

UNIVERSITY OF CENTRAL OKLAHOMA



MENTOR TEACHER

Information Packet

Student Teaching Handbook

Fall 19

EARLY RELEASE-- Mentors: Please know we appreciate your willingness to mentor a student teacher, and we value your expertise. It is possible that even though your candidate was confirmed for placement in your classroom for either eight or sixteen weeks, that the opportunity might arise for your teacher candidate to begin as an early release candidate in another classroom that is in need of a teacher. In this case, his or her weeks will be reduced if approval is given by the supervisor, and if all requirements are met. With the teacher shortage in Oklahoma we are finding many schools are requesting to hire our student teachers for long-term sub positions and/or full time faculty positions. In an effort to assist the student teacher and our partner schools, the University of Central Oklahoma is willing to release soon-to-be graduates after their twelfth week of unpaid student teaching as long as the following protocol is followed: The state requires that all teacher candidates student teach unpaid for a minimum of 12 weeks.

1. The hiring school must hire the teacher candidate for a long term substitute position and/or full time faculty position in their field of certification.
2. The school must provide a supportive mentor teacher and administrator to our candidate.
3. Our University supervisor will still complete any remaining student teacher visits.
4. The school where the candidate teacher was teaching must be informed of the early release.
5. The candidate teacher must be “graduation ready” regarding coursework, portfolio artifacts, dispositions and the state exams—OPTE and OSAT.
6. The University must receive a recommendation from the candidate teacher’s supervisor for early release.
7. The candidate teacher will not officially be released until the University gives him/her final permission. (This process can take a couple of weeks.)
8. The candidate teacher must continue to adhere to the UCO absence policy.
9. The candidate teacher must attend required days here at UCO.
10. Split block teacher candidates must complete at least six weeks in each block.

(Secondary and Elementary)

A teacher candidate hired through this protocol is paid by the hiring district as a substitute until after graduation and certification is received. At that time, the candidate is officially hired as a full-time faculty member. However, the teacher candidate is placed in his/her full-time teaching role and assumes all responsibilities immediately upon employment. The early release allows the hiring school to provide a trained teacher in the classroom in hopes of providing stability and a strong learning environment for P12 learners sooner rather than later.

MENTOR TEACHER GUIDELINES

Qualifications

1. Certification in the teacher candidates' major area of study.
2. Three (3) full years of completed teaching experience.
3. Demonstrated expertise in the major area of study.
4. Mentor must be co-teacher trained.

The Mentor Teacher Agrees To:

1. Recognize that student teaching is designed to be a part of the learning experience in preparation to become a teacher.
2. Establish rapport with the teacher candidate.
3. Work with the teacher candidate and the Supervisor as a team.
4. Provide information to acquaint the teacher candidate with the school.
5. Assist the teacher candidate as needed in coordinating the scheduling of the Transition Block assignments outside the assigned classroom.
6. Acquaint the teacher candidate with specific classroom activities.
7. Provide weekly scheduled conferences for feedback and discuss evaluations.
8. Allow the teacher candidate to experience the total role of a teacher.
9. Give supervision in all phases of the teaching process.
10. Encourage the teacher candidate to try a variety of instructional strategies.
11. Offer constructive feedback. As a general rule, teacher candidates should not be corrected in front of students since this tends to decrease their effectiveness.
12. Support the creativity of the teacher candidate.
13. Assist in the development of lesson plans.
14. Cooperate with the University Supervisor in coordinating and evaluating the teacher candidate's performance in the school.

15. Discuss with the teacher candidate, University Supervisor, principal, and/or coordinator of Teacher Education Services any concerns or difficulties as they arise.

The InTASC Model Core Teaching Standards

The Learner and Learning

- **Standard #1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

- **Standard #4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

- **Standard #6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

- **Standard #9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners,

families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals.

**MENTOR TEACHER RESPONSIBILITIES
Full Block Placements**

_____ **Teacher candidates will attend Student Teaching Orientation at UCO on August 12, 2019 8:00-5:00**

Week 1 - 3 First three weeks beginning with the Mentor’s August Report Date

- _____ Introduce the teacher candidate to the class and provide a work area for him/her to use.
- _____ Assist teacher candidate in completing **Student Teaching Weekly Schedule**. Acquaint the teacher candidate with specific classroom activities.
- _____ Work with the teacher candidate and the supervisor as a team. The supervisor will plan an initial visit within the first couple of weeks.

_____ As soon as possible the teacher candidate should work with the students including co-planning and co-teaching of selected subjects. Observe other teachers as appropriate.

_____ Support research and completion of Task One--PPAT and discuss how they influence the classroom, school, and community.

_____ Meet with the teacher candidate to review and sign the _____
Contemporary Issues @ UCO Sept. 6 & 13 —all day

_____ Provide weekly scheduled conferences for feedback and discuss evaluations.

Week 4 — 8

_____ **Touch Back Afternoon Sept. 20 at UCO 2:00-4:00(Teacher candidate attendance required).**

_____ Set **weekly conference** days and times to discuss progress.

- _____ Continue to integrate teacher candidate into teaching duties and participation in class instruction.
- _____ Teacher Candidates should plan for and teach certain subjects for extended periods of time.
- _____ Meet with Supervisor to discuss the teacher candidate's progress
- _____ Provide weekly scheduled conferences for feedback and discuss evaluations.

Week 9-11

- _____ **November 8- 2:00-4:00-Touch Back Afternoon at UCO** (Teacher candidate attendance required).
- _____ Assign the teacher candidate additional teaching responsibilities.
- _____ Complete *Mid-Term Progress Report* through a link that will be sent to you by *Jace Knox* and discuss with the teacher candidate and the University Supervisor
- _____ Submit *Mid-Term Progress Report* online.
- _____ Provide weekly scheduled conferences for feedback and discuss evaluations.

