# 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.

* **Emphasize collaborative relationship among Mentor Teacher, Candidate and College Faculty**.
* **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**
* **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).***

**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 themes** – Democracy and Schooling, Multicultural and Anti-Bias Perspective and Developmentally Appropriate Teaching and Learning.
2. **Roles and Expectations**:
***Teacher Candidate***: Be on time and prepared. Note need to video tape at least one lesson by mid-term and for *TPA*. Take photos for their portfolios – any special permission needed for photos and video? Any extracurricular involvement they might like to do is fine, so long as they have time enough to plan lessons. How much in advance would the teacher like to have lesson plans to review?

**Cooperating Mentor Teacher**: includes orienting the Teacher Candidate to the school. Where will the Teacher Candidate’s desk or workspace be? Good to find time at least twice a week or more often to give regular constructive feedback. Suggest it may be easier to sit down every couple of weeks and make marks in different colors on the Rubric to make it easier to see progress and to discuss it. Using the Assessment Rubric and Standard V information in the Handbook as the basis for writing an evaluative letter at the quarter’s end.

***Role of the 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.

1. **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.
2. **Withdrawing a Teaching Candidate from an Assignment if Necessary**.
3. **Review the rubric domains and organization of over-all rubric.**