

# Mentor Handbook for the Supervision of Candidates

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## Mission Statements

The School of Education’s mission is:

* To offer courses and educational experiences to prepare undergraduate students to assume positions as teachers.
* To offer courses, educational experiences and guidance in preparing graduate students to assume instructional, counseling, supervisory, administrative, research and support positions in a range of educational environments (P-20).
* To engage in and disseminate research and scholarship to improve instructional processes and outcomes.

(*School of Education Strategic Plan 2020*)

The Office of Professional Experiences’ mission is:

* To ensure high quality clinical experiences that prepare candidates to assume positions as educators for all Louisiana communities.
* To develop, promote, and sustain partnerships to improve candidate preparation.
* To collect, analyze, and disseminate data for the purposes of continuous program improvement.

(*Approved by the Teacher Education Council - 6.14.18*)

Acknowledgements

In Fall 2017, each program had its own student teaching handbook. In order to better respond to candidate and partner issues, a revision of the handbooks was necessary. This work began by first examining all handbooks and incorporating as much of the language as possible and clarifying only as necessary.

The goal continues to be to make the handbooks clear, incorporate policy consistent with accreditation requirements.

Handbook Revision Committee

The Office of Professional Experiences would like to thank these individuals for their experience, expertise, and wisdom.

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***The contents of this handbook do not supplant program requirements. They are intended to supplement the work being done in each program.***

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## Introduction to LSU Teacher Preparation Programs

Thank you for your commitment in mentoring with the Teacher Preparation program here at Louisiana State University. A key component to LSU Teacher Programs is the focus on using inquiry-based instructional methodologies. This reform approach to teaching helps increase classroom engagement and has been shown to be a much more effective approach to instruction than the traditional lecture style of delivery. Overall, the goal of our programs is to prepare the next generation of teachers who will help transform education into a much more engaging and enriched learning environment.

The most important stakeholders to LSU candidates are mentor teachers. Due to the number of field experiences required throughout the duration of the programs, mentor teachers have a tremendous responsibility in the learning and professional growth of the candidates. The remainder of this packet focuses on the roles and responsibilities of mentor teachers and provides insights on how to be more effective in this role. The following information is based on current research in the field of mentoring and is intended to help ensure the highest quality of graduates from LSU Teacher Preparation programs.

**Introduction to Mentoring**

Teacher candidates who have the benefit of successful mentors who model, reflect and discuss teaching practices will have stronger and more meaningful foundations for entering the classroom. This is evidenced by the purposeful lesson planning which provides safe, productive social and academic learning environments for all students.

**Effective Mentoring**

Candidates rely on their mentors to impart the skills and knowledge necessary to be successful in the classroom. The relationship that develops between a mentor teacher and their pre-service mentee must be centered on confidence and trust. Without confidence and trust, mentees have a tendency to avoid seeking professional guidance from their mentor for fear of seeming incompetent. Mentors who are able to collaboratively work with their mentee through personal attributes, system requirements, pedagogical knowledge, modeling, and feedback are able to effectively impact the professional growth of their pre-service mentee.

**Attributes of a Strong Mentor**

These personal attributes include a strong foundation in content knowledge, effective communication skills, and the ability to help their candidates be reflective on their practice. The diagram below lists some but not all attributes.

|  |  |
| --- | --- |
| **MENTOR ROLES** | |
| Resource | Problem-Solver |
| Teacher | Advocate |
| Facilitator | Coach |
| Collaborator | Learner |
| Assessor | Trusted Listener |

## Pedagogical Knowledge

This well-balanced display of pedagogy includes modeling of**:**

* Lesson and Curriculum Planning

○ Guide lesson preparation

* Differentiation of instruction
* Effective teaching strategies

○ Collaborate on content pacing guide

○ Assist with teaching strategies

○ Discuss questioning techniques

○ Discuss assessments (formative/summative; formal/informal)

○ Integrate problem-solving and thinking

* Assessment
  + Tracking student work
  + Use of data to inform instruction
* Professional practice
  + Self-reflection
  + Enthusiasm for the profession
  + Model teaching as a profession
* effective classroom management
  + - routines
    - consistency
    - positive rapport with students

## Responsibilities and Checklist for Mentor Teachers

In order to provide optimum experiences for the candidate the mentor teacher must review this checklist prior to and throughout the residency.  Mentors will receive additional information from their LSU supervisors with specific requirements and due dates for each semester.

