

## ***Mentoring in Action: Becoming a Qualified Mentor and Leader***

Gordon College On-Line Professional Development Course

EDU 620 (3 Graduate Credits)

**Course Instructor:** Carol Pelletier Radford Ed.D.

**Email:** [mentoringinaction@gmail.com](mailto:mentoringinaction@gmail.com)

**Website:** [MentoringinAction.com](http://MentoringinAction.com)

**Cell Phone:** 508-577-7366

**Course Coordinator:** Karen Gannon M.Ed.

**Email:** [Karen.Gannon@comcast.net](mailto:Karen.Gannon@comcast.net)

**Cell Phone:** 508-245-1139

**Technology Support:** Shonna McGrail Ryan [mcgrailpr@gmail.com](mailto:mcgrailpr@gmail.com)

### **Course Description**

Massachusetts Induction and Mentoring Guidelines (2015) require school districts to assign “trained” mentors to support the development of beginning teachers. This on-line course offers practical strategies and tools to prepare qualified mentors to meet the varied needs of novice teachers. It can be a foundation for first time mentors, or a refresher course for experienced mentors. The content aligns with the Massachusetts Standards for Effective Educators and the current Educator Evaluation.

### **Course Instructor:**

Carol Pelletier Radford Ed.D. [MentoringinAction.com](http://MentoringinAction.com) is an experienced teacher, author, and certified Hatha Yoga instructor. She designed and implemented the RTTT Project SUCCESS: Mentoring in Action, Lead Mentor “train the trainer” program in Massachusetts. Her Ed.D. from Harvard University focused on teacher leadership and professional development.

The course instructor is responsible for the development of the course content, alignment to current state standards, activities in all modules, pedagogy related to course processes, overseeing the selection and training of the Master Mentor Evaluators (MMEs), as well as the final exam, and submitting grades to Gordon College administrators.

### **Course Coordinator:**

Karen Gannon is an experienced teacher with 34 years of teaching and mentoring experience. She served as a master Mentor Evaluator and face-to-face course instructor in the RTTT Project SUCCESS. The course coordinator is responsible for managing the day to day operations of the course logistics. This includes coordinating Gordon College registration, supporting MME’s and mentors, and answering questions as they develop.

### **Master Mentor Evaluators (MME):**

Experienced teacher leaders who are trained mentors are selected to read and respond to required reflective prompts in each module. These mentors have completed this course and embrace the [MentoringinAction.com](http://MentoringinAction.com) mission and values.

## **Rationale for this Course**

One of the most imposing obstacles to developing and maintaining an effective educator workforce is the high turnover rate of new teachers. A research report by Richard Ingersoll found that between 40 and 50 percent of new teachers leave the profession within the first five years. When new teachers are provided with high-quality mentoring and are assigned a mentor in their same content area, they are 30 percent less likely to leave the profession.

In districts where retention is not a challenge the proficiency and success of novice teachers is a goal. By having a trained mentor who is mindful about aligning teaching standards districts are able to integrate current evaluation language into mentoring conversations. This supports the novice in understanding the common language of teaching to ensure proficiency in the classroom in years 1-3.

Research in an article by Madeline Will in Education Week June 22, 2017 titled "*Mentors for new teachers found to boost student achievement – by a lot.*" It goes on to state, "*If new teachers are paired with high-quality, trained mentors and receive frequent feedback, their students may receive the equivalent of up to five months of additional learning.*"

Mentors completing this course will provide a greater number of novice teachers with the support they need during their beginning years of teaching and will help reduce teacher turnover and improve proficiency.

## **Course Objectives**

**SUSTAIN** mentoring knowledge by introducing mentors to readings, research, and practice taking in the perspectives of students, novice teachers, and other mentors.

**ALIGN** mentoring practices with current Massachusetts' standards, national standards, and district or school goals to ensure the novice teacher has a comprehensive understanding of induction and mentoring requirements.

**DIFFERENTIATE** mentoring practices for *first time* in the classroom educators, *new to the district* educators, *new to the grade level or role* educators, and *career changers* by modifying mentoring conversations and required activities to meet the needs of the educator.

**IMPACT** the retention rates of novice teachers in high need areas, influencing school culture to be a community that welcomes novice teachers, and ultimately fosters the success of the students in the novice teachers' classrooms.

**TRANSFORM** the novice teacher's experience of induction by modeling balance, inspiration, and leadership to create an experience that is both wholesome and supports the social and emotional learning of the novice. Becoming a *Mindful Mentor* to support the mentoring relationship and introduce the novice to the joy of teaching.

