

MENTOR TEACHER RESOURCES



Mentor Teacher Meeting

The University of Akron

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STUDENTS LEARN

10% OF WHAT THEY READ

20% OF WHAT THEY HEAR

30% OF WHAT THEY SEE

50% OF WHAT THEY SEE AND HEAR

70% OF WHAT IS DISCUSSED WITH
OTHERS

80% OF WHAT THEY EXPERIENCE
PERSONALLY

95% OF WHAT THEY TEACH SOMEONE
ELSE

~William Glasser~

VARYING INSTRUCTIONAL STRATEGIES

Strategy	Purpose	Example
Cognitive		
Rehearsal	To commit materials to memory	Repeating phrases, underlying key words
Elaboration	To create associations and connections between new information and prior knowledge	Note taking, using analogies
Organization	To cluster ideas and identify key ideas or facts from large amounts of information	Outlining, webbing, mapping
Metacognition	To think about thinking, to select, use, and monitor learning strategies	Ask students to reflect verbally or in writing an explanation of their solution
Collaborative		
Cooperative learning	To encourage academic achievement, acceptance of diversity, and social skill development	Assign specific roles and tasks to group members
Peer or cross-age tutoring	To encourage peer acceptance, academic achievement, and social skill development	Student helping another with a difficult concept
Reciprocal teaching	To teach students strategies to improve subject matter and reading comprehension	Teacher models, then students learn to perform on their own
Community-Based		
Field studies	To give students an opportunity to solve problems in the real world	Science projects that requires samples of soil
Mentoring/apprenticeship/co-op	To provide opportunities for students to acquire skill from experts in a particular area	Pair students with business individual
Service learning	To encourage volunteerism among youth	Students assist the elderly in a nursing facility

Organizational		
Advance	To help students bridge new learning materials to prior knowledge	Teacher or students review or summarize previous lesson
Compare/contrast Venn diagrams, Flowcharts, sequence chains, time lines, task analysis	To help students identify similarities and differences, to show specific information in logical form and relate it to the big picture	(draw Venn diagram) give students an overview of the lesson or task to complete
Graphic representations	To highlight critical attributes of a concept	Visual or media aid
KWL	To help students retrieve relevant background knowledge and learn with awareness of purpose and accomplishment	Learners write what they know, what they want to learn, and what they have learned about a topic
PQ4R	To preview, question, read, recite, review	Reading assignment
Mapping, webbing	To outline or analyze a concept	Attributes ← lake → definition ↓ Examples Non-examples
Note taking	To listen or read and take notes on what was said or read	Have students take notes during an oral presentation
Storyboard	To relate a story or procedure by means of pictures attached to a canvas or board	Depict the three branches of Government
Story map	To elicit meaning from a text or story	
Mnemonics	To assist the memory by developing association between new materials and familiar patterns	Devise a pattern of letters to recall important information or processes
Scaffolding	To reduce complex tasks to manageable steps	Help students concentrate on one step of a task at a time
Learning centers	To provide opportunities to practice decision making and new skills, use resources, and review or	Create a measurement center for practice enrichment

VARYING INSTRUCTIONAL STRATEGIES

Strategy	Purpose	Example
Problem Solving		
Brainstorming	To Elicit numerous imaginative ideas, solutions, or responses to open-ended question or problem	Ask students to generate descriptive language for an item
Discussion	To share opinions to clarify issues, relate new knowledge to prior experience	Teacher facilitates interactive exchange with students
Heuristics	To assist learners in conceptualizing problems and organizing their solutions	Given verbal problems, students come up with alternate solutions
Inquiry, discovery	To lead students toward a previously determined solution or conclusion	Lead students through questioning to arrive at the concept mountain
Questioning	To stimulate critical and creative thinking	
B. Product		
Debate	To add competition and create excitement to instruction	Debate use of the World Wide Web as an educational tool
Interviews	To relate writing tasks to real life	To develop questions for use interviewing who experienced the Great Depression
Research	To direct students in locating and using primary and secondary resources	Assigning students to locate print and no resources on space exploration
Role play	To enable students to think, feel and act as other persons	Choose character from history or story to
Simulations	To represent reality as closely as possible	Use computer simulations (Oregon Trail) develop one suitable for grade level

