



LILIE, LLC Course Information

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**More detailed course curriculum can be provided upon request*

Title of Course: Mentoring the Educator

Course Description:

Understanding the functions of how many public schools operate may be overwhelming, especially for the new teacher. This class will offer new and seasoned teachers an opportunity to review policies and procedures in and outside the classroom that impact teachers and their responsibilities. Specific topics include but are not limited to the common core and APPR, tenure law, the function of the teacher's union at the local state and federal level, the state education department, PTA, and other organizations that impact teachers and their students. New teachers will exit the class with a better understanding of their professional responsibilities; seasoned teachers will exit with strategies they may use to mentor novices.

Overall Course Objective and Expectation(s):

The objectives of this course are to identify: the many roles of a mentor --counselor, teacher, motivator and friend etc.; how mentoring boosts self-confidence and self-competence through coaching and guiding and other benefits; the impact a quality mentoring experience can have on educators (both mentor and mentee) especially in this day and age with all of the new policies, pressures and mandates.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction

The course is an asynchronous online course that is available for instructor and student participation 24/7. The four week duration of the class is broken down into four weekly sections each comprised of lecture in the form of instructor created articles and content, web links to academic and professionally reviewed articles in the discipline of general education, and instructor created discussion questions which are, in and of themselves, formative assessments to determine the extent to which the enrollees have comprehended and mastered the information and begun to apply it to their personal teaching practices. The answers to these questions are the basis for the class interaction, as enrollees are required to respond to each other within the classroom arena.

By providing a wide variety of professional articles, peer reviewed journal pieces and researched instructor created content that addresses the needs of all K-12 educators and by encouraging interactive dialogue among the enrollees, this course will encourage and require application, discussion and peer feedback of said strategies and understanding in teaching students within a teacher's own individual classroom practices. The discussion and feedback will give us our own meta-assessment of useful, research based and practiced strategies and techniques for addressing the needs of our varied students thus giving them more opportunity to truly excel.

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits provided by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructor that reflect the content, skills/ strategies learned and assessments covered in course. These enrollee postings must be made six times each week, in separate sessions, and including a minimum of 4 academic posts and at least 2 peer-peer comments of others' postings and possible shared assignments. Enrollees are required to submit a detailed reflection in combination with the archived work. Attempts to falsify record or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week 1

Topic(s):

“Teachers are valuable resources in education, and high quality performance in teaching is an essential ingredient of educational improvement or reform.” (Koki) During week 1, we will make introductions and discuss the research behind mentoring. Through the readings and videos, we will share current mentoring practices, review and learn the roles and benefits, of mentoring as well as the essential qualities of an effective mentor.

Objectives:

Teachers will become familiar with the important role, purposes and benefits of teacher mentoring in education today. They will examine the complexity of mentoring and lay the ground work for creating a successful mentoring vision and action plan.

Impact on Classroom Instruction:

When properly executed the mentor relationship, pays big dividends for all involved ... mentee, mentor, students, parents, and district. By identifying the main components and qualities of successful mentoring, relationships will be formed, teaching practices will be enhanced, and stresses will be reduced which will allow for more focus on planning highly effective educational lessons.

Learner Outcomes:

By defining and learning about the meaning and importance of mentoring, both new and veteran teachers will grow personally and professionally ultimately improving teaching practices. As a result of the first week, participants will recognize what they have to offer to new teachers or improve upon as new teachers. This will ultimately dictate individual goals in improving classroom practice and help participants create a specific skills and strategies for their classrooms.

Teacher Reflection Journal Assignment #1

Reflect on your current professional and classroom practice by developing a check T chart that demonstrates your strength and weakness in all areas of pedagogy. Brainstorm a list of your duties/responsibilities as a teacher as well as using Danielson’s framework as a guide. For new teachers (5 years or less) prioritize the three aspects you would like to improve upon as a result of participating in the course. Seasoned teachers highlight three strengths you believe you could share with a mentee in helping them foster their teaching practice. May be posted or emailed.

**Topic(s):**

“A mentor acts as a coach, much like in athletics, advising and teaching the political nuts and bolts, giving feedback, and rehearsing strategies. (McPartland C.) During week 2, we will explore some of the many areas of “expertise” needed for mentors and successful guidelines for implementation. Through the readings and postings, we will learn how other educators have implemented them into their own practice.

Objectives:

Teachers will become familiar with: pertinent information needed to understand school climate and culture, building and sustaining collegial relationships, organizing and managing time and resources based on state mandates and data collection.

They will:

- Evaluate the culture of the teaching profession
- Gauge the warning signs of teacher burnout
- Assess the politics of teaching and its impact in the classroom
- Compose a personal mission statement

Impact on Classroom Instruction:

Successful mentoring allows educators to become more comfortable and confident in their roles and with their responsibilities and the deluge of federal, state and local information, this in turn creates a positive effect on professional growth and students’ learning and success.

Learner Outcomes:

Teachers will learn how to help colleagues manage the policies and procedures that impact their classroom practices, planning and record keeping. They will submit midterm. This assignment will allow for teachers to directly apply course content to classroom outcomes.

**Topic(s):**

During week 3, we will explore teacher mentoring ideas, resources, activities in relation to Constructivism, 21st Century Skills, and 21st Century Technologies, technology demands and global citizen design. Through the use of articles and videos on mentoring strategies, teachers will create positive ways to manage, organize, and share information.

Objectives:

Teachers will decide which method, technology or strategy will work best in their educational setting. They will:

- Evaluate resources, activities in relation to Constructivism, 21st Century Skills, and 21st Century Technologies.
- Create positive ways to manage, organize, and share information.
- Adopt a method, technology or strategy will work best in your educational setting.
- Explore additional teacher mentoring ideas

Impact on Classroom Instruction:

As teachers increase their toolbox of strategies and options to share with other teachers they will understand which strategy works best “to train and acculturate new teachers in the academic standards and vision of the district” (Wong) and to accomplish learning goals and targets.

Learner Outcomes:

Many of the 21st Century skills we teach students are the same skills teachers need to be highly effective. By creating and supporting highly effective educators will in turn produce a higher caliber of college and career ready students. Educators’ organizational, technological and management skills will help to improve student success.



Week IV

Topic(s):

In week 4, we will review and reflect upon how good, effective, comprehensive, teacher mentoring can help our colleagues and our students as well as discussing the many challenges of mentoring.

Objectives:

Teachers will: share their ideas, techniques and resources for creating a successful mentoring program or modifying an existing program in their district; analyze the learning experience in this course by reflecting on professional practices since the beginning of this course and reflect on previous goals set.

Impact on Classroom Instruction:

“To be successful in any field, aspiring leaders require role models and guidance.” (Hollister) The stronger the mentoring/induction program and experiences that go along with it, the more likely student achievement will improve.

Learner Outcomes:

Teachers will become better educators by participating in a well-planned and executed mentoring program. A solid background on the many facets of teaching is invaluable to teacher retention, teacher confidence and teacher success. Learners will greatly benefit from an educational mentoring experience based on multiple avenues of support and a philosophy of life-long learning.