Focusing On by Carole Helmstrom and Johnnie Roebuck:

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

All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

KDS Rubric for Letter Grade Courses: 3 Credits

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points

B: 80 - 89 points

C: 70 - 79 points

F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
Quizzes	<u>(6 points)</u> <u>Quizzes:</u> 0-40% correct	<u>(9 points)</u> <u>Quizzes:</u> 60% correct	<u>(12 points)</u> <u>Quizzes:</u> 80% correct	<u>(15 points)</u> <u>Quizzes:</u> 100% correct
Reflection questions	<u>(10 points)</u> <u>Reflection</u>	<u>(15 points)</u> <u>Reflection</u>	<u>(20 points)</u> <u>Reflection</u>	<u>(25 points)</u> <u>Reflection</u>

	<u>questions:</u> -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	<u>questions:</u> -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	<u>questions:</u> -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	<u>questions:</u> -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
Midterm	(10 points)	(15 points)	(20 points)	(25 points)
Final	(20 points)	(25 points)	(30 points)	(35 points)
	<u>Requirements of Assignment:</u> -The assignment is substantially incomplete	<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>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment	<u>Requirements of Assignment:</u> -Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness
	<u>Form:</u> - Plentiful grammatical mistakes -Confusing content	<u>Form:</u> -Distracting grammatical errors -Confusing	<u>Form:</u> -Participant has written a solid essay or lesson plan, including	<u>Form:</u> -No grammatical errors -Eloquent expression

	-Missing documentation of sources	content -Inconsistent or missing documentation of sources	appropriate detail and in an interesting style	-Proper citation of sources
	<p><u>Content:</u> -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</p>	<p><u>Content:</u> -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</p>	<p><u>Content:</u> -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</p>	<p><u>Content:</u> -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</p>

KDS Pass/Fail Option: 3 credits

Passing Requirements

- Grade of “C” or higher

Texts and/or Other Materials:

PowerPoint presentations from resource tab and lecture transcriptions from the transcription tab:

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

Recommended Reading:

Bibliography:

(Minimum of 5 sources that reflect current research/thinking. Please use standard MLA or APA format.)

Reiss, Karla (2007) *Leadership Coaching for Educators: Bringing Out the Best in School Administrators*, Corwin Press

Knight, Jim (2008) *Coaching: Approaches and Perspectives*, Corwin Press

Schneider, Bruce D. (2007) *Energy Leadership: Transforming Your Workplace and Your Life from the Core*, Wiley

Tallerico, Marilyn (2005) *Supporting and Sustaining Teachers' Professional Development: A Principal's Guide*, Crown Press

Pruess, Paul G. (2003) *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems*, Eye on Education

Reiss, Karla (2004) *Coaching for Leadership*, Association of California School Administrators

Reiss, Karla (2003) *Why Coaching Matters*, The School Administrator