Framingham State University
Division of Graduate and Continuing Education

PRDV- 71430 Mentor Training

1 credit, 4-week online course
Instructor: Katherine Scheidler, Ed.D.
kscheidler@framingham.edu

Instructor profile, p. 6
One Graduate Credit: One Semester Hour of Graduate Credit = 45 contact hours.


Course Description

This course provides the training required by the Massachusetts Department of Elementary and Secondary Education for a K-12 teacher to become a mentor to a new teacher. This course provides the state requirements for mentor training, and also encourages educators to consider their own relationship with teaching. This coaching model presented here for mentoring elicits the new teacher to utilize their own ideas and style, explained in the course text Mentoring: Mindset, Skills and Tools. The model presented in the text creates a collaborative experience between mentor and mentee as they navigate today’s education challenges. Mentors are provided ways to assist new teachers to fulfill the expectations of the Department of Education’s Educator Evaluation Framework, of classroom effectiveness, productive work with families, contribution to the school’s professional culture, and connection with the community.

Course Objectives

On successful completion of this course, participants will be able to:

- Explain expectations of a mentor as seen in state guides, and utilize the Effective Coaching Model described in the course text Mentoring: Mindset, Skills, and Tools to develop their mentor-mentee relationship.
- Name at least five teacher qualities a district looks for in selecting a teacher to become a Mentor, as stated in the Department of Education guides to become a mentor.
- Name at least five expectations the Massachusetts Department of Education has for serving as a Mentor.
- State the four areas of the DESE Educator Evaluation guides, with specifics in these areas, as skills to develop in the new teacher, needed for new teacher retention.
- Describe the mentor mode of coaching through the writing of a plan of how one will conduct oneself in conferring with the mentee.
Massachusetts Department of Education documents on Mentor Training used in this course

- Massachusetts Model System for Educator Evaluation Classroom Teacher Rubric
  https://www.doe.mass.edu/edeval/model/PartIII_AppxC.pdf
- DESE Guidelines for Induction and Mentoring Programs (30-page document)
  https://www.doe.mass.edu/edeffectiveness/Mentor/default.html
- State Curriculum Frameworks document relevant to the Mentee’s subject area
- Guidelines for Standards for Effective Teaching
  pvbDAXwAHkGHTG_DysQFnoECBAQAQ&url=https%3A%2F%2Fwww.doe.mass.edu%2Fedp
  rep%2Fresources%2Fguidelines-advisories%2Fteachers-
  guide.docx&usg=AOvVaw1Q9c2M3c7KbcnZ0V_LL1vz&opi=89978449

Course Expectations

Course participants must:

- Complete weekly readings and respond to the Discussion Questions posted each week, at a time
  within that week’s online module.
- Completion each week of a short paper that states the contribution of a reading chapter, with a
  summary, and of other weekly reading posts.
- Post responses to Discussion Questions early in the course week, in order to allow time for the
  instructor and other course participants to respond to posts, for interactive learning.
- Demonstrate course learning through a final product project of a 5 – 7 page written statement of
  how the course participant will proceed with effective mentoring throughout the year, aligning
  this work with the state expectations for the induction year and mentoring, and with the
  coaching model of the course text, and with areas discussed in the Discussion area of the
  course. The final paper must be sent to the instructor no later than the Wednesday of the last week
  of the course. No late work is accepted.

Course Content/ Outline

Week 1 Introductions

Introductions: Provide your school district, grade you’re teaching, subject area.

Presentation: How this course works, please post early in the week, interaction by posting
comments on other course participants’ posts, this course is for you

Mentors are school and district models for best practice

Qualities needed for being a good Mentor: Effective in the classroom, collegial, collaborative,
helpful and supportive in and outside of the classroom, supports and smoothly running school,
a problem-solver, connects with families and the community.

District Mentor Handbook (Please send instructor your district Mentor Handbook so we can be
sure you’re able to follow district expectations). Differences between DESE expectations and a
district handbook: providing such additional guides such as sentence frames for constructive
criticism, and specifics of a change in Mentor match, as needed.
Read the sample district Mentor Handbook provided. Discussion Question: What do you like in this handbook, and what is new to you regarding mentoring?

