

## EDAM 524: Mentoring and Collaborative Leadership (online)



### School of Education, Drexel University

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### COURSE DESCRIPTION

This course will provide students with opportunities to learn about research and experiences on mentoring as a critical need in sustaining new teachers, creating renewal for experienced teachers and building leadership capacity across the staff in educational organizations. Students will learn specific skills and concepts for effective mentoring/coaching of others and collaborative leadership. The importance of establishing learning communities in schools will be emphasized with a student's plan for induction (and/or building teacher leadership) within the context of supportive school practices. Students will practice key active listening and conflict resolution skills to support creative problem solving in mentoring practices and distributed leadership models.

### COURSE OBJECTIVES

In this course, you will use various formats (e.g. papers, discussion board posts, Zoom sessions and meetings) to:

1. **Create a community of co-learners** on the topic of leadership and teamwork with your classmates and instructor.
2. **Build your own leadership skills** by practicing and writing about the development of active listening, conflict resolution and overall communication skills to enhance mentoring and collaborative work in organizations.
3. **Initiate and conduct a mentoring relationship** with an interested mentee in your own organization, and report on the process.
4. **Self-assess and discuss collaborative leadership skills** in six areas.
5. **Write a summary of an empirical research article** on the topic of mentoring and/or collaborative leadership.
6. **Learn to work in teams** to critically examine these research articles, and support and challenge each other in the quest to improve applied, experiential knowledge in the area of mentorship and collaboration.

### COURSE LEARNING QUESTIONS

- Ⓢ What are the steps in Active Listening? How do I apply these in a real-world setting?
- Ⓢ What are the steps of Conflict Resolution? How do I apply these in a real-world setting?
- Ⓢ Why is "mentoring" of new teachers so critical to the profession?
- Ⓢ How do I learn and apply some key skills of mentoring?
- Ⓢ What new leadership paradigms have emerged and resonate with my own leadership practice?
- Ⓢ How can I use the six area-self-assessment tool to plan for my own leadership development?
- Ⓢ What is "distributed leadership" (5 foundational principles), and why is a new school structure needed? (Richard Elmore)
- Ⓢ What is sustainable leadership and what part does distributed leadership and leadership succession play in it? (Hargreaves/Fink)

**TEXT - Required**

Portner, H. (Ed.) (2005). *Teacher mentoring and induction: The state of the art and beyond*. Sage Publications. ISBN:1412909805

Publication Manual of the American Psychological Association (2010). (6<sup>th</sup> Ed). Washington, DC: American Psychological Association. Can be ordered from <http://www.apastyle.org/manual/index.aspx>

**READINGS – Required** (These readings will be provided on the Blackboard course site.)

Hesselbein, Frances (Summer 2003) "The Art of Listening," *Leader to Leader*, 29, 4-6.

Purcell-Jones, Ruth "Collaborative Leadership: New Style, New Buzzword or New World?"

Elmore, Richard F. (2000) **Building a New Structure For School Leadership** Published by The Albert Shanker Institute. Available: [www.shankerinstitute.org](http://www.shankerinstitute.org) Click on Education.

Hargreaves, Andy and Fink, Dean. "Sustaining Leadership," Reprinted from *Phi Delta Kappan* 84(9), May 2003, pp. 693-700

Collaborative Leadership Self-Assessment Questionnaire, Published by Turning Point Resources, Funded by the Robert Wood Johnson Foundation, Available at <http://www.turningpointprogram.org/Pages/leaddev.html>

**Mentoring Resources***Recommended Readings:*

Goldblatt, P. F. & Smith, D. (Eds.) 2005). *Cases for teacher development: Preparing for the classroom*. Thousand Oaks, CA: Sage.

Landau, S., Landau, B. & Landau, D. (2001). *From conflict to creativity: How resolving workplace disagreements can inspire innovation and productivity*. San Fransisco, CA: Jossey-Bass.

Matusak, L. R. (1997). *Finding your voice: Learning to lead...anywhere you want to make a difference*. San Fransisco, CA: Jossey-Bass.

Spillane, J.P. (2006). *Distributed Leadership*. San Fransisco, CA: Jossey-Bass.

