Mentor Teacher Role & Expectations

The Mentor Teacher is a key element in preparing the next generation of professional educators. The role of the Mentor Teacher is a complex blend of modeling, coaching, instructing, collaborating, and encouraging as candidates build competency in program standards. Mentor Teachers are expected to support candidates in developing the skills and knowledge to meet these standards. Thank you for serving in this capacity!

What is required of the teacher candidate assigned to you?

1. Teacher Candidates are expected to be at their student teaching site for 15 hours per week. The schedule is to be discussed with the Mentor Teacher and approved by the University Coach. A typical schedule is 3 hours per day, Monday through Friday. However, this will depend on the mentor teacher's schedule. Please see Student Teacher Responsibilities for more information.

2. Teacher Candidates must be actively working toward *full teaching responsibility* in the class periods to which they are assigned (2 class periods), upon approval and recommendation of the Mentor Teacher and University Coach. Most Teacher Candidates will assume full teaching responsibility by the mid-point of the semester. It is recommended that the Teacher Candidate is teaching the same group of students over the course of the semester.

3. In addition to teaching, Teacher Candidates are assigned to a floating period where they can use the time to conference with their Mentor Teacher, observe other teachers at the school, talk with staff, and/or prepare instructional materials for teaching.

4. Teacher Candidates must also participate in non-teaching activities that are typically part of a teacher's responsibilities, such as participating in a parent-teacher conference, attending extra-curricular school events, attending staff or department meetings, and supervising students outside of classrooms. These non-teaching activities are integrated as assignments throughout the credential coursework and clinical practice.

5. The Teacher Candidate is assigned to a University Coach. The University Coach will complete a minimum of six formal lesson observations and provide documentation of contact for each Teacher Candidate under their supervision.

6. The Teacher Candidate is required to complete a performance-based assessment towards the end of the semester. This assessment is called the Site Visitation Project (SVP). The SVP includes a written/typed lesson plan, video recorded portion of the lesson, observation by the University Coach, and a written/typed reflection of the lesson that was taught. Teacher Candidates must score 2 or above on the SVP to advance to final student teaching.

Student Teaching Timeline

Date	Assignment
Weeks 1-2	Meet with Mentor Teacher & University Coach; observing throughout the school; becoming familiar with the classes to be taught; observing, assisting the mentor teacher, and planning with the mentor teacher.
Weeks 3-4	Observing, assisting, planning, and solo teaching or co-teaching on an occasional basis.
Week 5 -9	Teaching (solo or co-teaching) at least one class on a daily basis; Mentor Teacher completes a mid-semester evaluation.
Week 10-13	Teaching (solo or co-teaching) at least one class on a daily basis; Site Visitation Project
Weeks 14-16	Teaching (solo or co-teaching) at least two class on a daily basis; Coach completes an end of semester evaluation with input from Mentor Teacher.

Mentor Teacher Expectations

1. Introduces and acquaints the Teacher Candidate with school and classroom management procedures including the dress code, child abuse reporting, incident reports, specialized programs, library resources, technology, state and/or district frameworks, content standards, disciplinary and emergency procedures.

2. Models effective teaching methods for a given school subject before asking Teacher Candidate to teach the subject.

3. Assigns responsibilities to the Teacher Candidate and assists the Teacher Candidate in meeting competencies.

4. Arranges for the Teacher Candidate to attend grade level and or Professional Learning Communities, Student Study Team/IEP, faculty, parent/school meetings and to participate in parent conferences, as needed to fulfill coursework requirements.

5. Arranges a weekly planning period with the Teacher Candidate. Discusses and plans for opportunities for Co-teaching. Gives continuous feedback to the Teacher Candidate-both written and verbal. Uses effective questioning strategies to help the student become skillful in self-assessment and goal setting.

6. Maintains communication with the University Coach regarding the student's progress. Changes the class schedule when necessary to facilitate the observation of the Teacher Candidate by the University Supervisor.

7. Arranges for the Teacher Candidate to have ample teaching opportunities. Reviews all lesson plans of Teacher Candidate at least one day prior to teaching.

