

NYS Online Academy:
*Supporting Our Newest Teachers-
Mentoring Tools for Experienced Colleagues*



Karen Finter, Instructor

Dates of the Course:

This course is set to run: **15 hours**

Course Description: Research indicates that one fifth of new teachers abandon the profession after their first years in the classroom. High quality mentoring, provided by an experienced colleague has been proven as a strategy to stop this exodus from occurring. In this course, we will delve into the research base to determine what the needs of new teachers are as well as how mentors can most effectively support those needs. In addition, we will review and practice the art of interaction as a mentor- through coaching, collaborating and consulting conferences. We will explore scenarios that require a mentors' intervention- and formulate a plan to most appropriately handle them. Finally, each participant will develop a mentoring tool box of resources and strategies that they can employ with their protégée's. *(The term "new teacher" for this course, implies anyone new to your particular building or district. As experienced teachers move from position to position, there is still a learning curve associated with acclimating to a new district's culture and routines. Mentors are equally as valuable in support of these individuals as with inexperienced teachers.)*

Participant Outcomes:

- Participants will become familiar with on-line course procedures and 'culture', while reading and responding to assignments and prompts.
- Participants will relate objectives and learning opportunities contained in the course with their initial understanding of the mentoring relationship.
- Participants will be able to identify the stages of the new teacher and develop specific strategies to best support the teacher at each stage.
- Participants will be able to identify their attitudes and values as pre-determined by their generational tendencies. Participants will then use this information to draw conclusions about potential new teachers that they may work with.
- Participants will be able to articulate their learning preferences and will determine how these tendencies may impact the mentoring relationship.
- Participants will be able to indicate those areas in which routines and rituals are vital in developing a classroom environment.
- Participants will investigate the role of growth producing feedback in developing the mentoring relationship.

- Participants will develop a lesson plan in order to familiarize with a common template and to build competency in order to provide growth producing feedback to new teachers.
- Participants will identify presented mentor-mentee interactions as coaching, consulting and collaborating conferences, providing justification for their classification.
- Participants will develop a framework to utilize peer observation in their mentoring relationship.
- Participants will engage in peer observation utilizing multimedia in order to strengthen feedback and to prioritize target improvement areas. Participants will utilize web tools to create a shared source of mentoring resources.
- Participants will create and gather mentoring support resources, including a mentoring calendar.

Course Contact Information: I can be reached via email at: karen_finter@westiron.monroe.edu or kfinter@gmail.com . In the event of a technical emergency, call me from 9:00am-4:30pm at 585-336-3144.

Prerequisite Information: Participants should have a basic understanding of instructional strategies and a working knowledge of Microsoft Office Applications. In addition, participants should know how to email and access the internet. The attached tutorial will assist you in understanding the communication applications that we will be using in the course.

<http://iris.nyit.edu/tbls/guides/guides.htm>

Course Policies:

Code of Conduct:

1. You will conduct yourselves in a professional manner. Postings will address the assignment given. All postings will be monitored by the instructor. (And **I** have the last word!)
2. You will log in at least 3 times a week to monitor assignments, engage in discussion and to read feedback.
3. This course is meant to enrich your instructional repertoire while mentoring a new teacher. You will get out of the course what you put in!
4. Your work is your own. Plagiarism will not be tolerated and will result in no credit for that assignment.

Assignments & Grading:

1. In order to receive full credit for the course, you must complete all of the assignments and actively participate in discussions. Partial credit will be given to participants who do not meet all of the stated objectives. Credit will be calculated on the base of the percentage of outcomes completed.
2. All assignments must be completed and submitted by 11:59:00pm on the due date to receive full credit. Late assignments will receive a percentage of credit. Assignments posted later than one week past the due date will not receive credit.
3. Group assignments will receive two grades; One grade will be determined by a peer evaluation, the other grade will be determined by

the quality and timeliness of the submission. These grades will be averaged to determine amount of credit received for that assignment.

Nuts and Bolts:

1. You must use Microsoft Office (Word, PowerPoint, etc..).
2. Feel free to ask questions! You may email questions directly or post questions in the appropriate thread pertaining to the assignment at hand.

Standards Addressed:

This course is a professional development opportunity aimed at supporting SED mandates around Professional Development Plans and Mentoring Programs. Visit <http://www.emsc.nysed.gov/part100/pages/1002c.html> for additional information on the SED regulations. The course follows the Staff Development Standards set forth by the National Staff Development Council. The standards addressed in this course are highlighted below:

NSDC's Standards for Staff Development

(Revised, 2001)

Context Standards

Staff development that improves the learning of all students:

- *Organizes adults into learning communities whose goals are aligned with those of the school and district. ([Learning Communities](#))*

Process Standards

Staff development that improves the learning of all students:

- *Uses multiple sources of information to guide improvement and demonstrate its impact. ([Evaluation](#))*
- *Prepares educators to apply research to decision making. ([Research-Based](#))*
- *Uses learning strategies appropriate to the intended goal. ([Design](#))*
- *Applies knowledge about human learning and change. ([Learning](#))*
- *Provides educators with the knowledge and skills to collaborate. ([Collaboration](#))*

Content Standards

Staff development that improves the learning of all students:

- *Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. ([Quality Teaching](#))*
- *Provides educators with knowledge and skills to involve families and other stakeholders appropriately. ([Family Involvement](#))*