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ARKANSAS  
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*College of Education*

# **Mentor Teacher Manual**

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# College of Education Contact and Mailing Addresses

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## **Mission Statement**

The Arkansas Tech University College of Education prepares professionals, who will positively impact learners, systems, and communities, by providing competency- and outcomes-based undergraduate and graduate programs.

## **Vision**

The Arkansas Tech University College of Education is dedicated to developing successful and innovative professionals who will internalize, initiate, and sustain a commitment to impact individuals in diverse and evolving communities.

## **Goals**

1. We will enhance the program for the development of high-quality teacher education professionals for the 21<sup>st</sup> century.
2. We will build a community of learners that will include public schools, university, parents, teachers, and students.
3. We will accomplish the simultaneous renewal of PreK-16 as envisioned in ACT 236.

## **We Believe**

1. Classroom teachers are capable of taking on the additional responsibility of mentoring/training new teachers.
2. The whole is greater than the sum of its parts. (cohort supervision model)
3. Stakeholders (public schools, parents, university, and community) can function successfully as a team.
4. Growth occurs over time.
5. Reciprocal professionalism is essential to success.
6. Most mentors and interns want to do a good job.
7. Flexibility in problem solving produces greater results.
8. Honest and open communication is crucial.
9. Greater consistency in expectations and outcomes is possible.
10. Not all interns have the disposition to be classroom teachers.
11. Not all good teachers are automatically good mentors.

## Partnership

**The Intern** is a pre-service professional whose focus, first and foremost, is on student learning, and who:

- Exhibits dedication to the profession, is on time, dresses professionally, plans and prepares for instruction effectively, spends the time needed to be effective even after hours, and behaves professionally with the mentor teacher, administrators, parents, and students
- Is knowledgeable of standards and familiar with frameworks
- Is flexible, receptive to new ideas, and open to constructive criticism
- Is a teacher and a learner
- Assists and directs student learning
- Implements discussed strategies
- Provides performance-based instruction
- Learns from experience and reflection

**The Project Director** is the Director of Teacher Education Student Services at Arkansas Tech University who:

- Interacts with the ATU Dean of the College of Education, Department Head for Curriculum and Instruction, the offices of Academic Affairs and Purchasing, and the designated mentor teacher at each cohort site to maintain and record activity and success
- Provides the link between university and public school systems, preparation and practice, and interns and mentor teacher
- Provides direction and assistance with recruitment and placement of interns and problem solving
- Serves as a bridge to smooth the transition from student to teacher candidate to intern to in-service professional
- Promotes the clear communication of expectations of mentor teacher and interns
- Serves as a sounding board and provides objective guidance when needed
- Serves as a resource to the mentor teacher and interns

## **Expectations of Mentor Teachers**

1. Provide a collaborative experience that is focused on your students' learning.
2. Complete Mentor Teacher Honorarium Request and W-9 form. The Mentor Teacher is compensated in the amount of \$100.00 for one intern for the full term (16 weeks). Honorarium may be adjusted by # of interns and weeks served.
3. Complete the two online exit evaluation forms, including assignment of a letter grade (A, B, C, D, F) for internship. (The link and directions for completing the surveys will be sent from the office of Director Teacher Education Student Services near the end of the semester.)
4. Improve the content knowledge, instructional skills, critical thinking and reflective decision making of in-service and pre-service teachers.

# Arkansas Tech and Partnership Schools

## Policies and Procedures

### I. Fiscal Policies:

- A. Payment to the Mentor Teacher and additional resource personnel will be determined by the Dean of the College of Education as outlined in the College of Education Budget.
- B. Effective since Dec. 10, 2016, each Mentor Teacher will receive \$100.00 for the 16-week supervision of one intern. If a Mentor Teacher does not have an intern for any period of time during a semester, there will not be a monetary compensation for that semester. Sharing an intern between classrooms will necessarily split supervision and subsequent compensation for supervision during any given semester.