8. Agrees to complete required Mid-semester Evaluation and Final Evaluation online forms by a designated date, as set by the University Coach. When evaluating, the Mentor Teacher considers the candidate's stage as a beginning teacher and gives input regarding course credit to the University Supervisor. A letter of reference is optional.

9. Participates in a Mid-semester Evaluation conference and Final Evaluation conference with the University Coach and Teacher Candidate.

10. Informs University Supervisor of Teacher Candidate's absences, inappropriate dress or concerns regarding professionalism.

Mentor Teacher Responsibilities

Mentor Teacher responsibilities fall under three domains: 1) providing a practice space, 2) making practice visible, and 3) engaging as a teacher educator.

Providing a practice space	Making Practice Visible	Engaging as a Teacher Educator
- Allow candidates to take instructional risks - Give opportunities for candidates to try out new methods they are learning in program - Support candidates as they learn and apply ideas about child development & how to work in diverse, high-needs schools - Support candidates in successfully completing their course requirements, as needed. - Retain the legal responsibility for the classroom at all times	- Model unit and lesson planning and share rationale for sequence, strategies, etc. - Model instruction and share rationale for teaching moves - Model fostering a positive classroom climate - Debrief lessons after teaching and describe how this informs subsequent lessons - Utilize co-planning and co-teaching methods - Model how to work with an instructional team (other teachers, SPED,	- Plan weekly structured meetings with candidates - Build in opportunities to talk with candidates about planning and instruction - Observe candidates and provide formative feedback - Continuously provide feedback on planning and instruction once the candidate takes the lead - Participate actively in classroom (observing, modeling classroom management, and co-teaching) - Participate in collaborative learning

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	EL, coaches, parents, etc.) ● Model how to create appropriate teacher-student relationships with students in order to enhance student learning	● Ensure that candidate demonstrates Professional Expectations ● Engage in at least two (2) joint meetings with the candidate and university coach ● Provide mid-semester evaluation and input toward the final evaluation ● Provide recommendation letters as requested by candidates

In addition to the mentor teacher responsibilities outlined in the table, here are some pointers to help you have a smooth semester:

Organization: How do we manage our time and stay organized? How do we share physical and mental space?
- Be flexible
- Provide a workspace or area for the candidate
- Establish SACRED planning time – but keep scheduling FLEXIBLE - Planning time is essential so a formal consistent time each week is critical
- Have a pre-arranged time to communicate, plan, debrief, and assess
- Find creative or technological solutions for communicating
- Come prepared with ideas, questions, dilemmas
- Recognize the priorities that may pull you away from scheduled planning times and establish alternatives
- Use technology (email, phone, etc.) if needed to create/preserve planning time
- Prioritize obligations (meetings, etc.) at school to ensure success of co-teaching
- Communicate openly and honestly about what your needs are (e.g., alone time vs. collaborative time)
- Advocate for candidate to assist with technological resources

Communication: How do we establish clear communication in light of dynamic evolving role of Resident?
- Have and express clear expectations from the beginning and continue evolving them
- Assign roles
- Be open & kind to each other
- Discuss what you and your candidate are learning together in your classroom

- Use planning/prep/conference period to delegate and accomplish tasks for preparing for next class, grading, corresponding with families, etc.
- Ask questions

Opportunities: How do we create opportunities for the candidate to try out methods when the Mentor Teacher does not practice methods taught in the teacher education program?
- Be open to new ideas
- Use the university coach to help in planning
- Ask clarifying questions to push candidate thinking and planning
- Ask for justifications and rationales for new ideas with data
- Focus efforts where strengths exist

Approaches to Teaching: How do we reconcile two different approaches to teaching, especially when you have strong-willed individuals? What happens when a mentor and candidate disagree on approaches?
- Be open to new ideas
- Compromise and negotiate
- Communicate: talk about approaches as early as possible
- Figure it out before/after class, NOT in class; avoid conflict during class
- Be metacognitive about your teaching approaches
- Listen to the candidate's experiences and feelings
- Reflecting protocols on how the lesson went after
- Don't take things personally! Assume good intentions
- Bring in an outside individual if candidate doesn't respond to feedback
- Allow plenty of time ahead to review materials and lesson plans
- Prevent conflicting messages to students by talking about differences ahead of time (e.g., regarding discipline)
    - It's like parents – talk about differences ahead of time (or discuss after the fact); communication between Mentor Teacher and Candidate is critical; differences can be ok!

