

## **Peer Mentoring and Coaching**

### **Course Outline**

**Course Description** This course is designed to assist all educators in developing and utilizing effective practices to successfully mentor novice teachers. In addition, the course will explore the benefits that experienced teachers can gain by collaborating with colleagues in peer coaching programs.

Because teaching is such a complex and demanding profession, it is important for new teachers to be provided with a support system that allows them to transition from theory to practice. Recent legislation in many states calls for mentoring new teachers in order to help them improve and strengthen their skills and practices and thus, keep them in the profession. Meanwhile, veteran teachers need to remain current with new teaching methods, stay energized in the classroom, and experience periodic professional renewal in order to avoid burnout. Many reports suggest the next decade will see a huge turnover in the teaching profession as older teachers begin to retire and younger ones replace them. This course supports the premise that all educators are lifelong learners and that working in partnership with colleagues enhances classroom practices, improves student learning and builds school communities. The book *Mentoring in Action: Guiding, Sharing, and Reflecting with Novice Teachers*, by Carol Pelletier Radford will supplement the framework of the course.

### **Objectives**

- Define and differentiate the terms mentor, mentee, protégé, mentoring and coaching.
- Examine the purposes and benefits of mentoring and coaching.
- Assess individual mentoring aptitudes and qualifications.
- Explore methods to match new teachers with their mentors.
- Evaluate the characteristics of effective mentors.
- Assess the roles and responsibilities of mentors in the mentoring relationship.
- Formulate a framework of professional practice and strategies for mentors to utilize successfully with new teachers.
- Develop effective communication and facilitation skills.
- Identify and analyze the needs of new teachers.
- Problem solve challenging situations in the mentoring relationship.
- Develop productive conferencing techniques.
- Model and coach effective teaching practices that meet state standards.
- Examine federal and state legislation regarding mentoring requirements.
- Review successful mentoring and coaching programs and design new programs.
- Measure and analyze the impact of mentoring on teacher success and student performance.
- Successfully complete the mentoring process.

- Plan ways to provide ongoing support for new teachers once the mentoring relationship formally ends.
- Practice techniques to help both the novice and veteran teacher become reflective practitioners.
- Review current research about mentoring and coaching.

**Curriculum Design & Time Requirements** Participants in this course will be involved in a variety of tasks and activities to complete the course requirements including lectures, readings, individual and group discussions, reflective written and oral activities, applied practice assignments and cooperative learning groups. This is a forty-five hour graduate level course taught in the classroom and online.

**Course Materials** The required text for this course is *Creating Dynamic Schools through Mentoring, Coaching, and Collaboration* by Judy F. Carr, Nancy Herman, and Douglas E. Harris. A variety of readings and resources will be referred to throughout the course and additional supplemental readings and resources will be provided to participants to enhance their knowledge of the course topic.

## Session Outline

**Session 1: Introduction and Overview Objective: Evaluate mentoring knowledge and experiences Contents:**

1. Written reflection about mentoring knowledge and past experiences
2. Group introduction activity and sharing of reflections
3. Personal goal setting
4. Establish group definitions for the terms *mentor*, *mentoring*, *protege*, *mentee* and coaching
5. Brainstorm what mentoring is and is not
6. Course overview
7. Course requirements
8. Course registration
9. Instructor's expectations

**Session 2: A Rationale for Mentoring New Teachers Objective: Review the legal requirements for and research on mentoring Contents:**

1. Review handout of NCLB definitions for *highly qualified* teachers
2. Provide several examples of and how to state mandates for mentors
3. Determine who should and must be mentored
4. Read research support from Harry Wong and others for mentoring and teacher induction programs
5. Brainstorm a list of benefits for mentors and new teachers
6. Outline a plan for an effective mentoring program (to be used for final integration project)

**Session 3: Qualities of Effective Mentors Objective: Evaluate what makes an effective mentor Contents:**

1. Develop a list of characteristics of effective mentors
2. Develop a mentor assessment for mentor qualifications
3. Utilize a personality profile
4. Develop a plan that outlines mentor eligibility: who should be a mentor?
5. Review scenarios that emphasize the best ways to match mentors and new teachers
6. Address teacher concerns about being a mentor

**Session 4: Productive Mentoring Relationships Objective: Develop the components for beginning and sustaining the mentor and new teacher connection Contents:**

1. Determine the factors related to establishing successful mentoring relationships
2. Develop an assessment of the needs of beginning teachers
3. Role play the first meeting between the mentor and new teacher
4. Read and discuss the stages of development in the mentoring relationship
5. Establish the mentor and protegee; expectations in the mentoring relationship
6. Establish ethical guidelines that guide the mentoring relationship including the issue of confidentiality
7. Review the role of the administrator in the mentoring relationship

**Session 5: The Six Critical Focus Areas For The Novice Teacher Objective: Explore the major needs of new teachers Contents:**

1. Helping the novice teacher understand the school climate and culture
2. Improving core knowledge and skills for successful classroom instruction
3. Supporting novice teachers to balance professional demands and personal life
4. Classroom management strategies and techniques
5. Assisting the new teacher in meeting state standards and assessments
6. Developing and sustaining collegial relationships between the new teacher and the school community

**Session 6: Methods of Mentoring Objective: Explore and implement strategies to strengthen mentoring relationships Contents:**

1. Appropriateness and timeliness of sharing past teaching experiences
2. Strengthening facilitation and communication through practice
3. Working towards shared decision making in the mentoring relationship
4. Using reflective practice for professional growth
5. Note taking and record keeping for new teacher improvement
6. Reviewing the risks of mentoring

**Session 7: Strengthening the New Teacher's Classroom Instruction Objective: Help new teachers improve classroom instruction Contents:**

1. Utilizing classroom observations
2. Effective evaluation versus criticism and critique
3. Conferencing with new teachers
4. Role modeling effective teaching
5. Peer-to-peer observations and classroom visits for the novice teachers

- 6. Providing constructive feedback
- 7. Developing ongoing needs assessments tools

**Session 8: Problem Solving Strategies Objective: Resolve problems and challenges that develop in the mentoring relationship Contents:**

Assignment	Points	Grading Scale
Group & Classroom	30	100 - 93 A

- 1. Identifying and resolving problems
- 2. Working with the reluctant or resistant novice teacher
- 3. Utilizing real life scenarios to problem solve
- 4. Bringing the mentoring relationship to a successful completion
- 5. Extending support for the novice teacher after the mentoring relationship ends
- 6. Article sharing

**Session 9: Peer Coaching to Improve Classroom Instruction Objective: Utilize peer collaboration to enhance teaching practices Contents:**

Assignment	Points	Grading Scale
Integration Project	30	84 - 77 C

- 1. Define peer coaching
- 2. Partnering with veteran teachers effectively
- 3. Commonly accepted peer coaching practices
- 4. Establishing an open door classroom
- 5. Observing peers to enhance practice
- 6. Using peer coaching for school improvement

**Session 10: Effective Mentoring and Coaching Programs and Course Completion Objective: Evaluate successful mentoring and coaching programs Contents:**

- 1. Components of successful programs
- 2. Review nationally recognized mentoring programs
- 3. Review successful peer coaching programs
- 4. Share final integration programs
- 5. Course review
- 6. Final exam
- 7. Course evaluations

Attend all class sessions for number of hours and active in all class activities. Complete all reading assignments including a written summary of current articles on mentoring. Complete the final integration. Review research and literature on mentoring and develop a successful mentoring program. Pass a final exam.

**Grading**

Assignment	Points	Grading Scale
Group & Classroom	30	100 - 93 A

**Student Requirements**

**Student Academic Integrity** Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one's own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.