

EDTE 273: MENTORING SKILLS FOR TEACHER INDUCTION (YEAR 2)

In Workflow

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Approval Path

1. Fri, 23 Oct 2020 23:06:58 GMT
Dale Allender (dale.allender): Approved for ED College Committee Chair
2. Sat, 24 Oct 2020 00:03:25 GMT
Karen O'Hara (kdohara): Approved for ED Dean

Date Submitted: Fri, 23 Oct 2020 20:56:45 GMT

Viewing: EDTE 273 : Mentoring Skills for Teacher Induction (Year 2)

Last edit: Sat, 24 Oct 2020 00:03:21 GMT

Changes proposed by: Karen O'Hara (101061593)

Contact(s):

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Catalog Title:

Mentoring Skills for Teacher Induction (Year 2)

Class Schedule Title:

Mentoring Skills Tch Induc Yr2

Academic Group: (College)

ED - Education

Academic Organization: (Department)

701

Will this course be offered through the College of Continuing Education (CCE)?

Yes

Please specify:

CCE Only

Catalog Year Effective:

Spring 2021 (2021/2022 Catalog)

Subject Area: (prefix)

EDTE - Teacher Education

Catalog Number: (course number)

273

Course ID: (For administrative use only.)

180231

Units:

1-6

Changes to a course's units impact any related programs. As a result, a corresponding change must also be submitted for those programs

In what term(s) will this course typically be offered?

Fall, Spring

Does this course require a room for its final exam?

No, final exam does not require a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

County offices of Education, in coordination with California State University, Sacramento offer professional education and training related to early career teachers and addresses the requirements to earn the professional clear multiple subject, single subject or education specialist credential. This course updates the units for the mentors in these programs to a variable of 1-6 units, depending on the requirements of the school district.

Course Description: (Not to exceed 80 words and language should conform to catalog copy.)

Professional development of Mentors include: Research-based practices to provide coaching support for new teachers and to develop teachers' professional practice; engage in professional development related to effective mentoring practice related to the California Standards for the Teaching Profession, provide formative assessment using observations, reflection and self-assessment, as well as assist in the creation of an electronic portfolio documenting the teacher's individual professional growth journey. The program is grounded in Mentoring Matters (2018 (3rd) Lipton & Wellman), the CA Standards for the

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Course Note: (Note must be a single sentence; do not include field trip or fee course notations.)

For Teacher Mentors in Year 2

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Credit / No Credit

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Seminar

Seminar Classification

CS#05 - Seminar (K-factor=1 WTU per unit)

Seminar Units

1-6

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes: Describe outcomes using the following format: 'Students will be able to: 1), 2), etc.'

1. Explain program responsibilities, CTC standards and requirements, and program goals and expectations to Induction teachers.
2. Demonstrate awareness of and acknowledge their program responsibilities.
3. Evaluate their teacher mentee to help determine strengths and areas of concern that will need further exploration, and be able to craft conversation in a positive light and create a safe environment for future discussions.
4. Assist teacher mentees in determining which areas are known and unknown to the new teacher about the specifics of the school setting and assist them in focusing the impending ILP goal the teacher will set.
5. Ascertain the strengths of the teacher and provide feedback post observation in order to guide the teacher's ILP goal.
6. Demonstrate skills necessary to complete mentorship tasks using the research based strategies.
7. Provide guidance to the teacher around the chosen ILP goal using data from the observation and conversations that will enable the teacher to make the best choice for the ILP goal.
8. Utilize data to determine the growth areas for mentors as they enhance their mentoring skills.
9. Demonstrate effective coaching skills using the research-based strategies.
10. Reflect and analyze their personal learning journey and personal growth and that of the teacher they are supporting.
11. Apply skills for supporting the Professional Growth Presentation and the Teacher end-of-year reflection using research-based strategies.
12. Effectively provide support to the teacher as they develop their Professional Growth Presentation
13. Analyze and evaluate the range of other teachers strategies and practices to apply to activities the ensuing year.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above.

1. Mentor Seminars (ELOs 1, 2, 6, 8, 9, 10, 11)
2. Observations/assessments of teacher mentors (ELOs 3,4,5,6,7,8,9)
3. Mentor practicums (ELOs 1-13)
4. Attend and evaluate teacher presentations (ELOs 11-13)
5. Review Teacher mentee planning and observations (ELOs 5-13)

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

University Learning Goals**Graduate (Masters) Learning Goals:**

Critical thinking/analysis
Communication
Disciplinary knowledge

Professionalism

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

Yes

For the Council for the Preparation of School Personnel (to be filled out with assistance of your department chair):

Does this course change impact your department's currently written Program Standards Document?

No

Common Standards: In what way does this course or program change impact the currently written Common Standards document? Please include any suggested language changes:

None

Is this change in response to program or unit assessment activities?

No

Will this course introduce any new or changes to program assessments?

No

Is this a Graduate Writing Intensive (GWI) course?

No

Key: 7551