Spiro, J. (June 2009). *Leading change handbook: Concepts and tools*. The Wallace Foundation. Retrieved at <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Pages/leading-change-handbook.aspx>

Tschannen-Moran, M. (2009). Fostering teacher professionalism in schools: The role of leadership orientation and trust. *Educational Administration Quarterly*, 45 (2), 217-247.

*Websites for Mentoring:*

EDUTOPIA Online, <http://www.glef.org>

\*Best Practices Resources [www.teachermentors.com](http://www.teachermentors.com)

\* International Telementor Center [www.telementor.org](http://www.telementor.org)

\*Mentoring Leadership and Resource Network [www.mentors.net](http://www.mentors.net)

\*Mighty Mentors [www.mightymedia.com/mentors](http://www.mightymedia.com/mentors)

\*Teachers Helping Teachers [www.pacitienet.net/~mandel](http://www.pacitienet.net/~mandel)

*Resources:*

University Council for Educational Administration <http://www.ucea.org/>

National Association of Elementary School Principals <http://www.naesp.org>

National Association of Secondary School Principals <http://www.nassp.org>

Center for Creative Leadership <http://www.ccl.org/leadership/index.aspx>

## ASSIGNMENTS

1. **20 pts** Active Listening Assignment
2. **20 pts** Conflict Resolution Assignment
3. **20 pts** Research Article Summary
4. **20 Pts** Mentoring Case Study Powerpoint [10 points] & Completed Log [10 points]
5. **20 points** Participation: Discussion Board; Blogs; Wikis

### ASSIGNMENT GUIDELINES

#### 1. Active Listening Assignment

Complete guidelines are in the course online in Week 1.

#### 2. Conflict Resolution Assignment

Complete guidelines are in the course online in Week 2.

#### 3. Research Article Summary

The purpose of reviewing and summarizing a research article is to help you connect applied and theoretical knowledge: what you know about mentoring, what you want to know, and why, and what you learned from the article. To prepare, copy and paste the table, below. For the assignment, use each column as a heading in your paper.

Heading	Content
<b>1. What I know</b>	How do I define mentoring?
<b>2. What I want to know, and Why I want to know it</b>	What associations or connections do I have with this article? How is this starting to connect to the way I do things or possibly could do them differently?
<b>3. What I learned from the research article</b>	How did the article study mentoring?
<b>4. What I am learning from my mentoring experience, and my peers and instructor in the class</b>	How will incorporate the article into my mentoring experience? Will I change my behavior or thinking in any way? What am I learning from others in this class?

#### 4. Mentoring Case Study Guidelines

*Guidelines for both Ed Admin students and HRD students are provided here.*

##### Students in Educational Administration

- a. Find a teacher to mentor for six (6) half-hour sessions spread out over 4-6 weeks. This person should be voluntarily willing to be mentored for this assignment of "improving his/her instructional decision-making process" around 5 instructional strategies.
- b. The Goals of the Mentoring Sessions

**A mentor uses three stances in order to facilitate a teacher's growth in becoming proficient in "5 critical instructional decision-making strategies."**

**A teacher improves to the Proficient (or Expert) Level of Performance in five critical instructional decision-making strategies over a 4-6 week period.**

*Ideally, the period of time would be a school year – but for the purposes of learning this mentoring process in a course assignment, the time frame is 4-6 weeks.*

*Two other goals that would be established in a year-long school setting for this mentoring process, would include one of a supportive school context and another one of evidence of higher student achievement – resulting from improved instructional practices.*

c. [Your Preparation](#)

READ Chapter 9 in the text pp. 149 – 165. Learn about the stance continuum from [Consulting](#) to [Collaborating](#) to [Coaching](#). Read through the Performance Rubric for these three stances on pp. 156-157. Notice the *Intentions* for each and the *Actions* for each.

READ about the 5 instructional strategies. REVIEW the Mentoring Performance Rubric on page 8 of this syllabus which describes the growth descriptors for each of the 5 strategies.

c. [The Mentoring Sessions](#) - you can use the following steps:

**Establish rapport**

**Explain that you wish to “practice” the role of mentor /coach with five instructional strategies that this person is willing to improve on as they plan their instruction.**

**Have the person use a curriculum unit in any subject area.**

(For each session, you want to go over all five strategies – so the teacher can be using multiple subject areas across the 6 sessions to practice the decision-making process.)

