

# Mentored Teaching Fellows teaching development plan template

## What is this resource?

This resource assists faculty mentors in structuring the guidance provided to their assigned [Mentored Teaching Fellows](http://cet.usc.edu/mentored-fellows/) with the aim of developing their teaching excellence. This guide is intended as a template to assist faculty mentors in planning, conducting, and debriefing weekly meetings with their mentees (Mentored Teaching Fellows) and is editable to suit discipline-specific needs and requirements.

## How do I use it?

Once your Mentored Teaching Fellow begins teaching their course, use/edit this resource weekly throughout the semester and in a cyclical manner, completing pre, during, and post phases each time.

* In the Pre phase, prepare feedback on your Mentored Teaching Fellow’s tasks observed from the previous week and review the current week’s guiding questions.
* For the During phase, meet with your Mentored Teaching Fellow, review your feedback with them, and prepare or co-plan for the upcoming week.
* In the Post phase after your meeting, the Mentored Teaching Fellow will work towards completing planned tasks and you may observe and assess them, and/or they may reflect on their week’s teaching.

Before the first meeting, it is highly recommended to host a brief orientation discussion in which you review the format for and expectations of your weekly meetings with your Mentored Teaching Fellow. It may also be useful to consult CET resources as all Mentored Teaching Fellows have completed the [CET Future Faculty Teaching Institute](http://cet.usc.edu/institutes/future-faculty-teaching-institute/) as required preparation and should be familiar with these resources and best practices in course design and teaching.

Use this template weekly. Change the topic and guiding questions to suit your needs.

* Week and topic: Plan to meet weekly throughout the semester when your Mentored Teaching Fellow is teaching their assigned course; set the intention or topic of each week’s meeting.
* Guiding questions: Select from a list of suggestions at the end of this resource as relevant to your weekly topic.
* Progress notes: If you observed or assessed your Mentored Teaching Fellow, what strengths and opportunities for growth did you note? If your Mentored Teaching Fellow set a weekly goal, what was their progress on it?
* Goals for next week: For the Mentored Teaching Fellow, what strengths, questions, and opportunities for growth did you note from your own teaching? Incorporating your mentor’s feedback and your own reflection above, what goal(s) do you have for next week’s teaching?

### Suggested Weekly Topics for Guiding Questions

#### Good questions to answer before your course starts

* Who do I call for training on using the LMS (e.g., Blackboard)?
* Who do I call for training on using classroom technology?
* How do I cross-list my course?
* How do I advertise my course?
* Are the difficulty and content of my planned course consistent with the rest of the department’s curriculum?
* Do I need to obtain approval of my syllabus?
* How do I provide access to readings for my students? (ARES, post on LMS, etc.)
* How do I order textbooks required in my course?

#### Practical aspects of teaching in the USC department/school

Key departmental contacts

* Main office staff
* Classroom scheduling
* School/department diversity & inclusion practices
* Practical issues
* How do I request printed course handouts?
* Who do you call for help when classroom technology isn’t working correctly?
* When and how do I submit a mid-semester report?
* What do you do if you’re sick and cannot make it to a scheduled class?

School/departmental written or unwritten rules (when relevant)

* Student attendance
* Accepting late work from students
* Plagiarism
* Grade distributions
* Extra credit
* Office hours
* Responding to student emails
* Student athletes
* Religious holidays
* Exceptions for sickness and emergencies
* Using the LMS (such as Blackboard)

#### Teaching online courses

* Who do you call for training on using the learning management system?
* Who do you call for help when the technology isn’t working correctly?
* What support is available when holding synchronous session?

#### Campus resources available to students

* Tutoring
* Support and Intervention Services for reporting concerns about students
* Kortschak Center for Learning and Creativity services
* Writing Center services
* Campus resources available to you
* Librarians
* Center for Excellence in Teaching
* IDs/course support in school
* Center for Wellness

#### Teaching in the discipline

* Techniques for managing teaching workload
* Classroom management techniques
* Discipline-specific teaching practices
* Key contacts in academic world regarding teaching

#### Being a professional in the discipline

* Disciplinary ethical standards
* Good conferences to attend
* Ongoing professional development