



Training for Clinical Educators Serving as Student Teacher Mentors

July 8, 2021

Thank you for your willingness to mentor a teacher candidate during their student teaching experience. Steps have been taken to ensure the candidate is ready for this experience. Developmentally, the candidate should be able to effectively plan a lesson or unit (with some oversight and guidance) and is ready to tweak their presentation skills and developing differentiation, classroom management, and assessment strategies. Hopefully this resource will help answer any questions you may have. Please do not hesitate to contact the Hanover College supervisor with additional questions or concerns.

Frequently Asked Questions:

a). What documentation do mentor teachers need to submit?

The Hanover College EPP transitioned to using Standard for Success for our documentation and data needs. How to steps are attached to this document, however, please ask the supervising faculty member if you have questions about specifics following training. The W9 tax form for your stipend will be emailed to you from our student services coordinator (Cheryl Torline) and this will need to be printed out to be signed and then scanned and emailed back to her to forward to the Hanover College Business Office. The stipend will be requisitioned at the end of the assignment when all documentation has been completed in Standard for Success. Other documentation is all done within Standard for Success at various times throughout the semester and mentor teachers will get an invitation as a guest evaluator for a particular rubric.

- **Training Verification Form:** This is a simple form sent via Standard for Success at the beginning of the assignment. If you do not feel you have been adequately trained for this mentorship, please contact the faculty supervisor for more information prior to verifying that your training has been satisfactorily completed.
- **Qualifications Form:** The EPP is required by CAEP to ensure that our clinical educators are highly qualified for the position of mentoring student teachers. This will be another electronic form you will complete – hopefully early in the assignment.
- **Formal Lesson Observation Rubric:** two planned-in-advance lessons with comments/feedback within the rubric. Informal observations may be done at any time – ask the supervisor for a new invitation.
- **Formal Evaluation Observation Rubrics:** The first “initial evaluation” is to establish benchmarks and goals and the “final evaluation” rubric is to determine if the candidate is ready for licensure. These evaluations provide insight into the regular daily activities/dispositions and provide an opportunity for feedback on the entire experience.

**NOTE: COMMENTS IN THE NOTES SECTION OF THE RUBRIC ARE REQUIRED, IF NOTES ARE NOT COMPLETED, THE FACULTY SUPERVISOR WILL RETURN THE EVALUATION TO THE MENTOR TO ENTER COMMENTS.*

b). Does the student teacher need to attend district meetings and trainings? Yes, the candidate is expected to follow your schedule and be there all day, every day during the contractual hours set for the district. The candidate should “mirror” the mentor teacher’s schedule. This does include faculty meetings and other events the faculty are required to attend. This would involve participating and shadowing the mentor teacher in case conferences and other parent meetings. This may require making special arrangements for classroom coverage so the student teacher may attend with you these events. It would be fantastic if the student teacher was invited to other professional development sessions and trainings and attend these events with you or a team member. These activities help introduce the candidate to different facets of teaching and learning.

c). How much planning should the student teacher be doing?

The student teacher will observe you at first noting your routine, procedures, classroom management, your teaching practices. As soon as possible, the student teacher should start teaching one subject or class period, gradually adding additional responsibilities until the full teaching load is achieved. For each subject the student teacher is teaching, daily lesson plans are expected and shared with the mentor in advance. The timing can be tailored to each placement, but most often subjects are to be planned on a weekly basis and shared with the mentor teacher on the Thursday prior to the week taught. The candidate may use an abbreviated lesson plan format for daily lessons (objective, standards, differentiation strategies, procedures and questions, assessment); a more extensive lesson plan is expected for formal planned-in-advance and announced lesson observations.

d). Is it okay for the student teacher not to teach part of my teaching load?

Yes, as part of our co-teaching model, it is okay for the mentor teacher to retain part of the teaching load. The department asks that the candidate still assist in the planning and implementation (i.e. lead a small group) in this content area. It is also possible that the student teacher could visit or partner with other classrooms at this time.

e). How much should I assist the student teacher in planning?