Evertson & Harris (1992)

MONITORING TIPS

1. Stand where you can see everyone and watch the whole class during presentations.
2. Move around the room.
3. While monitoring, watch for:
 - Inappropriate behaviors
 - Attending behaviors
 - Appropriate materials on students' desks
 - Failure to follow directions
 - Signs of confusion or frustration
 - Completion of work
4. Scan the room often, using “sweep” scanning. Beware of becoming so engrossed with one student or small group that you lose contact with the rest of the class.
5. Keep a clear view of the classroom. Avoid letting students congregate around your desk, blocking your view of the rest of the class.
6. Start seatwork assignments as a group or at least under close supervision.
7. Check assignments and record grades regularly.
8. Look for opportunities to praise students for appropriate behavior.

*Reprinted by permission: Evertson & Harris (1992).
COMP Workshop Manual*

OBSERVATION FORM FOR CLASSROOM MANAGEMENT TECHNIQUES

Suggest to your student teachers that during the times they are observing they pay special attention to the following areas. If they question some of the strategies or techniques they observe, make note of those areas for future discussion.

Rules/Schedules Posted

Classroom Routines

Student Participation

Teacher Expectations

Classroom Disruptions and Solutions

Noise Level

Suggested Positive Consequences
Secondary

The chart below shows examples of things many or most student enjoy and therefore can function as rewards. Note that some require little or no effort or advance planning, some require a moderate amount, and some require much. Read and consider each as it might be useful in your classroom. Add to the list actions you or other teachers have found successful.

Easy – No Preparation, Little Effort Required	Moderate – Some effort and Preparation Required	Caution – Much effort, Planning, and/or Advanced Preparation Required
A smile	A positive symbol/star/sticker	A field trip, popcorn party, or other special group activity
Telling a student what you like about his/her work	A positive note to parents	Tokens which students earn and “cash in” for privileges or special treats
A pat on the back	An individual award certificate	
A cheery note on an assignment	A reward time for academic-related games, free time, or favorite class activity	
Allowing the student to go first to lunch	Putting a student’s name on a Superstar list on the board	
Designating the student as a peer tutor/teacher’s aide	Awarding special material prizes- such as food coupon, pencil, eraser, etc.	
Allowing the most on-task row to go first to lunch or recess	A pass for the library	
Awarding “place” privilege: *sitting at the teacher’s desk *sitting in a special chair *Etc.	Awarding a “No Homework Tonight” coupon	

*Reprinted by permission: Evertson & Harris (1992).
COMP Workshop Manual*

STUDENT NAME _____

CLASSROOM OBSERVATION CHECKLIST

The purpose of this activity is for teachers to observe the student teacher during classroom instruction. Through the observation, teachers will be able to note key instructional components as they are utilized by the student teacher. Teachers should also reflect on the lesson and write a comment as to the positive aspects of the lesson and/or areas of improvement. During the lesson, the classroom teacher may use the specific lesson components listed below to script phrases, questions, and activities that correspond to each as they are observed in the classroom.

TRANSITION

- *Movement of students in and out of the room and between activities

ANTICIPATORY SET

- *Rationale for the lesson
- *Transference from previous lesson
- *Statement of the purpose of the lesson
- *Relevance to student real life experiences

STUDENT/TEACHER INTERACTION

- *Evidence of positive rapport
- *Teacher promotes discussion, questioning and a help-seeking environment
- *Effective management and discipline techniques

QUESTIONING

- *Bloom's Taxonomy
- *Evidence of higher level, challenging questions
- *Adequate wait time (3-5 seconds)

