

Fresno Mentor Teacher & Student Teacher HANDBOOK



Fresno Unified School District



Dear Student Teachers,

Congratulations! You are about to begin one of the most exciting times in your life! You will learn about theory, practice, and application of subject matter applied in education. What an exciting adventure! Making a difference in the lives of students and creating positive and a lasting change are rewards like no other.

This will be an exciting journey for you and one that demands a great deal of work. It will take an enormous amount of your time and energy. You must be genuinely involved in the process of becoming a thoughtful and reflective practitioner who sets high standards for yourself and equally high standards for your students colleagues, and the larger educational community.

You will begin to develop your own unique teaching style and practice the methods and strategies that are effective in helping students learn. Approach the student teaching experience with an inquiring mind. Learn to share your own experiences that you bring to the classroom, but also develop an interest in learning all that you can from the teachers at the school site, the students that you serve, and parents that you are working with.

If I can in any way support your efforts, please do not hesitate to contact me.

Sincerely,

Teresa Morales-Young

Teresa Morales-Young

Administrator

Teacher Development

559.457.6072

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Welcome to Fresno Unified Student Teaching

ACHIEVING
OPERATIONAL
EXCELLENCE

IMPROVING
STUDENT
OUTCOMES

ACHIEVING OUR *GREATEST* POTENTIAL



MISSION

We nurture and cultivate the interests, intellect, and leadership of our students by providing an excellent, equitable education in a culturally proficient environment.



VISION

Fresno Unified School District:
Where students, families, and staff are
valued and empowered to achieve
their greatest potential.



VALUES



We Value
Learning



We Value
Accountability



We Value
Positive
Behavior



We Value
People & Our
Community



GOALS



Student Goals



Improve academic
performance at
challenging levels



Expand student-centered
and real-world learning
experiences



Increase student
engagement in their
school and community



Staff Goal

Increase recruitment and
retention of staff reflecting the
diversity of our community



Family Goal

Increase inclusive opportunities
for families to engage in their
students' education

Fresno Unified Student Teacher

CORE PRINCIPLES

- **Solutions Oriented:** We seek thoughtful and innovative solutions, embrace creativity, and pursue excellence.
- **Continuous Learning:** We challenge ourselves, revisiting and expanding our thinking, learning from the field and each other, rewarding curiosity and acting with integrity.
- **Data Driven:** We use data to understand the root cause of issues, implementing solutions that will have the greatest impact.
- **Diversity, Equity & Inclusion:** We invite a diverse set of backgrounds, experiences and perspectives to the table, honor each individual's strengths, and build an inclusive environment committed to providing equitable opportunities for all.
- **Collaboration:** We build strong relationships with our University Partners, thoughtfully collaborating in an assets-based way and having courageous conversations.
- Individual responsibility and participation by all is required
- Collaborative adult relationships are essential
- Parents, students and the community as a whole are vital partners



Teacher Development Anti-Racism, Inclusivity, and Belonging Statement

Welcome to Teacher Development! Creating an inclusive and welcoming environment is at the core of who we are. We are deeply committed to ensuring every individual in our programs feels valued, respected, supported, and seen.

Your unique background, race, ethnicity, gender, sexual orientation, political or religious beliefs, physical or mental ability, socioeconomic status, immigration status, or any identity category make you an integral member of our community. You have the right to define your own identity and to have the name and pronouns you use be respected. We believe diversity and anti-racist teaching practices are essential aspects in upholding our mission, vision, values, and goals, and that it is through our individual experiences and perspectives that learning is enriched.

We recognize creating an inclusive and welcoming environment is not an individual effort, but a collective one. If you encounter any barriers that hinder your sense of belonging in our community, we encourage you to reach out privately to our team without fear of reprisal. Together, we are committed to fostering your success as a highly effective educator to ensure students, staff, families, and the community are valued and empowered to achieve their greatest potential.

FUSD Student Teacher Organizational Chart

Fresno Unified School District Board of Directors



Fresno Unified
School District



Misty Her
Superintendent



David Chavez
Chief of Human Resources
and Labor Relations



Teresa Morales-Young
Administrator



Traci Taylor
Director



Linda Hoffman
Student Teacher Coordinator

Fresno Unified School District Phone Numbers

FTRP Team (559) 457-3178

Human Resources- (559) 457-3500

IT Department (559) 457-2600

Substitute Help Line: (559) 457-3492

Achieving our Greatest Potential!



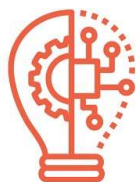
Student Teacher Information

HABITS OF MIND

The following are habits of mind that the FUSD Student Teacher Program aspires to instill in each and every program graduate; habits that we hope will frame each graduate's approach to teaching, work with colleagues, relationships with parents, and approach to leading reform within their school.

Asset-Based Thinking

- Views students and parents through the lens of the strengths they bring
- Maintains a growth mindset
- Willing to take risks



Commitment to Collaboration

- Fosters collaborative learning in the classroom and democratic decision-making at the school
- Collaborates with colleagues to strengthen instruction
- Engage parents, colleagues, and students as partners



Persistence

- Approaches dilemmas with relentlessness and resourcefulness in seeking solutions that work
- Strives for precision and knowledge of content
- Delivers well-planned and accurate instruction



Advocacy

- Speaks out and stands up for what is best for students and parents



Inquiry

- Seeks new ways to improve instruction and address challenges
- Thinks outside the norm
- Eager to keep up-to-date with educational research



Personal Responsibility

- Takes ownership for student learning
- Is reflective and thinks about thinking (metacognition)
- Uses data to inform instruction
- Willing to try new and different approaches to meet students' diverse needs
- Exemplifies professionalism



Student Teacher Roles, Expectation and Responsibilities

Guiding Principles: We endeavor to support the development of effective teaching skills and knowledge grounded in current educational research and district initiatives. Student Teachers' sustained efforts and success in their FUSD practicum and coursework components of the program are key to their success as future teachers.