On pp. 158-163, there are “Mentoring Moves” suggested for each of the 5 strategies. You can also use the Performance Rubric so get ideas for questions or ways to move the teacher toward a more proficient level in that area.

**Use the log sheet** to identify where the teacher is in each session and which stance you choose to use. Then make any additional observations on the lines below.

*(The LOG SHEET will be provided in the Course Information Section online.)*

**Developing a SUMMARY Case Study.** (This summary will be for your own use in creating a 4- 5 slide power point to turn in and to share on the Discussion Board. The power point slides will be a more succinct reporting out - so keep the slides fairly concise.)

**Describe the results of your mentoring experience.**

**SLIDE 1 What did you learn in using the 3 stances?** *(Were you able to get closer to the [Coaching Stance](#) by the end of the 6 sessions?)*

**SLIDE 2 What were your RESULTS? Did the teacher improve in his/her decision-making process for each strategy?**

**SLIDE 3 What is one conclusion you reached based on these results?**

**SLIDE 4 What surprised you about the mentoring experience?**

**SLIDE 5 What lesson do you wish to pass along to others about mentoring/coaching?**

**Students in Human Resource Development Program**

- a. Find a person in your workplace to mentor for six (6) half-hour sessions spread out over 4-6 weeks. This person should be voluntarily willing to be mentored for this assignment of “improving his/her **performance in the workplace.**” Other HR students have used the **following 5 growth strategies:**
- **Language of Goals:** the materials the person uses for her daily correspondence and her interaction with executives.
  - **Sophistication of Strategies:** Writes emails, letters, presentations and correspondence in a professional manner.
  - **Depth of Knowledge:** Details of how to run an executive assistant desk/day.
  - **Choices:** Used KWKL chart for generating new ideas; thinking creatively; being resourceful
  - **Depth of Evidence:** Intranet resources, other administrators, prior presentations and projects were all examples of cited data and evidence used.

b. The Goals of the Mentoring Sessions

- **A mentor uses three stances in order to facilitate a person’s growth in workplace performance using “5 decision-making strategies.”**

**A teacher improves to the Proficient (or Expert) Level of Performance in five critical workplace decision-making strategies over a 4-6 week period.**

- d. READ Chapter 9 in the text pp. 149 – 165. Learn about the stance continuum from Consulting to Collaborating to Coaching. Read through the Performance Rubric for these three stances on pp. 156-157. Notice the *Intentions* for each and the *Actions* for each. READ about the 5 instructional strategies. You will be **translating these** into a **HRD context** using strategies to enhance performance in that context.

c. The Mentoring Sessions - you can use the following steps:

**Establish rapport.**

**Explain that you wish to “practice” the role of mentor /coach with five performance growth strategies that this person is willing to improve on.Go over the 5 strategies listed above. Establish a NOVICE, PROFICIENT, and EXPERT set of criteria for each strategy.**

**Use the log sheet** to identify where the teacher is in each session and which stance you choose to use. Then make any additional observations on the lines below in the log.

*(The LOG SHEET will be provided in the Course Information Section online.)*

**Developing a SUMMARY Case Study.** (This summary will be for your own use in creating a 4- 5 slide power point to turn in and to share on the Discussion Board. The power point slides will be a more succinct reporting out - so keep the slides fairly concise.) There is a HRD example case study provided for you on this course page.

**Describe the results of your mentoring experience.**

- **SLIDE 1** **What did you learn in using the 3 stances?** *(Were you able to get closer to the Coaching Stance by the end of the 6 sessions?)*
- **SLIDE 2** **What were your RESULTS? Did the person improve in his/her decision-making process for each strategy?**
- **SLIDE 3** **What is one conclusion you reached based on these results?**
- **SLIDE 4** **What surprised you about the mentoring experience?**
- **SLIDE 5** **What lesson do you wish to pass along to others about mentoring/coaching?**

**GRADING POLICIES**

Review policies on an **Incomplete Grade** in the Provost Office Guidelines. Available:

