# MENTOR TEACHERS AS COACHES

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Last year, several mentor teachers asked us to provide brief guidelines about our expectations for how we hope you will work with our candidates. We hope this summary will be helpful. The *MiT Student Teaching Handbook, Section 1* provides further details about the roles of the mentor.

This is your teacher candidate’s second year in the MiT program. She/he spent the first year building knowledge and skills on campus *and* in a public school classroom. She/he can be expected to have a strong foundation in:

* Understanding the roles language, cultural background, and developmental stages play in K-12 students’ engagement in school
* Planning lessons and assessments
* Creating lesson plans that are aligned with state standards
* Using student data to help inform instruction

MiT teacher candidates also have a good foundation of knowledge about classroom management and responding to students’ behaviors. However, depending on the decisions of the first year practicum classroom teacher, your candidate may not yet have had extensive opportunities to apply what she/he has learned.

*The most important things you can do to help your candidate are: (i) be a warm demander for your candidate, (ii) collaborate with the candidate and faculty supervisor to support the candidate’s development as a teacher, (iii) model effective practices, (iv) provide plenty of time for the candidate to learn from experience, and, (v) talk honestly with the candidate about strengths and areas for growth.*

As a coach, we rely on you to:

* **Provide steadily increasing opportunities for the candidate to engage the students in setting classroom norms and expectations; assess students’ knowledge and skills; plan for instruction and write lesson plans aligned with state expectations; engage students in learning opportunities; assess learning and reflect on ways to improve.**
* **Model practices for the candidate that you think result in student engagement and increased learning. It may be helpful to have explicit discussions about what you did while planning and teaching and why.**
* **Regularly observe the candidate working with students and use the *MiT Student Teaching Rubric* on regular basis to provide feedback to the candidate about her/his development.**
* **Meet regularly with your candidate to answer questions, validate areas of strength, point out areas to improve, and help the candidate set goals for improvement. Ideally, the two of you would meet daily to debrief but at least three times a week would be helpful.**
* **Be very clear with the candidate about your expectations for student behavior and classroom management while remembering that *this is one skill that definitely needs classroom practice and coaching to develop competence.***
* **Provide the candidate with opportunities to meet the requirements of the *MiT Student Teaching Rubric* and the state-required *Teacher Performance Assessment (edTPA).***
* **Help the candidate learn the culture and norms of your school, classroom, and the communities around the school.**
* **If difficulties arise, communicate those immediately to the candidate and the faculty supervisor and collaborate with them to develop an improvement plan and timeline.**

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