

University of North Alabama  
College of Education and  
Human Sciences  
Course Syllabus

**Course Title: IL 705: PROFESSIONAL DEVELOPMENT AND MENTORING**

**Credit Hours: 3 Hours**

**Instructor:**

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc.... – may impose upon stated office hours. Special appointments can be made with the instructor by phone or email.

**Term:**

**COURSE TEXTS:**

Required: *College LiveText edu solutions membership* (sold in the bookstore and online at [www.LiveText.com](http://www.LiveText.com))

Supplemental Resource Texts (Not Required for Purchase, but used as References for the Course):

Fletcher, S. and Mullen, C. (2012). *Sage Handbook of Mentoring*, Thousand Oaks, CA: Sage Publications Ltd.

Lipton, L., and Humbarb, C. (2003). *Mentoring Matters : A Practical Guide To Learning Focused Relationships*, MiraVia, LLC.

Rutherford, P. (2005). *The 21st Century Mentor's Handbook: Creating a Culture for Learning, Just Ask*.

Southern Regional Education Board. (2006). *Good Principals Aren't Born – They're Mentored: Are We Investing Enough to Get the School Leaders We Need?* Atlanta, GA: SREB.

Southern Regional Education Board. (2006). *Mentoring School Leaders in Competency-Based Internships*. Atlanta, GA: SREB.

Sullivan, C. (2004). *How to Mentor in the Midst of Change*, 2<sup>nd</sup> Edition. Alexandria, VA: ASCD.

Zachary, L. (2000). *The Mentor's Guide, Facilitating Effective Learning Relationships*. San Francisco, CA Jossey-Bass, A Wiley Imprint.

**COURSE RESOURCES:** Resources will be drawn from several sources to include collaborations with practicing school leaders and principals, professional literature published by professional educational groups, Internet and other media sources available to students reflecting model

programs in mentoring at all levels. Bibliographies and media sources will be shared collaboratively with and by students.

**Course Catalog Description:**

The course engages in the examination of mentor behavior and skills focused on mentee development through research and field experience practice. The mentor is guided towards improving teacher performance using EDUCATE Alabama.

**Courses in the AA Instructional Leadership EDS program are an extension of the MAED Instruction Leadership program and are taught at a more rigorous level to meet the needs of advanced level Instructional Leadership candidates.**

**Course Overview:** This course is focused on the development of knowledge and skills related to a mentor-mentee relationship. Using collaborative teaching and learning strategies, this course engages in the examination of mentor behaviors and skills focused on mentee development through the use of research, observation and field experience practice. The core of this course's instructional content is anchored in practical, embedded field experiences, designed collaboratively with school principals, mentors and coaches and focused on improving teacher performance using EDUCATE/Alabama.

**Content Objectives:**

As a result of course study in professional development and mentoring: students should be able to:

1. Identify and describe the nature of mentoring relationships; 290-3-3-.53.01(3)(c)6.(i)
2. Review, document and demonstrate a range of mentoring practices to correspond with adult learning theories, including problems or behavioral specific needs of the mentee; 290-3-3-.53.01(3)(c)5.
3. Identify and demonstrate variances in mentoring behaviors required of different gender and/or racial mentor- mentee relationships; 290-3-3-.53.01(3)(c)6.(i)
4. Develop a model mentoring plan for management of a school or district mentoring program that improves teacher performance using EDUCATE/Alabama; 290-3-3-.53.01(3)(c)6.(ii); 290-3-3-.53.01(3)(c)6.(iii); 290-3-3-.53.01(4)(c).
5. Provide for a system to measure the effects of mentoring relationship related to the mentor, mentee, and organization;
6. Organize and develop a research-based field experience mentoring design related to mentoring in the educational setting that focuses on providing high-quality learning experiences, coaching and feedback; 290-3-3-.53.01(3)(a)4.; 290-3-3-.53.01(3)(c)2.

**Objectives:** Alabama Standards for Instructional Leadership  
290-3-3-.53.01(3)(c)1.;

### **Standard 3: Human Resources Development**

Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals.

Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.

