

Course Syllabus

Idaho State University - Albion Institute

Mentoring a New Teacher (PD+)

EDUC 5598P - 0514

Description

This graduate-level course prepares K-12 educators and school leaders to mentor and coach new and developing teachers through structured, reflective, and context-responsive support aligned to key mentoring competencies. Participants analyze adult learning principles and their application to mentoring new teachers, evaluate research-based classroom management strategies, and examine the developmental needs of novice educators. The course emphasizes principles of effective mentoring and instructional coaching, strategies for building trust and professional relationships, and approaches for promoting reflection, goal setting, and continuous improvement. Participants also explore common challenges related to classroom environment, instructional practice, professional confidence, and teacher retention, with attention to how mentors and school leaders can provide support that is both practical and responsive to individual needs.

Through applied assessments, activities, and assignments, participants engage in authentic tasks that mirror real-world mentoring responsibilities. These include creating a one-week instructional plan using evidence-based strategies, designing a technology coaching session with a classroom integration plan, and developing organizational tools such as checklists or calendar templates to support new teachers. Participants also develop mentoring support plans based on sample IEP or Section 504 documentation, role-play professional workplace scenarios and reflect on behaviors using a rubric, and conduct mock post-observation conferences using structured feedback protocols. Additional coursework may include mentoring plans, observation and feedback tools, reflective coaching protocols, and action plans. Participants receive guidance and feedback throughout the learning process as they refine these artifacts and strengthen their ability to provide targeted, evidence-based support that improves teaching practice, promotes positive learning environments, and contributes to educator growth and student success.

Enrollment, Delivery, and Completion Information

- **EDUC 5598P**  [Links to an external site.](#) : **Mentoring a New Teacher**
- **Credits:** 1 semester credit hour (letter grade A-F)
- **Enrollment Type:** Open enrollment with self-registration
- **Completion Timeframe:** 90 days from the date of enrollment

- **Delivery Format:** Fully online
- **Purpose:** K-12 professional development recertification requirements

Recertification and Professional Advancement Statement

Successful completion of this course results in a letter grade and semester credit hour from Idaho State University. As a graduate 5000-level course aligned to [Idaho State University's Graduate Catalog EDUC 5598P](#)  [Links to an external site.](#), the course includes engagement with a faculty member and a K-12 practitioner and is designed to support professional learning and implementation in educational settings. Learners enroll as non-matriculated students, and earned grades and semester credits are recorded on an ISU non-academic transcript endorsed by the university Registrar. Applicability of this course toward K-12 teacher license renewal, recertification, salary lane advancement, or other professional advancement is determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, or other approving entity.

Student Expectations

To earn semester credit and a letter grade in this course, students must complete the course in full and engage at the level of rigor expected in a university course. The course includes academically engaged learning through readings, lectures, videos, discussions, applied activities, assignments, and assessments. Successful completion requires consistent participation and satisfactory performance on graded coursework.

Students must:

- Spend the time necessary to complete all assigned learning materials, activities, assignments, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings
- Engage with instructor feedback, where applicable
- Successfully complete all graded requirements necessary to earn semester credit and a final letter grade

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools, file downloads and uploads, data review, and multimedia tasks such as viewing videos, recording audio or video, and participating in web conferencing.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

[General Technology Hardware for Online/Hybrid Courses - ISU Help Desk](#)  [Links to an external site.](#)

No textbook purchase is required for this course.

Learning Outcomes

- Analyze adult learning principles and research-based classroom management practices to determine appropriate mentoring approaches for supporting new teachers' professional learning and classroom effectiveness.
- Design instructional and technology coaching supports that incorporate evidence-based teaching strategies and context-appropriate technology integration for new teachers.
- Develop practical mentoring resources that support new teachers with classroom organization and the implementation of accommodations for students with disabilities.
- Demonstrate effective mentoring communication and coaching practices through professional workplace interactions and structured post-observation feedback. This may be a mock demonstration depending on student context and time of year.