Assignment: Read DESE-posted “Guidelines for Standards of Effective Teaching.” Discussion Question: How would you best present this document to have the new teacher understand the classroom teaching best practices? When would you present this document to the new teacher? Why?


Discussion Question: What are best points takeaways from these chapters that you find most helpful to inform your mentoring practice? Post in Week 2.

Week 2 DESE Expectations and First Steps

Discussion Question: Best points takeaways from the Rolfe text chapters reading. (above)

Review Educator Evaluation Rubric to guide the mentoring and the Mentee work and for the new teacher to know what he or she is evaluated on by a school administrator: https://www.doe.mass.edu/edeval/model/PartIII_AппxC.pdf

Discussion Question: Which area of the four categories of the Educator Evaluation guide and assessment tool do you believe is most important? Please explain. Which area of this rubric do you believe is most important for you to work with on with your new teacher? Please explain.

Assignment:

Read for Week 3 Massachusetts State Department of Education Guide for Mentoring https://www.doe.mass.edu/edeffectiveness/Mentor/default.html. (30-page document)

Discussion Question to post in Week 3: What areas of this document are new for you in your thinking about mentoring, and what are challenging expectations in your particular school site and in today’s current environment. How will you address these site challenges with your Mentee?

Week 3 State Guides for Mentoring

With completing the reading of the Massachusetts State Department of Education Guide for Mentoring https://www.doe.mass.edu/edeffectiveness/Mentor/default.html: Discussion Question: What areas of this document are new for you in your thinking about mentoring, and what are challenging expectations in your particular school site and in today’s current environment. How will you address these with your Mentee?

Classroom Management: With the most common need for a new teacher the area of classroom management and discipline, presentation is provided on a range of varied means of maintaining
classroom management and discipline, including videos by Harvard professor psychologist Fred Jones. With active learning strategies to address behavior issues, also use of a range of varied active student learning activities with protocols address behaviors, such as the Socratic Seminar, Gallery Walk, Four Corners of the Room, student-centered research using webquests. (Details provided)

Discussion Question: Do you find the Fred Jones discipline techniques to be applicable to your site? Would these strategies be useful? When would you show these to your Mentee?

Discussion Question: Which of the suggested active student learning strategies above would be appropriate for your grade level and content area? What other engaging activities with protocols as behavior guides would you suggest for a Mentee?

For Week 4 Giving and Receiving Feedback

Words Matter: Read Rolfe Chapter 15 “Giving and Receiving Feedback.” Discussion Question: Explain from this chapter the specific best practices and word choice recommended on issue concerns, when and how to deliver constructive feedback. Recommended are keep it positive, maintain standards, focus on reflection and moving forward, look to the future learn from the past. It’s a marathon, not a sprint.

Week 4 Your Plan for Mentoring

Describe in your own words the mode of mentoring described in Chapter 15 “Giving and Receiving Feedback.” This mode of feedback to a new teacher is pivotal to success. Positive comments are “wind in the sail.” Comments received by the new teacher may be seen to be negative and discouraging. How we coach to support rather than discourage a new teacher is crucial.

Discussion Question: Post on statements in Chapter 15 “Giving and Receiving Feedback” that especially strike you as potentially effective, and why.

Final Project:

What are your personal goals and plans for Mentoring?

Based on the course readings and discussion, please write a paper on how you want to work with a new teacher beginning before school starts in late August. Please use some quotes from the text readings and DESE documents to support statements. Use approximate dates for when you’ll implement tools and strategies, such as when to review with the Mentee the “Standards of Effective Teaching” DESE guide before school starts, as early acquaintance with this guide helps set up expectations of best learning classroom practices expected.

Please first email your final plan to the instructor at kscheidler@framingham.edu for comments. Then post your final plan in Week 4 for how you’ll work and for strategies discussed in this course no later than Wednesday of the course final week, for others to view and comment on.

