



Program Plan

MENTORING AND COACHING CERTIFICATE PROGRAM (MC)

The Mentoring and Certificate Program requires the following course work.

Course No.	Course	Credits		Date Taken
EDU5901	Instructional Mentoring	1	Required Core Courses <i>9 credits needed</i>	
EDU5903	Observation and Conferencing	1		
EDU5904	Coaching in Complex Situations	1		
EDU5905	Using Data to Inform Instructions	2		
EDU5906	Designing Effective Instruction	1		
EDU5907	Conditions for Equitable Instruction	1		
EDU5908	Understanding, Supporting, and Facilitating a Professional Development Plan/Mentoring as Leadership	2		
	Total Program Credits Needed	9		

Courses can be taken in any order.

Program Courses

MLC has seven graduate level mentoring courses required for the Mentoring and Coaching Certificate, a total of nine credits. These courses are designed not only to support our mentors, but will also allow them to earn credit toward their Master of Science in Education degree at MLC.

EDU5901 Instructional Mentoring 1 credit

Establishes how to create professional growth environments for beginning teachers, grounded in the language and protocols of continuous improvement and problem solving to enrich student learning.

EDU5903 Observation and Conferencing 1 credit *prerequisite EDU5901

Develops ways to collect observation data in relation to teaching standards and to critique the ways in which data can be shared with the beginning teacher to improve their instructional practice and consequently student achievement.

EDU5904 Coaching in Complex Situations 1 credit *prerequisites EDU5901, EDU5903, and EDU5907

Analyze case studies and solutions to address challenging situations facing beginning teachers, using research-based techniques and an understanding of human dynamics.

- Session 1: **Advancing Instruction to Support Language Development** focuses on identifying language learner needs, addressing students' literacy and language needs, and mentoring for academic language.
- Session 2: **Differentiating Instruction to Support Diverse Learners** focuses on responding to intervention, using differentiated instruction, and navigating complex conversations.

EDU5905 Using Data to Inform Instruction 2 credits *prerequisite EDU5901

Apply tools and strategies to help beginning teachers analyze student needs, plan for differentiated instruction, and ensure equitable learning outcomes.

EDU5906 Designing Effective Instruction 1 credit *prerequisite EDU5901

Develop the ability to provide meaningful feedback to improve beginning teachers' lesson plans and instruction.

EDU5907 Conditions for Equitable Instruction 1 credit *prerequisites EDU5901 and EDU5903

Produce a framework for teaching for equitable outcomes and for mentoring beginning teachers from an equity perspective, within the context of Professional Teaching Standards through a uniquely Christian worldview. Address inequities regarding race, language, and culture in the classroom and school.

EDU5908 Understanding, Supporting, and Facilitating a Professional Development Plan / Mentoring as Leadership 2 credits *prerequisites EDU5901, EDU5903, and EDU5907

Synthesize the research, theory, and writing, as well as teacher and administrator standards behind a professional development plan, in order to be a resource in your school or district and assist new teachers in writing a professional development plan.