# Notes for the College Faculty - First Visit with Mentors and

# Teacher Candidates

Candidates will give a Handbook to their Cooperating Mentor Teachers before your visit. Be sure that both the Candidate and Cooperating Mentor Teacher have their handbooks with them for the Orientation Meeting. Take a business card with you and attach it to the Cooperating Mentor Teacher’s Handbook. Make sure that the candidate has provided the mentor with a copy of the appropriate *TPA Handbook*.

* Emphasize collaborative relationship among Mentor Teacher, Candidate, and College Faculty and importance of notifying the candidate and you immediately if difficulties arise.
* Facilitate a discussion of the Mentor’s goals for the student teaching experience and the Candidate’s goals. Discuss ways to meet these goals, acceptable approaches to coaching, frequency and timing of coaching, and ways of providing and receiving feedback.
* Emphasize important role of the Mentor in helping the Candidate continue to develop effective classroom management skills. We need to emphasize that candidates have extensive field experiences in Year 1, that they have studied classroom management, AND that they are developing their skills during student teaching.
* Reach agreements about regular discussions concerning the Candidate’s goals, progress and areas that need improvement.
* Emphasize importance of being in communication with College Faculty and/or Field Experience Officer.
* Help the Mentor understand her/his role in regards to the Teacher Performance Assessment *(TPA) –* use one-page handout to review roles.

**Go over the quarter schedule**. Start and end dates for the Teacher Candidate, as well as finding out their building schedule, school holidays and any other days off. Also check about days that it is not possible to visit, such as field trips or other district in-service days. Teacher Candidates will be there from the beginning of the school year for 10 weeks. (This will be different for each school district).

**Go over the Handbook**

1. **Program’s frameworks**: Democracy and Schooling; Social Justice and Multicultural Theory and Practice; and Developmentally and Socio-Culturally Appropriate Teaching and Learning.
2. **Roles and Expectations**:
***Teacher Candidate***
* Be on time and prepared to teach and learn. The *TPA is NOT an excuse for arriving late, leaving early, skipping days, or working on the TPA portfolio during the school day.*
* Follow MiT’s policy about reporting expected abuse.
* No use of cell phones, Facebook, texting, etc., during the school day unless in an emergency. Follow school’s guidelines about appropriate communication venues with students.
* Follow expectations about lesson plans and candidate involvement in planning, assessment, teaching, classroom management, etc. Check on how much in advance the mentor would like to have lesson plans to review.
* Follow expectations about regular consultations with mentor and responsiveness to mentor feedback.
* Note need to send out and collect permission slips for videotaping and collection of student work for *TPA.*
* Find out if candidate needs additional permissions to take photos of students for portfolios.
* Discuss any extracurricular involvement candidate might like to be involved with as long as she/he has time enough to plan lessons and respond to student work.

***Cooperating Mentor Teacher***

* Faculty should provide the mentor with the one-page summaries of *Mentor as Coach*; *Mentor as Evaluator*; and, *Mentor and the TPA*. Use these to review expectations and also point out where more information can be found in the *Student Teaching Handbook.*
* Emphasize the need for immediate communication if serious difficulties arise during student teaching.
* Point out policy in the *Handbook* for withdrawing a candidate.
* Request that the mentor orient the Teacher Candidate to the school and communities being served.
* Ask that the mentor provide a desk or workspace for the Teacher Candidate and involve the candidate as a teacher from the first day of school.

***College Faculty***

* Faculty will visit the site 6 or 7 times during the quarter which will include: orientation, at least 4 observations, a mid-quarter and final three-way evaluation meeting. At some point during week 4 – 6, meet for a three-way mid-term conference to discuss strengths and things to work on during the last half of the quarter. Use the Rubric as the framework.
* Discuss a plan for the gradual assumption of teaching responsibilities. What will the teacher candidate do first, then next, paced across the quarter? When will the three weeks solo teaching or lead in co-teaching occur? What will candidates be responsible for teaching during their solo or lead period? It is best if the teacher is out of the room except during planned observation times, if they can. In elementary grades, the faculty must see candidate teach math, reading and writing.
* Withdrawing a Teaching Candidate from an assignment if necessary.
* Review the rubric domains and organization of over-all rubric.
* Provide Loren with all required documentation at end of quarter.Be sure to have both formative and summative acknowledgement pages signed by candidates and mentors.
* Provide Loren with a single, numeric value from the mentor and another from you that represents the candidate’s achievement (required by The Professional Educators Standards Board). Currently, the scale is (1) Did not meet standard; (2) Approaching standard; (3) Met standard; and, (4) Exemplary. This is a new requirement that the college supervisor needs to discuss with the mentor at the initial 3-way meeting.