<http://www.drexel.edu/provost/policies/grades.asp>

A	93-100
A-	90-92
B+	87-89

B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
F	62 and below

### Assignment Policy:

1. Assignments that are late will receive one grade less credit. And corrupted documents will be considered a late assignment. Assignments that are more than one week late will receive another grade reduction.
2. After reviewing and printing the assignment instructions you may follow up with the instructor to pose questions or to schedule a phone or skype meeting. Students who do not make assignment deadlines will be recommended to take an Incomplete and speak with their advisor. Students who exhibit problems with writing will be referred to the Writing Center.
3. Turn in all assignments via an Assignment Box in the appropriate Unit.
4. Use Microsoft Word for all documents.
5. Put your last name in the title and put .doc or .docx at the end. For example, 'Katz-Buonincontro Active Listening Assignment.doc'

### Online Course Participation: Posting Discussion Board Threads + Responses

1. Participation on the Discussion Board (DB) is required. The Introductory Blog, Week #1, counts as course participation.
2. Make teaching and learning should intellectually stimulating and gratifying, and really enjoyable. Your discussions should be serious contributions in response to the week's question and should further the conversation. Tell us what you are passionate about.
3. Please use 'NETIQUETTE:' be respectful of peers and instructors and advisors in language and in tone on DB posts, and in every email correspondence. Racist, sexist, homophobic, swear/curse words and otherwise disrespectful and rude language is not tolerated.
4. Plagiarism is not tolerated in DB posts, email correspondences or in papers. Please quote authors directly with a page number and use no more than 3-5 lines of text, e.g. (Katz-Buonincontro, 2009, p. 69) and refer to authors in parenthesis if you paraphrase a sentence, e.g. (Katz-Buonincontro, 2009).
5. **Each week, you must post at least twice with your team– one original "thread" of your own and one response to a classmate.** Multiple postings, however, are strongly encouraged as a means of contributing to the learning of the entire class. Weekly participation is graded on a scale of **0** [no participation], **1** [insufficient participation, which is > (less than) 3 substantive thoughts relevant to weekly course content] or **2** [sufficient participation of 3-5 substantive thoughts relevant to weekly course content].
6. **Zoom Classroom Sessions:** All sessions will be archived for you to view at a later time. Please make every effort to attend these sessions to learn information, pose questions and get a sense of your peers' experiences. If you cannot attend the session, please email me and view the archived session and then participate in the related discussion board or journal entry required.
7. **\*\*Except for Week #1, each week starts Wednesday Morning at 8 AM, when the BB site opens.\*\***

