Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

FACULTY/DEPARTMENT: **FACULTY OF PROFESSIONAL STUDIES**		
EDUC 704		**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS
Practicum		
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

This course is designed to give professional educators an opportunity to develop their capacity as teacher leaders in a mentoring role with a new teacher in the K-12 school setting. Through the practical application of established best practices in the fields of distributed leadership and mentoring, the course draws on the works of a number of educators. The practicum enables participants to acquire practical skills and gain professional confidence. Mentors will enrich their capacity for critical self-reflection, build on their existing skill sets, and apply best practices while nurturing the professional growth of new teacher colleagues. Program participants – protégé teachers – will be matched with volunteer leaders; as the leadership capacity of the protégés develop, they will begin to mentor novice teachers in the school districts, thereby becoming leaders themselves.

PREREQUISITES: **Admission to the Graduate Certificate in Teacher Leadership and Mentorship program.**

COREQUISITES:

TOTAL HOURS PER TERM: **80***

* STRUCTURE OF HOURS
Lectures:
Seminar:
Laboratory:
Field Experience: **80***
Student Directed Learning:
Other (Specify):
*average 2 hours per weeks over 40 weeks

MAXIMUM ENROLLMENT: 20

EXPECTED FREQUENCY OF COURSE OFFERINGS:
Once per year based on demand

AUTHORIZATION SIGNATURES:

Course Designer(s):	Paul Orlowski	GPC Chair:	
Dean:	Rosetta Khalideen	GSC Chair:	Yvon Dandurand
GSC Approval in Principle Date:		GSC Final Approval Date:	November 26, 2009

COURSE IMPLEMENTATION DATE: September 2010

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval): November 2013

COURSE NAME/NUMBER EDUC 704

COURSE OBJECTIVE - The overall purpose / rationale for this course is:

The practicum provides each student with the opportunity to develop and practice the skills necessary to become a teacher leader in a mentoring relationship with a protégé in the school setting; participants apply distributed leadership and mentoring best practices by mentoring a new teacher during one school year. Participants complete a minimum of 45 contact hours with a protégé.

LEARNING OUTCOMES – Upon successful completion of this course, students will be able to:

- understand and discuss the development processes of mutual respect, trust, a shared understanding of teaching standards and instructional best practices
- describe a reciprocal commitment to professional growth within a school based mentorship relationship
- develop and sustain collegial relationships with a protégé during one school year
- implement developmentally appropriate activities and strategies which support and challenge the protégé's practice while facilitating his/her professional vision.
- model appropriate ethical, personal and professional boundaries with a protégé
- demonstrate practical mentoring skills
- illustrate a capacity to give and receive critical feedback regarding their growth as teacher leaders.
- prepare a summative paper on the outcomes of the mentorship practicum

*** METHODS:**

During the course of the year, besides the instructor, the students will be supported by volunteer mentors who are current or previously experienced educators and leaders. As the program participants develop their own leadership capacity, they will go on to mentor novice teachers in their districts, thereby becoming leader/mentors themselves.

*** COURSE CONTENT:**

[Course content varies by instructor. An example of course content might be:]

Module 1: Establishing a Mentoring Relationship with a Protégé

Participants will meet face to face in the classroom with the instructor and the mentoring cohort in order to jointly establish the norms and expectations of the development of on-line Professional Learning Community. The emphasis will be on the development of the participants as teacher leaders who openly share knowledge and invite critical feedback from peers.

Module 2: Deepening the Mentoring Relationship

The focus of this module is deepening and strengthening the relationships among the mentors, and between the mentors and their protégés. A minimum of ten hours of face to face contact with the protégé, as well completing key assignments:

Module 3: The Final Phase of the Mentoring Relationship

Mentors assist their protégés with the myriad tasks and procedures associated with the final months of the school year while keeping the focus on the protégé's instructional practice. As the relationship with the protégé deepens and strengthens during this final phase of the relationship, mentors assist with the development of the protégé's professional vision.

*** STUDENT EVALUATION:**

[An example of student evaluation, including type of assignment and weight, for this course might be:]

15% Mentor-Protégé Interaction Logs

20% Protégé Formative Self Assessment; Protégé Summative Self Assessment; Protégé Professional Vision; Mentor-Protégé Action Plan

20% Glickman Supervisory Beliefs Inventory; Mentor Formative Self Assessment; Mentor Summative Self Assessment; BC Principals' and Vice Principals' Association's Leadership Standards; Mentor Professional Vision

25% Summative Paper

20% Reflective summary document , DVD or other acceptable media documenting program achievements, challenges and recommendations.

*** TEXTBOOKS, REFERENCES, MATERIALS:**

[Textbook selection varies by instructor. Please include an example of texts for this course in an appropriate reference format.]

Danielson, C. (2007). Enhancing professional practice: A framework for teaching. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Jonson, K. (2008). Being an effective mentor. Thousand Oaks, CA: Corwin Press.

Lipton, Laura & Wellman, Bruce. (2001). Mentoring matters: A practical guide to learning-focused relationships, 2nd edition. Sherman MiraVia, LLC.

Rowley, J.B. (2006). Becoming a high performance mentor. Thousand Oaks, CA: Corwin Press.

Yendol-Hoppey, D. and Dana, N. (2007). The reflective educator's guide to mentoring. Thousand Oaks, CA: Corwin Press.

*** SUPPORT MATERIALS:**

An electronic coursepack which contains research articles and materials related to mentoring and teacher leadership.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ YES ☒ NO

*** If YES specify how:**

* These sections are subject to change at the discretion of the department and the content will vary.