1. Student Teachers will adhere to their university's student teaching day/hour requirements.
2. Student Teachers cannot leave students unsupervised. Do not hesitate to call the office if an emergency arises. Student Teachers may cover the classroom briefly for a restroom run, an SST/IEP, or emergency.
3. Student Teachers are to stay on school grounds during the school day except during lunchtime.
4. If you are to be absent at any time during your student teaching, you are responsible for reporting your absence to mentor and university supervisor (this includes leaving early or arriving late). Planned absences should be communicated well in advance.
5. Student Teachers are expected to submit lesson plans to Mentor Teacher at least 48 hours in advance of teaching. This allows the Mentor Teacher time to review and make suggestions before instruction occurs.
6. Instructional minutes and non-instructional time are to be adhered to as provided by your grade level daily bell schedule at sites.
7. District and State assessments are to be administered with strict adherence to policies and guidelines, along with given timelines, as reviewed by your Site Test Coordinator. Student Teachers may assist with assessment administration but should not be administering high-stakes assessments in the absence of the mentor teacher.
8. Student Teachers are to review emails at least twice a day. Emails are to be checked prior to the start of the day and once after student dismissal to ensure you are receiving all required communication.
9. Student Teachers should familiarize themselves with the Parent/Student Handbooks at their sites.
10. Cell phones are to be kept on silent during the instructional day. Personal business is to be addressed outside of the instructional minutes (prior to class, during recess, during lunch and after school.)
11. School meetings take priority over all other activities after dismissal unless you have Dismissal Supervision Duty.
12. Student Teachers will schedule personal appointments after 3:00 pm and not on PLC or staff meeting days. See school calendar to plan accordingly.
13. Student Teachers will communicate professionally in both face-to-face and email conversations.
14. Student Teachers will assume positive intentions.
15. Student Teachers will lean into all learning opportunities including but not limited to classroom placement, professional learning, and coursework.
16. Student Teachers will maintain a growth mindset and persevere through the program.
17. Student Teachers will prepare and execute well-planned lessons using best practices for further student learning including adaptations for English Language learners and students with special needs.
18. Student Teachers will maintain positive relationships with FUSD staff, University faculty, School District staff, families, and students.

19. Student Teachers will collaborate with the Mentor Teacher and engage in ongoing conversations around student learning. Co-teach daily.
20. Student Teachers will complete and submit all necessary paperwork in a timely fashion.
21. Student Teachers will participate in program evaluation data collection activities, such as interviews and surveys, at the request of the Teacher Development Team.

Confidentiality:

Student academic, health, and discipline records are all confidential. Student Teachers should not discuss these records except in appropriate settings with people who also have access, and should consult with the Mentor Teacher if questions arise.

Lesson Planning:

Being an effective teacher means being well organized and prepared. It also means internalizing important questions about teaching, such as, “What are the key concepts in the lesson?” and “How will I know my students met the objective I was trying to teach?” Student Teachers are expected to have a lesson plan for each lesson they teach and share these lesson plans with their Mentor Teacher a minimum of two business days prior to the day they are planning to teach unless otherwise mutually agreed upon. If a Student Teacher is not prepared with a lesson plan, they will NOT be allowed to teach, regardless of the circumstances.

Mandated reporter:

All employees, which includes Student Teachers, working on behalf of Fresno Unified, are required by law to report all known or suspected cases of child abuse or neglect.

Guidelines for Professional Dress:

Student Teachers are expected to project a professional image that sets positive dress and grooming examples conducive to an effective learning environment.

All employees are expected to dress in a professional manner. Clothing must be neat, clean, in good repair, and appropriate for on-the-job appearances at all times. Employees shall not wear on the outside of their clothing any artifacts that are obscene, distracting, or may cause disruptions to the educational environment.

Examples of professional attire include, but are not limited to:

- Dresses and skirts which are no shorter than three inches above the knee.
- Slacks, casual dress pants, capri pants are all appropriate attire. No shorts.
- Collared/Polo shirts, button-up shirts, sweaters, blouses, etc. are all acceptable.
- Jeans and T-shirts (with school logo) are acceptable on Spirit Wear Days only.
- Shoes must be appropriate for all activities (PE duty, etc.) No flip-flops.

FUSD Mentor Teacher and Student Teacher Expectations

Initial Student Teaching Month 1 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Observe and monitor classroom by gathering data on classroom routines and procedures • Identify the source of misbehaviors and teacher responses • Build relationships with students • Understand and learn about students' cultures • Greet students by name at the door • Support students one on one to help learn individual names • Take attendance on Atlas • Learn and support in classroom procedures, routines, and classroom management approach • Co-plan with MT and professional learning community • Co-teach warmups, class meetings, and lessons • Pick up students on blacktop morning, recess, and lunch • Revisit expectations and norms • Start writing down an asset-based note about every student and communicate with at least 2 families with positive feedback about their child • Complete any assignment students complete as if you were the student (ex: math worksheet- complete it to determine what might be misconceptions that students have. Reading: read the entire text before students read.)	• Include ST in co-planning • Include ST in PLCs and other obligations/ responsibilities • Actively observe and provide feedback to ST • Have ST complete student assignments so they can try and determine misconceptions. • ST should complete math problems and read any text in advance. ST will write to prompts before students. • Provide ST the standards scheduled to be taught for the week