## Arrival of the Candidate

I will:

Complete the Mentor Information Sheet and share with the candidate (see Appendix A)

1. Work with my principal and with other staff and faculty to make the candidate feel welcomed and accepted
2. Prepare my class (or classes) for the coming of "another teacher" deserving the same respect as I have in the classroom
3. Arrange for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for the candidate as needed
4. Prepare a collection of pertinent information and material that my candidate will be working with early in the program. (Examples might include: district and school policy statements, school handbook, class routines, school-wide forms, manuals and texts, long-range and short-range plans, etc.) (see Appendix B)
5. Make tentative plans for the candidate’s early observation of other teachers as needed, initial teaching and participatory experiences, and orientation to the school building

## Observations

I will:

1. Observe the candidate during his or her first participatory and teaching experiences, attempting to identify any difficulties and identify opportunities for reinforcement
2. Provide the candidate with time to examine data from the academic records of the students with whom he or she will be working to become familiar with the various services the school provides (administrative, guidance, ELL, IEPs, 504 plans, IAP’s, library, technology, health, etc.)
3. Observe candidate consistently throughout the entire experience to provide continuing, specific feedback and evaluation

## Conferences/Feedback

Generally speaking, the process of providing feedback to an individual learning how to effectively complete a task is essential to professional growth. Research shows candidates in classrooms where mentors provided in-depth verbal and written feedback on lesson plans and lesson instruction showed greater growth than candidates who received little or no feedback. The feedback provided by the mentor allows the mentee to grow as a professional based upon objective, real-world insight. Feedback is also essential for candidates to develop as independent learners by promoting self-reflection.

**I will:**

1. Set a definite, uninterrupted time daily/weekly to confer with the candidate.
2. Make conferences both about reinforcing and improving classroom practices.
3. Encourage the candidate to ask questions and discuss all observed teaching.
4. Have informal conferences and provide continuous communication~~s~~ throughout the week, such as a discussion while on duty, mentor-candidate journal, etc.

## Teaching

**I will:**

1. Provide a gradual induction into teaching for the candidate.
2. Consider the demonstrated readiness of the candidate in determining the amount of responsibility he/she assumes throughout the semester or year-long residency.
3. Plan early teaching experiences for the candidate that maximize his/her chance of success.
4. Increase the candidate lesson planning responsibilities (use my lesson plans, modify my lesson plans to make them his/her own, write his/her own lesson plans).
5. Provide the candidate with the opportunity to study my long-range and daily plans (including a discussion of my thinking in preparing the plans) and encourage initiative and creativity on the part of the candidate.
6. Provide guidance on the required components of a lesson plan.
7. Collaborate with the candidate in planning, utilizing curriculum, sharing materials and teaching.
8. When applicable, provide modeling and guidance on how to incorporate IEP objectives and accommodations/modifications into the candidate’s lesson plans.
9. Provide guidance on how to access the Louisiana Student State Standards and explain how the standards are included in the lesson plan.
10. Examine and provide feedback on the candidate’s lesson plans, daily throughout the residency, assuring that student learning is aligned with the standards.
11. Support and guide the candidate with continuous feedback while writing his/her original unit plan.
12. Promote self-reflection in the candidate.

## Evaluation

**I will:**

1. Provide on-going evaluation with specific feedback, focusing on the candidate’s strengths and challenges.
2. Facilitate the candidate’s reflection and self-evaluation.
3. Complete and discuss with the candidate the formal evaluations

(progress reports, mid-term evaluation and final evaluation).

4. Collaborate with the candidate to set goals for improvement over the next evaluation period.

## Relationship

**I will:**

1. Develop a professional relationship with my candidate including a discussion of my expectations and ask about his/her expectations
2. Establish professional/personal boundaries
3. View the candidate as both a student and a professional colleague
4. Provide a safe environment for the candidate to freely discuss his /her opinions and ideas
5. Assist the candidate in developing suitable professional attitudes, boundaries and relationships (i.e. social media, communication with students, etc.)

