Section 4

Guidelines for Mentors

**Initial Meeting**

1. Provide intern with contact information including phone number, email and office hours. Advise intern of the preferred form of communication.
2. Provide intern with dates and topics for their teaching as soon as possible.
3. Introduce the intern to the school’s webpage, master schedule, information about special schedule days, and any important information.
4. Ask your interns to review the forms included in Chapter 2.

**Topics to Cover During the Initial Conference with Your Intern**

* Share appropriate personal and professional background information.
* Share your teaching philosophy and expectations. Be sure to mention any pet peeves.
* Clarify expectations for dress, arrival time, confidentiality, reporting of child abuse, school and classroom rules and procedures.
* Take your intern on a tour of the school and introduce the intern to colleagues, the principal, secretaries, custodians, and appropriate personnel during the first week he or she is in the building.
* Discuss classroom management procedures and expectations for the intern with respect to discipline.
* Discuss activities for the first two weeks of school.
* Develop a schedule for teaching and for conferencing with the intern.
* Provide a brief overview of what is known about students that the intern will be teaching. Do not share negative information with them at this time.
* Discuss lesson planning requirements and dates on which plan are due.
* Provide space for the intern to keep their materials.
* Communicate the role of the intern as a co-teacher and the PDS philosophy of collaboration. \*

**Observations/Teacher Assisting/Instructional Support**

* Provide interns with opportunities to observe a variety of classrooms. Varied observational experiences are needed for the students to complete observation assignments.
* Provide interns with instructional assisting opportunities such as grading and assisting class activities and projects.
* Meet with or contact interns frequently outside of their in-class observations.
* Be a sounding board for questions and concerns for your intern.

**Continuous Teaching Phase/Continuous Lessons**

* Complete the TSAF for each lesson and meet with the intern to debrief the lesson.
* Request the intern complete a TSAF for reflection for each day’s lesson, as well as a Summative Evaluation Form near the end of the semester.
* Use the intern’s lesson plan as a guide to take notes.
* Schedule the follow-up conference as soon as possible after teaching the last lesson.
* Provide concrete feedback on specific areas of improvement and strengths of the intern.

**Observing Teaching Behaviors of Your Intern**

**How well is your intern doing the following?**

* Adjusting lessons to meet the needs of all students.
* Choosing materials for teaching that are appropriate to the interests and developmental levels of students.
* Varying instructional strategies to meet the needs and developmental level of students.
* Selecting varying assessments that meet the needs and developmental level of students.
* Creating an inviting, nonthreatening, and challenging classroom environment.
* Providing avenues and opportunities for all students to respond and succeed.
* Providing positive reinforcement equitably for all students.
* Creating and structuring cooperative learning group activities requiring student to collaborate in meaningful discussions.
* Asking eliciting, probing, challenging questions that require students to reflect on content and complex issues.
* Developing lesson plans that show their preparedness and organization for teaching.
* Making arrangements to digitally record him/herself teaching a class to observe their teaching methods and student behavior.
* Observing classroom management techniques and teaching strategies of the mentor and incorporating them with the students.
* Establishing and implementing fair grading procedures.
* Incorporating different multiple teaching strategies/activities in their lessons.
* Communicating with parents/guardians in an effective manner.

\*

**This clinical experience works best when mentors:**

* Provide interns with multiple opportunities to teach in the classroom (including small group, review sessions, tutoring, etc.).
* Provide interns multiple opportunities to observe exemplary teaching and classroom management techniques.
* Provide appropriate resources, guidance, and feedback on lesson plans.
* Demonstrate preferred styles of teaching for interns.
* Arrange engaging teacher aide activities.
* Are accommodating and flexible.
* Communicate concerns about interns with Illinois State faculty.

**Final Paperwork**

* Complete a Summative Evaluation Form and discuss assessment with the intern.
* Sign the Summative Evaluation Form and obtain the intern’s signature. Make photo copies for the intern, mentor, and university instructor.

\*Adapted from “Working with Student Teachers—Getting and Giving the Best” by Michael A. Morehead, Lawrence Lyman, and Harvey C. Foyle,

A Scarecrow Education Book, 2003.