## **Required Texts**

📖 *Mentoring in Action: Guiding, Sharing, and Reflecting With Novice Teachers* 2<sup>nd</sup> edition, Corwin Press, Carol Pelletier Radford

📖 *The First Years Matter: Becoming an Effective Teacher* 2<sup>nd</sup> edition, Corwin Press, Carol Pelletier Radford

Available at Amazon or Corwin Press. For information go to [MentoringinAction.com](http://MentoringinAction.com)

### **38 Graduate Course Hours (Gordon College) and 67.5 PDPs for MA Recertification**

<b>Course Focus and Hours</b>	<b>Requirements</b>
<b><i>Learn and Reflect (35 hours)</i></b>	Complete 7 Modules with assignments and journal reflection questions for each module.
<b><i>Collaborate (1 hour total)</i></b>	<ul style="list-style-type: none"> <li>• One 30 minute phone meeting with a course participant scheduled any time after Module 3.</li> <li>• One 30 minute phone meeting with your MME scheduled in Module 7.</li> <li>• Optional networking with any course participants</li> </ul>
<b><i>Create Community (for District Based course sections only)</i></b>	School districts who register a group of mentors will organize two face-to-face meetings of one hour each. The kick off meeting will review the course and the closing meeting will celebrate learning and next steps.
<b><i>Final Exam Reflection and Exit Survey 2 hours</i></b>	<p>Final reflection includes:</p> <p>a) I used to think and now I think...</p> <p>b) How will you share what you learned</p> <p>c) Summary of conversations with your partner and MME</p> <p>d) Self-Assessment for the course</p> <p>Exit Survey submitted to course evaluator.</p>
<b>38 Hours = 3 Graduate Credits (67.5 PDPs)</b>	

<b>Overview: Mentoring Course Topics</b>		
<b>Module 1</b>	What Does a Mentor Need to Know and Be Able to Do?	5 hrs
<b>Module 2</b>	Mentoring in Action: Guiding, Sharing and Reflecting With Novice Teacher	7.5 hrs
<b>Module 3</b>	The First Years Matter: Becoming an Effective Teacher	2.5 hrs
<b>Module 4</b>	Effective Mentoring Conversations	5 hrs
	phone appointment with assigned partner	.5
<b>Module 5</b>	Integrating Student Perspectives into Teaching Practices	5 hrs
<b>Module 6</b>	Mindful Mentoring	5 hrs
<b>Module 7</b>	Sustainable Mentoring	5 hrs
	Phone appointment with Master Mentor Evaluator	.5
<b>Final Exam</b>	Final Reflection and EXIT Survey	2 hrs

#### **Timeline for completing each module**

The course calendar indicates all module postings and deadlines for submissions. Modules are posted on Friday nights and are due on Sunday nights. Always refer to the course calendar for specific deadlines.

## **Academic Integrity**

This is a reflective course that draws on teaching and mentoring experiences. It is framed using key questions in each module and requires individuals to apply the content in their unique teaching contexts. Sharing and discussion are encouraged about the content of this course. If there is a need to refer to a book, article, or other reference in the reflections a citation is required. Every student in this class is expected to understand the necessity of citing sources in all academic work in order to avoid plagiarism. Every student is expected to submit their own reflections.

## **Feedback from Master Mentor Evaluators**

All responses to reflective prompts will be typed and emailed to the Master Mentor Evaluator (MME) assigned. Clarity of writing and proper grammar is expected. Course participants should communicate with MMEs with questions or requests for extensions.

## **Communicating with the Course Coordinator**

Students may email Karen Gannon, at [Karen.Gannon@comcast.net](mailto:Karen.Gannon@comcast.net) with any other questions about the course content or process.

## **Grading**

A formal grade will be assigned at the end of the course. Each course participant will complete a self-assessment to contribute to the final grade.

Grade options are as follows:

### **To earn an A grade the teacher...**

- Consistently presents high quality, complete, and reflective responses
- Meets timelines for submitting required module reflections
- Requests extensions from MME if a deadline cannot be met
- Responds to MME communications in a timely way
- Resubmits any required assignment in a timely way
- Completes the self-assessment at the end of the course
- Completes Final and Exit Survey

A- Meets *most of the criteria* listed for A grade as determined by course instructor and Master Mentor Evaluator

B+, B, and B- grades will be determined by course instructor with MME input.

All grading questions or appeals must be emailed to course instructor. Appeals will not be taken by phone.