### II. Job Descriptions:

- A. Mentor Teacher. A Mentor Teacher has a minimum of three (3) years classroom teaching experience and has completed TESS training. The Mentor Teacher supports and mentors the intern; models teaching strategies that address the varied learning styles and needs of children; models classroom management techniques and guides the intern's development of them; assesses and redirects interns, providing timely and appropriate feedback, evaluation and reflection throughout the semester; and promotes an atmosphere where all involved can learn and grow. Specific responsibilities of Clinical Practice Supervisor include:
  - models professional behavior;
  - maintains open lines of communication within the team and with ATU;
  - maintains appropriate records in regards to the intern's performance;
  - suggests and submits a final grade in internship to the Director of Teacher Education Student Services.
- B. The Intern. A pre-service professional whose focus, first and foremost, is on student learning and who:
  - exhibits a dedication to the profession, is on time, dresses professionally, plans and prepares for instruction effectively, spends the time needed to be effective even after hours, and behaves professionally at all times, with Mentor Teacher, ATU faculty and administration, public school administrators, parents and students;
  - is knowledgeable of standards and familiar with Arkansas curriculum frameworks;
  - is flexible, receptive to new ideas and open to constructive criticism;
  - is a teacher and a learner;
  - assists and directs student learning in large and small groups;
  - provides performance-based instruction;
  - implements constructive feedback and strategies for improvement; and
  - learns from experience and reflection.
- C. The Cohort Director. (Director of Teacher Education Student Services). The Project Director, Director of Teacher Education Student Services at Arkansas Tech University, is responsible for assigning interns

to each school. The director communicates with the Cohort site (Field-Based Principal) to ensure intern welfare. The director will provide counsel, support and supervision as needed. The director:

- interacts with the Dean of the School of Education, Department Head for Curriculum and Instruction, the offices of Academic Affairs and Human Resources, and the designated cohort site and Mentor Teacher to maintain and record cohort activity and success, and to support the link between university and public school;
- facilitates cohort team building; and
- provides direction and assistance with recruitment and placement of interns, recruitment of Mentor Teachers, and problem solving.

- D. Cohort Site, Field-Based, Principal. The principal is the primary contact person for the assignment and coordination of cohort site activities for interns and Mentor Teachers. The principal will provide guidance and support, as needed, for the cohort team and interns.
- E. Campus Based Supervisor (CBS). The Campus Based Supervisor is assigned to any intern with a Mentor Teacher that has not been cohort trained. The Campus Based Supervisor has been trained by Arkansas Tech using the TESS Formative Observation and Intervention instrument. The CBS will maintain accurate records of the intern and communicate with the Mentor Teacher and Intern throughout internship.

### **III. Procedures:**

- A. The Director Teacher Education Student Services and the Cohort site work together to determine Intern assignments; if need be, Interns will be assigned to a Mentor Teacher or CPS on the Cohort Team on a rotational schedule based on the availability of interns.
- B. Dismissal of an Intern

If it appears that the teacher intern will receive a grade of “C” or lower, the team will meet to discuss the problem and alternatives for completion of the internship. The team will counsel the intern or may request assistance in the counseling of the intern to initiate, implement and document subsequent actions taken for improvement of the intern’s performance. If no improvement is shown and there is still the possibility of a grade of “C” or below, the Mentor Teacher will inform the Director of Teacher Education Student Services of the problem and the alternatives that have been discussed with the intern. If remediation efforts are not successful this disclosure should be made in a timely manner, early enough in the term of internship that the intern can withdraw at least cost. If an intern receives a grade below “C”, the intern will not be recommended to receive a teaching license.

- C. Documentation

Work with the intern should be appropriately documented and a folder kept at the cohort site. Arkansas Tech University will receive original documentation from intern and will store them on campus by semester for assessment and future reference. The cohort group may keep a site-based duplicate copy to be stored in a secured area. The folder should minimally contain the following:

- a sampling of lesson plans
- documentation of any action taken to formalize recommendations for improvement



#### **IV. Evaluation**

- A. A Campus Based Supervisor (CBS) will be assigned to each intern with a Mentor Teacher. The CBS will evaluate the Intern's performance at least four times during the semester for a full semester placement and recorded using the online Formative Observation and Intervention instrument.