Week 12-14

- _____ Support the teacher candidate during full-time teaching responsibilities.
- _____ Meet with the Supervisor to discuss the teacher candidate's progress
- _____ Provide weekly scheduled conferences for feedback and discuss evaluations.

Week 15-16

- _____ Transition the teacher candidate back into assistive teaching (co-teaching) capacity.
- _____ Meet with the Supervisor and teacher candidate to discuss assessments.
- _____ Provide weekly scheduled conferences for feedback and discuss evaluations.

LAST DAY TO STUDENT TEACH IS December 11, 2019 and Professional Assessment Day/Honoring a Noble Profession is December 9, 2019

MENTOR TEACHER RESPONSIBILITIES
Split Block
Block One Placement

Week 0

August 12-- Student Teaching Orientation @ UCO

Week 1 - 3

Beginning with the mentor's August report date

Introduce the teacher candidate to the class and provide a work area for him/her.
Assist the teacher candidate in completing **Student Teaching Weekly Schedule**.

Meet with the University Supervisor (Introductory).

Set weekly conference day and time to discuss progress.

Beginning with Day 2 at least the teacher candidate should work with the students including planning and co- teaching of selected subjects. Observe other teachers are appropriate.

Support research and completion of Task One- PPAT and discuss how they influence the classroom, school, and community.

September 6 & 13 – Contemporary Issues @ UCO-- All Day

Provide weekly scheduled conferences for feedback and discuss evaluations.

Week 4 – 8

September 20 2:00-4:00-- Touch Back Afternoon at UCO (Teacher candidates' attendance required).

Integrate teacher candidate into teaching duties and participation in classroom instruction.

Teacher candidates should plan for and teach certain subjects for extended periods of time.

Meet with Supervisor to discuss teacher candidate's progress.

Review with teacher candidate during week conference time and discuss the

Meet with the Supervisor to discuss teacher candidate's progress.

Provide weekly scheduled conferences for feedback and discuss evaluations.

MENTOR TEACHER RESPONSIBILITIES
Split Block
Block Two Placement

Teacher candidates in split block placements will design structured lesson plans for each lesson taught. Each lesson must be approved by the Mentor Teacher.

Teaching Block

Week 9-11

- _____ **November 8-- 2:00-4:00--Touch Back Afternoon at UCO**
- _____ Set **weekly conference** days and times to discuss progress.
- _____ Meet with the university supervisor (Introductory Visit).
- _____ Assist teacher candidate in completing **Student Teaching Weekly Schedule**.*
- _____ Support teacher candidate in assuming full – time or co-teaching responsibilities.
- _____ Support teacher candidate in planning structured lesson plans that correlate with your curriculum goals.
- _____ Support teacher candidate in presentation of lessons throughout the semester.
- _____ Meet with University Supervisor.
- _____ Continue to support teacher candidate in developing structured lesson plans.
- _____ Allow teacher candidate to continue full-time teaching responsibilities.
- _____ Provide weekly scheduled conferences for feedback and discuss evaluations.

Week 12-14

- _____ Continue full-time or co-teaching responsibilities.
- _____ Meet with the teacher candidate and the University Supervisor to discuss progress
- _____ Provide weekly scheduled conferences for feedback and discuss evaluations.
- _____ By now the teacher candidate should have or is about to complete at least a week of solo teaching. (See the supervisor.)

Week 15-16

- _____ Gradually transition from full-time teaching responsibilities to co-teaching.
- _____ Meet with University Supervisor and teacher candidate.
- _____ Complete (Block II) assessment in that will be sent to your email.
- _____ Complete **Mentor Teacher Assessment of Teacher candidate**.
- _____ Complete **Mentor Teacher Assessment of Supervisor**.
- _____ Provide weekly scheduled conferences for feedback and discuss evaluations.

December 11, 2019 Last Day of Student Teaching

December 9, 2019 Professional Assessment Day/Honoring a Noble Profession

Co-Teaching Strategies & Examples

Strategy	Definition/Example
<i>One Teach, One Observe</i>	<p><i>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.</i></p> <p>Examples: One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions.</p> <p>Tip: When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.</p>
<i>One Teach, One Assist</i>	<p><i>An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.</i></p> <p>Examples: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As teacher candidates lead their first whole group lesson, the CT can be responsible for overseeing classroom management - allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc.</p> <p>Tip: This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.</p>
<i>Station Teaching</i>	<p><i>The co-teaching 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 - often an independent station will be used along with the teacher led stations.</i></p> <p>Examples: If co-teaching pairs were doing a literacy lesson they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagramming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting.</p> <p>Tips: Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the cooperating teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>
<i>Parallel Teaching</i>	<p><i>Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.</i></p> <p>Examples: After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson students are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems.</p> <p>Tips: Place students facing their teacher with backs to the other teacher/group to reduce distractions. When teacher candidates view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.</p>

<p>Supplemental Teaching</p>	<p><i>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.</i></p> <p>Examples: Using the results from an math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however these students will build on the same concepts and complete additional math problems.</p> <p>Tips: Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.</p>
<p>Alternative or Differentiated</p>	<p><i>Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.</i></p> <p>Examples: When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story - putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh - dirty dog collar, \$20 bill, moldy cheese, etc.).</p> <p>Tips: A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.</p>
<p>Team Teaching</p>	<p><i>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 a 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.</i></p> <p>Examples: Both instructors can share the reading of a story or text so that the students are hearing two voices. The cooperating teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.</p> <p>Tips: Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the teacher candidate - this is much more scripted and staged, but does provide an opportunity for the students to view the teacher candidate as a "real" teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.</p>

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