Posted reading: sample year-long Mentor plan as an exemplar.
<table>
<thead>
<tr>
<th>Rubric to Guide and Assesses Mentor Professional Development Learning</th>
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<tbody>
<tr>
<td><strong>DESE and district Mentor Program expectations</strong></td>
</tr>
<tr>
<td><strong>Supporting all students</strong></td>
</tr>
<tr>
<td><strong>Effective Coaching,</strong></td>
</tr>
<tr>
<td><strong>Use Text as a guide for learning</strong></td>
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| **Final project paper** | The course participant demonstrates in their own plan for mentoring a new teacher that they:  
  • have read the assigned readings and can identify ways to implement the course main points of guiding a new teacher via coaching.  
  • are able to guide their mentee in the development of skills such as opening up alternative resources, observing other teachers to learn style and strategies, coaching not dictating.  
  • can support their mentee in recognizing the concepts of engaging all students, DESE content Standards and MCAS as guides for learning, and in the four DESE-required educator evaluation practices, and implements these. |

**Required reading:**


Department of Education documents: Teacher Evaluation Rubric, Mentor Guidelines, Guide to Effective Teaching

Posts of sample district Mentor Handbooks for district guides
Dr. Katherine Scheidler taught for over twenty-five years, and served as Department Chair. Her doctoral degree is from the School of Education, Boston University. She has a graduate CAS degree from the Harvard University Graduate School of Education. She holds a Master of Arts in Teaching degree from Brown University. Her undergraduate degree is from The American University, School of International Service, Washington, DC.

Dr. Scheidler served as clinical professor, Brown University Education Department, for eight years, teaching Methods of Teaching and supervising all Brown seniors and graduate program Master of Arts in Teaching student teachers, concurrent with her teaching in an urban school. Dr. Scheidler has also served for over fifteen years as both Massachusetts Assistant Superintendent for Curriculum, Instruction, Assessment, and Professional Development in Hopkinton and Canton, and also as Massachusetts central office Curriculum Director in districts of varied demographics and needs including K – 12 Curriculum in Marblehead, and Hamilton-Wenham Regional District and in Southbridge and Monson. She was most recently K – 12 Curriculum Director with the Everett Public Schools, adjacent to Boston.

Kay has taught courses in curriculum, assessment and instruction as a National Faculty member in the Elementary Masters in Literacy program, Lesley University, Cambridge, and The Education Collaborative, Dedham. She is Instructor, Framingham State University, teaching understanding of Common Core State Standards and integration into curriculum and instruction.

Web site: www.kayscheidler.com

Course requirements:

- Complete all course readings.
- Weekly writing on course readings.
• Regular posting on each week’s course readings, with responses to Discussion Questions for the instructor and other course participants, all within the time limit of the week’s module, posted early in the week to allow for others’ reading and responses to the course participant’s post.

• Regular response to others’ posts for interactive learning and broadening understanding by sharing observations.

• Final 5 – 7 page paper integrating course learning into the course participant’s plan for year-long mentoring plan with dates and anticipated timeline. Course plan must be based on state Department of Education Guides and the Rolfe book guide for coaching. Text statements must be included to document sources.

Grading Criteria

40% Satisfactory completion of each week’s reading done early in the week and posting on the reading early in the week, to allow for timely instructor response as well as those of other course participants. This course centers on interactive discussion of effective mentoring.

In addition to Discussion comments, the course participant must write weekly papers on contributions of the weekly course readings to understanding mentoring expectations, summary of text chapters, DESE documents, and instructor posts.

20% Course participant posts on others’ thoughts posted, to make the course interactive and to broaden learning through hearing from others.

40% Final 5-7 page paper spelling out the specifics of a year-long plan to Mentor a new teacher. Plan contains specific activities and discussion on the specific district environment and demographics, school culture and expectations, who to go to for specific help and resources, classroom expectations, fidelity to DESE Standards and curriculum frameworks and Guide to Effective teaching, Teacher Evaluation Rubric specifics, and close reading of the Rolfe book guide to coaching.

