

Week #1			Sloan Course Template		
Course Essential Questions	<i>Why are mentors at the heart of effective instruction?</i>				
Outcomes	<i>Introduction to Online Learning Environment; What is Mentoring?</i>				
Objectives	<p>Participants will be able to access course materials and post to the on-line learning environment. Participants will read and respond to course outcomes and objectives</p> <p>Participants will relate objectives and learning opportunities contained in the course with their initial understanding of the mentoring relationship.</p> <p>Participants will be able to identify the stages of the new teacher and develop specific strategies to best support the teacher at each stage.</p>				
					Seat Time
Activities	<p>Post an entry of an electronic name badge, indicating name, location, teaching experience, and what they would bring to mentoring a new teacher in their school/district. Respond to & welcome other members of the course. Think about the mentors that you have had over your career. What characteristics did they embody? Write a brief reflection about the qualities that your mentors have demonstrated. In your reflection, respond to this quote:</p> <p><i>"People will forget what you said. People will forget what you did. But people will never forget how you make them feel."</i></p> <p>Bonnie Jean Wasmund</p> <p>Conclude your response by relating your reflection and Wasmund's quote to the objectives contained within the course roadmap.</p> <p>1. Read the web article: http://www.newteachercenter.org/article2.php Phases of First Year Teaching. For each phase described, hypothesize what strategies or supports a mentor could provide to appropriately assist the beginning teacher.</p>				0.25
					0.75
					1
Assessment	<p>Participants will post their responses to the electronic name badge in the proper course forum by the expressed deadline. Participants will post a written diagnostic plan for each stage of the beginning teacher that accurately represents an understanding of the stages.</p>				

Sloan Course Template

Synchronous Session	none	
Total Seat Time Equivalent		2
Standard Alignment	<p><i>National Staff Development Council's Standards for Professional Development: Quality Teaching</i> <i>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.</i></p>	
<p>* According to SED Regulations, Professional Development Plans must include information about professional development provided to mentors. (100.2, Sec. dd http://www.emsc.nysed.gov/part100/pages/1002h.html) This course provides appropriate training for district mentors across NYS and adheres to guidelines set forth in the SED regulation.</p>		

Week #2	
Course Essential Questions	<i>Why are mentors at the heart of effective instruction?</i>
Outcomes	<i>What do new teachers really need? What do I, as a mentor bring to the relationship?</i>
Objectives	<p>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.</p> <p>Participants will be able to articulate their learning preferences and will determine how these tendencies may impact the mentoring relationship.</p>
	Seat Time
Activities	<p>1. Read the short web excerpt: http://generationsatwork.com/articles/xers.htm Xers, Boomers and Other Bank Customers from Claire Raines Associates and review the generational chart: http://www.agts.edu/faculty/faculty_publications/articles/creps_generations_chart.pdf by Dennis Gaylor. Reflect on individual generational influences and how the influences may impact a mentoring relationship with a new colleague.</p> <p>2. Take an online learning style inventory and a multiple intelligence preference test from the following site: http://www.berghuis.co.nz/abiator/lsi/lisiframe.html . Participants will post their individual results and will speculate how these tendencies may impact the mentoring relationship.</p> <p>3. Participants will participate in a synchronous session in order to learn how to optimally model growth producing feedback.</p>
	1.0
	1.0
	1.0
Assessment	<p>Participants will post a short written biography that summarizes their particular generational influences with an appropriate interpretation as to how these influences will impact themselves as mentors.</p> <p>Participants will post how their various learning styles and preferences could influence the mentoring relationship.</p>

Synchronous Session	Growth Producing Feedback Presentation (1.0)	
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Total Seat Time Equivalent

	3.00
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*National Staff Development Council's Standards for Professional Development: **Quality Teaching.** 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.*

Week #3		
Course Essential Questions	<i>Why are mentors at the heart of effective instruction?</i>	
Outcomes	<i>Mission Possible: How do Mentors Support Planning & Classroom Management with New Teachers?</i>	
Objectives	<p>Participants will be able to indicate those areas in which routines and rituals are vital in developing a classroom environment.</p> <p>Participants will investigate the role of growth producing feedback in developing the mentoring relationship.</p> <p>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.</p>	
		Seat Time
Activities	<p>1. Participants will generate a list of important rituals and routines in order to set up a classroom. Participants will cross-reference their compiled list with online resources: http://www.principalspartnership.com/classmanagement.pdf http://www.nea.org/tips/manage/index.html http://www.education-world.com/a_curr/curr155.shtml</p>	0.75
	<p>2. Participants will use an online tool, Visual Ranking, to rank order the rituals and routines that are most important in a new teacher's classroom, and to provide their rationale for ranking.</p> <p>Using an established framework, participants will create a lesson plan to teach a particular routine or ritual for their students. These lessons will be posted and shared for all to utilize as models.</p>	1.00
		1.50
Assessment	<p>Participants will post appropriate routines and rituals imperative to setting up a classroom culture. Individually, participants will rank the routines and provide appropriate justification based on the research base.</p> <p>Participants will post an exemplary lesson plan, using the framework provided.</p> <p>Participants will accurately provide growth producing feedback to a peer, based on examples provided.</p>	

