IDEA Objectives: E: 1, 2, 3
I: 9

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

FACULTY MEMBER:                      TERM:

COURSE NUMBER: MEC 6601

COURSE TITLE: Effective Mentoring in a K-12 School Setting

College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of content and discourse of disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality, and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven (8) and ensuring that programs promote the effective use of technology.

Additional Information/Registration:
Dr. Patricia Ramone, Masters in Education and Counseling Department, Coordinator
Email patricia.a.ramone@wilmu.edu
Phone (302) 295-1140

I. COMPETENCY

Delaware/National Standards for Students

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<tr>
<th>Academic Development</th>
<th>Delaware/National Standards for Students</th>
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<tr>
<td>1.</td>
<td>Standard A</td>
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<td>2.</td>
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<tr>
<th>Career Development</th>
<th>Delaware/National Standards for Students</th>
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<tr>
<td>4.</td>
<td>Standard A</td>
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<td>5.</td>
<td>Standard B</td>
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<td>6.</td>
<td>Standard C</td>
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<tr>
<th>Personal/Social Development</th>
<th>Delaware/National Standards for Students</th>
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<tbody>
<tr>
<td>7.</td>
<td>Standard A</td>
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8. **Standard B** Students will make decisions, set goals and take necessary action to achieve goals.

9. **Standard C** Student will understand safety and survival skills.

**Program Competencies, Knowledge and Performance**

1. Develop an understanding of human behavior and child development in order to address the cognitive, personal, social, and career needs of children and adolescents.

2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

3. Understand the principles and purposes of assessment and the collection and use of data to monitor student progress and implement the results.

4. Examine and demonstrate a thorough understanding of established and emerging counseling theories to create a foundation for effective counseling with a diverse population.

5. Develop the knowledge, skills, techniques, and confidence in individual, group counseling, and classroom guidance needed to act as a leader and advocate to assist children and adolescents with their development, learning, achievement, and decision making tasks.

6. Become familiar with contemporary issues which are affecting the social, physical, and cognitive development of children and adolescents.

7. Acquire an understanding of family and marital systems, as well as the consultation process needed to work with parents, teachers, administrators, and the community to achieve common goals for the education of children.

8. Develop the knowledge and expertise needed to provide youth with career development information. In addition, know how to locate information and resources which will facilitate academic, social-personal, and career decision making.

9. Develop a complete understanding of the ethical standards and guidelines of both the American Counseling Association and the American School Counseling Association.

**Graduation Competencies**

It is intended that students will have an advanced level of applicable knowledge in the following areas as appropriate to one’s field of study:

1. **Oral Communication**
   1.1 Speak with confidence, clarity, and conciseness.
   1.2 Research, prepare, and deliver professional presentations.

2. **Written Communication**
   2.1 Write clearly, concisely and appropriately using correct English grammar, punctuation, usage, mechanics, sentence structure, and vocabulary.
   2.2 Utilize appropriate APA format for scholarly writings.

3. **Disciplined Inquiry**
   3.1 Utilize quantitative, qualitative and scientific reasoning to solve problems.
   3.2 Exercise critical thinking strategies, including reasoning, problem solving, analysis and evaluation.
   3.3 Define a problem or issue and develop questions and methods to address the problem or issue and/or to create new knowledge.

4. **Information Literacy**
   4.1 Access and use information effectively, efficiently, and appropriately.
   4.2 Evaluate the quality of sources and content.
   4.3 Use technology to effectively locate and communicate information

5. **Ethics**
   5.1 Demonstrate knowledge and application of prescribed ethical codes
II. MAJOR INSTRUCTIONAL GOALS

COURSE DESCRIPTION

This course will provide an opportunity for participants to identify and promote best practices in the development and implementation of an effective mentoring program. The focus of this course is on K-12 in-school programs. Course will include: presenting tips for making mentoring work, designing effective programs, selecting mentors, discussing interactions and communications with mentors and parents, providing solutions to student problems and issues and gathering data for outcomes assessment. Topic areas will be addressed through a combination of lecture, guest speakers, case studies and practical applications. Participants will develop a working model for effective mentoring program specific to a K-12 population. No prerequisites needed for this course. Not required for degree completion. Open to any educational professional.

