



96 Cricket Hill Rd, Hyde Park, VT 05655

## LNSU Colleague Support System: The Art and Science of Skillful Mentoring Fall 2019 Course Syllabus

### Course Information

**Instructor:** Jade Hazard & Jacqui Gale

**Email Address:** [jhazard@lnsd.org](mailto:jhazard@lnsd.org) &  
[jacquigale123@gmail.com](mailto:jacquigale123@gmail.com)

**Course Site Location:** Hyde Park Elementary School Library

**Course Meeting Dates:** Saturday, September 21, 2019

**Course Meeting Times:** 10:00-3:00 pm.

**Course Prerequisite:** None (however course is required to be a mentor during the 2019-2020 school year)

### Materials Provided

Rami, Meeno. (2014). *Thrive: 5 Ways to (Re) Invigorate Your Teaching*. Heinemann. Portsmouth, NH. ISBN # 978-0-325-04919-9. I find this book refreshing and inspiring.

**Journal Articles / Book Chapters:**

Selected journal articles and videos will be found on the Schoology class course page; readings are subject to change based on participants' interests and needs.

**Supplemental Materials:**

A list of supplemental articles and websites will be provided in classes or on the Schoology class discussion page. This collection represents many different topics and perspectives, and it will undoubtedly grow during the class based on participants' interests.

**Course Description**

While the intent of LNSU's mentoring program is to support and guide new teachers in our school district, it provides the additional role of supporting the mentor. {Add mentor quote}

At the heart of the mentoring relationship is colleague support. Mentoring enables mentees to hone skills required to feel empowered in the classroom, to experience a sense of personal and professional effectiveness that will encourage them to remain in the profession, to defy the isolation of beginning teaching, and to nourish the passion that led them to the field of education.

This course examines the knowledge and skills a professional educator needs to exercise in the art of development, implementation, and assessment of a responsive mentoring relationship. We will also examine the body of research considered leading to best practices in the process of building strong colleague support programs and assessing the needs of mentees.

**Course Overview**

In this course processes involved in mentoring are related specifically to participants' school settings or education environments and the focus is on assessing, refining and rejuvenating those skills to maximize learning for all mentees and their students.

These understandings will enable mentors to explore what is necessary to create and support responsive curricula and support mentees now and in the future. Current research on "best practices", namely on the Frameworks of Practice in the Domain of Planning and Preparation, will inform our work together as we explore ways to revise and realign curriculum to maximize learning for all mentees. Mentors will examine their own teaching techniques, approaches to curriculum development, and set goals to enhance their professional practice as a mentor to others in the district.

## Course Essential Questions

During this course, we will explore the following questions: [SEP]

- What is the purpose of mentoring?
- What is mentoring and what is it not?
- What is the duration of the mentoring relationship?
- How do my beliefs and values impact my professional practice?
- What, exactly, are the qualities of effective mentors? Who decides? What are effective best practices to support mentees in the classroom and mentors themselves?
- What are the Frameworks for Professional Practice that will be guiding mentees through their beginning years in Domain I of Planning and Preparation of the mentoring colleague support program?

## Course Learning Objectives

To begin the course, the following objectives are suggested:

### Understanding: [SEP]

- Review Frameworks for Professional Practice in Domain I of Planning and Preparation for use with mentees throughout the mentoring relationship.
- Discuss different forms of support (what is coaching/mentoring/colleague support?)
- Demonstrate the beliefs you hold about teaching, learning, and the learners themselves that will provide support for mentees in the classroom.
- Continue to show evidence of a deepening understanding of the relationship between yourself and the mentee, the learning environment, and your role providing colleague support. [SEP]

### Application: [SEP]

- Demonstrate understanding of and flexibility for using Frameworks for Professional Practice in Domain I of Planning and Preparation on curriculum and planning for support of mentees.
- Describe how effective colleague mentoring support can promote professional identities, self-care and wellness, as well as enhance relationships and interactions with others.
- Implement “best practice” mentoring strategies into your instruction by refining and expanding your use of them as you go. [SEP]

- Reflect regularly on current practices as a mentor and as a LNSU professional.
- Describe “next-step” decisions based on discussions on Frameworks for Professional Practice in Domain I of Planning and Preparation for Mentees

### **Assessment and Evaluation Criteria:**

All course assignments will be used to assist participants in providing evidence for personal reflections and peer support in analyzing growth as a mentor in the course.

LNSU feels strongly that the learning that occurs in each class is very individualized and that assessment should occur based on each individual’s ongoing improvement and progress. Evidence for that progress is therefore determined based on regular self, peer, and instructor assessment throughout the varying activities and discussions during every class session. Attendance at each class meeting is very important in order to provide that evidence of continual learning.

### **Attendance**

A great deal of the instruction in this course will occur during in-class time as a result of the implementation of constructivist teaching and subsequent learning for all. It is therefore crucial to attend all class meetings. Planning ahead by saving the date on your calendar and prioritizing your schedule for this week is expected. However, emergencies do happen, and, in the very rare cases they occur, immediate communication is expected to determine how to proceed and what will be required.

### **Web-based Instruction Required**

YES  NO The use of Web-based supplemental instruction is required in this course.