STUDENT/STUDENT INTERACTION

*Evidence of positive rapport/modeling/discussion

INSTRUCTION STRATEGIES

*Teaching techniques reflect knowledge of the learning process

*Teacher varies strategies and encourages student involvement

SUPPORTIVE ACTIVITIES/MATERIALS

*Resources other than textbook

*Activities that reinforce the lesson objectives

*Materials readily available and appropriate to grade level

CLOSURE

*Restatement of the lesson objective

*Summary of learning

*Sharing of future learning

ASSESSMENT METHODS

*Evaluation methods are authentic & varied

*Teacher incorporates written/oral methods

COMMENTS:

Litzel (2000)

Components of Meetings with Student Teachers

1. Generating lesson plans and deciding what to teach
2. Planning appropriate objectives for all students
3. Linking objectives, lesson plans, and assessment in the classroom
4. Using or not using teacher manuals and texts to plan lessons
5. Discussing the relationship between student teacher and cooperating teacher
6. Discussing the relationship between student teacher and university supervisor
7. Resources available during student teaching to assist in problem solving
8. Videotaping during student teaching
9. Personal qualities which help during student teaching
10. Utilizing time effectively in the classroom
11. Developing a classroom management plan
12. Determining what students already know
13. Developing assessment relevant to the objectives of the lesson, unit or course
14. Competition in the classroom
15. Dealing with parents
16. Making adjustments in lessons
17. Developing plans for cooperative learning
18. Dealing with inclusion students
19. Locating and using the curriculum in planning and teaching
20. Meeting different ability levels within the classroom
21. Developing a grading plan and evaluating its emphasis
22. Interacting with students to develop a relationship that fosters respect
23. Developing a positive relationship with the cooperating teacher
24. Working out differences with the cooperating teacher
25. Learning to accept and utilize suggestions and feedback
26. Interacting with other professionals during student teaching
27. Developing higher order thinking questions
28. Plans for involving parents in their child's education
29. Preparing for the Ohio Proficiency Tests
30. Keeping a journal during student teaching

PROBING QUESTIONS

The purpose of probing questions is to gain additional information concerning the teacher's perception of the lesson. The questions listed below can help the protégé to reflect on the lesson and construct new knowledge about effective teaching.

1. What do you see as some strengths of the lesson?
2. Share with me what led up to the lesson.
3. How did you feel about my coming in to observe the lesson?
4. How did you feel about the student responses in the lesson?
5. What are your perceptions concerning the effectiveness of this lesson?
6. How did you feel about the lesson?
7. What things went as planned?
8. What would you do differently?
9. Were you pleased with the way the lesson went today?
10. What unexpected outcomes did you receive?
11. How do you feel your students were responding?
12. What were the unexpected gains?
13. What specific student behaviors were you pleased with in this lesson?
14. What are the good things about your lesson?
15. What things didn't go as you had planned?
16. How did you feel about the lesson?
17. Did the students respond as you had expected?
18. How do you feel about the group you had today?
19. Tell me a little about the group you had today?
20. How did you feel about my being in the room today?
21. Do you think that my being in the class affects the children's behaviors?
22. Help me with this, I don't understand.

From: Little, J. W., et al. 1990

CONFERENCING WITH THE STUDENT TEACHER

~Planning for the Appraisal Interview~

The appraisal interview is one of the most important elements of the evaluation process. The purpose of the interview is to review performance and let people know how they are doing. You can improve the effectiveness of the interview by adhering to the following guidelines:

- Select a quiet, comfortable and appropriate location
- Plan to avoid interruptions
- Allow ample time for the discussion
- Put the person at ease
- Conduct the interview in a positive manner
- Keep the interview performance oriented
- Encourage the person to talk
- Listen carefully
- Avoid the defensive
- Respond to objections, problems and disagreements
- Concentrate on facts
- Be honest
- Be a coach, not a judge
- Place emphasis on positive reinforcement
- Develop positive action plans
- End the interview on a positive and supportive basis

TIPS FOR CONFERENCING WITH STUDENT TEACHERS

Planned conference time can help strengthen communication for the teacher to work together with the student teacher.