Expectations for Students: How do we manage different expectations for students' behavior and performance between candidates and mentors?
- Communicate the school site's rules
- Develop norms together before school starts
- Reflect if those norms are working in the first week with each other & students
- Never disagree in front of the students
- Figure out who has a lower or higher behavior threshold
- Have clarity on amount of candidate ownership and mentor support; have open and flexible communication about roles in classroom
- Assist candidate in establishing explicit expectations and consistency

Lesson Planning: How do we ensure that the candidate develops lesson planning skills and address issues such as when the candidate submits a late and/or underdeveloped lesson to mentor?

- Plan ahead
- Refer back to submission date and have a conversation with the candidate about what you expect for next time (ask why the lesson plan was late and under-developed)
- If it happens again, alert the university coach

==**If you are experiencing a challenging situation with a candidate, please contact the candidate's university coach as soon as possible.**==

Mentor Teacher Professional Development Requirement

The Commission on Teacher Credentialing requires that all Mentors participate in a minimum of ten (10) professional development hours in order to serve as a mentor.

> "The program provides district employed supervisors a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The program ensures that district employed supervisors remain current in the knowledge and skills for candidate supervision and program expectations." From CTC Preliminary Multiple Subject and Single Subject Credential Program Standards

Fresno State is currently developing a database of mentor teachers so that we can track which mentors already meet this requirement. Some mentors are also BTSA/Induction Mentors and have been through district-sponsored training. We plan to count this training as part of the State's required hours. As we determine a process for tracking these hours, we will notify you.

Mentor Teacher Conference
In addition to the initial 10 hours of mentor teacher professional development, the CTC requires all mentor teachers to participate in two (2) hours of program-specific professional development every year. This requirement will be met through attendance at the annual Mentor Teacher Conference at Fresno State. You will receive an invitation through email.

End of Semester Survey
All mentor teachers will be surveyed by their candidates at the end of the semester. This survey will be submitted by each candidate on Tk20.

Mentor Teacher Incentives from Fresno State
$150 stipend for attending the Mentor Teacher Conference (invitation will be emailed); $450 refund on registration fees for courses taken at Fresno State within a two-year period beginning Fall 2018 for qualified mentor teachers; and Fresno State library privileges.
For more information, please contact the Office of Clinical Practice: ocp@csufresno.edu

Characteristics of an Effective Mentor Teacher

1. Introduce the teacher candidate to the classroom and the students. Encourage the teacher candidate to introduce themselves to the students as soon as possible.

2. Introduce the teacher candidates to other staff members in the school and give them an opportunity to regularly interact with others.

3. Help the candidate locate resource materials, equipment, and the key staff members on campus.

4. Accept the teacher candidate as a co-worker of equal status. Prepare the class to treat the teacher candidate the same way they treat you

5. Provide opportunities for the teacher candidate to study children and how they learn.

6. Structure responsibilities which gradually induct the teacher candidate into full time teaching. Help the teacher candidate to plan at least a week ahead.

7. Encourage the teacher candidate to explore and take risks. Start out with a lot of structure, and then allow this person to take flight on their own. After a few weeks, encourage him/her to take initiative and design materials to extend lessons.

8. Conference regularly with the teacher candidate to discuss how things are going with lessons, preparation, or specific students and how things could be improved.

9. Work with the teacher candidate in developing lesson delivery skills.

10. Work with the teacher candidate in developing classroom management skills. Explain your system and devise a way to work together

11. Demonstrate sensitivity to the emotional needs of the teacher candidate during the stressful period of student teaching.

