

Course Title: Mentoring to Improve Student Learning

Instructors: Carole Helmstrom, Johnnie Roebuck

Length: 15 hours

Dates: Rolling admissions

Prerequisites: Bachelor Degree

Number of credits: 1

Course Description:

This course provides a roadmap for the implementation of an effective coaching and mentoring program to improve student learning. Coaching and mentoring have 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 coaching skills to create continuous improvement in their classrooms. Participants will learn to develop and implement an effective coaching and mentoring program to guide students toward greater academic success. The roles and guidelines necessary for 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 foundational theories of leadership are presented. 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
- a. leadership standards,
 - b. transformational leadership,
 - c. cultural indicators for successful coaching/mentoring programs, and
 - d. historical perspectives of leadership.

Session Topics (8):

• The Mentor//Protégé Voyage: Leadership and Adults	Johnnie Roebuck
• Foundations of Mentoring	Johnnie Roebuck
• Mentoring Processes and Practices	Johnnie Roebuck
• <u>Mentoring as Adult Learning</u>	Johnnie Roebuck
• Understanding Leadership Concepts	Johnnie Roebuck
• Understandings Leading to Mentoring Success	Johnnie Roebuck
• Advanced Mentoring Processes and Practice	Johnnie Roebuck
• Mentoring: The Educator's Mirror of Reflection	Carole Helstrom

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.

Carole Helstrom is an internationally known consultant with experience as a teacher, principal, assistant superintendent, university instructor, and author. Carole helps educators at every level translate research into practical classroom applications that enhance student motivation, behavior, and academic performance. Carole has been a featured speaker for ASCD, NSDC, Brain Expo, BTSA, BOCES, SERRCS, and conferences focusing on learning disabilities and gifted students. Carole is a leader in differentiated instruction, brain-compatible learning, and mentoring.

Methods of Instruction:

Percentage of Course Credit

Methods of instruction will include

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|--------------------------------------|--------------------|
| • Individual sections (8) (15 hours) | |
| • Pre assessments (8) | 5% |
| • Graded post assessments (8) | 20% |
| • Video lectures (8) | 35% |
| • Polling questions | Included in videos |
| • Study guides (8) (60 to 100 pages) | |
| • Handouts | |
| • Projects | 40% |

Texts (included in program)

- Study guide provided in the program (200 pages)

Assignments

- Pre assignments (40)
- Post assignments (64)

Grading:

Grading Requirements include an Implementation Plan and a Guided Reflection.

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within two months from the day they begin the course.

FINAL EXAM PROJECT: The mentor selection process should be given utmost importance for a mentor-protégé relationship to be meaningful, productive, and successful. School Leadership Teams must use selection criteria in order to identify individuals with specific traits and characteristics who will make for a successful mentor- protégé pair.

Develop an implementation plan for establishing a mentoring program at your school, to include the following:

- List mentor criteria, including traits and characteristics
- Determine targeted criteria for participants
- Establish guidelines to provide expectations for both mentors-protégés
- Develop a timeframe for implementation of key program components
- Develop a rubric to assess the impact of mentor-protégé pairing on improved student performance

Write a reflection that includes anecdotal evidence of the impact of mentor-protégé relationships in your school setting, to include the following:

- Data to indicate improved student performance
- Indicators of increased parental/community involvement
- Anecdotal evidence to indicate the above

A KDS Implementation Rubric is attached which provides grading levels and weights.