WORKING WITH STUDENT TEACHERS WHEN THERE IS A CONCERN

1. The teacher's attitude will set the tone for the conference. Establish rapport with the student teacher before there is a concern or problem.
2. Make the student teacher feel comfortable in the classroom. Find a desk and area where they can feel a sense of belongingness.
3. Student teachers want to succeed and will generally accept responsibility toward this goal.
4. Encourage student teachers to share information and listen to their concerns. Begin by asking "How do you think things are going?" You can learn more about them by listening than you can by talking.
5. Start the conference by reviewing the positive aspects of the teaching performance. Anticipate questions from the student teacher. Be prepared with information about the problem area. Prepare anecdotal records while the student teacher is teaching that will support your concern. Be specific and describe behaviors.
6. Be supportive and willing to help. Share strategies that will lead to improvement.
7. Be considerate of the student teacher's feelings while voicing your concerns.

CONCLUDING THE CONFERENCE

1. Be sure to summarize the conference, noting the positive aspects, what needs to be worked on, and recommendations. Include written recommendations for student teachers to take with them and include these in your file.
2. Conclude the conference with plans for follow up activities. Outline a plan of action. Set goals together and time limits for the plan. Establish a date within a few days to collaboratively evaluate progress in the area of concern.

DO'S AND DON'TS FOR TEACHERS

DO

- Be honest
- Avoid arguments
- Be flexible
- Be prepared
- Respect student teachers feelings
- Be specific
- Encourage comments
- Listen
- Keep records

DON'T

- Criticize
- Write continuously
- Place the blame
- Gossip
- Give commands
- Hurry
- Talk down to them
- Be shocked by statements
- Ask personal questions
- Jump to conclusions

Preparation for the conference is critical to its success. The teacher must gather questions, and comments, and the student teacher must also come prepared with questions and comments. Successful conferences can result in improved student teaching progress!

CHECKLIST FOR POST-OBSERVATION CONFERENCE FOLLOWING A FORMAL OBSERVATION

1. Establish a climate of trust and rapport
2. Show the date to the protégé and together reconstruct/recall the lesson that was observed.
3. Ask the new teacher: “What went as you had planned in this lesson?” (If the observation data had a specific focus, e.g. teacher-student interactions, then ask: “Did your interactions with the students go as you had planned?” or “Does the data represent the number and kind of interactions you had planned to have?”)
4. After every episode/event the protégé describes that went as planned, ask: “Why do you think it went as you had planned?”
5. Assist the protégé in recognizing the pre-planning and/or teaching decisions that provided success for the teacher and students.
6. Ask the new teacher: “What did not go as you had planned?”
7. After every episode, event, or activity the protégé describes that did not go as planned, ask: “Why do you think it did not go as you had planned?”
8. Brainstorm with the protégé ways to improve the changes for success next time
9. Ask the new teacher: “What happened during the lesson that surprised you?”
10. After every description of what surprised the protégé, ask: “Why do you think that happened?”
11. Brainstorm with the protégé ways to replicate the “good” surprises and ways to avoid the “bad” surprises that occurred during the lesson.
12. Together, plan and set goals for future lessons.

Note: After using these initial questions, the mentor may want to intersperse some of the probing questions listed on the following page throughout the post-observation conference.

