Mentoring and Leadership

Instructional Techniques

Jessica L Barron, MA

GDIT 707

Instructional Technology Design and Leadership

Jonathan Barkand

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# Client Need

The purpose of this mentoring program is to foster the professional development and growth of faculty members by providing a mentor system for inexperienced or new faculty members. This will maintain a network of facilitative methods to improve the pedagogical proficiency or faculty members. A mentor is a person whom serves as a role model for the purpose of passing along the knowledge they have gained from experience. The mentor develops into an advisor, confidante, role-model and friend. Mentors are assigned to instructors who are new to KTI and to the teaching profession.

Lisa Bridges is a new dental instructor at Keystone Technical Institute. Weekly meetings will be conducted in order to discuss various topics chosen by the mentor and the mentored. Sessions will last approximately 1-2 hours. Handouts will be created and a log will be completed for each session. The first and last session will include a pretest/posttest.

After completing the mentoring sessions, the mentored should achieve the following objectives:

* Theoretical knowledge and understanding of professional and educational values
* Practical skills, competences and commitment to teach with high standards
* Skills in assessing student learning and progression throughout the program
* Content area methods for teaching various topics in Dental Assisting

# Pre-Test Instrument Results

Rate the following topics according to your experience level

 **1 2 3 4 5**

 Little knowledge Very Experienced

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Classroom Planning | 1 | **2** | 3 | 4 | 5 |
| Attendance Recording | 1 | 2 | 3 | 4 | **5** |
| Gradebook Information | 1 | 2 | **3** | 4 | 5 |
| Faculty Instructional Packages | 1 | 2 | **3** | 4 | 5 |
| Acceptable Use of Technology | 1 | 2 | 3 | 4 | **5** |
| Pygmalion effect | 1 | **2** | 3 | 4 | 5 |
| Classroom Management techniques | 1 | **2** | 3 | 4 | 5 |
| Classroom Style and Delivery | 1 | **2** | 3 | 4 | 5 |
| Creative Lesson Plans | **1** | 2 | 3 | 4 | 5 |
| Review of Curriculum | 1 | 2 | 3 | **4** | 5 |
| Motivational Techniques: Social Cognitive Theory | **1** | 2 | 3 | 4 | 5 |
| Motivational Techniques: Intrinsic and Extrinsic motivation | **1** | 2 | 3 | 4 | 5 |
| Employee Handbook | 1 | 2 | 3 | **4** | 5 |
| De-escalation Techniques in the classroom | 1 | **2** | 3 | 4 | 5 |
| Professional dress and behavior | 1 | 2 | 3 | 4 | **5** |
| Pedagogical Techniques for multiple intelligences | 1 | **2** | 3 | 4 | 5 |
| Interpersonal Relationships | 1 | 2 | 3 | 4 | **5** |
| Professional Development | 1 | 2 | 3 | **4** | 5 |
| Safety Issues | 1 | 2 | **3** | 4 | 5 |
| Class rotation and module development | 1 | 2 | **3** | 4 | 5 |
| Value of General Education Classes | 1 | 2 | 3 | 4 | **5** |
| Non-traditional Students/ Adult Education | 1 | **2** | 3 | 4 | 5 |

# Design of Instruction for Need

 A combination of direct and indirect instructional techniques will be used. The mentor will be completing a lot of work in the background, analyzing the needs of the learner and creating sessions that will benefit them. The results of the training sessions can take months to go into effect because most of the techniques require a combination of research, application and experience. However, the sessions will be a direct process where there can be some learning that is instantly observed.

Lisa Bridges expressed that she is a hands-on learner who focuses on realistic applications. Because of this, sessions will feature a specific topic chosen by the mentor based upon the results of the needs assessment. Each session will begin with an overview of the topic. Examples and practical application will be provided for each topic. The last ten minutes of each session will be devoted to a review of the session.

# Service Invoice

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| --- | --- |
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| --- |
| **Service Invoice** |

 |
| 2301 Academy Drive |  | **Invoice Number** | 10145 |
| Harrisburg, PA 17112  |  | **Date** | December 5, 2011 |
| 717-545-4747 | **Customer ID** | BA12345 |
| barronj@duq.edu |  |  |  |
|  |
| To | Lisa Bridges |  |  |  |
|  | 2301 Academy Drive |  |  |  |
|  | Harrisburg, PA 17112 |  |  |  |
|  |  |  |  |  |
|   |   |   |   |   |   |
| **Date** | **Description of services** | **Hours** | **Time** |
| October 7, 2011 | Introduction, needs assessment | 0.5 |  3:30-4:00  |
| October 14, 2011 | Classroom Management techniques | 1 |  3:00-4:00  |
| October 21, 2011 | Mid-module warnings, make-up work, Safety issues | 1 |  3:00-4:00  |
| October 28, 2011 | Classroom Style and Delivery | 1.5 |  2:30-4:00  |
| November 4, 2011 | Motivational Techniques: Social Cognitive Theory | 0.75 |  3:00-3:45  |
| November 11, 2011 | Motivational Techniques: Intrinsic and Extrinsic motivation | 0.75 |  3:00-3:45  |
| November 18, 2011 | Creative Lesson Plans | 1 |  3:00-4:00  |
| November 25, 2011 | De-escalation Techniques in the classroom | 1.5 |  2:30-4:00  |
| December 2, 2011 | Wrap-up and Review, Misc Questions | 1 |  3:00-4:00  |
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|   |   |   |   |
|   |   |   |   |
|   |   |   |   |
|   |  |   |
|  |   |
| **Total Hours** | **9** |

