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**TITLE: Developing as an Effective Technology Mentor or Coach (INTPC) 3**

**Session Topics**

1. Understanding the Mentoring/Coaching Process
2. Establishing a Relationship with the Mentee or Player
3. Training the Trainer
4. Building Resources and a Network of Support
5. Developing a Plan of Action

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**Description of Experience:**

**Overview:** INTPC 3 is an opportunity for educators to improve and integrate their personal skills and technology skills to become technology mentors or coaches within their schools. This forty-five (45) hour experience is designed to promote an understanding of the relationship between the mentor and mentee or the coach and the player. This learning experience will give them empathy toward the novice technology user. Creative discovery and collaboration among teachers will provide support and resources for everyone involved. The conclusion of the program will give teachers the opportunity to share expert advice with other teachers as a jump-start to their new role.

**Rationale:** The continued growth of technology integration in schools is supported by the efforts of qualified teachers within the schools' setting. This is not only cost-effective for the school but also less threatening for the novice teacher. Research shows that an effective-traditional mentoring program boasts a clear vision of good teaching, guided by an understanding of teacher learning, and supported by a professional culture that favors collaboration and inquiry<sup>1</sup>. While incorporating these ideas, a technology mentor/coach must be prepared in order to avoid becoming overwhelmed because of time restraints.

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**Program Impact:** Although the primary beneficiary of INTPC 3 will be the mentored/coached teachers, students are also impacted by the educators experience in the program. This course is specifically designed to prepare competently experienced teachers who utilize technology for a new leadership role as change-agents within their schools.

**Timeline:** INTPC 3 will span one full week during the summer of 2002. Six (6) hours per day of classroom training will engage the teachers in large and small group training sessions. This week of intense staff development will be complimented by several assignments completed outside of the classroom experience to complete an additional fifteen (15) hours.

**Credits Requested:** Three (3) Credits

**Performance Outcomes:**

1. Participants will be able to create a successful mentoring/coaching program.
2. Participants will be able to provide inspiration and motivation to teachers in a way that compliments other personalities.
3. Participants will be able to effectively communicate with other teachers to assist them in their technology usage efforts.
4. Participants will be able to train teachers or help teachers to find the proper training for their personal software needs.
5. Participants will be able to advise and support teachers through communication and classroom assistance.
6. Participants will demonstrate their understanding of effective mentoring/coaching through their plan of action.
7. Students of the mentored/coached teachers will have opportunities to directly utilize the new technologies integrated into the classroom.
8. Students of the mentored/coached teachers will be impacted by increased usage of technology for learning and personal productivity.
9. Students of the mentored/coached teachers will be exposed to the idea of life-long learning as they witness the improved skills of their teachers.

**Evaluation:** Assessment tools throughout the training period will compliment INTPC 3. A combination of written, oral and team evaluations will be woven throughout the process. To effectively assess the outcomes, an evaluation will be given prior to the start of the program. This will serve as a measuring rod for program success. The same assessment will be give at

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the end of the training. Another dynamic tool will be self-evaluation. Each participant will present his or her completed plan of action to the larger group. In addition to these methods of evaluation, follow-up will be provided for support. This will allow the project coordinator to evaluate the growth of the participant's skills.

**Materials:** Teachers and Technology will develop all materials and create all assessments. The class location will need to have computers with Internet access available for use by participants during the class and be conducive to a large group-informal discussion.

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# Course Objectives

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### **Objectives**

#### **Session One**

##### Understanding the Mentoring/Coaching Process

- Define and compare a mentor vs. a coach
- Identify the qualities of a successful mentoring/coaching program
- Study various models at schools throughout the country
- Identify the roles and responsibilities of an effective technology mentor
- Complete a self-assessment of the characteristics of an effective mentor
- Reflect on personal strengths and weaknesses

#### **Session Two**

##### Establishing a Relationship with the Mentee or Player

- Share and discuss the lessons learned from early experiences in technology
- Understand a “technology novice” point of view
- Research and reflect on different personality types
- Identify others’ personality type(s) to improve your interpersonal skills
- Identify tips for good communication

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### **Session Three**

#### Training the Trainer

- Identify the most common problems encountered by teachers as new technology users
- Discuss and develop list of advice to teachers that would combat above problems
- Develop a list of suggestions for providing classroom support.
- Research and compare adult learning vs. student learning
- Identify stages of technology usage by teachers
- Compare group, one-on-one, and online software training
- Self-assess technology skills in areas outside personal discipline and grade-level

### **Session Four**

#### Building Resources and a Network of Support

- Identify options for software training within each teachers' school
- Build personal knowledge of the potential applications in various software programs for all disciplines
- Identify, evaluate, and share web resources for teachers of various disciplines and grade-levels
- Research and identify online communities for both the mentor and mentee to share with others in similar circumstances
- Develop a list of teacher contacts for future use
- Develop an assessment to evaluate teachers' needs

### **Session Five**

#### Developing a Plan of Action

- Create a vision of the effective technology classroom
- Identify the boundaries of a positive mentor given the support, incentive, and expectation of the teacher's role within the school
- Establish an effective routine and procedure for helping other teachers
- Share, critique, and revise each plan with other teachers in the workshop

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<sup>1</sup> Feiman-Nemser, Sharon. "Teacher Mentoring: A Critical Review", Eric Digest: ed397060

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