LSU School of Education Logo 
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**Mentor Handbook for the**

**Supervision of Teacher Candidates**

**KEY CONTACT INFORMATION**

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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.

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*)

# 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 are intended to supplement the work being done in each program and do not supplant program requirements.

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# Introduction to LSU Teacher Preparation Programs

Thank you for your commitment to mentoring in the Teacher Preparation programs with Louisiana State University. A key component to LSU Teacher Preparation 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 LSU Teacher Preparation Programs is to prepare the next generation of educators who will transform education into a much more engaging and enriched learning environment.

The most important stakeholders to LSU candidates are mentor teachers. The School of Education views mentor teachers as vital partners in educator preparation. Due to the number of field experiences required throughout the programs, mentor teachers have a tremendous responsibility in the candidate’s learning and professional growth. 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**

Successful teacher candidates have the benefit of mentors who model, reflect and discuss teaching practices. These candidates 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 the mentor’s 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.

Table 1

Mentor Roles

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

## Pedagogical Knowledge

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

* Lesson and Curriculum Planning
* Guide lesson preparation
* Collaborate on content pacing guide
* Assist with teaching strategies
* Discuss questioning techniques
* Discuss assessments (formative/summative; formal/informal)
* Integrate problem-solving and thinking
* Classroom Management
* Student Goal Setting

## Modeling

Competent mentoring includes:

* the practice of developing
* a rapport with students
* enthusiasm
* creating hands-on lesson plans
* a well-designed lesson
* content teaching
* effective teaching strategies
* differentiation of instruction
* professional practice
* self-reflection
* use of data to inform instruction
* effective classroom management

# 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:**

1. Complete the Mentor Information Sheet and share with the candidate (Ap[pendix A](#_Appendix_A_Getting)).
2. Read the Candidate Information Sheet.
3. Work with the principal and other staff and faculty to make the candidate feel welcomed and accepted.
4. Prepare the class (or classes) for the coming of "another teacher" deserving the same respect.
5. Arrange for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for the candidate.
6. Prepare a collection of pertinent information and material for which the candidate will be working. (Examples include: district and school policy statements, school handbook, class routines, school-wide forms, manuals and texts, long-range and short-range plans.) ([Appendix B](#_Appendix_B_)).
7. 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’s 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 they are working as 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 and Feedback

The process of providing feedback to a candidate to effectively complete a task is essential to professional growth. Research indicates candidates whose mentors provided in-depth verbal and written feedback on lesson plans and instruction had more growth than candidates who received little or no feedback. The feedback provided allows the candidate to grow as a professional based upon objective, real-world insight. Feedback is 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.
5. Complete and discuss a Formative Evaluation using the Candidate Lesson Observation Form ([Appendix C](#_Appendix_C_)). This is done on one lesson taught by the candidate prior to the submission of each Progress Report, for a total of two required Formative Evaluations each semester. (*NOTE: Mentor teachers may elect to use this form more frequently to provide guidance and feedback to candidates*.)
6. Hold pre- and post-lesson conferences with the candidate in conjunction with the two required observations in #5. (*NOTE: Mentor teachers may elect to implement these conferences more frequently to provide guidance and feedback to their candidates*.)

# 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 maximizes the chance of success.
4. Increase the candidate lesson planning responsibilities (candidate uses your lesson plans, candidate modifies your lesson plans, candidate writes the 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 standards or district standards and explain how the standards are recorded 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 an 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 opinions and ideas.
5. Assist the candidate/resident 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).

# 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.).

# Appendix A *Getting to Know You* Form

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

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 be discussed with the candidate. The depth to which each is discussed will vary based on the experience in which 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 Other Department/Team

Teachers/Related Service Providers

**Key Phone Numbers**

School School FAX Other School Specific Numbers of Importance

Mentor Emergency Numbers (School/District) Other Department/Team Members

**Where** …

is the faculty lounge? are the faculty restrooms? is the faculty dining room?

is a private telephone? are the student restrooms? is the mailbox?

is the teacher workroom? are duty locations around campus?

**What is a(n)/are** …

IEP? IAP? IPDP/PDP?

RtI Meeting? PBS/PBIS? SBLC Committee?

Child Study Team Referrals? 504 Plans? Cumulative Folders?

**How to…**

notify the mentor, principal, and secretary when absent? get a substitute?

check out audiovisual equipment and other technologies? get A/V or other technology assistance?

get teacher editions/resources and student textbooks? obtain subject specific materials?

obtain general school supplies?

**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 Report cards

Classroom snacks/food policies Tardy policy

Attendance policy Student lockers

Parent conferences Substitute lesson plans

Lack of/broken furniture Emergency procedures (codes)

**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:

**Discuss Procedures For…**

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

**Lunch/Breakfast Procedures**

Student procedures Teacher procedures

Cost for students: Cost for teachers:

Lunch starts at: Lunch ends at:

**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 Formative Evaluation: Candidate Lesson Observation

This evaluation is completed during a lesson. This evaluation helps the candidate to identify strengths and weaknesses while presenting a lesson. This form is completed on minimally one lesson per week, then discussed with the candidate to create an action plan. Candidates will include these forms in their portfolio.

Scale Levels: **S**=Satisfactory **NI**=Needs Improvement **U**=Unsatisfactory

**Presentation** Score Comments

1. Eye contact S NI U
2. Voice projection S NI U
3. Body language S NI U
4. Appropriate language S NI U
5. Nervous habits (um, okay, etc.) S NI U
6. Materials prepared and ready S NI U
7. Developed instructions S NI U
8. Movement around classroom S NI U

**Instructional Skills**

1. Gets students’ attention before

beginning lesson S NI U

1. Purpose of lesson clearly stated

and written on the board S NI U

1. Writing was legible S NI U
2. Checked for student understanding

(i.e. questioning, practice) S NI U

1. Provided opportunity for student

practice (guided & independent) S NI U

1. Supported students’ learning S NI U
2. Provided timely feedback (positive

& corrective) S NI U

1. Instructional methods were

appropriate S NI U

1. Demonstrated a strong

understanding of content S NI U

1. Provided closure S NI U

Scale Levels: **S**=Satisfactory **NI**=Needs Improvement **U**=Unsatisfactory

**Questioning Skills** Score Comments

1. Used differing levels of questions S NI U
2. Used probing, clarifying, and

redirecting questions effectively S NI U

1. Wait time after questions S NI U
2. Rephrased questions as needed S NI U

**Classroom Management**

1. Effective use of time S NI U
2. Management of physical

environment S NI U

1. Monitored student behavior

proactively S NI U

1. Appropriate interventions as

needed S NI U

**Overall Summary**

Lesson/Instructional Strengths:

Lesson/Instructional Areas for Improvement:

# Glossary

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

* **Candidate** - a degree student in a teacher preparation program completing student teaching**.**
* **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.

* **Office of Professional Experiences** (OPE) - coordinates clinical experiences for P-12 teacher candidates in the School of Education initial certification programs. The office collaborates with secondary concentrations in the College of Agriculture, College of Humanities & Social Sciences, the College of Science, School of Kinesiology, and School of Music.
* **Resident** - a student in the teacher preparation program completing their student teaching throughout a year-long residency.
* **University Supervisors** - University Supervisors/Clinical Faculty members are accomplished professionals in their area of certification and are trained to use the OPE teacher candidate assessment tools and in mentoring teachers and candidate. 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.