# Post-test instrument results

Rate the following topics according to your experience level

 **1 2 3 4 5**

 Little knowledge Very Experienced

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Classroom Planning | 1 | 2 | 3 | **4** | 5 |
| Attendance Recording | 1 | 2 | 3 | 4 | **5** |
| Gradebook Information | 1 | 2 | **3** | 4 | 5 |
| Faculty Instructional Packages | 1 | 2 | **3** | 4 | 5 |
| Acceptable Use of Technology | 1 | 2 | 3 | 4 | **5** |
| Pygmalion effect | 1 | **2** | 3 | 4 | 5 |
| Classroom Management techniques | 1 | 2 | 3 | 4 | **5** |
| Classroom Style and Delivery | 1 | 2 | 3 | 4 | **5** |
| Creative Lesson Plans | 1 | 2 | 3 | 4 | **5** |
| Review of Curriculum | 1 | 2 | 3 | **4** | 5 |
| Motivational Techniques: Social Cognitive Theory | 1 | 2 | 3 | **4** | 5 |
| Motivational Techniques: Intrinsic and Extrinsic motivation | 1 | 2 | 3 | 4 | **5** |
| Employee Handbook | 1 | 2 | 3 | **4** | 5 |
| De-escalation Techniques in the classroom | 1 | 2 | **3** | 4 | 5 |
| Professional dress and behavior | 1 | 2 | 3 | 4 | **5** |
| Pedagogical Techniques for multiple intelligences | 1 | **2** | 3 | 4 | 5 |
| Interpersonal Relationships | 1 | 2 | 3 | 4 | **5** |
| Professional Development | 1 | 2 | 3 | **4** | 5 |
| Safety Issues | 1 | 2 | 3 | 4 | **5** |
| Class rotation and module development | 1 | 2 | **3** | 4 | 5 |
| Value of General Education Classes | 1 | 2 | 3 | 4 | **5** |
| Non-traditional Students/ Adult Education | 1 | 2 | **3** | 4 | 5 |

# Conclusion

The results of the pretest/posttest showed growth in most of the areas we covered in the individual sessions. The most growth occurred with the module featuring creative lesson plans. I gave her a few websites to view outside of the sessions as well as examples of the curriculum I developed at KTI. One of the main things I tried to encourage was to use and tweak the resources already provided for her. Little hints and tips like that helped her to see how easy it was to create new and interesting activities for her classroom. Another area of growth was the module on Intrinsic and Extrinsic motivation. This module helped her to see how well rewards played into the classroom and how to use them to her advantage. It also covered the basic concepts of why students were motivated to do certain tasks over others. It gave Lisa an understanding of the students and the reasoning behind their behaviors.

There were three areas where Lisa improved by three points: Classroom Management Techniques, Classroom Style and Delivery and Social Cognitive Theory. The reason why I think there were growth in these areas was because I believe Lisa was already employing most of the techniques found here. She just didn’t have the confidence to realize that what she was doing was correct. I will talk more about this observance below.

The last four areas of growth were: classroom planning (+2), de-escalation techniques in the classroom (+1), safety issues (+2) and adult education (+1). Given more time, I am sure I could have spent more modules developing these areas. I also think that with time and experience, these areas may improve.

Being a mentor was a learning experience for both the Lisa and me. I am sure I could have spent hours on some of the topics we covered, and there were so many topics that we left out because of time restraints. Overall, I would call the experience a success. Teaching a natural for me, and I had no problems coming up with useful information for her to use in the classroom.

Most of the time I felt that I was more of a counselor than a teacher; a lot of her issues were not knowledge-based. Lisa’s main area of concern was her comfort level in the classroom and her self-confidence. In the future, I would like to focus more on self-esteem in the classroom. It is a topic I completely ignored over pedagogical techniques. I don’t want to ignore the instructional theories that obviously helped Lisa. Rather, I will add a few more questions to the pretest/posttest that will address the learner’s self-efficacy, confidence in the classroom, and overall self-esteem. It would be interesting to see how many capable and intelligent new instructors freeze in the classroom because they are simply nervous or anxious about their own competence.

Overall, one-on-one consulting was a rewarding experience. I would like to explore the many possibilities and different avenues of this unique job opportunity in the future.