GOAL 1: Acquire an understanding of the history of mentoring and current practical applications for children in K-12.

Learning Outcomes: The candidate will
1-1 Define what mentoring is and is not.
1-2 Discuss what makes a successful mentoring relationship.
1-3 Describe the foundations of mentoring.
1-4 Discuss the elements which constitute a safe and effective mentoring program along with tips for making mentoring work in a school setting (K-12).
1-5 Review alternative modalities for mentoring programs (e-mentoring).

Learning Activities:
State learning activities for each goal. Use an alpha/numeric designation as per the learning outcomes. Include required reading, classroom demonstrations/simulations, viewing of films/tapes, etc. Methods used by the instructor are to be included here as well as specific tasks expected of candidates.

GOAL 2: Demonstrate knowledge of designing and planning a mentoring program and acquire an understanding of the components of an effective K-12 mentoring program.

Learning Outcomes: The candidate will
2-1 Discuss the basic need for planning a mentoring program.
2-2 Describe the parameters for an effective mentoring program.
2-3 Review a checklist of program development (including design and planning).
2-4 Review the key mentor programming tools including: application, mentor recruitment, screening, orientation, training, matching and scheduling, mentoring activities, ongoing support and supervision, mentor recognition, structured match closure.
2-5 Define the teacher/counselor and administrator role in an effective K-12 mentoring program.
2-6 Describe the problems and resolutions for an effective mentoring program with the focus on the teacher, counselor and administrator.
2-7 Discuss the academic, personal/social and career components that are included in a comprehensive mentoring program.
2-8 Discussing how to access appropriate referral system/network in an effective mentoring program.

Learning Activities:

GOAL 3: Demonstrate an understanding of how to structure and conduct an effective mentoring program.

Learning Outcomes: The candidate will
3-1 Detail the procedures in recruiting mentors (including background checks) and mentees.
3-2 Discuss the process involved in screening potential mentees and other volunteers.
3-3 Identify processes involved in matching mentors and mentees.
3-4 Review parent permissions and parent involvement issues.
3-5 Review key structural issues in effective programs, including: mentor training, mentor orientation, ongoing support, supervision and monitoring of mentoring relationships, mentor support and retention, recognizing contributions of all program participants, helping mentors and mentees reach closure, record keeping, costs to create and operate a youth mentoring program, time commitments (length of mentor/mentee relationships) and program evaluation.
Learning Activities:

GOAL 4: Demonstrate knowledge of how to establish evaluation criteria and methods for an effective mentoring program.

Learning Outcomes: The candidate will
4-1 Identify how to measure program process.
4-2 Identify how to measure expected outcomes.
4-3 Review the nuts and bolts of evaluating mentoring programs in K-12 settings.
4-4 Review national mentoring organizations and regional mentoring organizations and available research.

Learning Activities:

GOAL 5: Demonstrate knowledge of elementary school mentoring and effective elementary school mentoring programs.

Learning Outcomes: The candidate will
5-1 Review the key developmental characteristics of elementary school children.
5-2 Understand the effect of mentoring on the urban child.
5-3 Discuss effective communication skills needed for elementary school mentors.
5-4 Analyze the components of an effective elementary school mentor/mentee relationship.
5-5 Identify the key elementary school activities addressing the social, emotional and psychological issues in childhood.
5-6 Review the academic support issues involved in elementary school mentoring.
5-7 Detail the process of integrating reading, math and science and arts and crafts into the elementary school mentoring relationship.

Learning Activities:

GOAL 6: Demonstrate knowledge of middle school mentoring and effective middle school mentoring programs.