Synchronous Session	none
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Total Seat Time Equivalent 3.25

<p><i>National Staff Development Council's Standards for Professional Development: Collaboration Skills</i> <i>Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.</i></p>	
<p><i>National Staff Development Council's Standards for Professional Development: Learning</i> <i>Staff development that improves the learning of all students applies knowledge about human learning and change.</i></p>	
<p><i>National Staff Development Council Standards for Professional Development: Resources</i> <i>development that improves the learning of all students requires resources to support adult learning and collaboration.</i></p>	<i>Staff</i>

Week #4		
Course Essential Questions	<i>Why are mentors at the heart of effective instruction?</i>	
Outcomes	<i>How do mentors serve as coaches, consultants and collaborators?</i>	
Objectives	Participants will identify presented mentor-mentee interactions as coaching, consulting and collaborating opportunities, providing justification for their classification.	
		Seat Time
Activities	1. Participants will review the following article (Coaching the Principal) http://www.acsa.org/publications/pub_detail.cfm?leadershipPubID=1421 in order to build their coaching skill set. Participants will also preview http://www.educationworld.com/a_admin/admin/admin297.shtml . And post their responses to article prompts. 2. Participants will be reflect on a time when they experienced consulting, collaboration and coaching techniques- both as a provider and as a receiver. Posts will include how these interactions have shaped their teaching.	1.00
	3. Participants will meet synchronously in small teams to identify mentor-new teacher conference simulations.	1.00
Assessment	Participants will accurately identify coaching, consulting or collaborating conversations based on background reading and direct instruction.	
Synchronous Session	Elluminate (or Safari) small group sessions (1.0)	

Total Seat Time Equivalent

3

<i>National Staff Development Council's Standards for Professional Development: Collaboration Skills Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.</i>
<i>National Staff Development Council's Standards for Professional Development: Learning Staff development that improves the learning of all students applies knowledge about human learning and change.</i>

Week #5		
Course Essential Questions	<i>Why are mentors at the heart of effective instruction?</i>	
Outcomes	<i>What are you looking at? Exactly what is the power of peer observation?</i>	
Objectives	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.	
		Seat Time
Activities	Participants will watch and respond to a classroom lesson taught by a “New Teacher.” Participants will hypothesize what elements of instruction, if changed, would result in the greatest amount of teacher growth. Participants will prepare and post the prioritized feedback that they would provide to that teacher in order to promote the most growth.	1.00 1.00
Assessment	Participants will post an observation record and subsequent feedback provided to the fictitious new teacher.	
Synchronous Session	none	

Total Seat Time Equivalent **2**

National Staff Development Council's Standards for Professional Development: **Collaboration Skills**
Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

National Staff Development Council's Standards for Professional Development: **Learning**
Staff development that improves the learning of all students applies knowledge about human learning and change.

Week #6		
Course Essential Questions	<i>Why are mentors at the heart of effective instruction?</i>	
	<i>How can we continue to support the new teacher throughout the year?</i>	
Outcomes		
Objectives	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.	
		Seat Time
Activities	Participants will find and post at least three web tools /on-line resources to support the new teacher, providing the rationale as to why these resources would be helpful and a short summary.	0.75
	Participants will reflect on created mentoring calendar , and place additional items where they think would be most appropriate. Participants will comment on classmates postings as to how they might utilize the resource.	0.75
Assessment	Participants will demonstrate the understanding that mentoring activities can occur throughout the school year by posting 1 mentoring activity/ reminder per month to a collaborative mentoring calendar. In addition, they will provide comments to peers.	
Synchronous Session	none	

Total Seat Time Equivalent

1.5

<p><i>National Staff Development Council Standards for Professional Development: Resources</i> <i>Staff development that improves the learning of all students requires resources to support adult learning and collaboration.</i></p>
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Week #7		
Course Essential Questions	<i>Why are mentors at the heart of effective instruction?</i>	
	Wrapping Up	
Outcomes		
Objectives	Participants will provide course/ program feedback.	
		Seat Time
Activities	Participants will complete course evaluation.	0.25
Assessment	Participants will complete course evaluation.	
Synchronous Session	none	
Total Seat Time Equivalent		0.25