#### **Alabama State Standard 3: Key Indicators**

1. Knowledge to set high expectations and standards for the performance of all teachers and staff
2. Ability to coach staff and teachers on the evaluation of student performances
3. Ability to work collaboratively with teachers to plan for individual professional development
4. Ability to use a variety of supervisory models to improve teaching and learning
5. Ability to apply adult learning strategies to professional development
6. Knowledge to use the accepted methods and principles of personnel evaluation
7. Ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff
8. Ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals
9. Ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning
10. Ability to provide opportunities for teachers to reflect, plan, and work collaboratively
11. Ability to create a community of learners among faculty and staff
12. Ability to create a personal professional development plan for his/her own continuous improvement
13. Ability to foster development of aspiring leaders, including teacher leaders

**COURSE CONTENT:** The following is a brief summary of the content.

- A. Introduction
  1. Mentoring as a learning strategy for adults
  2. Effects of mentoring for the individuals and the organization
- B. Nature of Mentoring Practices
  1. Behavioral elements
  2. Dynamic elements
  3. Misconceptions
- C. Mentoring Practices
  1. Increase mentor/mentee performance

2. Increase mentor/mentee sense of competence
  3. Mentor/mentee's competence and working with other people
  4. Mentor behavior and diversity needs of the mentees
- D. Management of Mentoring
1. Assessing organizational and individuals' needs
  2. Impact for the learning organization
  3. An evaluation design for observing behavior and change
- E. Mentoring Contexts
1. Digital
  2. Social
  3. Cultural
  4. Hierarchical
  5. Non-Hierarchical
- F. Measuring and Evaluating Mentoring
1. Measuring effects on the organization
  2. Diagnostic measurement of practices and responses
  3. Program evaluation
  4. Creating an action research design of embedded field experiences for mentoring
- G. Research-based Mentoring Practices

### **INSTRUCTIONAL STRATEGIES:**

- |                                                                                  |                                               |
|----------------------------------------------------------------------------------|-----------------------------------------------|
| <u>X</u> Laboratory (Action Research and Embedded Field Experience with schools) |                                               |
| <u>X</u> Discussion/Questioning                                                  | <u>X</u> Practicum Collaboration with schools |
| <u>X</u> Digital Format                                                          | <u>X</u> Role Playing/Simulation              |
| <u>X</u> Viewing/Listening/Answering                                             | <u>X</u> Team &Independent Learning           |
| <u>X</u> Problem Solving                                                         | <u>X</u> Case Study                           |
| <u>X</u> Discovery                                                               | <u>X</u> Real-World Applications              |
- Applications

### **COURSE OVERVIEW:**

- I. Mentoring Embedded Field Experiences and Action Research Applications  
A collaboration between UNA and school districts that anchors embedded field experience activities with real world learning and leadership experiences;
- II. Roles and Responsibilities of Mentors/Mentees  
To a large degree the value of the embedded field experience is dependent on the principal mentor's ability and willingness to create opportunities and support structured learning opportunities for students to observe, participate and lead, using mentoring strategies;

- III. Mentoring Skills, Values and Applications that ensure the consistent embedded field experiences and real world application of mentor leadership opportunities;
- IV. Phases of Mentoring, including the Roles and Responsibilities of Mentors
  - A. To a large degree, mentoring a novice teacher is dependent on establishing a learning-focused relationship with the mentee in preparing, negotiating, enabling and closing mentoring phases.
    - 1. Preparing Phase: to create a mutual trust, to solicit the mentee's needs and to prepare both the mentor and the mentee for the mentoring process by defining expectations of the learning-focused mentoring relationship;
    - 2. Negotiating Phase: to participate, collaborate and agree on activating the mentoring ground rules, boundaries, responsibilities and roles for both the mentor and mentee; and, to establish the learner-focused goals, define the content and outcomes of the mentoring relationship;
    - 3. Enabling Phase: to lead, coach, and consult with the mentee to implement a learning-focused relationship, nurture the mentee's growth and monitor the quality of the mentee's learning process, guided by the EDUCATE/Alabama teacher assessment framework;
    - 4. Closing Phase: to evaluate, acknowledge and celebrate the outcomes of the learning-focused mentoring relationship in a positive and timely manner, with both the mentor and mentee engaging in the closure process and "reaping the harvest" of the mentor/mentee relationship.
  - B. Roles and responsibilities of both the Mentor and Mentee
- V. Mentoring-Collaboration with Schools and Leaders
  - A. To provide guided opportunities for aspiring leaders a means to practice leadership behaviors linked to leading schools to improve instruction and increase student achievement
  - B. Joint planning with schools for embedded field experiences of school-based experiences to assure that aspiring leaders learn how to solve real problems of curriculum, instruction and student achievement, translated into effective on-the-job leadership performance.
- VI. Mentoring Process and Goals
  - A. Co-design a learning plan with school principal that provides a developmental, competency-based mentoring field experience.
  - B. Participate in "real work" embedded field experiences at a campus, collaborating with the principal, which is focused around real problems of the school;

## VII. Qualities of Effective Mentors

- A. Identify the motivation, skills, knowledge, attitudes and experiences of effective mentors.
- B. Commit to ethical behaviors as a mentor.
- C. Complete a self-assessment of your mentoring motivation, skills, knowledge, attitudes and experiences and identify areas of strength and areas needing improvement.
- D. Create a mentoring professional development plan for yourself.