Initial Student Teaching Month 2 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Share course assignments and due dates with MT • Begin to take the lead on 1-2 classroom routines (morning routine, lunch procedure, dismissal, etc.) Continue learning and implementing additional classroom routines (at least 1-2 per day) • Support MT with implementing student assessments • Actively engage with students and MT at ALL times Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable	• Support ST in taking on 1-2 classroom routines • Provide ST with access to resources and materials to plan lessons • Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents • Include ST in preparations for parent teacher conferences, SST, IEP, and other student support meetings, if applicable. • Ask ST about assignments that need to be completed during field placement and dates for completion

Initial Student Teaching Month 3 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Begin co-teaching • Actively engage with students and MT at ALL times • Continue learning and implementing additional classroom routines (at least 1-2 per day) • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.	• Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents • Co-plan, co-teach & co-assess alongside ST • Include ST in preparations for parent teacher conferences, SST, IEP, and other student support meetings, if applicable. • At the end of the grading period, explain how grades are populated and report cards are generated

Initial Student Teaching Month 4 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Continue implementing previous month's expectations • Continue co-teaching and add a new co-teaching strategy • Continue to share responsibility for classroom routines • Assist with preparations for parent teacher conferences, SST, IEP, and other student support meetings, if applicable. • By the end of the month, co-teach with lead role	• Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, and communication with parents • Co-plan & co-teach: Parallel, station, team, etc. • Co-assess students alongside ST • Include ST in preparations for parent teacher conferences, SST, IEP, and other student support meetings, if applicable.

Initial Student Teaching Month 5 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Continue to implement and expand on beginning of the year expectations • Co-teach using a variety of co-teaching strategies • Continue to share responsibility for: • Classroom procedures • Routines • Classroom Management approaches • Co-plan with Master Teacher • Co-teach with ST in lead role • Co-facilitate assessments with MT • Analyze data with mentor (including English learner data- EL Reclassification and ELPAC progress report)	• Support ST in new learning • Include ST in co-planning • Teach ST how to facilitate assessments • Analyze data alongside ST (including English learner data- EL Reclassification and ELPAC progress report) • Actively observe and provide feedback on the following: • Lessons • Classroom management • Interactions with students • Professionalism • Communication with parents

Final Student Teaching Month 1 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Build relationships with students by greeting them at the door • Start writing down an asset-based note about every student within the first 2 weeks and communicate with at least 2 families with positive feedback about their child • Continue to share responsibility for: • Classroom procedures • Routines • Classroom management approaches • Co-plan with Mentor • Co-teach with Student Teacher in lead role • Co-facilitate assessments with mentor • Analyze data with mentor (including English learner data- EL Reclassification and ELPAC progress report) • Communicate core assignments and expectations for semester with mentor • Communicate with families regarding positive behaviors	• Support ST in new learning • Revisit norms for collaboration • Provide ST with explicit information on how you revisit procedures, routines, & classroom management plan for second semester • Have ST support in reinforcing procedures, routines, and classroom management using co-teaching strategies • Include ST in co-planning • Teach ST how to facilitate assessments • Analyze data alongside ST (including English learner data- EL Reclassification and ELPAC progress report) • Actively observe and provide feedback on the following: • Lessons • Classroom Management • Interactions with students • Professionalism • Communication with parents • Ask ST about assignments that needed to be completed during field placement and dates for completion

Final Student Teaching Month 2 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Continue implementing previous expectations • Share course assignments and due dates with MT • Assume responsibility for classroom routines throughout the day • Co-plan & co-teach with mentor • Co-facilitate assessments with mentor • Analyze data with mentor to inform instruction • Assist with preparations for parent teacher conferences, SST, IEP, and other student support meetings, if applicable. • Communicate with at least 2 families with positive feedback about their child	• Support and implement co-teaching strategies • Provide ST with access to resources and materials to plan lessons for co-planning • Review lesson plans and provide feedback prior to teaching • Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents • Co-plan, co-teach and co-assess alongside ST • Teach ST how to set expectations when facilitating assessments • Analyze assessment data alongside ST • Provide opportunities for re-teaching • Include ST in preparations for parent-teacher conferences, SST, IEP, other student support meetings, if applicable.

Final Student Teaching Month 3 Expectations

Student Teacher Role (ST)	Mentor Teacher Role (MT)
• Co-teach all day • Team Teach • Station Teach • Parallel Teach • Continue to share responsibility for classroom routines • ST takes the lead in facilitating assessments • ST begins to analyze data independently to determine next steps • Assist with preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. • By the end of the month, co-teach with lead role for the majority of the day.	• Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents • Co-plan and co-teach: parallel, station, team, etc. • Include ST in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable. • Assist ST as they facilitate assessments and provides feedback • Ask questions to check ST understanding of data

