

# Mentoring Novice Teachers: A Professional Growth Opportunity for New and Seasoned Teachers

Research on new teacher retention as well as student success highly supports the value of providing systematic on-going mentoring, from a carefully selected experienced teacher(s) to support and coach new teachers. However, even experienced teachers often are not able to mentor successfully without additional training that helps them identify new teachers' needs, assess their practice, and facilitate growth and attainment of professional standards.

UCD-PAR<sup>2</sup>A Center's ***Mentoring Pre-Service and Novice Teachers*** training was created to equip experienced teachers with research-based knowledge and skills for their role as mentors to the new teachers. The content of the training is aligned with teacher quality standards and Colorado performance-based standards.

The **online version** of the mentor training is organized under the following three modules that must be completed sequentially:

## Module I: The Role of the Mentor

## Module II: Shifting Responsibilities

## Module III: Retaining Teacher Talent

All three online modules are self-paced and include research-based readings, activities, reflections, assignments, and built-in assessments. All modules are facilitated by a content expert at UCD, which allows mentors to receive ongoing feedback and guidance.

Mentor training is available to school districts in a **face-to-face** format as well. Contact the PAR<sup>2</sup>A Center for more information.



The information, materials, and activities in the UCD-PAR<sup>2</sup>A Center's mentor training are designed to give you an insight into the "mind-set" of new teachers entering the profession, and provide you with effective mentoring practices, strategies and techniques that you can use with pre-service/novice teachers.

Mentor training requires mentors to:

- \* **Meet** with the pre-service/novice teacher on a regular basis throughout the year.
- \* **Create a supportive environment** in which the pre-service/novice teacher can practice instructional strategies without fear of failing while they model best practices in instructional planning and delivery, classroom management, and building positive relationships with students, parents, and colleagues.
- \* **Model and involve** mentee in the practice of reflective self-assessment.
- \* **Facilitate the independence** of pre-service/novice teacher as the year progresses.
- \* **Involve pre-service/novice teacher in collaborative team efforts** when possible and appropriate.
- \* **Observe and monitor the growth and progress** of pre-service/novice teacher and address any shortcomings with suggestions and resources while modeling best practices.

## Contact:

[ritu.chopra@ucdenver.edu](mailto:ritu.chopra@ucdenver.edu)

[michael.gallegos@ucdenver.edu](mailto:michael.gallegos@ucdenver.edu)

Website: [www.paracenter.org](http://www.paracenter.org)



## Our Mission

The PAR<sup>2</sup>A Center seeks to develop a qualified and effective workforce consisting of degreed and non-degreed personnel in the fields of early intervention, education, and human services. The center focuses on enhancing education and services for ALL children and youth (from birth through 21 years), especially those at risk, through policy creation, professional development and research with regards to roles and responsibilities, coaching and mentoring and career ladders for personnel.



School of Education & Human Development  
UNIVERSITY OF COLORADO DENVER



## **Major Topics Addressed**

- \* *Specific strategies/procedures a mentor should put in place to help novice teachers as they begin the school year.*
- \* *The different types of mentoring.*
- \* *Best practices related to coaching, supervising, and communicating.*
- \* *The cognitive coaching strategies that can be used to provide feedback to the novice teacher.*
- \* *The strategies for discussing the novice teachers' progress in relation to specific instructional goals.*
- \* *Cultural differences in the work place impact communication and perception.*
- \* *Historical reasons, structures, and philosophies upon which our education system was founded may not be serving today's students as they prepare for adult life in the 21<sup>st</sup> century.*
- \* *Strategies to help your mentee cope with the stresses associated with teaching and personal life.*
- \* *Research supported effective mentoring strategies that mentors can use to help pre-service/novice teachers with classroom management, integrating into the school culture, and building effective relationships with students, parents and staff.*
- \* *Strategies that will help novice teacher cope with the stress associated with teaching.*
- \* *Importance of ensuring novice teachers understand the expectations of the organization and the consequences of poor performance.*

### **Cost of Service:**



Online: \$149.00 for three modules

Face-to-face: Price depends on number of participants

**One hour of graduate credit at University of Colorado Denver, is available for additional cost.**