# Common Questions Concerning Internship

## **What issues surround having another teacher (this intern) in my classroom?**

- Lose “total” control of your classroom, observe, and support the intern
- Discipline problems discussed with Intern first, then the class as a whole

## **What issues surround having another teacher (this intern) in my school?**

- Interns meet regularly to create a comfort network
- Avoid talking negatively about Interns and students with co-workers (Keep communications positive and professional)

## **What things should be done in our school to support this intern’s success?**

- Tour of building and introduction to faculty
- Meetings on a regular basis
- Recognition of Intern success
- Honest constructive feedback on teaching performance

## **How will we effectively team for student learning?**

- Communicate on a daily basis
- Weekly progress reports on student achievement (between Intern and Mentor Teacher)
- Incorporate library use and technology use into curriculum of the Intern

## **What are the many and varied tasks that might help me and my intern to increase student learning and maximize the intern’s professional development at the same time?**

- Plan together with the Intern when appropriate
- Help Intern take advantage of professional development opportunities.
- Explain and exemplify advantages of P.D. and belonging to professional organizations

## **What should the course of the semester look like/be designed for?**

- Create an action plan to provide some detail in expectations of interns and their mentors
- Intern will take over classes gradually and give them back gradually with minimum of two full weeks of teaching experience
- First week and last week will be dedicated to observation, portfolio and reflection

## **How can the intern’s exit portfolio be used effectively?**

- Keep data on past student portfolio to help other Interns (with consent of those Interns)
- Discuss growth with the Intern
- Portfolio to be completed one week prior to due date for review

# Protocol for Solving Intern Concern(s)

At the *first sign of difficulty*, the Mentor Teacher will document all concern(s) for the performance of the intern.

The Mentor Teacher will plan and implement a course of action to address concern(s) making the intern fully aware of the need to show improvement within a reasonable limit of time (early enough to consider dropping internship by mid-term in the semester).

If the Mentor Teacher feels there is not sufficient progress being made to resolve the concern(s) regarding the intern and believes that the intern is performing at the “C” or below level:

1. The Mentor Teacher will discuss concern(s) with the building principal and the Director of Teacher Education Student Services.
2. Based upon the nature of the concern(s), a decision will be made that either:
  - a. The Mentor Teacher will discuss concern(s) with the intern or
  - b. The building principal will discuss the concern(s) with the intern or
  - c. The Director of Teacher Education Student Services will discuss the concern(s) with the intern or
  - d. A combination of all or some of the above may be arranged.
3. The Director of Teacher Education Student Services will meet with appropriate personnel to plan and implement any course of action to address concern(s).

# Mentoring an Intern

## Description of the Internship Experience

The internship experience is an intense, semester-long, full-time assignment. In order to gain essential competencies in an organized manner, it is suggested that the experience be divided into four levels with appropriate tasks assigned at each level.

**Level One** is primarily a period of orientation and observation during which the intern learns school procedures and becomes acquainted with the students, faculty, and administration. As the intern becomes generally familiar with the situation, plans should be made for a more active classroom role.

**Level Two** is the period when the intern begins to assume some of the responsibilities of the classroom teacher. These may include general classroom procedures, working with small groups, planning and teaching individual lessons for small groups, and assisting the mentor teacher. Observations of teaching techniques and management procedures with a great deal of interaction between the intern and mentor teacher are essential in order for students to understand “why” events are occurring in the classroom. As the intern gains confidence and competency, responsibility should increase. In both Level One and Level Two, the mentor teacher is primarily responsible for overall planning and instruction.

**Level Three** is when the intern begins to assume total responsibility for planning and teaching. This should begin with the intern having total responsibility for one class. The lessons for this class should be critiqued by both the mentor teacher and campus-based supervisors. Classes should be added until the intern is assuming full responsibility for all aspects of the teaching and learning process. The intern is expected to do as much full-time teaching as time, energy, and skill will permit. The mentor teacher, with assistance from the campus-based supervisor(s)/liaison, will judge the intern’s readiness to teach and will increase responsibilities according to the competencies demonstrated.