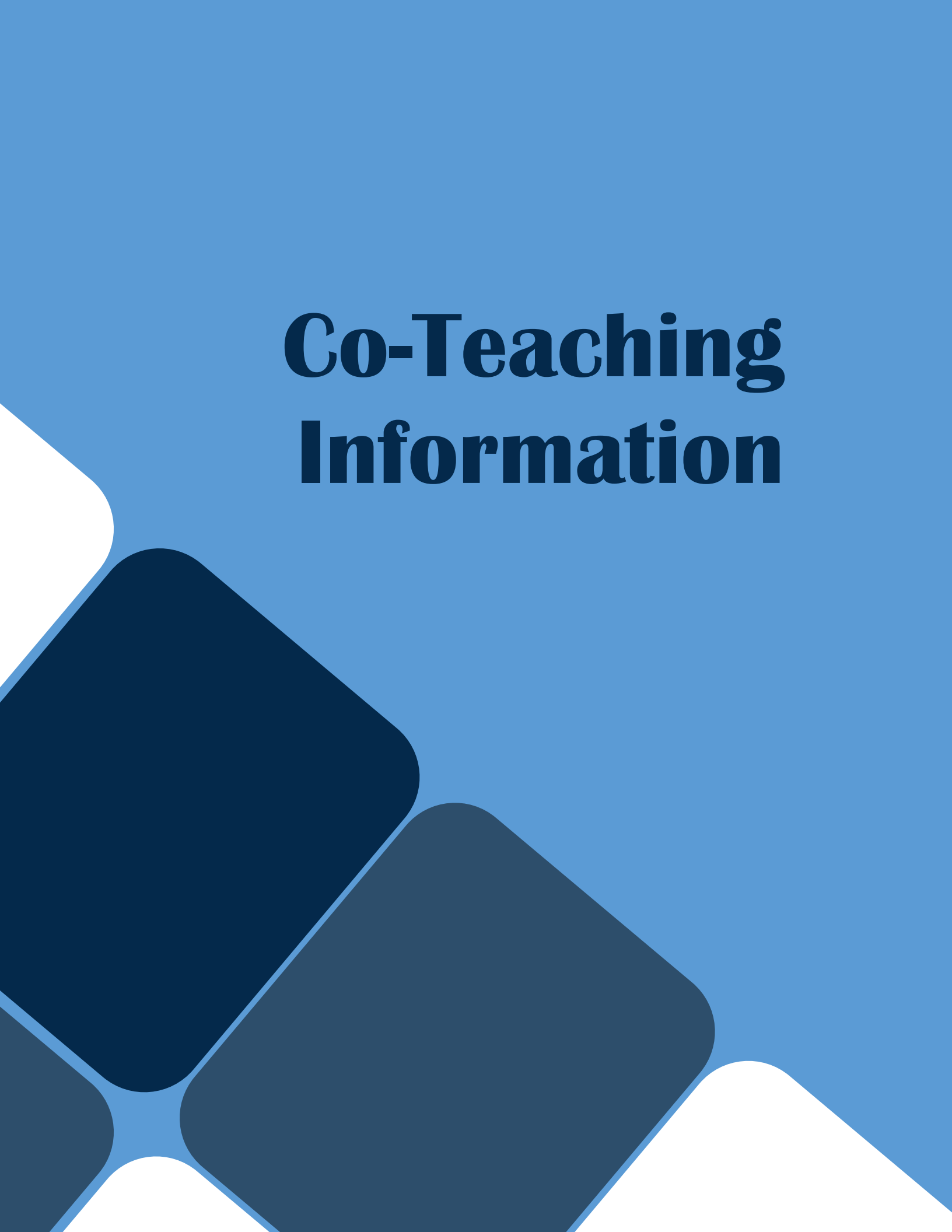
Final Student Teaching Month 4 Expectations

Student Teacher Role	Mentor Teacher Role
- Continue implementing previous month's expectations - By the middle of the month, ST full day co-teaching with lead role in all areas - Communicate with at least 2 families with positive feedback about their child - ST facilitate assessments - ST analyze assessment data	- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents - Co-plan and co-teach: parallel, station, team, etc. (Student Teacher as Lead) - Include ST in preparations for parent teacher conferences, SST, IEP, other student support meetings, if applicable.

Final Month 5 Expectations

Student Teacher Role	Mentor Teacher Role
- Continue implementing previous month's expectations - Full day co-teaching with ST as lead role in all areas - Support mentor with implementing state assessments - Assist mentor in all activities that close out the school year	- Actively observe and provide feedback on lessons, classroom management, interactions with students, professionalism, communication with parents - Co-plan and co-teach: parallel, station, team, etc. (Student Teacher as lead) - Support ST in facilitating state assessments

Co-Teaching Information

The background of the slide features an abstract geometric design. It consists of several overlapping rounded squares or diamonds. The colors used are a deep navy blue, a medium sky blue, and white. The shapes are arranged in a way that creates a sense of depth and movement, with some shapes appearing to be in front of others. The overall aesthetic is clean, modern, and professional.

Fresno Unified's Student Teacher Co-Teaching Initiative

FUSD Student Teachers and mentor teachers engage in a co-teaching model throughout their placement. We use the St. Cloud University Model as the basis of our student teaching experience.

Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.

Co-Teaching is an Attitude...

An attitude of sharing the classroom and students. Co-teachers must always be thinking **"We're BOTH teaching!"**

Why Co-Teach?

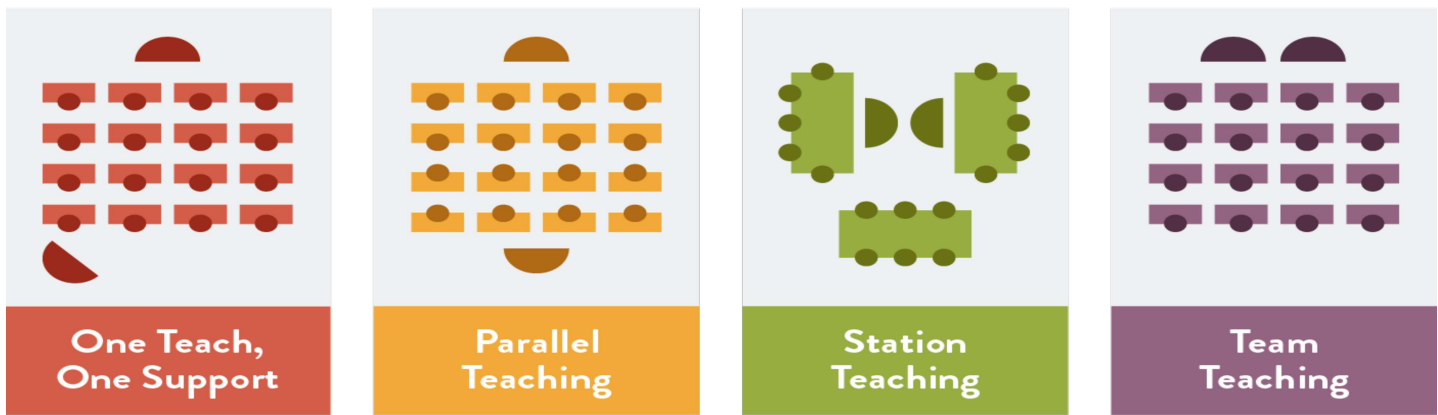
- Increased options for flexible groupings of students
- Enhanced collaboration skills for the Student Teacher and mentor teacher
- Professional support for both the Student Teacher and mentor teacher
- Another set of eyes to watch and help problem solve
- Flexibility to try things you wouldn't be able to do alone
- Collaborating in classroom and lesson preparation
- Help with classroom management
- Diversity and size of today's classrooms
- Reduce student/teacher ratio
- Increase instructional options for all students
- Diversity of instructional styles
- Greater student engaged time
- Greater student participation levels
- Student Teachers and mentors build stronger relationships
- Student Teachers will have more opportunities to teach
- Mentor teachers do not feel like they have to completely give up their classroom