Final paper expectations

<table>
<thead>
<tr>
<th>FINAL MENTOR PLAN</th>
<th>MEETS EXPECTATIONS</th>
<th>PARTIALLY MEETS EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final plan is 5 -7 pages</td>
<td>Final plan is 5 -7 pages</td>
<td>Plan is less than 5- 7 pages</td>
<td>No plan</td>
</tr>
<tr>
<td>Final plan integrates state expectations into the plan, including coaching to the DESE Educator Evaluation rubric.</td>
<td>Final written plan successfully integrates the state expectations.</td>
<td>Final written plan only partially integrates the state expectations.</td>
<td>Final plan does not include the state expectations.</td>
</tr>
</tbody>
</table>
Plan includes specifics on a coaching style, as seen in text readings. | Final written plan successfully integrates the coaching model. | Final written plan only partially integrates the coaching model. | Final written plan does not integrate the coaching model.  
---|---|---|---  
Plan timeline includes the specifics of appropriate presentation of information needed for the particular times of the school year | The plan timeline presents the specifics of mentor expectations and introduces these at appropriate times of the school year. | The plan timeline only partially presents the specifics of mentor expectations and introduces these only partially at appropriate times of the school year. | The plan timeline is incomplete.  
Course expectations  
| Meets course expectations | Partially meets course expectations | Does not meet course expectations  
---|---|---  
Evidence of completion of weekly readings to that convey the reading main points and how they contribute to understanding of the mentor role and summary of the reading. | Course participant demonstrates understanding of weekly timely posted readings, state documents, and book chapters through written papers that accurately summarize the ideas. | Course participant only partially demonstrates understanding of weekly timely posted readings, state documents, and book chapters through written papers that accurately summarize the ideas. | Course participant only partially demonstrates understanding of weekly timely posted readings, state documents, and book chapters through written papers that accurately summarize the ideas.  
Evidence of post readings as seen in interactive discussion in the Discussion area and in weekly papers. | Course participant comments on readings in the Discussion area in addition to the short papers. | Course participant only sometimes comments on readings in the Discussion area. | Course participant does not contribute to interactive discussion by posting in the Discussion area.  
Course participant comments on others’ comments in the Discussion area. | Course participant regularly responds to others’ posts. | Course participant only sometimes responds to others’ posts. | Course participant does not respond to others’ posts.  
Final 5 – 7 page paper presenting a year-long plan of how one will work as a mentor throughout the first year, with a timeline. | The final paper successfully integrates both the state expectations into a year-long plan on mentoring and the text readings on how to coach a new teacher to be effective as delineated in the state Educator Evaluation rubric | The final paper does not integrate some of the state expectations or the coaching mode of the text into the yearlong plan. | The course participant does not submit the final paper by the end of the class and/or does not integrate the state expectations or the course text content into a final plan.
Resources and other information

FSU Library

Website: The Henry Whittemore Library

The Henry Whittemore Library provides a combination of traditional and modern resources and services to the University’s students, faculty, and staff. Local holdings include approximately 206,724 volumes of print materials, 326 periodical titles and 668,330 units of microforms. This basic core of resources supports the curricula of all academic departments of the University and is systematically kept current with new acquisitions as selected by specialized staff and requested by faculty and students.

UNIVERSITY POLICY REGARDING ACADEMIC HONESTY

Website: Academic Honesty

Integrity is essential to academic life. Consequently, students who enroll at Framingham State University agree to maintain high standards of academic honesty and scholarly practice. They shall be responsible for familiarizing themselves with the published university policies and procedures regarding academic honesty.

Disability/Access Services

Website: Disability/Access Services

Framingham State University offers equal opportunities to all qualified students, including those with disabilities. The University is committed to making reasonable accommodations as necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Disability/Access Services works with students with ADD/ADHD, learning and psychiatric disabilities, students with mobility disabilities, students who are blind or low vision, students who are d/Deaf or hard of hearing, and students with chronic medical conditions.

Academic Success and Achievement

Website: Center for Academic Success and Achievement (CASA)