Mentoring a New Teacher
Course Syllabus

Course Description

This course is designed to equip educators with the essential knowledge and skills needed to effectively mentor and coach new teachers. Participants will gain a comprehensive understanding of the developmental stages and needs of novice educators, enabling them to tailor their support to maximize instructional effectiveness. Through the course modules, participants will explore and apply strategies to foster reflective coaching skills, promoting continuous professional growth among new teachers. Additionally, the course will address common challenges faced by new and struggling teachers in establishing positive classroom environments. Participants will analyze these challenges and develop practical solutions to support novice educators in creating conducive learning atmospheres. As a result of this course, participants will investigate various tools and techniques to enhance their mentoring efforts, ensuring that new and struggling teachers receive the guidance they need to improve their practices. By the end of the course, participants will be well-prepared to support the next generation of educators in their professional journeys.

This course enhances classroom teaching effectiveness and supports improved student outcomes by introducing new knowledge in effective mentoring and coaching strategies to support novice educators through targeted, reflective guidance that fosters growth and promotes positive classroom environments.

Course Objectives

At the end of this course you should be able to:

1. Identify and explain at least two adult learning principles and how they apply to mentoring new teachers to examine the key factors that contribute to successful adult learning.
2. Explore and define at least one research-based classroom management strategy to understand how it helps new teachers manage classrooms effectively.
3. Create a sample weekly instructional plan that includes two best-practice teaching strategies to examine strategies for supporting new teachers with instructional practices.
4. Facilitate a technology coaching session that includes a classroom integration plan to develop strategies for supporting new teachers with instructional technologies.
5. Create an organizational checklist or calendar template for classroom routines and responsibilities to examine how to support new teachers with organizational management.
6. Review a sample IEP or 504 and develop a support plan with two accommodations to examine how to mentor new teachers in supporting students with special needs.
7. Role-play a professional workplace scenario and reflect on behaviors using a rubric to examine how to support new teachers in developing professionalism.

8. Conduct a mock post-observation conference using a feedback protocol and reflection log to examine how to coach new teachers through the feedback process.

Modules
- Module 1: Adult Learning Characteristics, Quiz 1
- Module 2: Supporting New Teachers with Classroom Management, Quiz 2
- Module 3: Supporting New Teachers with Instructional Practices, Quiz 3
- Module 4: Supporting a New Teacher with Implementing Instructional Technology, Quiz 4
- Module 5: Organizational Management, Quiz 5
- Module 6: Mentoring New Teachers to Support the Special Education Process, Quiz 6
- Module 7: Supporting Teachers with Professionalism, Quiz 7
- Module 8: The Feedback Process- How to Effectively Coach New Teachers, Quiz 8

Grading:
Each quiz must be passed at an 80% or higher (three attempts allowed).

Format
This is a self-paced, asynchronous (no required live meetings) course. Throughout the PD course, you will find it helpful to take notes along the way to assist with the quizzes. Within each module, you will find reflection assessments that are not graded but will help in your journey through the course. There is an interactive forum in the course to help you connect with peers and instructors, share ideas, and collaborate on best practices throughout your learning journey.