**Level Four** is the period when the intern begins to return responsibility to the mentor teacher. This might be done in the reverse order in which responsibility was assumed. During this time, the intern once again observes and assists. The emphasis is on answering questions that resulted from the internship experience and enhancing professional development.

At all four levels, the mentor teacher and the campus-based supervisor(s)/liaison must share the responsibility of determining if and when the intern has developed the necessary skills. If an intern fails to progress through the levels at a rate which would result in competency in all levels within the allocated time, a meeting of the intern, mentor teacher, and campus-based supervisor(s)/liaison should be called.

# Framework for Professional Practice

## Planning and Preparation

Designing Coherent Instruction

Learning Activities, Instructional Materials and Resources, Instructional Groups,  
Lesson and Unit Structure

Achieving a distinguished level of performance:

1. Objectives are valuable and establish high expectations and relate to the overall curriculum framework and standards.
2. All objectives are clearly written, are stated in terms of student learning and permit viable methods of assessment.
3. Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
4. All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
5. Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
6. The lesson or unit's structure is clear and allows for different pathways according to student needs.
7. The proposed approach to assessment is completely congruent with the instructional objectives, both in content and process.
8. Students are aware of how they are meeting the established standards and participate in planning the next steps.

## Lesson Planning

Interns are expected to have a written plan for EACH AND EVERY LESSON that they teach. The intern's lesson will be done based on the supervising teacher's progression and content standards. The format may vary, but the planning process should include consideration of the following:

I. Introduction and/or Development of a Concept or Procedure:

*Goal(s)*

State the long-range goals for the lesson you plan.

*Objective(s)*

State the cognitive, affective and/or psychomotor objectives for the lesson.

*Set (Focus)*

Describe how you will move the class physically and/or mentally from the previous lesson to the current lesson.

Describe the activity you will use to stimulate interest in, and attention to, the lesson, describe how you will introduce and develop the concept or procedure.

II. Teaching/Learning Activity Outline

List the steps you intend to follow in accomplishing the objective(s) of the lesson. Include learner adaptations and environmental modifications. Briefly describe guided activity; independent activity (if any), etc.

*Classroom Discussion*

List questions to be asked and possible responses of the student and teacher. Describe how you will engage all students in discussion.

*Small Group Instruction*

Describe how you will use small group instruction to insure all students are achieving the lesson objective.

*Higher Order Thinking Skills/Problem Solving*

Describe the thinking and problem solving skills emphasized in students' performance in this lesson.

*Technology*

Technology can be many things including use of reference materials, visual equipment and materials, audio equipment and materials, computer hardware and software, and networks to assist in the learning process. Technology may involve people, procedures, ideas, devices, and organization for analyzing problems; and devising, implementing, evaluating, and managing solutions to those problems in situations in which learning is purposive and controlled.

Describe the integration of technology into this lesson; include teachers' and students' use of technology in the achievement of the lesson's objective(s).

III. Assessment of Learning

Describe the activity or activities (formal and informal) you will use to gather evidence for the achievement of the objective.

Describe the evidence (formal and informal) you expect to result from the activity that will indicate whether the students have met the objective(s).

Describe how you will assess your lesson plan, the process, and indicate areas needing adjustment or improvement.

IV. Closure

Describe how you will bring the lesson to a close.

Describe how you will provide performance feedback to the students.

Describe how you will move the class physically and/or mentally from this lesson to the next lesson.

# Roles and Responsibilities

## Role of the Intern

Interns are students of teaching. To study teaching is the main goal in the internship experience. The internship experience provides an opportunity for students to develop teaching skills while working with students and subject matter under supportive supervision in an actual classroom situation. The experience furnishes a learning situation for interns to demonstrate the knowledge, skills, and disposition that indicate a “readiness” to teach and warrants recommendation for their standard licensure.