What Co-Teaching is NOT:

- A less rigorous student teaching experience
- Simply dividing the tasks and responsibilities between two people

For example, Co-Teaching is NOT:

- One person teaching one subject followed by another who teaches a different subject
- One person teaching one subject while another person prepares instructional materials at the copy machine or corrects student papers
- One person teaching while the other sits and watches



Co-Teaching With Your Student Teacher

Prior to the time when a Student Teacher assumes major responsibility for teaching a class, they should observe (One teach -One Observe) and participate (One Teach – One Assist/Support) in the classroom. In order to be effective in this role, the Student Teacher must have specific items in mind to look for during observations of the Mentor Teacher and the students.

The Mentor Teacher assists in the observation phase by:

- discussing daily lesson plans
- discussing and explaining how broad objectives (such as attitudes, habits, and appreciation) are developed
- emphasizing the necessity for flexibility in planning
- making notes of motivational techniques employed
- having the Student Teacher observe various ways lessons are introduced
- helping the Student Teacher become familiar with teaching materials and their uses in the classroom
- helping the Student Teacher become aware of the various techniques possible for closing the lesson
- familiarizing the Student Teacher with routine classroom duties apart from the actual teaching
- discussing individual differences and special needs and ways of handling these
- discussing discipline and classroom management and helping them understand specific problems
- helping analyze discipline cases to understand the cause and suggesting ways of handling management within the guidelines of established school policy

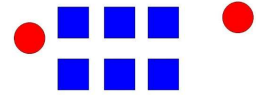
The co-teaching strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

One Teach, One Observe

Definition: One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation, where the teacher doing the observation is observing specific behaviors.

Example: One teacher can document evidence of students following directions while the other leads.

Benefit: Candidates have the ability to synthesize the actions of the mentor teacher. The initial structure of the observation builds background in addition to setting the foundation for relationship building and reflection.

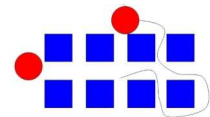


One Teach, One Assist

Definition: One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, and/or assists with formative assessments.

Example: While one teacher has the instructional lead, the person assisting can be the “voice” for the students when they don’t understand or are having difficulties.

Benefit: An additional educator circulates throughout the room to provide assistance as needed.

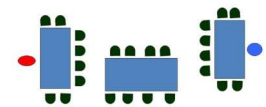


Station Teaching

Definition: The collaborative pair divides the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station. An independent station may be used along with the teacher-led stations.

Example: One teacher might lead a station where the students play a money math game, and then students rotate to the other teacher to purchase items and make change at a mock store.

Benefit: Students can strategically be placed into groups. With smaller groups sizes and two teachers, more content can be covered in the same amount of time. This allows more time for guided practice and direct instruction.

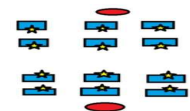


Parallel Teaching

Definition: Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy.

Example: Both teachers are leading a discussion on specific current events and the impact they have on our economy.

Benefit: The greatest benefit to this approach is the reduction of student to teacher ratio. It gives both teachers active but separate instructional roles in the classroom and allows for intensive work with a smaller groups of students.



Supplemental Teaching

Definition: This strategy allows one teacher to work with a large group of students, while the other teacher works with the rest of the students who need the information and/or materials retaught, extended or remediated.

Example: One teacher may work with students who need re-teaching of a concept while the other teacher works with the rest of the students on enrichment.

Benefit: This strategy allows one teacher to work with students at grade level, while the other teacher works with those students who need the information and/or materials re-taught, extended or remediated.



Alternative / Differentiated Teaching

Definition: This strategy provides two different approaches to teaching the same information. The learning outcome is the same for all students, however, the instructional methodology is different.

Example: One teacher might lead a station where the students play a money math game and the other teacher could have a mock store where the students purchase items and make change.

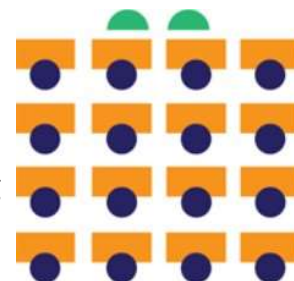
Benefit: With smaller groups sizes and two teachers, teaching strategies can be specifically designed for learning styles and needs.