## WEEKLY SESSIONS-EDAM 524- SPRING 2016

WK	Topic	ASSIGNMENTS	DUE
<b>1</b> <b>03/28</b> <b>Mon</b> Ends 04/05	Active Listening	<ul style="list-style-type: none"> <li>Introduce yourself in the Blog.</li> <li>READ the Active Listening article.</li> <li>Using the Active Listening Handout, complete the activities.</li> <li>Join Class Blog</li> </ul>	Post an introductory blog Contact a Colleague to Set Up an Active Listening Session in the Workplace DUE WK 2 at the end of week 2: Tuesday, April 12 <sup>th</sup> Zoom Session 7:30-8:30pm WED March 30th: overview of syllabus and assignments
<b>2</b> <b>04/06</b> <b>Wed</b> Ends 04/12	Conflict Resolution	<ul style="list-style-type: none"> <li>Complete the activities in the Conflict Resolution handout.</li> <li>Join Discussion Board</li> </ul>	Active Listening Assignment DUE WK 2 Discussion Board Teams Created Discussion Board Thread + Response
<b>3</b> <b>04/13</b> <b>Wed</b> Ends 04/19	Experiences w/Mentors Why mentoring is needed Stages of Mentoring	<ul style="list-style-type: none"> <li>Join Discussion Board</li> <li>READ Chapter 4 (Moir)</li> <li>READ Chapter 6 (Casey/Claunch)</li> <li>VIEW Mentoring programs on <a href="http://www.glef.org">www.glef.org</a></li> <li>Begin mentoring work with a teacher.</li> </ul>	Conflict Resolution Assignment DUE WK 4 Choose a Conflict in the Workplace to Write About View online learning module Discussion Board Thread + Response
<b>4</b> <b>04/20</b> <b>Wed</b> Ends 04/24	Coaching & Mentoring Growth Strategies	<ul style="list-style-type: none"> <li>READ Chapter 7</li> <li>READ Chapter 9 (Lipton &amp; Wellman)</li> <li>Write a Response Paper</li> <li>Join Discussion Board</li> </ul>	Discussion Board Thread + Response Attach digital copy of Research Article to your post. Research Article Summary DUE WK 5
<b>5</b> <b>04/27</b> <b>Wed</b> Ends 05/03	Program Evaluation	<ul style="list-style-type: none"> <li>Critiquing mentoring programs.</li> <li>Join Discussion Board</li> </ul>	Discussion Board Thread + Response Zoom Session
<b>6</b> <b>05/04</b> <b>Wed</b> Ends 05/10	Collaborative Leadership	<ul style="list-style-type: none"> <li>READ Collaborative Leadership Article (Ruth Purcell-Jones)</li> <li>Take Self-Assessment on Collaborative Leadership</li> </ul>	Take the Collaborative Leadership Questionnaire Discussion Board Thread + Response
<b>7</b> <b>05/11</b> <b>Wed</b> Ends 05/17	Distributed Leadership	<ul style="list-style-type: none"> <li>READ Elmore's essay on distributed leadership</li> <li>Join Discussion Board</li> </ul>	Questionnaire Debrief
<b>8</b> <b>05/18</b> <b>Wed</b> Ends 05/24	Sustainability Succession Issues	<ul style="list-style-type: none"> <li>READ Hargreaves/Fink article</li> <li>Join Discussion Board</li> </ul>	DB Thread + Response Prepare draft of case study and final log Zoom Session
<b>9</b> <b>05/25</b> <b>Wed</b> Ends 05/31	Case Study	<ul style="list-style-type: none"> <li>Turn in Case Study</li> <li>Join Discussion Board &amp; share your case study ppt.</li> </ul>	Mentoring Case Study PPT & Completed Log DUE WK 10 Discussion Board Thread + Response Post PPT and Log
<b>10</b> <b>06/01</b> <b>Wed</b> Ends 06/07	Comparative Reflection of Mentoring Case Studies	<ul style="list-style-type: none"> <li>Final Reflections on Mentoring</li> </ul>	Discussion Board Thread + Response

## IMPORTANT INFORMATION

1) **The end of week 2 is the last day for dropping a course;** you may withdraw after that.

2) **Students with disabilities** requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (iODSî). For additional information, contact the ODS at [www.drexel.edu/edt/disability](http://www.drexel.edu/edt/disability), 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215-895-401 or TTY 215-895-2299.

3) **Academic Honesty Policy:** All students are expected to abide by Drexel University's policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:

- \* Reduction of a course grade
- \* An F for the assignment or exam
- \* Failure for the entire course with the inability to withdraw, or
- \* Other action deemed appropriate by the faculty member. Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University. Drexel University Student Handbook, 2005-2006 edition (<http://www.drexel.edu/studentlife/images/0506Handbook.pdf>)

### Mentoring Strategies – Performance Rubric

STRATEGY	Novice/Apprentice	Proficient	Expert
<p><b>GOAL – LANGUAGE</b></p> <p>The <b>language</b> of the teacher's goals for lessons and units. (Goals from outside source or teacher knowledge: content &amp; students learning needs.)</p>	<p>Teacher uses goals from <b>EXTERNAL SOURCES</b> such as: teacher's guide, textbook, curriculum, program materials.</p>	<p>Teacher uses <b>OWN UNDERSTANDING</b> of the <u>content</u> and <u>students' needs</u> to determine learning goals.</p>	<p>Teacher:</p> <ul style="list-style-type: none"> <li>• Sets goals that nest <b>short-term objectives w/ enduring understandings,</b></li> <li>• Sets goals that include <b>thinking skills,</b></li> <li>• Set goals that includes <b>social skills</b> &amp; listening to other perspectives.</li> </ul>
<p><b>STRATEGIES - DESIGN Flexibility</b></p> <p>The details and level of sophistication of strategies</p>	<p>Teacher <b>uses activities listed</b> in a manual, or sourcebook or curriculum.</p>	<p>Teacher makes <b>purposeful, strategic application</b> of instructional methods based on learner needs and appropriate fit of the content.</p>	<p>Teacher <b>designs strategies</b> to meet <b>specific outcomes,</b> but also <u>modifies them</u> for individual learners. (Differentiation)</p>