## METHODS OF STUDENT EVALUATION

- A. Reading and responses to selected material, with active discussion/participation.
- B. Identify research and prepare a research-based paper for mentoring in the school setting with emphasis on improvement and development to serve as a class project. 290-3-3-.53.01(3)(c)1. within identified appropriate mentoring context.
- C. Participate in dialogue with other class members in the exchange of research and findings developed through the class.
- D. Establish a design and structure for implementing and assessing a mentoring plan for new teachers or new administrators either before/after school at the school site. 290-3-3-.53.01(3)(c)5.; 290-3-3-.53.01(3)(c)6.(i); 290-3-3-.53.01(3)(c)6.(ii); 290-3-3-.53.01(3)(c)6.(iii); 290-3-3-.53.01(4)(c) in a professor-approved school site. \*\*
- E. FIELD EXPERIENCE: Complete 8 separate hours of mentoring of a teacher in a school-based setting (pre-approval required) and complete journal reflections on Livetext following the mentoring rubric, after each mentoring session. 290-3-3-.53.01(3)(a)4.; 290-3-3-.53.01(3)(c)2.E.
- F. Job shadow a current trained principal mentor or instructional leader as s/he mentors teachers (6 hours); \*\*
- G. Other activities in and out of class, pursuit of topic, subject or knowledge structure.

Multiple assessment criteria will be utilized to determine student's final grade. These ranges reflect levels of scores and grades. Determination of final grade is the responsibility of the professor. Course requirements and assessment criteria will include the following:

|                                                                                                                                                 |                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Research-based paper on use of mentoring for improving instruction                                                                              | 100 Points       |
| **Mentoring design plan, including structure, implementation plan and assessment of effectiveness following the EDUCATE/Alabama Assessment Plan | 150 Points       |
| **Job shadow of current trained principal mentor                                                                                                | 100 Points       |
| Class modules participation in discussion                                                                                                       | 120 Points       |
| **Mentoring log and reflections from teacher mentoring                                                                                          | 150 Points       |
| Other assigned activities                                                                                                                       | <u>80 Points</u> |
|                                                                                                                                                 | 700 Points       |

Multiple assessment criteria will be utilized to determine student's final grade. These ranges reflect levels of scores and grades. See detailed information on Assessment Artifacts in the Appendix of this syllabus. Determination of final grade is the responsibility of the professor.

## **Grading Scale**

|                        |                                     |                         |
|------------------------|-------------------------------------|-------------------------|
| <b>A = 91- 100%</b>    | <b>Range of Total Points Earned</b> | <b>630-700 **</b>       |
| <b>B = 80 - 90%</b>    | <b>Range of Total Points Earned</b> | <b>554-629 **</b>       |
| <b>C = 65 -79%</b>     | <b>Range of Total Points Earned</b> | <b>455-553 **</b>       |
| <b>F = 64% - below</b> | <b>Range of Total Points Earned</b> | <b>454 and Below **</b> |

**\*\*** These asterisks beside indicate that the mentoring field experiences and assessment artifact activities must be completed, submitted in LiveText or ANGEL, and received by the professor prior to study day, in order to receive credit for the course, no matter what points have been earned overall in the course. In order to receive full points, students must follow the course schedule for submission dates. Late submissions may not receive full points.

## **Professor's Attendance Policy:**

Regular and punctual attendance at all scheduled discussion forums and activities are expected of all students and are regarded as integral to course credit. Each student is directly responsible for making up work missed by the due date. Attendance participation for internet/digital course is indicated by log-on schedules and submissions of course discussions and activities by due dates. **The professor reserves the right to make corrections, updates and schedule changes for this syllabus, according to unforeseen events and/or changes in policy or requirements, or as deemed appropriate by the professor for the course.**

## **UNA Policy for Students with Disabilities:**

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

## **UNA Withdrawal Policy:**

Students who wish to withdraw from the University will be issued either a W, WP, or WF, depending on the date of withdrawal and grade at the time of withdrawal. It is the student's responsibility to follow the schedule as posted in the university's semester schedule for withdrawal deadlines from a course. The professor will follow the university policy for the deadlines and submission of withdrawals after the student processes the appropriate request, as required by UNA policy and schedule.

## **NOTE:**

Incompletes are not usually provided in this course, except in case of an emergency. Any incomplete given is at the discretion of the professor, and no student should assume that s/he is eligible to



receive an incomplete because s/he did not complete the required work or submissions for the class within the timeline required in order to receive credit for the course.