At this point in their development, student teachers should be able to effectively plan lessons and units independently. Even though you may discuss upcoming lessons, the department asks that the lesson plans be written using the abbreviated lesson plan template that is in our *Student Teaching Handbook*. They will need guidance and feedback on their ideas and should be encouraged to try new ideas. The lesson plans should be available to you in time to discuss the plans, provide feedback and for the student teacher to modify and prepare materials in advance for the lesson.

f). What if I plan as part of a grade level team?

The student teacher should be part of the grade level team taking responsibility for some of the planning and hopefully contributing with new ideas or twists to previous units taught. It is okay (even smart) for the student teacher to use the provided lessons and resources but be responsible for adapting it to their students and sharing the planning load. While the student teacher may participate in the grade level team, the student teacher must demonstrate they can plan and develop assessments on their own. This means that the student teacher may need to deviate from the predesigned plans to demonstrate independent planning capacity.

g). I am expected to follow the curriculum with fidelity. What does this look like for my student teacher?

Even though the lessons may be directly from the curriculum and teacher's manual, the student teacher needs to learn to adapt this material to the learning needs of this group of students. In this situation, the department asks that the student teacher still creates written lesson plans, focusing on clear lesson objectives, differentiation, and measuring student understanding. The department asks that the student teacher be allowed the flexibility to create and assess a unit. This allows the student teacher once again to demonstrate independent planning capacity for lessons and creating and analyzing assessments. The topic can be from the curriculum and use the resources provided but allows the student teacher the flexibility to check their ability to craft and assess lessons.

h). 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) provides the opportunity to make quick changes before re-teaching the lesson. Written feedback is also needed to document the student teacher's growth during this experience. The written feedback can be documents you have created in Word and later uploaded as an attachment to a formal observation or evaluation rubric.

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

Maybe. It depends on the level of severity. The student teacher will learn through struggle and reflection, but they also need to capture and retain their 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. Please use your professional judgement.

j). What if I only teach certain subjects (elementary level)?

It is important that the candidate teach all subject areas (English language arts, math, science and social studies). The department realizes that throughout the short time the candidate is present, not all topics will be taught. Please allow the student teacher the opportunity to integrate missing concepts with other content (possibly in mini-lesson formats) or with opportunities to be in another classroom for small amounts of time.

k). I need to be absent for part of a day. Can my student teacher be alone?

If you - the mentor teacher - is still in the building. Otherwise, a substitute teacher or other certified personnel must be present. The student teacher is not under the school district's liability coverage. When the student teacher is the lead teacher for the entire day, it often helps the student teacher gain teacher presence and confidence. It is desirable for the candidate to have some independent teaching time with the mentor in close proximity.

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

The department would like to see the candidate use a variety of teaching strategies including various forms of technology. The department expects candidates to effectively use the technology provided to them and even to supplement that with other technological resources 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 student teacher 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 without one being present in the classroom.

n). What type of parental contact is expected by the student teacher?

Learning to effectively communicate with parents is a skill each teacher needs to learn. The department asks that you allow the student teacher to communicate with parents about expectations, assignments and positive actions, but model effective strategies on how to deal tricky situations and disciplinary actions.

o). I am concerned about some of the dispositions I see in the interactions with my student teacher and certain students and/or faculty members. What should I do?

Be honest. Ask guiding questions initially to see if the student teacher is aware of the inappropriate interactions, then guide them through the situation and offer suggestions for moving forward. Many student teachers may be unaware of the effects of their words or actions, so it is important for their development to receive honest feedback. If you feel that may damage your relationship with the student teacher, then please contact the college faculty supervisor and allow them to handle the situation. This is also reference on the evaluation rubrics.

p). What types of school or community activities should my student teacher be involved in?

Opportunities vary within each school and community. Please encourage your student teacher to be part of the school community as much as possible. The candidate could be involved in academic teams, school fund raisers, committee work, after school tutoring and other community outreach events are examples of school activities the candidate may be involved in supporting.

Please don't hesitate to reach out to the faculty supervisor if you have questions! We want to to be successful and rewarding time for all involved.