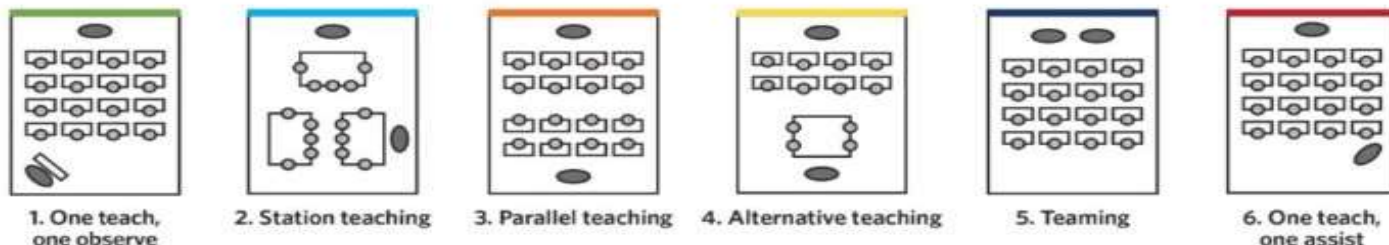
Team Teaching

Definition: Well-planned, team-taught lessons exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From the students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.

Example: Both instructors can share the reading of a story or text so that the students are hearing two voices.

Benefit: With this strategy, students benefit from the combined knowledge and strengths of both teachers. Due to the relationship developed and the collaboration, students no longer recognize the difference between the Student Teacher and mentor. Students receive the most effective instruction, allowing both to accept responsibility for student learning and development.





Sharing Responsibilities - Co-Teaching

Mentor Teacher and Student Teacher

Planning:

The Student Teacher and Mentor Teacher will share:

- What content to teach
- What co-teaching strategies to use
- Who will lead different parts of the lesson
- How to assess student learning
- Materials and resources

Instruction:

While Co-Teaching, the Student Teacher and Mentor Teacher will:

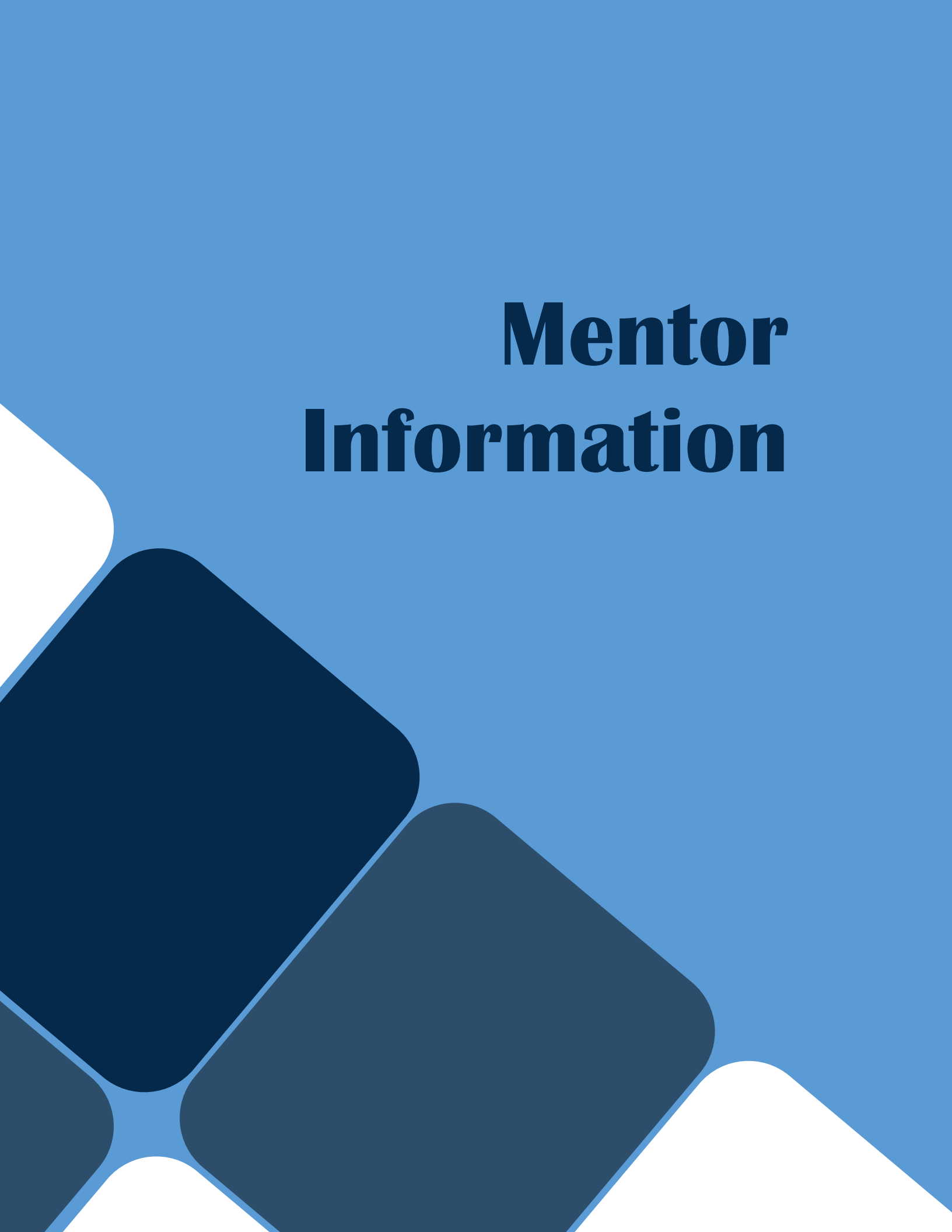
- Share leadership in the classroom
- Work with all students
- Use a variety of co-teaching approaches
- Be seen as equal partners
- Manage the classroom together
- Make changes as needed during a lesson

Assessment:

While Co-Assessing, the Student Teacher and Mentor Teacher will:

- Both participate in the assessment of the students
- Share the workload of daily grading
- Provide formative and summative assessment of students
- Jointly determine grades

Mentor Information

The background of the page is a solid medium blue. In the bottom-left corner, there is an abstract geometric design consisting of several overlapping rounded squares. One square is a very dark navy blue, another is a slightly lighter dark blue, and there are white shapes that appear to be cutouts or negative space within the arrangement of the squares.