**METHODS OF COURSE EVALUATION:** Evaluation will occur regularly, based upon student input and instructor reflection. Demonstrated mastery of course objectives will be assessed, based upon the analysis, evaluation, and application of course content, as evidenced through the course requirements.

| Alabama Standards for Instructional Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Assessment Artifact                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b><u>ALSDE COURSE OBJECTIVES</u></b></p> <p><b>Standard 3: Human Resources Development</b><br/> Recruits, selects, organizes, evaluates, and mentors faculty and staff to accomplish school and system goals.</p> <p>Works collaboratively with the school faculty and staff to plan and implement effective professional development that is based upon student needs and that promotes both individual and organizational growth and leads to improved teaching and learning. Initiates and nurtures interpersonal relationships to facilitate teamwork and enhance student achievement.</p> | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring (<i>Field Experience</i>)</li> <li>• School Mentoring Design Plan for Campus or District (<i>Collaborative Field Experience</i>)</li> <li>• Job Shadow of Current Trained Mentoring Principal (<i>Field Experience</i>)</li> <li>• Research on Mentoring</li> </ul> |
| 1. Knowledge to set high expectations and standards for the performance of all teachers and staff;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• School Mentoring Plan for Campus or District</li> </ul>                                                                                                                                                                                                                                      |
| 2. Ability to coach staff and teachers on the evaluation of student performances;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> </ul>                                                                                                                                                                                                                                                          |
| 3. Ability to work collaboratively with teachers to plan for individual professional development;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• School Mentoring Design Plan for Campus or District</li> </ul>                                                                                                                                                                                           |
| 4. Ability to use a variety of supervisory models to improve teaching and learning;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• Research Activities for Class Assignments</li> </ul>                                                                                                                                                                                                     |
| 5. Ability to apply adult learning strategies to professional development;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• School Mentoring Design Plan for Campus or District</li> </ul>                                                                                                                                                                                           |
| 6. Knowledge to use the accepted methods and principles of personnel evaluation;                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> </ul>                                                                                                                                                                                                                                                          |



|                                                                                                                                                       |                                                                                                                                                                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Research Paper on Mentoring Actions and Strategies</li> <li>• Job Shadowing of Mentor Principal</li> </ul>                                                                          |
| 7. Ability to establish mentor programs to orient new teachers and provide ongoing coaching and other forms of support for veteran staff;             | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• School Mentoring Design Plan</li> </ul>                                                                                                         |
| 8. Ability to manage, monitor, and evaluate a program of continuous professional development tied to student learning and other school goals;         | <ul style="list-style-type: none"> <li>• School Mentoring Design Plan for Campus or District</li> <li>• Job Shadowing of Mentor Principal</li> </ul>                                                                         |
| 9. Ability to provide high-quality professional development activities to ensure that teachers have skills to engage all students in active learning; | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• School Mentoring Design Plan</li> </ul>                                                                                                         |
| 10. Ability to provide opportunities for teachers to reflect, plan, and work collaboratively;                                                         | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• School Mentoring Design Plan for Campus</li> <li>• Reflective Journal of Mentoring Practices</li> </ul>                                         |
| 11. Ability to create a community of learners among faculty and staff;                                                                                | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• Reflective Journal of Mentoring Practices</li> <li>• School Mentoring Design Plan</li> </ul>                                                    |
| 12. Ability to create a personal professional development plan for his/her own continuous improvement; and,                                           | <ul style="list-style-type: none"> <li>• Reflective Journal of Mentoring Practices</li> <li>• School Mentoring Design Plan for Campus or District</li> </ul>                                                                 |
| 13. Ability to foster development of aspiring leaders, including teacher leaders.                                                                     | <ul style="list-style-type: none"> <li>• Novice Teacher Mentoring</li> <li>• School Mentoring Design Plan for Campus or District</li> <li>• Reflective Journal of Mentoring Practices</li> <li>• Job Shadowing of</li> </ul> |

|  |                     |
|--|---------------------|
|  | Mentoring Principal |
|--|---------------------|