<b><u>DEPTH OF CONTENT KNOWLEDGE</u></b>	Teacher may have <b>basic knowledge of the discipline</b> but not enough to separate the essential learning from all the content presented. Teacher “covers” content rather than “teaching for understanding.”	Teacher has enough content knowledge to <b>identify the essential concepts, skills and themes or questions for each lesson.</b>	Teacher has <b>deep knowledge</b> of the structure of the disciplines he/she teaches.  The teacher consistently <b>makes connections</b> from <u>today’s lesson</u> to the essential & the relevant ( <b>significant</b> ).
<b><u>ABILITY TO RECOGNIZE &amp; GENERATE CHOICE POINTS</u></b>	Teacher’s <b>planning</b> leaves <b>little room for flexibility</b> to make possible needed adjustments for student learning.	Teacher can build <b>potential contingencies</b> into his/her <b>planning</b> (time, objectives, formats, instruction, assessment).	Teacher can <b>draw from a repertoire</b> to make in-the-moment refinements or revisions to the initial plan.
<b><u>MONITORING STUDENT LEARNING</u></b>  <b>THE SOPHISTICATION &amp; DEPTH OF EVIDENCE &amp; DATA CITED</b> for student learning	Teacher’s <b>plans</b> include limited or <b>no specific methods</b> for <b>determining student progress.</b> (Monitoring student learning.)	Teacher can apply <b>day to day</b> and moment-to-moment <b>assessment of student learning</b> to inform future action. (Observe, interview students, writing prompts, WILTS, KWL, group work.)	Teacher draws on a <b>wide range of data sources</b> for planning and reflecting on (monitoring) <b>student learning.</b>  Teacher is expert in formative and summative assessment of student learning.

<b>Course GOALS</b> <b>Performance Indicators</b>	<b>Student LEARNING GOALS</b> <b>Performances</b>
<b>SKILLS</b> Students learn two basic skills of mentoring and collaborative work: <ul style="list-style-type: none"> <li>• <b>Active Listening</b></li> <li>• <b>Conflict Resolution.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Through a series of activities, students learn about and then practice “Active Listening” and Conflict Resolution. They summarize these application experiences for future use in leadership work.</li> </ul> <b>Active Listening Application</b> <b>Conflict Resolution Application</b>
<b>MENTORING</b> Students learn basic concepts/skills about mentoring: <ul style="list-style-type: none"> <li>• <b>Why mentoring is needed</b></li> <li>• <b>Stages of Mentoring</b></li> <li>• <b>Differences between coaching &amp; mentoring</b></li> <li>• <b>5 growth strategies for learning-focused mentors</b></li> </ul>	<ul style="list-style-type: none"> <li>• After reading about and viewing examples of mentoring programs, students construct an understanding and response to the basic concepts.</li> </ul> <b>Research Article Summary</b> <ul style="list-style-type: none"> <li>• Students will take on a mentoring role with a student or a less experienced teacher and apply the 5 growth strategies. This case study will be shared through a PPT on the DB.</li> </ul> <b>Mentor Case Study &amp; Log</b>
<b>CRITIQUE</b> of an Induction/Mentoring Program	<ul style="list-style-type: none"> <li>• Students use the 5 critical questions to critique a</li> </ul>

<ul style="list-style-type: none"> <li>• <b>5 critical questions</b></li> </ul>	<p>mentoring/induction program in their school or district.</p>
<p>COLLABORATIVE (Distributed) Leadership</p> <ul style="list-style-type: none"> <li>• <b>Distributed Leadership</b></li> <li>• <b>Sustainability</b></li> <li>• <b>Succession Issues</b></li> </ul>	<ul style="list-style-type: none"> <li>• Students self assess in six areas of collaborative leadership; they create a plan for further development.</li> </ul> <p><b>Self-assessment-Collaborative Leadership Questionnaire: results &amp; plan</b></p> <ul style="list-style-type: none"> <li>• Students construct an understanding and response to basic concepts of collaborative, distributed and sustainable leadership.</li> </ul>