MENTOR ROLES



"The test of a good teacher is not how many questions he can ask his pupils that they will answer readily, but how many questions he inspires them to ask him which he finds it hard to answer!"

-Alice Wellington Rollins

QUALITIES OF EFFECTIVE MENTOR TEACHERS

Attitude and Character

- Willing to be a role model for other teachers
- Exhibits strong commitment to the teaching profession
- Believes mentoring improves instructional practice
- Willing to advocate on behalf of colleagues
- Demonstrates a commitment to lifelong learning
- Is reflective and able to learn from mistakes
- Is eager to share information and ideas with colleagues
- Is resilient, flexible, persistent, and open-minded
- Exhibits good humor and resourcefulness
- Enjoys new challenges and solving problems



RESOURCE



PROBLEM
SOLVER



COLLABORATOR

Communication Skills

- Is able to articulate effective instructional strategies
- Listens attentively
- Asks questions that prompt reflection and understanding
- Offers critiques in positive and productive ways
- Is efficient with the use of time
- Conveys enthusiasm and passion for teaching
- Is discreet and maintains confidentiality



TRUSTED
LISTENER



REFLECTIVE
LEARNER



TEACHER

Professional Competence

- Is regarded by colleagues as an outstanding teacher
- Has excellent knowledge of pedagogy and subject matter and professional needs
- Has confidence in their own instructional skills
- Demonstrates excellent classroom-management skills
- Feels comfortable being observed by other teachers
- Is a meticulous observer of classroom practice
- Collaborates well with other teachers and administrators
- Is willing to learn new teaching strategies from protégés



TEACHER



COLLABORATOR



COACH

Interpersonal Skills

- Is able to maintain a trusting professional relationship
- Knows how to express care for protégé's emotional well-being
- Is attentive to sensitive political issues
- Works well with individuals from different cultures
- Is approachable; easily establishes rapport with others
- Is patient



TRUSTED
LISTENER



ADVOCATE



STRONG
INTERPERSONAL
SKILLS

30 WAYS MENTOR TEACHERS CAN SUPPORT STUDENT TEACHERS

1. Demonstrate a lesson plan
2. Provide a one-day lesson plan
3. Co-observe another teacher and discuss afterward
4. Attend a workshop together
5. Role-play a parent conference
6. Assist your Student Teacher in filling out school forms
7. Explain school procedure regarding field trips
8. Make materials together
9. Provide materials for a curriculum unit
10. Assist the Student Teacher in developing a professional growth plan
11. Develop a thematic unit together
12. Suggest options for dealing with unruly student behavior
13. Model a class meeting
14. Have your Student Teacher assist with room arrangement
15. Discuss school protocol and traditions with your Student Teacher
16. Examine examples of student work together
17. Listen as the Student Teacher discusses their assessment of examples of student work
18. Encourage the Student Teacher to share a successful lesson at a PLC meeting
19. Ask questions that clarify and deepen the Student Teacher thinking around their self-assessment
20. Provide examples of classroom discipline policies
21. Ask questions that help the Student Teacher prioritize issues related to instruction
22. Listen to the Student Teacher's reflections upon an item to be included in their final university assessment
23. Brainstorm together possible ways for the Student Teacher to introduce a curriculum unit
24. Share an effective strategy for grading papers
25. Collect classroom observation data related to the new teacher's practice
26. Ask the Student Teacher how a new strategy might impact student learning
27. Help the Student Teacher select artifacts that demonstrate their growth
28. Ask the Student Teacher to identify areas of strength and areas for professional growth
29. Identify the strong points in a lesson design
30. Present observation data that illustrates equity of student participation issues



General Coaching Sentence Stems

Active Listening Stems	Nonjudgmental Responses
• So... • In other words... • What I'm hearing, then... Is that correct? • What I hear you saying is... Am I missing anything? • I'm hearing many things... • As I listen to you, I'm hearing... Is there anything else you feel I should know?	• I noticed how when you...the students really... (to identify something that worked and why it worked) • I'm interested in learning (or hearing) more about... • I'd love to hear more about... • Thank you for sharing your thoughts. Can you tell me more about...?
Clarifying Stems	Probing Stems
• Let me see if I understand... • I'd be interested in hearing more about... • It would help me understand if you'd give me an example of... • So, are you saying/suggesting...? • Tell me what you mean when you... • Tell me how that idea is like (or different from)... • To what extent is...? • I'm curious to know more about... • I'm intrigued by... • I'm interested in... • I wonder...	• What's another way you might...? • What would it look like if...? • What do you think would happen if...? • How was...different from (or similar to)... • What's another way you might...? • What sort of an impact do you think...? • What criteria do you use to...? • When have you done something like...before? • What do you think...? • How did you decide...(come to that conclusion?)? • I'm curious to know more about... • I'm intrigued by... • I'm interested in... • I wonder...