| Assessment Artifacts for the IL 705 Course                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |          |                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|------------------|
| <b>Assessment Artifacts as listed on your IL 705 Syllabus:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                       |          |                  |
| 1) Mentoring log and reflections from teacher mentoring<br>(Includes structured reflection of mentoring and novice teacher mentoring process)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                       |          | 150 Points **    |
| 2) Research-based paper on use of mentoring for improving instruction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |          | 100 Points       |
| 3) Mentoring design plan, including structure, implementation plan and assessment of effectiveness following the EDUCATE/Alabama and/or LEAD/Alabama Assessment Plan(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                       |          | 150 Points **    |
| 4) Job shadow of current trained principal mentor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                       |          | 100 Points **    |
| 5) Class modules participation in discussion                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |          | 120 Points       |
| 6) Other assigned activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                       |          | <u>80 Points</u> |
| 700 Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |          |                  |
| Components in Final Grade Assessment with Detailed Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment Instrument | Due Date | Points           |
| <b>1.A) Structured reflection mentoring journal (and log)</b> , which are the mentoring reflections for the Novice Teacher, along with your mentoring log. Describe what worked and what did not work in this mentoring of the Novice Teacher. What would you change? Follow the mentoring reflection format given to you in the syllabus.<br><b>1.B) Novice teacher mentoring</b> (Field Experience). This LiveText submission is a <u>description of the Novice Teacher Mentoring plan, process, and the type of mentoring you used.</u> Include a description of the planning process, the joint goals you established for the novice teacher, and provide descriptions of the overall structure and details of the mentoring process, but it is <u>not</u> your reflections of the mentoring with the teacher.                                       | LiveText Rubric       |          | 75               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | LiveText Rubric       |          | 75               |
| <b>NOVICE TEACHER FIELD EXPERIENCE:</b> Complete 8 <u>separate</u> hours of mentoring of a <b>teacher</b> in a school-based setting (pre-approval of your novice teacher selection required). Complete journal reflections following the mentoring rubric, after each mentoring session, but do not submit into LiveText until you have completed all 8 hours. You can only submit in LiveText one time. (Do <b>NOT</b> use a teacher at your campus, a friend or relative). Be sure to complete journal reflections after each mentoring session and save them in Microsoft Office Word. Your journal reflections for this Novice teacher are part of your Structured Reflection Mentoring Journal that you will submit in LiveText separately from your Field Experience Submission describing your Novice Teacher and the Mentoring Process you used. |                       |          |                  |
| Complete 8 separate mentoring sessions. Do not combine sessions. Meet one time per week, unless                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                       |          |                  |

you get prior approval from the professor. Determine at least one goal you will assist the Novice Teacher with obtaining. This is NOT a grade level or training session. This is a mentoring session. You will need to make sure that you begin and then CLOSE the mentoring at the end of the 8 week session. You must meet in school, when other teachers or administrators are at the campus or in a public place, so that you are not alone with the mentee.

**NOTE:** For full credit opportunity, submit your completed Notice Teacher Journal Mentoring Reflections in LiveText on or before April 01, 2013. **Submit only once in LiveText.**

| Components in Final Grade Assessment with Detailed Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Assessment Instrument | Due Date | Points |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------|--------|
| <b>2. Write a Research-based paper</b> (6 to 8 pages, double-spaced, in APA style with bibliography) on use of mentoring for improving instruction in a school or school district. You must include at least 6 research-based journal articles on how mentoring is used to improve teaching and learning. Be sure to use the Alabama New Principal Mentoring (ANPM) Program on ALEX as one of your resources.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Angel                 |          | 100    |
| <b>3. Design a School (or School District) Mentoring Plan</b> , including structure, implementation plan and assessment of effectiveness following EDUCATE/Alabama and LEAD/Alabama Assessment Plans. Be sure to include details in your plan from the resources. Do <u>not</u> copy a current plan or induction plan. Use the needs of the school or school district for which you are writing the plan as documentation of why you selected the plan format and structure that you used. (You will be asked to discuss these needs in one of your discussion forum modules in Angel.) This Mentoring Plan should be a <u>minimum</u> of 12 – 15 pages in order to cover all the components required in a quality mentoring plan. Make sure you include a rubric that you develop that will assist in determining if the mentoring plan you design would be successful when implemented. | <u>LiveText</u>       |          | 150    |
| <b>4. Job Shadowing Mentor Field Experience</b> (Dropbox in Angel for written discussion and explanation of Shadowing experience.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Angel                 |          | 100    |
| Job Shadowing Mentor Field Experience includes the following two components:<br>1) You will shadow a current principal who is mentoring a teacher in a school for at least 4 hours. This job shadowing experience may be in your own school or in another school, and may be completed in a block of 4 hours or one hour at a time. You may not do less than one hour at a time. You will be looking for mentoring processes and plans that are used by the mentor that you shadow, as well as tips, what works, what does not work and other mentoring skills. Include discussion examples that you have with the principal mentor about how s/he works with either novice teachers or teachers in an improvement cycle as documentation of what you learned in the process.                                                                                                             |                       |          |        |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                     |                                                     |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------------------------------------------------|------------|
| 2) In addition to your 4 hours of job shadowing in person, select a principal listed on the Alabama New Principal Mentoring List (in ALEX) of <b>Principals trained in the National Principals Mentoring Certification Program (NPMCP) formerly known as PALS. Develop questions regarding principal mentoring either teachers or new principals and email the principal with your questions. Report back what you learn from these trained professionals.</b> |                     |                                                     |            |
| <b>5. Instructional Activity/Discussion Forum Modules</b> (Details provided with each Module Discussion Forum or Activity Dropbox submission.)                                                                                                                                                                                                                                                                                                                 | Angel               | Due Dates Listed on Each Module Throughout Semester | 120        |
| <b>6. Other assigned activities:</b><br><b>Review the Alabama New Principal Mentoring (ANPM) Program</b> and write a 3 – 4 page summary & critique of the ANPM.                                                                                                                                                                                                                                                                                                | Angel               |                                                     | 80         |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Total Points</b> |                                                     | <b>700</b> |