Learning Outcomes: The candidate will
6-1 Review the key developmental characteristics of middle school children.
6-2 Understand the effect of mentoring on the urban child.
6-3 Discuss effective communication skills needed for middle school mentors.
6-4 Analyze the components of an effective middle school mentor/mentee relationship.
6-5 Identify the key middle school activities addressing the social, emotional and psychological issues for middle school children.
6-6 Reviewing the academic support issues involved in middle school mentoring.
6-7 Review the types of mentoring based activities available for middle school children.

Learning Activities:

GOAL 7: Demonstrate knowledge of high school mentoring and effective high school mentoring programs.

Learning Outcomes: The candidate will
7-1 Review the key developmental characteristics of high school children.
7-2 Understand the effect of mentoring on the urban child.
7-3 Discuss effective communication skills needed for high school mentors.
7-4 Analyze the components of an effective high school mentor/mentee relationship.
7-5 Identify the key high school activities addressing the social, emotional and psychological issues for high school children.
7-6 Review the academic support issues involved in high school mentoring.
7-7 Review the types of mentoring based activities available for high school children.

Learning Activities:

V METHODOLOGY
Summarize teaching methods here.

VI TESTING PROCEDURES/STUDENT EVALUATION
The Learning Outcomes are evaluated in the following manner: List assignment and exams that relate to the learning outcomes here with a percentage or point value for each.
ATTENDANCE POLICY
Wilmington University Policy:
Regular and prompt class attendance is an essential part of the educational experience. Wilmington University expects students to exercise good judgment regarding attendance. Students accept full responsibility for ensuring that work does not suffer from absences. All students are expected to attend every scheduled meeting of each class on time. Exceptions may be made for Wilmington University-sponsored or work-related activities, illness, or valid emergencies.

College of Education Policy:
In the College of Education, faculty must approve all requests for absences that are exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Students who have registered for a course and never attended the class at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates. It is the student’s responsibility to obtain and complete assignments on the due dates. Candidates who register and enter the course on the drop/add date have four days to complete the first week’s assignments.

EXTERNAL ASSIGNMENT: The candidate counselor will write a personal mentoring and vision statement paper (APA) that examines and describes the candidate’s personal mentoring position and vision as a school counselor. The paper will delve into the following: What does the candidate stand for as a mentor (values/beliefs)? Why does the candidate mentor or want to mentor? What qualities does the candidate possess as a mentor? What expectations does the candidate have as a mentor? What gains does the candidate see for their mentee and for themselves as a result of the mentoring experience? What do youth need to grow up healthy? Did the candidate have a mentor? What role did this mentor play in their life? What is the candidate’s vision for a successful mentoring program?

CONTENT OUTLINE AND ASSIGNMENT SCHEDULE:
**WILMINGTON UNIVERSITY**  
**DIVISION OF EDUCATION/MEC PROGRAM**  
**SCORING RUBRIC**

**COURSE:** MEC 6601  
**TITLE:** Effective Mentoring in a K-12 School Setting

**GRADUATION COMP.**  
3. Disciplined Inquiry  
3.2. Exercise critical thinking strategies including problem solving, analysis, and evaluation.

**PROGRAM COMP.**  
2. Acquire an understanding of a comprehensive school counseling program which enables counselors to demonstrate fairness and equity to every student. Develop the skills to design, implement, and evaluate this program.

**LEARNING ACTIVITY:** The candidate counselor will write a personal mentoring and vision statement paper (APA) that examines and describes the student's personal mentoring position and vision as a school counselor. The paper will delve into the following: What does the candidate stand for as a mentor (values/beliefs)? Why does the candidate mentor or want to mentor? What qualities does the candidate possess as a mentor? What expectations does the candidate have as a mentor? What gains does the candidate see for their mentee’s and for themselves as a result of the mentoring experience? What do youth need to grow up healthy? Did the candidate have a mentor? What role did this mentor play in their life? What is the candidate’s vision for a successful mentoring program?