Elena Aguilar



www.elenaaguilar.com

Facilitative & Directive Coaching Stems*

FACILITATIVE	DIRECTIVE
Cathartic Stems - I'm noticing that you're experiencing some feelings. Would it be OK to explore those for a few minutes? - What's coming up for you right now? Would you like to talk about your feelings? - Wow. I imagine I'd have some emotions if that happened to me. Are you experiencing strong feelings?	Informative Stems - There's a useful book on that topic by... - An effective strategy to teach ___ is... - You can contact ___ in ___ department for that resource... - Your principal will be in touch about that. ___ is very effective at teaching that skill; maybe you could observe him.
Catalytic Stems - Tell me about a previous time when you... How did you deal with that? - I hear you're really struggling with... How do you intend to start? - It sounds like you're unsatisfied with... What would you do differently next time? - You've just talked about five different things you want to work on this week. The last thing you mentioned is... How important is this to you? - How do you want your students (or a particular student) to remember you? - How do you want to remember this time or situation in fifteen years? - Who do you want to be in this situation?	Prescriptive Stems - I would like you to discuss this issue with your supervisor. - You need to know that the school's policy is... - Have you talked to ___ about that yet? Last week you said you planned on doing so. - Would it be ok if I share some advice that I think might help you? You're welcome to take it or leave it, of course. - I'd like to suggest...
Supportive Stems - I noticed how when you...the students really... (To identify something that worked and why it worked) - It sounds like you have a number of ideas to try out! It'll be exciting to see which works best for you! - What did you do to make the lesson so successful? - I'm interested in learning (or hearing) more about... - Your commitment is really inspiring to me. - It sounds like you handled that in a very confident way. - You did a great job when you... - I'm confident that you'll be successful.	Confrontational (Interrupting) Stems - Would you be willing to explore your reasoning (or assumptions) about this? - I'd like to ask you about... Is that okay? - What's another way you might...? - What would it look like if...? Is there any other way to see this situation? - What do you think would happen if...? - What sort of an effect do you think...would have? - I'm noticing (some aspect of your behavior)...What do you think is going on? - What criteria do you use to...? - Who do you want to be in this situation? How do you want to show up? - How do you want others to see you in this situation?

* The labels for these categories—cathartic, catalytic, supportive, informative, directive, confrontational—are from the work of John Heron.



Additional Resources

Individual Learning Plan

Completed for: _____ Date: _____

CSTP	
Strengths	
Areas of Growth	
Professional goal (s)	
Next Steps	
Desired Support	

Informal Classroom Observation: CSTP 1

Using this form (or an alternate), the observer will collect evidence of the CSTP elements

		Collection of Evidence
CSTP 1 Engaging and Supporting All Students in Learning	1.1 Using knowledge of students to engage them in learning	
	1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	
	1.3 Connecting subject matter to meaningful, real-life contexts	
	1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	
	1.5 Promoting critical thinking through inquiry, problem solving, and reflection	
	1.6 Monitoring student learning and adjusting instruction while teaching	

Additional Comments:

Informal Classroom Observation: CSTEP 2

Using this form (or an alternate), the observer will collect evidence of the CSTEP elements

		Collection of Evidence
CSTEP 2 Creating and Maintaining Effective Environments	2.1 Promoting social development and responsibility within a caring community	
	2.2 Creating learning environments that promote student learning, reflect diversity, and encourage constructive & productive interactions among students	
	2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	
	2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	
	2.5 Developing, communicating and maintaining high standards for individual and group behavior	
	2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn	
	2.7 Using instructional time to optimize learning	

Additional Comments:

Informal Classroom Observation: CSTP 3

Using this form (or an alternate), the observer will collect evidence of the CSTP elements

		Collection of Evidence
CSTP 3 Understanding and Organizing Subject Matter for Student Learning	3.1 Demonstrating knowledge of subject matter, academic content standards & curriculum frameworks	
	3.2 Applying knowledge of student development & proficiencies to ensure student understanding of the subject matter	
	3.3 Organizing curriculum to facilitate student understanding of subject matter	
	3.4 Utilizing instructional strategies that are appropriate to the subject matter	
	3.5 Using & adapting resources, technologies & standard-aligned instructions to make subject matter accessible to students	
	3.6 Addressing the needs of English Learners & students with special needs to provide equitable access to the content	

Additional Comments:

Informal Classroom Observation: CSTP 4

Using this form (or an alternate), the observer will collect evidence of the CSTP elements

		Collection of Evidence
CSTP 4 Planning Instruction and Designing Learning	4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, & individual development to plan instruction	
	4.2 Establishing and articulating goals for student learning	
	4.3 Developing and sequencing long-term & short-term instructional plans to support student learning	
	4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	
	4.5 Adapting instructional plans & curricular materials to meet the assessed learning needs of all students	

Additional Comments:

Informal Classroom Observation: CSTP 5

Using this form (or an alternate), the observer will collect evidence of the CSTP elements

		Collection of Evidence
CSTP 5 Assessing Student Learning	5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	
	5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	
	5.3 Reviewing data, both individually and with colleagues, to monitor student learning	
	5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	
	5.5 Involving all students in self-assessment, goal setting, and monitoring progress	
	5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	
	5.7 Using assessment information to share timely and comprehensible feedback with students and their families	

Additional comments:

Informal Classroom Observation: CSTP 6

Using this form (or an alternate), the observer will collect evidence of the CSTP elements

		Collection of Evidence
CSTP 6 Developing as a Professional Educator	6.1 Reflecting on teaching practice in support of student learning	
	6.2 Establishing professional goals & engaging in continuous and purposeful professional growth and development	
	6.3 Collaborating with colleagues & the broader professional community to support teacher & student learning	
	6.4 Working with families to support student learning	
	6.5 Engaging local communities in support of the instructional program	
	6.6 Managing professional responsibilities to maintain motivation and commitment to all students	
	6.7 Demonstrating professional responsibility, integrity, & ethical conduct	

Additional comments:

Every child deserves a
champion
an adult who will
never give up
on them, who understands
the power of connection &
insists
that they become
the best
that they can be.

Rita F. Pierson