CHECKLIST OF EXPECTATIONS FOR THE MENTOR TEACHER

To assist you in mentoring your student teacher

Expectations	Check
✓ Welcome the student teacher to your school. Introduce him or her to your students, other faculty members, and support staff. Give student a tour of the classroom and school. Explain school policies and procedures regarding such things as signing in and out of the building, the time they are expected to report to school, the time their day ends, computer use, use of copy room services, etc.	
✓ Discuss daily schedules, routines, and duties. Share your teaching responsibilities with the student teacher, exchange personal phone numbers and e-mail addresses. Discuss appropriate dress code, attendance, and professional behavior in and out of school.	
✓ Provide dates and times of other teaching responsibilities (Open House, faculty meetings, department/grade level meetings, parent/teacher conferences.) These are expectations of the student teaching experience.	
✓ Work with the student teacher to determine a schedule for assuming teaching responsibilities. <i>A recommended schedule for an eight or twelve week assignment is available on page 15 of the student teaching handbook and at the student teaching website.</i>	
✓ Provide the student with the course of study objectives (standards, pacing guide, etc.), textbooks and resources that relate to the content he/she will be teaching. Discuss long and short term student learning goals for the student teacher's experience.	
✓ Support your student teacher in developing skills in planning, instruction, and classroom management. Share your own experiences, ideas, beliefs, and management procedures to help the student to gain classroom confidence.	
✓ Encourage your student teacher to reflect on each lesson to gain further insights from his/her successes and challenges.	
✓ Set up a specific time/day you would like lesson plans for your review. Make sure this gives the student teacher ample time to modify accordingly.	
✓ Communicate regularly with the university supervisor. Supervisors appreciate input and insight from the mentor teachers.	
✓ Collaborate with the university supervisor on a midterm and final evaluation. On the final evaluation, be sure to assess the student on all five domains.	

CHECKLIST OF EXPECTATIONS FOR THE ADMINISTRATOR

To assist you in hosting a student teacher in your building

Expectations	Check
✓ Welcome student teachers to your building. Discuss school wide policies and any other pertinent information student teachers should know before becoming a part of your school.	
✓ Observe student teachers teach a lesson, if possible. Discuss this observation with the student teacher, providing insights regarding strengths and areas in need of improvement.	
✓ Hold a mock interview with the student teacher, giving them helpful hints to improve their interviewing skills and become more confident during this process.	
✓ Communicate any significant concerns you may have to the university supervisor or the Office of Student Teaching as soon as possible.	

CHECKLIST OF EXPECTATIONS FOR THE STUDENT TEACHER

Please ensure that these expectations are met during your student teaching experience

Expectations	Check
✓ Report daily for a full school day, be punctual, become involved in activities and functions carried out by the classroom teacher and assume responsibilities designated by the mentor teacher.	
✓ Maintain excellent attendance throughout your experience. When absent, notify the mentor teacher and the university supervisor as soon as you know you will not be at school.	
✓ Attend regular colloquiums during the student teaching assignment that are held on campus (or designated location). If you need to leave school early, arrange with the mentor teacher ahead of time.	
✓ Ask for the dates and times of such teaching responsibilities as Open House, faculty meetings, department/grade level meetings, and parent/teacher conferences. Your attendance at these functions is an expectation of student teaching.	
✓ Discuss university responsibilities and requirements with your mentor teacher. Work with the teacher to determine a schedule for assuming teaching responsibilities. <i>A recommended schedule for an eight or twelve week assignment is available on page 15 of the student teaching handbook and at the student teaching website.</i>	
✓ Prepare written daily lesson plans which are to be approved by the mentor teacher. Plans are due to the teacher, at the latest, on Friday prior to the week they will be taught, unless an earlier day/time is requested by your mentor teacher. <i>The suggested university lesson plan format is available on page 12 of the student teaching handbook and at the student teaching website.</i>	
✓ Reflect on each lesson taught in writing and in discussion with your mentor teacher and/or university supervisor.	
✓ Maintain a weekly journal recording thoughts and experiences related to your overall progress. <i>The suggested journal form is available at the student teaching website.</i>	
✓ Prepare a detailed, approved, typed lesson plan for formal observations with your university supervisor. Give a copy of the plan, along with any supplemental resources you will be using, to your supervisor upon his/her arrival for your observation.	
✓ Keep a notebook of all lesson plans/activities/projects to facilitate on-going discussion of planning with both your mentor teacher and your university supervisor.	
✓ Continue development of your professional interview portfolio, relying on mentor teacher and university supervisor for advice and assistance. Don't forget to take pictures and save samples of student work.	
✓ Create a bulletin board or door display to enhance the instructional experience for the students.	
✓ Complete the portfolio lesson plan according to the instructions provided at the student teaching website and submit it to your colloquium instructor by the required date.	
✓ Prepare a self-assessment on the midterm and final evaluation forms to share and discuss with your mentor teacher and university supervisor.	