### **The Intern should:**

1. Be aware that internship is a primary responsibility and that attendance and preparation should reflect the seriousness of this responsibility.
2. Promptness and dependability are professional characteristics. Any employing school district has a right to expect that teachers of that district possess these characteristics. Internship is one opportunity to demonstrate these characteristics. The internship experience is a full day requirement for a minimum of 15 weeks. The full day is defined by the policy of the school as to what constitutes the school day. For example, Russellville schools define the school day as being 7:45 a.m. to 4:00 p.m. Each intern is expected to observe the full school day. Any deviation might include such things as arriving late, leaving early, or leaving campus during the conference or planning period. Continuous infractions may result in the intern being dropped from internship. Any absence requires that the Mentor Teacher, Campus-based Supervisor or Tech Liaison and the Director of Teacher Education Student Services be notified as early as possible. If the cause is not of an emergency nature, prior approval should be obtained. If the cause is an emergency, the Campus-based supervisor and Director of Teacher Education Student Services should be contacted as soon as possible. Any days missed, for whatever reason, will be required to be made up.
3. Take part in regularly scheduled evaluation conferences with the Field-based supervisor, the Cohort supervisor, and/or the Campus-based supervisor as appropriate to placement; take and act upon constructive feedback positively and in a professional manner.
4. Maintain a personable and caring, but professional relationship with the students.
5. Recognize and assume the responsibility for handling confidential information
6. Examine one’s attitudes toward and expectations for the students. In doing so, one should:
  - respect the student as a person
  - recognize the worth of each student
  - recognize what is reasonable to expect from students in terms of maturity, motivation, and responsibility
  - temper language to suit the classroom environment
  - maintain acceptable disciplinary techniques in cooperation with the mentor teacher(s)
7. Dress according to the school's standards and in line with the Dress Code Policy found on the Teacher Education website at: <http://www.atu.edu/teachereducation/>.
8. Be familiar with school policies and services.
9. Perform according to licensure standards and ethics.



## Role and Responsibilities of Mentor Teachers

The major role of a supervisor is to act as a mentor and professional role model. For the intern, the mentor teacher reflects the reality of the teaching profession and must guide and coach the intern toward the role of a professional educator. In this supportive role, the student intern should have the opportunity to test different models of instruction and classroom approaches to guide and improve his or her developing experience with the supervisor's guidance and support.

### **Mentor Teachers should:**

1. Model professional behavior for the intern—professional behavior toward students, toward administration and colleagues, toward the community, and toward the intern.
2. Plan for the arrival of the intern by:
  - providing a work place for the intern
  - providing a set of texts or other needed materials
  - providing class/school schedules and student rosters
  - providing policy handbooks, both for faculty and students
  - reading the Internship Handbook (found on the ATU Teacher Education website at: <http://www.atu.edu/teachereducation/>)
  - completing the short training videos found at the aforementioned site
3. Welcome the intern as a colleague would be welcomed remembering to:
  - introduce the intern to administration, colleagues and students
  - invite the intern for lunch with teachers
  - point out bathroom, lounges, etc.
4. Explain:
  - school discipline policies
  - classroom management plans
  - class schedules/school schedules - arrival and departure times
  - special assignments of duties and activities such as cheerleading sponsor, senior class sponsor, lunchroom duty, and committee assignments
5. Model professional behavior in the areas of:
  - planning
  - use of a variety of teaching strategies
  - human relation skills
  - evaluation of students
  - relationships with students, administration, and colleagues
6. Provide opportunities for the intern to move gradually into the professional role of teacher.
7. Give constructive criticism as needed for the purpose of increased professional growth. Genuine praise for a job well done is an essential part of the process.
9. Immediately contact the Campus-based Supervisor or Director of Teacher Education Student Services, as appropriate, if problems arise, or there is any indication that the intern may be unable to successfully

complete the internship experience. This may include, but is not limited to, deficiencies in subject matter, unprofessional dress or speech, lack of preparation concerning teaching assignments, excessive tardiness or absenteeism, inflexibility in terms of acceptance of constructive criticism, and unprofessional relationships with students or colleagues.