**Supplemental forms and formats are provided as an appendix to this syllabus.**

### **Reminders:**

1. All students are held responsible for active, supportive, and respectful participation during class sessions and contact time with students, teachers, parents, and other professionals and community members.
2. Demonstrate professionalism, which is defined as the conduct of qualities that characterize a profession and a professional person. Your actions, appearance, quality of work, and attitude should reflect a high level of professionalism.
3. Keep copies of all your work on disk. Should any problems occur, you may be asked to provide a copy of the assignment. All work, unless otherwise stated, is to be completed independently and not taken from any other source, such as the Internet, textbooks, or other educators.



## **UNIVERSITY OF NORTH ALABAMA COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK**

***Learners,  
Inspiring Leaders,  
Transforming Lives"***

The College of Education's Conceptual Framework, which is continuously evaluated in an outcome-based system, establishes a shared vision in preparing educators to work effectively in P-12 schools; provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability; and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission:

*"Changing lives. Creating futures."*

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

**"Knowledgeable Practicing Professionals"**

**who:**

- Demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
- Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth;
- Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
- Use technology to support assessment, planning and instruction for promoting student learning;
- Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
- Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all candidates to learn.

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(cut)

**Syllabus Contract:**

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

**Personal Information**

Name \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

E-mail address \_\_\_\_\_

Major \_\_\_\_\_

## **APPENDIX**

**To**

**IL 705: PROFESSIONAL DEVELOPMENT AND MENTORING**



## **Mentoring Reflection Journal Format for Mentoring a Novice Teacher (LIVETEXT)**

**Session #** \_\_\_\_\_ **Date and Time:** \_\_\_\_\_

**Mentoring Phase:** \_\_\_\_\_ **First Name of Mentee:** \_\_\_\_\_  
(Preparing, Negotiating, Enabling or Closing)

**My Role as Mentor and My Mentoring Responsibilities** (Consult, Collaborate or Coach):

**Mentor/Mentee Partnership Agreement, Goals and Ground Rules for this Session:**

**Mentor Preparation and Learner-Focused Development Plan for Mentee:**

**Focus, Approach and Context of Learning** (Setting, Situation, Culture & Circumstance):

**Learning-Focused Verbal Tools Used in the Mentoring Process for Mentee Growth/Improvement:**

**Brief Summary of Mentoring Session:**

**Mentee's Learning-Focused Outcome Gained from this Mentoring Session:**

**Questions/Concerns/Successes:**

# MENTORING JOB SHADOWING FIELD EXPERIENCE LOG

Your Name goes here \_\_\_\_\_ **Course: IL 705**

Dates of Job Shadowing \_\_\_\_\_ Type of Mentoring Observed \_\_\_\_\_

Mentor Principal's Name \_\_\_\_\_ Mentee's Name \_\_\_\_\_

Mentor's School \_\_\_\_\_ Mentee's Site of Job Shadowing \_\_\_\_\_

Mentor's Email \_\_\_\_\_ Mentee's Email \_\_\_\_\_

Mentor's Phone \_\_\_\_\_ Mentee's Phone \_\_\_\_\_

| <b>Mentoring<br/>Goals/Activities<br/>Job Shadowed</b> | <b>Mentoring<br/>Strategies Observed<br/>During Job<br/>Shadowing</b> | <b>Expected<br/>Outcomes of<br/>Mentoring<br/>Observed</b> | <b>Dates of<br/>Shadowin<br/>g<br/>@ one<br/>hour<br/>increment<br/>s</b> | <b>Comments</b> |
|--------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------|-----------------|
|                                                        |                                                                       |                                                            |                                                                           |                 |
|                                                        |                                                                       |                                                            |                                                                           |                 |
|                                                        |                                                                       |                                                            |                                                                           |                 |
|                                                        |                                                                       |                                                            |                                                                           |                 |

| <b>Mentoring<br/>Goals/Activities<br/>Job Shadowed</b> | <b>Mentoring<br/>Strategies Observed<br/>During Job<br/>Shadowing</b> | <b>Expected<br/>Outcomes of<br/>Mentoring<br/>Observed</b> | <b>Dates of<br/>Shadowin<br/>g<br/>@ one<br/>hour<br/>increment<br/>s</b> | <b>Comments</b> |
|--------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------|---------------------------------------------------------------------------|-----------------|
|                                                        |                                                                       |                                                            |                                                                           |                 |