LESSON TITLE:	SUBJECT AREA:	
GRADE LEVEL:	TIME ALLOCATION:	
OBJECTIVES: (with action verbs)		
STANDARDS:		
GROUPING OF STUDENTS and Rationale:	PRIOR KNOWLEDGE NEEDED:	
MATERIALS:	STUDENT PROFILE:(special characteristics of students relative to lesson)	
Identify academic and related content language:	MODIFICATIONS FOR SPECIAL NEEDS:	
INSTRUCTIONAL MODEL(S)		
PROCEDURE AND ACTIVITIES(name teaching strategy for each activity .ex. coop learning, guided inquiry)		TIME ALLOCATIONS
Pre-Activity		
Activity		
Post Activity		
Closure:		
EVALUATION AND ASSESSMENT :(name of assessment tool and description)		

Monitoring and Improving Student Teacher Instruction

The collaborative relationship between the classroom teacher and student teacher is vital to the implementation of instruction. The role of the classroom teacher should be a supportive one – coaching the student teacher in instructional strategies, self reflection and lesson components. Through anecdotal records, scripting, questioning and discussion, the classroom teacher can observe, analyze and offer suggestions to the student teacher.

Major Considerations in Conducting Instruction

Instructional activities are ways to segment and teach information; *instructional formats* are ways of grouping students for those instructional activities to occur. In order to maintain student involvement in the activities within the formats you choose, you must attend to four areas:

1. **Clarity**

Clear directions enable students to know procedurally what to do and how to do it. Clear academic instructions help students learn facts and master concepts. Together these lead to student success, which is a strong motivator in maintaining student interest and involvement.

2. **Checking for Understanding**

Checks for understanding enable you to catch student errors and misunderstandings before they have a chance to be over learned. Questions and activities that check individual student understanding of facts, concepts, and processes can help maintain student involvement.

3. **Monitoring**

Two maintenance goals of monitoring are to keep students on task and to provide you with minute-to-minute information on their progress. A combination of active and passive monitoring will help these goals, especially if the passive monitoring is “sweep scanning.” Cultivating the habit of frequent whole-group visual sweeps as you walk around and look over students’ shoulders, increase your “withitness” in picking up on possible misbehaviors and nipping them in the bud before they have a chance to flower.

4. **Transitions**

It is during transitions that students most often tend to waste time, drift off task, and/or engage in disruptive behavior. To maintain the academic flow, you must tightly structure transitions, and teach students transition procedures and their cues. Also, you yourself must be prepared for the next activity.

Evertson & Harris (1992)

Helping the Student Teacher with Management & Organization

1. Share your classroom discipline plan with the student teacher. Explain how you derived your rules and consequences and how they relate to school rules and policies.
2. Have the student teacher copy the rules, consequences and procedures for later referral.
3. Have the student teacher copy the rules, consequences and procedures with the class.
4. Emphasize the need to be consistent with all of the children.
5. Share the teacher behaviors you use to gain student individual and group attention.
6. Discuss your students with the student teacher and share any concerns you may have in advance.
7. Assist the student teacher in developing a system to keep anecdotal records on student behavior, academic deficiencies or social problems.
8. Utilize the IDEAL problem solving model to help the student teacher analyze management and behavior problems and develop appropriate intervention strategies.
9. Encourage the student teacher to share problems or concerns with you when they are small. Have the student teacher confer with students, write notes or make phone calls home with your direct supervision. Be sure to review all written correspondence before it is sent.
10. Encourage the student teacher to develop a system of positive reinforcement through the use of good news calls, positive notes, comments on student papers and verbal feedback.

TPA RESOURCES

Ohiotpa.org
Edtpa.aacte.org