Course Deliverables & Takeaways

Learner Developed

Mentoring in Practice: A Yearlong Toolkit for Supporting New Teachers: Cumulative professional artifact that is designed to support mentor educators in supporting new teachers/mentees through the creation of mentoring tools and coaching resources. Some artifacts within this toolkit include:

- Yearlong Mentoring Map
- Classroom Environment Support Guide
- Mentee Learning Profile and Mentoring Approach
- Post-Observation Conference Toolkit
- New Teacher Time Organization and Time-Management Tool

Course Provided

- Family Communication Spreadsheet: Editable parent communication preference survey/workbook to help novice educators/mentees collect family communication preferences and quickly/efficiently look them up by filtering class period or student name.
- Classroom Management Planning Guide: Practical and flexible plan to help new teachers/mentees create structured and respectful learning environments across grade levels.
- Weekly Teacher Reflection Form: Editable reflection form that can be used to support new teachers/mentee reflect on classroom management, student engagement, and instructional strategies to improve practice and highlight areas of need.
- Classroom Organization Resources: To include examples of organization checklists, classroom arrangement ideas, teacher skills/strategies checklist with rubric for mentor, editable learning activities template
- Optional Mentor Modeling Activity: Step-by-step process that a mentor can use to help a new teacher navigate/manage a class with high numbers of students receiving special education services.
- Parent-Teacher Conference Template: Template that can be used to support new teachers/mentees in organizing and structuring the parent-teacher conference.
- Professional Behaviors Rubric: Rubric that can be used to assess new teacher/mentee professionalism, can also be used for self-assessment purposes.
- Professional Communication Rubric: Rubric that can be used to assess new teacher/mentee professional communication skills, can also be used for self-assessment purposes.
- Mentor Observation Protocols/Resources: A wide range of resources that can be used to support mentor educators in observing their mentees with the aim of gathering data, providing intentional feedback, and providing new teachers/mentees with instructional/classroom management support.

Units

Time Allocation	Unit Content
5 hrs	Unit 1: Adult Learning Characteristics
6 hrs	Unit 2: Supporting New Teachers with Classroom Management
7 hrs	Unit 3: Supporting New Teachers with Instructional Practices
6 hrs	Unit 4: Supporting New Teachers with Implementing Instructional Technology
5 hrs	Unit 5: Organizational Management
6 hrs	Unit 6: Mentoring New Teachers to Support the Special Education Process
5 hrs	Unit 7: Supporting Teachers with Professionalism

5 hrs

Unit 8: The Feedback Process - How to Effective Coach New Teachers

Assignments and Grading

As a credit-bearing course, grading emphasizes knowledge acquisition, meaningful engagement, and the development of practical tools and artifacts that can be implemented in real educational settings.

Final Artifact- 100%

Create a professional-quality implementation artifact that demonstrates your understanding of the course content and your ability to apply it in practice. The final artifact should synthesize learning across all 8 units and result in a comprehensive toolkit, plan, framework, resource set, or other professional-grade product that is ready to use in your educational setting. The project should reflect both knowledge mastery and practical application and be appropriate for use by a K-12 teacher or administrator.

Projects are assessed for clarity, accuracy, depth of understanding, alignment with course concepts, professional quality, and readiness for implementation in an educational setting. Final submissions should demonstrate the level of rigor expected of university coursework and be suitable for review in professional or accreditation contexts

Projects are assessed on clarity, accuracy, connection to course concepts, and appropriateness for course level.

Grading Scale: [ISU grading policy](#)  [Links to an external site.](#)

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = below 60%

Academic Integrity

Students are expected to follow [institutional policies on academic honesty](#)  [Links to an external site.](#). Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the [Disability Services office](#)  [Links to an external site.](#) as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.

Classroom Climate and Respect

This course addresses topics related to disability, learning differences, and personal experiences. Students are expected to maintain a respectful, supportive environment, keep classmates' stories confidential, and listen with openness and empathy. Disagreement is normal, but it should be expressed respectfully.