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<tr>
<th>SCORING ELEMENTS</th>
<th>UNSATISFACTORY (1 Point)</th>
<th>EMERGING (2 Points)</th>
<th>BASIC (3 Points)</th>
<th>PROFICIENT (4 Points)</th>
<th>DISTINGUISHED (5 Points)</th>
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<tr>
<td>1. Content</td>
<td>The candidate did not satisfactorily answer or discuss any of the following questions: (1) What does the candidate stand for as a mentor (values/beliefs)? (2) Why does the candidate mentor or want to mentor? (3) What qualities does the candidate possess as a mentor? (4) What expectations does the candidate have as a mentor? (5) What gains does the candidate see for their mentee’s and for themselves as a result of the mentoring experience? (6) What do youth need to grow up healthy? (7) Did the candidate have a mentor and what role did this mentor play in their life? (8) What is the candidate’s vision for a successful mentoring program?</td>
<td>The candidate marginally answered and discussed fewer than three of the following questions: (1) What does the candidate stand for as a mentor (values/beliefs)? (2) Why does the candidate mentor or want to mentor? (3) What qualities does the candidate possess as a mentor? (4) What expectations does the candidate have as a mentor? (5) What gains does the candidate see for their mentee’s and for themselves as a result of the mentoring experience? (6) What do youth need to grow up healthy? (7) Did the candidate have a mentor and what role did this mentor play in their life? (8) What is the candidate’s vision for a successful mentoring program?</td>
<td>The candidate was able to satisfactorily answer and discuss three of the following questions: (1) What does the candidate stand for as a mentor (values/beliefs)? (2) Why does the candidate mentor or want to mentor? (3) What qualities does the candidate possess as a mentor? (4) What expectations does the candidate have as a mentor? (5) What gains does the candidate see for their mentee’s and for themselves as a result of the mentoring experience? (6) What do youth need to grow up healthy? (7) Did the candidate have a mentor and what role did this mentor play in their life? (8) What is the candidate’s vision for a successful mentoring program?</td>
<td>The candidate was able to satisfactorily answer and discuss four of the following questions: (1) What does the candidate stand for as a mentor (values/beliefs)? (2) Why does the candidate mentor or want to mentor? (3) What qualities does the candidate possess as a mentor? (4) What expectations does the candidate have as a mentor? (5) What gains does the candidate see for their mentee’s and for them self as a result of the mentoring experience? (6) What do youth need to grow up healthy? (7) Did the candidate have a mentor and what role did this mentor play in their life? (8) What is the candidate’s vision for a successful mentoring program?</td>
<td>The candidate was able to comprehensively answer and discuss five of the following questions: (1) What does the candidate stand for as a mentor (values/beliefs)? (2) Why does the candidate mentor or want to mentor? (3) What qualities does the candidate possess as a mentor? (4) What expectations does the candidate have as a mentor? (5) What gains does the candidate see for their mentee’s and for them self as a result of the mentoring experience? (6) What do youth need to grow up healthy? (7) Did the candidate have a mentor and what role did this mentor play in their life? (8) What is the candidate’s vision for a successful mentoring program?</td>
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| 2. Organization | The candidate presented an unsatisfactory paper that contained fewer than three of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented a paper that contained three of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented a paper that contained four of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented an organized paper that contained five of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. | The candidate presented a well-organized paper that contained all six of the following elements: (1) Introduction, (2) Body, (3) Supporting details, (4) Topic sentences, (5) Appropriate transitions, and (6) Effective conclusion. |
| 4. APA Format | Unsatisfactory application of APA format that contained more than four errors in the following elements: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Marginal application of APA format that contained following elements with four errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Satisfactory application of APA format that contained following elements with three errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Good application of APA format that contained following elements with two errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings | Exceptional application of APA format that contained the following elements with no errors: (1) Title page, (2) Running head, (3) Page numbered, (4) Citations, (5) Paragraph indentation, (6) Headings |

Candidate Name: ________________________________________________  Score of All Elements_______

Date: __________