Signature of Mentor \_\_\_\_\_ Date of Job Shadowing Completion\_\_\_\_\_

## Mentoring Skills Self-Assessment Tool (MSST)

**Directions:** Read each MMST skill category and decide whether to score yourself high, good, fair, or weak in that skill. Circle the score and then review your scores. Decide which mentoring skills are your strengths and which ones need to be improved.

| <b>"MSST" SKILL CATEGORY</b>                                                                                                                 | <b>SCORE HIGH</b> | <b>SCORE GOOD</b> | <b>SCORE FAIR</b> | <b>SCORE WEAK</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------------|-------------------|-------------------|
|                                                                                                                                              | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| <b><i>Communicator:</i></b>                                                                                                                  |                   |                   |                   |                   |
| Reflective Listening Skills (Uses the skills of attention to what is being said, Able to Clarify what is said, and can Confirm what is said) | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Possesses Nonverbal Communication Skills and Abilities to Read Others' Nonverbal Communication                                               | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Tactful                                                                                                                                      | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Open and Suspends Judgment                                                                                                                   | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Provides Feedback                                                                                                                            | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Values and Uses Culturally-Appropriate Communication Skills                                                                                  | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| <b><i>Nurturer:</i></b>                                                                                                                      |                   |                   |                   |                   |
| Insightful                                                                                                                                   | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Supportive                                                                                                                                   | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Caring                                                                                                                                       | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Values Others Growth                                                                                                                         | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Maintains Cultural Awareness of Self and Others                                                                                              | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| Patient                                                                                                                                      | <b>4</b>          | <b>3</b>          | <b>2</b>          | <b>1</b>          |
| <b><i>Coach:</i></b>                                                                                                                         |                   |                   |                   |                   |

|                                                      |          |          |          |          |
|------------------------------------------------------|----------|----------|----------|----------|
| Provides Guidance                                    | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Champion of People                                   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Values Team-Building                                 | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Has Flexibility to Support Different Learning Styles | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Collaborator                                         | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Respects Differences                                 | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Learner-Centered                                     | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b><i>Leader:</i></b>                                |          |          |          |          |
| Knowledgeable                                        | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Emotionally Mature                                   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Successful                                           | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Respectful                                           | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Reliable                                             | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Ethical                                              | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Sets Goals                                           | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Consistent                                           | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| Sensitive to Time, Space, Authority and Perceptions  | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|                                                      |          |          |          |          |
| <b>Strengths:</b>                                    |          |          |          |          |
|                                                      |          |          |          |          |
| <b>Areas Needing Improvement:</b>                    |          |          |          |          |
|                                                      |          |          |          |          |

## ***Mentoring Plan and Design Sample***

*(Suggested length between 6 and 12 pages double-spaced, with references on last page.)*

**Name of Mentoring Plan**

**Name of School**

**Name of SCHOOL DISTRICT**

**Submitted by**

***(Your Name Here)***

**I. Purpose of Mentoring Plan**

**II. Overview of Adult Learning Theories**

**III. Type(s) of Mentoring and Context(s)**

**IV. Mentoring Program Management Plan and Timeline**

**V. Process for Selecting Mentees and Mentors**

**VI. Training of Mentors and Mentees**

**VII. Implementation Plan for the Mentoring Program  
( including specific applications of EDUCATE/Alabama)**

**VIII. Evaluation (Formative and Summative) of the Mentoring Program**

**IX. Attachments of Forms and Documents Needed for Plan  
(PDF Attachments preferred)**

| <b>COURSE COMPLETION STANDARD SCORING RUBRIC</b>                                                                                                                                                                                                                                            |                    |              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|
| <b>STANDARD EXPLANATION</b>                                                                                                                                                                                                                                                                 | <b>DESCRIPTION</b> | <b>SCORE</b> |
| The candidate demonstrates exceptional understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.                   | Exceptional        | 4            |
| The candidate demonstrates proficient understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective candidates.                     | Proficient         | 3            |
| The candidate demonstrates basic understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with initial understanding and/or performance in this area. | Basic              | 2            |
| The candidate does not demonstrate minimal understanding and/or skill expected of education professionals at the initial level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is unsatisfactory.                                              | Unacceptable       | 1            |