12. Observe the teacher candidate and provide honest, specific, and constructive feedback on lessons. Encourage the teacher candidate to reflect on what went well in the lesson, then come up with strategies to improve their effectiveness. For example, don't say, "Your lesson was pretty good", but try to get the teacher candidate to come up with specifics of what went well and then guide them to specifically what could be improved. Have the Teacher Candidate pick one or at the most two ideas for improving the next lesson.

13. Familiarize the teacher candidate to district and school programs (e.g., RSP, GATE, Special Education, etc.)

14. Provide curriculum frameworks, and district guidelines.

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15. Inform the teacher candidate of district and school testing programs and their place in the curriculum.

16. Build and maintain trust.

17. Help parents understand the valuable role the teacher candidate plays in the classroom.

18. Have fun! A good laugh can really help a rough day go smoother! View this experience as an opportunity to exchange ideas and learn from one another – not as a competition or free labor.

Writing a Letter of Recommendation for Teacher Candidates

Some teacher candidates will ask you for a letter of reference. This is optional. If you choose to write a letter of reference the following may be helpful.

"TWO SPECIFIC AREAS THAT MUST BE PRESENTED IN ANY WORTHWHILE LETTER OF RECOMMENDATION."

THE STUDENT AS A PERSON	THE PERSON AS A STUDENT
1. Personality 　　Getting Along With Others 　　Independence 　　Initiative	1. Academic Aptitude 　　Divergent Thinking 　　Process of inquiry 　　Subject Fluency
2. Attitude	2. Academic Performance 　　Work Habits 　　Communication Abilities 　　Participation
3. Character	3. Academic Attitude 　　Enthusiasm for Subject 　　Pride in Work 　　Receptive to Instruction
4. Maturity Level	
5. Other Areas	

DESCRIPTOR RESULTS
POSITIVE: 1 – 30

1.	Exceptional	16.	Trustworthy
2.	Highly Recommended	17.	Fine Professional Attitude
3.	Outstanding	18.	Self-Starter
4.	Creative	19.	Respected
5.	Demonstrated Leadership	20.	Dedicated
6.	Superior	21.	Well Qualified
7.	Innovative	22.	Poised
8.	Confident	23.	Flexible
9.	Cooperative	24.	Constructive
10.	Well Prepared	25.	Dependable
11.	Superb	26.	Desire To Learn
12.	Articulate	27.	Understanding
13.	Sound Judgment	28.	Involved
14.	Conscientious	29.	Professional
15.	No Hesitation To Hire	30.	Organized

DESCRIPTOR RESULTS
NEUTRAL: 1 – 30

1. Generally
2. Background
3. Uniform
4. Probability
5. Possibility
6. Sufficient
7. Suitable
8. Is A Beginner
9. Satisfactory
10. Seems To Have Dedication
11. Systematize
12. Met Their Potential
13. Growth In Discipline
14. Average
15. Reasonably Good
16. Gaining
17. Appears To Be Dependable
18. Change
19. Methodical
20. Potential
21. Is Off To A Good Start
22. Has Potential
23. Acquiring
24. Please Call If You Need Additional Information
25. Has Learned To Be Forceful
26. Works Well With Motivated Students
27. Gaining In Professionalism
28. Serious
29. Gregarious
30. Recognizes The Need To Improve

DESCRIPTOR RESULTS
NEGATIVE: 1 – 30

1. Negligent
2. Lax
3. Indecisive
4. Lackadaisical
5. Tardy
6. Weak
7. Flounder
8. Late
9. Confused
10. Bewildered
11. Has Difficulty
12. Insecure
13. Needs To Work On Being Conscientious
14. Needs Careful Guidance
15. Complacent
16. Will Need Supervision
17. Slack
18. Shortcomings
19. Blemish
20. Apathetic
21. Vacillate
22. Could Do More Work In Planning
23. Frailty
24. Needs To be More Aware
25. Hamper
26. Possibly Will Improve
27. Misgiving
28. Reluctant
29. Decline
30. May Have Difficulty