## Classroom Management and Discipline

**I will:**

1. Share classroom management strategies with the candidate
2. Encourage and discuss the candidate’s ideas for maintaining discipline
3. Support the candidate in appropriate disciplinary actions
4. Collaborate with the candidate to design a discrete intervention communication plan which supports the authority of the candidate (i.e. when and how a mentor should intervene)
5. Provide training to the candidate pertaining to any school wide behavior plan utilized such as PBIS.

## Other Considerations

**I will:**

1. Encourage the candidate to observe and participate in extracurricular and community/parent activities
2. Help the candidate learn to manage the routine tasks of a teacher (recording grades, carrying out special duties, securing resource materials, and using technology for instruction and classroom management, etc.)

## Definition of Terms

The following terms are used throughout the LSU education programs and are referred to in this document.

* **University Supervisors** - University Supervisors/Clinical Faculty members are accomplished professionals in their area of certification and are trained to use the OPE teacher candidate/resident assessment tools and in mentoring teachers and candidate/residents. Their knowledge, teaching experience, and expertise benefits candidates through feedback during observations and during reflective practice cohort seminars. In addition to serving as the guide and facilitator of discussions for cohort seminars, University Supervisors support candidates by conferring with the Classroom Mentor Teacher in assessing a candidate’s needs and abilities.
* **Candidate Mentors** - are certified classroom teachers responsible for supervising pre-service teachers in their field experiences (FEX) or during their student teaching residency. This handbook is solely for mentors supervising candidates during their student teaching residency.  Mentors are responsible for assisting university supervisors in developing the professional growth of candidates. Mentors are responsible for evaluation and assessment of candidates in collaboration with university supervisor.
* **Candidate** ​- a student in the teacher preparation program completing their student teaching throughout a semester residency.

**Office of Professional Experiences** (OPE) - coordinates clinical experiences for P-12 teacher candidates in the School of Education initial certification programs. This office collaborates with secondary concentrations in the College of Humanities & Social Sciences and the College of Science.

## Appendix A *Getting to Know You* Form: Mentor

**Complete this form and share it with the candidate/resident.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number (best number to be reached at for emergencies):  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred method of contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educational Background:

College(s) attended: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major/minor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Areas of Certification: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Experience:

Schools, grade levels, and subjects taught: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other work experiences: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional organizations, clubs, and/or school-based activities: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Story: How did you get here? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Professional Goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Any Other Information to Share: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Appendix B Items to Discuss with the Candidate

Field experiences are valuable to the development of professional knowledge and skills associated with the school and classroom environment. Therefore, the following represent key ideas associated with the school and classroom environments to discuss with teaching candidates. The depth to which will vary based on the type of experience the candidate is participating.

Help Identify School Personnel

|  |  |
| --- | --- |
| Principal | Head Secretary |
| Assistant Principal(s)/Principal Designee | Guidance Counselor(s) |
| Attendance Clerk(s) | School Psychologist |
| Bookkeeper/Financial Secretary | Data Processor |
| Nurse | Technology Coordinator or Librarian |
| Cafeteria Manager | Custodian(s) |
| Your Mentor | Department Chair/Team Leader |
| Special Education Contact  Teachers/Related Service Providers | Other Department/Team |
| Key Phone Numbers | |
| School | School FAX |
| Mentor | Other Department/Team Members |
| Emergency Numbers (School/District) | Other School Specific Numbers of Importance |
| **Where…** | **What is a(n)/are…** |
| is the faculty lounge? | IEP? |
| is a private telephone? | IAP? |
| are the faculty restrooms? | IPDP/PDP? |
| are the student restrooms? | RtI Meeting? SBLC Committee? |
| is the faculty dining room? | PBS/PBIS? |
| is the mailbox? | 504 Plans? |
| is the teacher workroom? | Child Study Team Referrals? |
| are duty locations around campus? | Cum Folders? |

How to…

-get a substitute?

-notify the mentor/principal/secretary when absent?