## ***Effective Mentor Programs Rubric***

| <b>Criteria for Success</b>                               | <b>1</b><br><i><b>Inadequate</b></i>                                                             | <b>2</b><br><i><b>Basic</b></i>                                                       | <b>3</b><br><i><b>Proficient</b></i>                                                                                                                                 | <b>4</b><br><i><b>Sustainable</b></i>                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Involvement of Key Shareholders</b>                    | Mentor program is designed and planned by a few individuals. Could be “top down” or “bottom up.” | Teachers and administrators work together to design the mentor program.               | Teachers and administrators representing all grade levels, school committee members, parents and students are involved in designing and planning the mentor program. | Teachers and administrators representing all grade levels, school committee members, parents, and students are involved in designing and planning the mentor program.<br><br>There is a multi-representative design team that continually assesses the program, identifies what’s working and not working, and makes changes along the way. |
| <b>Selection Criteria and Process for Mentor Teachers</b> | No criteria exist. Building principals “hand pick” mentor teachers.                              | Mentors volunteer and are selected by a mentor program committee. No criteria exists. | Criteria for selecting mentor teachers are identified.<br><br>A mentor program committee selects mentors with input from the building principal.                     | Criteria for selecting mentor teachers are identified.<br><br>A mentor program committee selects mentors with input from the building principal.<br><br>Potential mentors complete an application including recommendations from colleagues.                                                                                                |

*(Continued)*

| <b>Criteria for Success</b>           | <b>1</b><br><i>Inadequate</i>                                                                                    | <b>2</b><br><i>Basic</i>                                                                                 | <b>3</b><br><i>Proficient</i>                                                                                                                                                                                                                                                                                                                            | <b>4</b><br><i>Sustainable</i>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mentor and New Teacher Matches</b> | Mentors and new teachers are matched without consideration of grade level, content area, or geographic location. | Mentors and new teachers are matched (to the degree possible) according to grade level and content area. | Mentors and new teachers are matched (to the degree possible) according to grade level and content area.<br><br>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers.                                                                                            | Mentors and new teachers are matched (to the degree possible) according to grade level and content area.<br><br>Building principals contribute to the matching process by considering the compatibility of individual styles of the mentors and new teachers.<br><br>A procedure exists that, in the event matches do not work, both parties are “held harmless,” and a new match is made.                                                                       |
| <b>Training and Support</b>           | Training consists of disseminating and “walking through” the new teacher handbook.                               | An orientation session is held for mentors outlining roles and responsibilities.                         | An orientation session is held for mentors and new teachers outlining roles and responsibilities.<br><br>Three to four days of mentor training is provided to all mentor teachers. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques. | An orientation session is held for mentors and new teachers outlining roles and responsibilities.<br><br>Three to four days of mentor training is provided to all mentor teachers. Training includes qualities of effective mentors, needs of new teachers, active listening and questioning skills, cognitive coaching, and data collection techniques.<br><br>Mentor and new teacher pairs are provided with on-site coaching and support throughout the year. |

| <b>Criteria for Success</b>               | <b>1</b><br><i>Inadequate</i>                                                                                                               | <b>2</b><br><i>Basic</i>                                                                                                                                                                                                                        | <b>3</b><br><i>Proficient</i>                                                                                                                                                                                                                                    | <b>4</b><br><i>Sustainable</i>                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Supporting Policies and Procedures</b> | There are no policies in place to support the mentor program. However, the district has decided to implement a mentor program of some sort. | A set of guidelines is developed to support the mentor program.<br><br>Incentives are provided for mentor teachers.<br><br>Training dates are set.<br><br>Mentors and new teachers have to “catch as catch can” regarding finding time to meet. | A set of guidelines is developed to support the mentor program.<br><br>Incentives are provided for mentor teachers.<br><br>Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classroom. | A set of guidelines is developed to support the mentor program.<br><br>Incentives are provided for mentor teachers.<br><br>Structures are in place to provide mentors and new teachers with time during the school day to meet and visit each other’s classroom.<br><br>The school schedule provides regular professional development time during the school day for all teachers allowing new teachers to link with and learn from other colleagues. |

(Continued)

| <b>Criteria for Success</b>      | <b>1</b><br><i>Inadequate</i>                 | <b>2</b><br><i>Basic</i>                                                                 | <b>3</b><br><i>Proficient</i>                                                                                                                                                                                              | <b>4</b><br><i>Sustainable</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mentor Program Evaluation</b> | There is no evaluation of the mentor program. | Evaluation of the mentor program focuses only on participant satisfaction and enjoyment. | The impact of mentor training on supporting mentors to successfully fill their roles is assessed.<br><br>A survey of new teachers’ needs is conducted and used to evaluate how well the mentor program serves those needs. | The impact of mentor training on supporting mentors to successfully fill their roles is assessed.<br><br>A survey of new teachers’ needs is conducted and used to evaluate how well the mentor program serves those needs.<br><br>Mentor teachers conduct self-assessment around their performance as a mentor teacher.<br><br>New teachers conduct self-assessment of their teaching against clearly defined teaching competencies.<br><br>A rubric identifying criteria for success of a mentor program is developed and used to assess the efficacy of the mentor program. |