

Training for Clinical Educators for Pre-Student Teaching/Methods Level

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Thank you for your willingness to mentor a teacher candidate during their methods/junior level fieldwork experience. Developmentally, the candidate is starting to acquire the skills needed to be an effective teacher. In this fieldwork, especially in the fall semesters, the candidate will be constructing and leading first lessons in a classroom setting. Fieldwork at this level is vitally important; it helps the candidate understand how the theory presented in class becomes “real” and how it guides classroom practice. Candidates are learning how to balance the roles of being a college student and a professional in the field.

The department considers you, as a mentor, an active part of this team in designing and implementing this experience. Hopefully this, and other resources will help answer any questions you may have. Please do not hesitate to contact the Hanover College course instructor or Education Coordinator with additional questions or concerns.

Frequently Asked Questions:

a). What should I expect from a Hanover College candidate in my classroom?

The department expects the candidate to be an active participant in the classroom. The candidate should be professional and constantly communicating and collaborating with you on a weekly basis to create meaningful learning experiences for the K-12 students in your classroom. Lesson plans should be written and submitted at least 48 hours before the candidate is scheduled to teach. The department would like the candidate to observe effective classroom practice, take initiative to interact with students and assist however needed and teach or co-teach weekly or as often as schedules allow.

b). How often should I hear from my Hanover College candidate?

You should have regular communication from your Methods teacher candidate. During the initial meeting, please exchange contact information with the candidate and let them know your preferred method of communication. Communication should mirror what you would provide to your principal regarding absences and unexpected circumstances. Lesson plans should be submitted 48 hours before the lesson is taught to give you time to preview the lesson, answer any questions, and provide feedback.

c). My schedule is very busy already. What paperwork is required by me for this experience?

Weekly, the most important aspect of this experience is to provide honest feedback after each session. It would be helpful if this is in writing so all - candidate and Hanover faculty are informed; an observation form is available in Standard for Success. The form is designed for you to provide quick feedback to the candidate. The course instructor will need to send these to you via an email from SFS so just let them know your want to complete one.

At the end of the experience, the course instructor will send a longer candidate evaluation rubric from Standard for Success. The department asks that you complete this form in a timely fashion and answer honestly. Comments are required to provide insight to the score on the rubric. How to do this available as a tutorial on our You Tube Channel as sent previously, but please ask if you are unsure. You can save your answers and return to the rubric, however once you

click the SUBMIT button, you cannot get back into the form. If the form is incomplete, the instructor will not sign off on it and it will be returned to you for editing, completion, and comments as needed.

d). Will I grade the candidate?

No. The department values your input as we monitor the growth of the candidate. The department values and needs your input, but decisions about the success or progression of a candidate will be made by the department as well as the student's grade for the course.

e). The candidate has done a great job in my classroom. Is it okay to give all 4's on the candidate evaluation rubric?

Probably not. When scoring the candidate on the evaluation rubric, it is important to think of the candidate as a beginning first year teacher. At this level, the candidate is in the initial phase of developing into an effective educator, so it is expected the scores to be lower. The candidate will be able to see their growth and progress throughout the methods experiences and into student teaching. COMMITMENT is one area in which the scores could and probably should be high throughout all experiences. The commitment section reflects dispositional characteristics and is something the department takes very seriously. The department expects all candidates to demonstrate professional dispositions in all fieldwork experiences.

f). What is the best way to provide feedback to the student teacher?

There are many ways to accomplish this task. It is expected that the student teacher regularly seek feedback after each teaching session and is in constant communication with you. Immediate oral feedback given on a one-to-one basis (i.e. between passing periods or during the planning time) to give the candidate the opportunity to make quick changes before reteaching the lesson. Some quick notes are ok but most feedback needed to document the candidate's growth or areas for improvement need to be completed in Standard for Success.

g). I feel uncomfortable with some feedback I must give to the candidate. How should I handle this situation?

Please let the faculty member you are working with know about the situation as soon as possible. It is our responsibility to help navigate these "tricky conversations" and be the "heavy" when needed. Please remember, as with any "student", you are helping them grow. The sooner we can redirect behaviors, the better the situation becomes for everyone involved.

h). My candidate has not been in contact or is not prepared for the lesson. What should I do?

Candidates are learning how to balance and navigate the pre-professional work required in the classroom along with a college mindset. Some can handle this transition well while for others, it is a challenge. While this may help to understand the candidate's situation, it is not an excuse. The department does not want this to be a hardship for you; If the candidate is not prepared for the lesson, or if you do not receive a lesson in time for you to review and provide feedback, it is okay for them to not do the lesson. It is good for you to document this in SFS and with the course instructor. Please have a conversation before this behavior becomes a crisis.

i). Do I step-in during the lesson if the candidate is struggling?

Maybe. It depends on the level of severity. The candidate will learn through struggle and reflection, but also need to capture and retain his/her teacher presence. If the student teacher is presenting material incorrectly or if classroom management is presenting unsafe conditions, then yes, it may be important to redirect immediately in the middle of the

lesson. If not, then conferencing as soon as possible after the lesson may be a more effective method of handling the situation.

j). How much do I communicate to the Hanover faculty member? The Hanover faculty member should be in regular communication with you and observing the candidate frequently. Faculty will be in regular communication with the candidate and should be receiving updates from them as well. At times, however, candidates may not realize the impact of their actions, so the department values your feedback and communication.

k). I teach multiple sections of a subject and need for all sections to stay together. How do I incorporate the candidate?

The Education department understands this situation. It would be ideal if the candidate could facilitate one of the lessons. Please communicate the standards and/or key aspects of the lesson you would like the candidate to teach. The department asks for some flexibility to allow the candidate to present the same information in a slightly different way as they learn.

l). How much and how often is my candidate expected to use technology?

The department would like to see the candidates use a variety of teaching strategies including various forms of technology. The department expects candidates to effectively use the technology provided to them and use supplement with other technological resources as needed to enhance student learning. The frequency and format should be determined by the grade level and subject.

m). I do not have ENL students in my classroom. How do I rate my candidate in this area?

It is the responsibility of the department to prepare candidates for as many different types of teaching scenarios as possible. In order to do so, the department asks the candidate to include differentiation strategies for all learners in their formal lesson plans. The candidate should note on their lesson plans differentiation strategies that may be appropriate for an ENL student even if one not present in the classroom.

n). What if I have ideas or suggestions to enhance this fieldwork experience?

Please share! You are a valuable part of this collaboration and experts in your field. At the beginning of the experience, the Hanover faculty course instructor should provide an overview of the fieldwork expectations and inquire about ideas for the course. Many times, suggestion emerge during the experience, so please share. The department wants to make these experiences great for both you and the candidate.

o). Is there a checklist of documentation I need to do to complete my role as a mentor teacher?

- Training Verification Form: beginning of experience after viewing videos and meeting with course instructor.
- Credential Form: beginning of mentoring experience.
- SFS Lesson Observations: as requested with faculty course instructor.
- SFS Candidate Evaluation Rubric assigned in SFS by faculty instructor.
- W 9 tax form to receive mentor stipend.
- Request for PGP letter (if desired)