-obtain general school supplies?

-obtain subject specific materials?

-get teacher editions/resources and student textbooks?

-check out audiovisual equipment and other technologies?

-get A/V or other technology assistance?

What about…

|  |  |
| --- | --- |
| Sign-in/out procedures | Special needs students |
| Grades and grade books/online gradebooks | Lesson plans and plan books |
| Discipline policies and referrals | Photo/video restrictions (privacy) |
| Subject area curriculum guide(s) | Student textbooks |
| Homework policy | Student hall passes |
| Teacher dress code | Student dress code |
| Student progress reports | Arranging for guest speakers |
| After school activities | Field trip procedures |
| Special activity transportation | Holiday and/or celebrations |
| Religious holiday restrictions | Abuse/neglect procedures |
| Procedures for written parent communications |  |
| Copyright |  |
|  |  |
| **Professional Procedures** |  |
| Visitors on Campus |  |
| Classroom snacks/food policies | Tardy policy |
| Attendance policy | Student lockers |
| Parent conferences | Substitute lesson plans |
| Lack of/broken furniture | Emergency procedures (codes) |
| Report cards |  |
|  |  |
| **Important Times** |  |
| Teacher’s day begins at: | Teacher’s day ends at: |
| Student’s day begins at: | Student day ends at: |
| Regular bell schedule is: | Early dismissal/late start schedule is: |
| Faculty meetings are: | Team/department meetings are: |
| **Lunch/Breakfast Procedures** |  |
| Student procedures | Teacher procedures |
| Cost for students: | Cost for teachers: |
| Lunch starts at:    **Discuss Procedures For…** | Lunch ends at: |
| Attendance | Tardies |
| Arrival | Dismissal |
| Restroom | Drinks |
| Pencil sharpening/material gathering | Turning in work |
| Late assignments work | Make-up assignments |
| Clinic/detention | Moving from location to location |

**Emergency Procedures**

What Do These Emergency Codes Stand For (may differ from school to school)?

Red, Black, Yellow, Green, White, Other

**Evacuation Procedures**

-What to do and where to go for each type of emergency

-Post/locate exit map and procedures near door

-Door identification cards

-Emergency evacuation locations

-School contact information and communication during emergency

-Other school specific information

**What are the Specific Procedures for the Following?**

|  |  |
| --- | --- |
| Tornado | Fire |
| Lock down | Bomb threat |
| Severe storms | Stranger on Campus |

## Appendix C Feedback on University Supervisors/Clinical Faculty

Completed by Mentor Teacher

|  |  |  |  |
| --- | --- | --- | --- |
| **Q #** | **Question** | **Responses (n = )** | |
| 1 | Your name (Last name, first name) |  | |
| 2 | Your email address |  | |
| 3 | Name of school |  | |
| 4 | Name of LSU University Supervisor/Clinical Faculty (Last name, first name) |  | |
| 5 | Name of your LSU Teacher Candidate/Intern this semester (Last name, first name) |  | |
| 6 | Name of the program your LSU Teacher Candidate/Intern is enrolled in |  | |
| ***The university supervisor/clinical faculty…*** | | **Yes** | **No** |
| 7 | …provided me with information and documents necessary to mentor the teacher candidate. |  |  |
| 8 | …communicates with me on a regular basis (during each observation visit and other times when necessary) regarding the development of the teacher candidate. |  |  |
| 9 | …conducted three formal observations of the teacher candidate and was present during the entire lesson (Holmes program – 2 in spring). |  |  |
| 10 | …provided me with copies of the observation feedback issues to the teacher candidate after each observation. |  |  |
| 11 | …served as a co-evaluator with me or allowed my direct input for the formal evaluations of the teacher candidate. |  |  |
| 12 | …modeled professionalism at all times in speech and actions. |  |  |
| 13 | Overall comments about the University Supervisor (optional) |  | |
| 14 | What do you consider the greatest strengths of LSU student teachers/interns? |  | |
| 15 | What do you wish teacher candidates had learned or experienced prior to entering student teaching/internship? |  | |
| 16 | Additional comments and suggestions for improving our teacher education programs: |  | |