

VSU Mentor Teacher Guidelines Information, Schedule, and Evaluations

Congratulations! You have been chosen as a mentor teacher because you have shown excellence in teaching and have a desire and willingness to mentor a teacher candidate! Mentoring is one-on-one, individualized support of a future teacher that involves collaboration, inquiry and reflection. Your involvement this semester is vital to the development of our future educators.

All mentor teachers must have at least 3 years of P-12 teaching experience in the field in which they are mentoring. Mentors are selected based on recommendations from their administration as well as meeting the *criteria for selection. Strong supervisory experience and **mentor training is preferred.

Research clearly indicates that the mentor teacher has the most influence on the teacher candidate during the clinical practice experience. Your role is demanding, but also rewarding, as you guide the teacher candidate during the transition from student to teacher. Much of what the teacher candidate learns during this experience will be modeled after you, so it is important that you model effective instructional strategies and encourage the teacher candidate to try them also. (Hopefully, you will learn from the teacher candidate as well!)

Clinical Practice is probably the most valuable part of a teacher training program, and the guidance provided by mentor teachers is invaluable. Please accept the appreciation of the faculty of the Dewar College of Education and Human Services for the outstanding job you do in helping us to prepare future teachers.

This mentor teacher packet includes information and requirements about orientation for the teacher candidate, planning/teaching expectations, solo teaching, evaluation of the teacher candidates, and evaluation of VSU supervisor. Attached to this information packet is a guideline for the mentor teacher (this form does **NOT** need to be returned). This is a suggested guideline

Orientation for the Teacher Candidate

The orientation is important to help the teacher candidate and university supervisor know the procedures you use with students, your teaching schedule, school policies for teachers and students, and much more. The orientation activities may take place over the first few days of the clinical practice experience and should include:

Providing access to the teacher handbook or other documents which explain policies, rules, and regulations of the school or system.

Providing a work place for the teacher candidate and any instructional materials and textbooks that will be needed by the teacher candidate to plan his/her instructional activities.

Explaining the composition of the class(es) and calling attention to such factors as specific needs of students with exceptionalities as well as any other matters that are important for the teacher candidate to know.

Discussing the lesson plan format to be used and establishing deadlines when lesson plans will be due to you for review.

Substitute Teaching
Teacher candidates are **NOT**

Mentor Teacher Guidelines

As the mentor teacher, I:

- _____ Provided orientation activities to prepare teacher candidate--school policies, materials, classroom procedures, established work place for student, etc.
- _____ Discussed with teacher candidate--lesson planning, format, and deadlines for plans to be submitted.
- _____ Began involving the teacher candidate with the students and in assisting me.
- _____ Met with VSU supervisor for orientation session.
- _____ Discussed beginning of teaching responsibility for teacher candidate--which class and when.
- _____ Asked the teacher candidate to do a self-evaluation soon after he/she began teaching and to discuss the results with me.
- _____ Completed the initial formative evaluation on-line and discussed it with the teacher candidate. Continued to encourage the teacher candidate to reflect on his/her performance.
- _____ Maintained regularly scheduled interactions with teacher candidate about planning, teaching, discipline, etc.
- _____ Scheduled solo teaching schedule (minimum of three weeks) and reviewed expectations that should take place during this time.
- _____ Continued to encourage teacher candidate to reflect on his/her performance.
- _____ Completed mid formative evaluation on-line and discussed with teacher candidate.
- _____ Discussed teacher candidate ¶ V SURJUHV V ZLWK 968 VXSHUYLV RU DQG V
- _____ Discussed with the teacher candidate his/her activities after the solo teaching period; this could include shared teaching responsibilities, team teaching, as well as the teacher candidate observing other teachers such as special education teachers or teachers at other grade levels.
- _____ Completed final formative evaluation on-line and discussed with teacher candidate. Met with VSU supervisor to discuss overall performance of teacher candidate.
- _____ Completed VSU supervisor evaluation using link provided by Director of Clinical Experiences and Certification.

Characteristics of a Great Mentor

Welcoming Attitude
Organized
Patient
Good Communicator
Professional
Flexible
Compassion
Enthusiastic
Honest
Good role model
Open and Understanding
Able to provide constructive criticism
Willing to host a teacher candidate for the right reasons
Knowledge of the university requirements
Willing to admit mistakes as a mentor
Love of children
Positive reinforcement
Be able to let go of control~relinquish power to allow student to grow as a future teacher.
Nurture the talent of the teacher candidate
Share teaching tools/ideas/resources
Must be a classroom disciplinarian
Involve teacher candidate in a