

Humboldt State University
School of Education, Elementary Education Program

Mentor Teacher Service for 2009-2010

As educators we know that the continuation of our profession relies upon the willingness of professionals who demonstrate mastery in teaching to mentor individuals who wish to become teachers. The HSU Elementary Education (EED) Credential Program is fortunate to have the support and participation of many excellent school districts. Our candidates have the opportunity to work with and learn from exemplary mentor teachers. If you would like to serve as a Mentor Teacher for the upcoming school year, please take a few moments to review and complete the following forms. For more information about the responsibilities of a Mentor Teacher please read the attached pages 4-5 and/or call the Coordinator, at (707) 826-5108.

Mentor Teacher Selection Criteria

Teachers selected to mentor credential candidates:

- are credentialed multiple subjects teachers with a minimum of three years of successful K-8 teaching experience, and at least one year of successful experience at the assigned grade level(s);
- achieve and effectively model the six standards of the *California Standards for the Teaching Profession*, presenting demonstration/application lessons for student teachers to observe and providing regular opportunities for them to practice and receive feedback;
- demonstrate excellent communication skills in working with students, families, colleagues, and community members;
- are committed to providing support for their student teachers' ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and
- are committed to ongoing professional development in mentoring (attend in-services provided by the EED Program and receive at least satisfactory evaluations from prior candidates and university supervisors.)
- (if classroom students include English Language Learners) possess valid Language Development or (Bilingual) Crosscultural, Language and Academic Development certificates or credentials;
- model effective English language development (ELD), specially designed academic instruction delivered in English (SDAIE), or development and instruction in the language of emphasis; and
- present ELD, SDAIE, and/or bilingual demonstration/application lessons for student teachers to observe, and provide regular opportunities for them to practice and receive feedback.

If you completed pp 2-3 previously and have no changes or additional information, sign here _____.

MT signature

Complete the requested information on this page only and return by mail or fax to the Credential Programs Office

- If you have not served as a Mentor Teacher with the EED program or have not completed pp 2-3 previously, complete the requested information on pages 1, 2 & 3 and return by mail or fax to the Credential Programs Office.

Database Information, please print

Name _____ Years of Service as Mentor Teacher _____

School _____ CLAD Certified: Yes No

English Learners in Classroom: Yes No

Probable grade level (s) for 2009-2010 _____ (√) Service Semester (s): Fall _____ Spring _____ Fall or Spring _____

Email address: _____ Administrator _____

***The signature below indicates administrator endorsement that this teacher meets the selection criteria and uses strategies in reading and language arts that are balanced, comprehensive and consistent with State policy. (See reverse side)**

Administrator's Signature _____ Date _____

Please return or fax appropriate forms by **Monday, March 30, 2009** to EED Coordinator, School of Education, Humboldt State University, Arcata, CA 95521, fax (707) 826-5868. Thanks for your cooperation.

Verification of Mentor Teacher Reading Instruction Qualification

The California Commission on Teacher Credentialing *Standard for the Preparation of Multiple Subjects Teaching Credential Candidates for Reading, Writing, and Related Language Instruction in English* requires verification that all mentor teachers are utilizing reading practices listed below. Please help us fulfill this requirement by placing a checkmark next to all approaches which you use and by having your administrator sign at the bottom of the form on the reverse side.

Grades K – 3

READING PRACTICES REQUIRED BY CALIFORNIA STATE POLICY (***Check all practices you use***):

- 1. Phoneme awareness instruction
- 2. Systematic explicit phonics instruction
- 3. Decoding instruction and the diagnosis of a pupil's ability to decode
- 4. Word-attack skills instruction
- 5. Spelling and vocabulary instruction
- 6. Effective classroom and school-wide interventions for low-performing readers
- 7. Practices consistent with research on how reading skills are acquired
- 8. Effective reading instruction for English language learners
- 9. Effective integration of listening, speaking, reading and writing
- 10. Planning and delivery of appropriate reading instruction based on assessment and evaluation
- 11. Explicit instruction of comprehension skills
- 12. Ways to promote extensive, self-selected independent reading

Grades 4 - 8

- 1. Word-attack skills instruction
- 2. Spelling and vocabulary instruction
- 3. Effective classroom and school-wide interventions for low-performing readers
- 4. Practices consistent with research on how reading skills are acquired
- 5. Effective reading instruction for English language learners
- 6. Effective integration of listening, speaking, reading and writing
- 7. Planning and delivery of appropriate reading instruction based on assessment and evaluation
- 8. Explicit instruction of comprehension skills
- 9. Ways to promote extensive, self-selected independent reading of a variety of genres for a variety of purposes, including both fiction and non-fiction texts
- 10. Text handling and strategic reading strategies for text use across the curriculum for a variety of purposes

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Declaration of Interest to Serve as Mentor Teacher

Name _____

Our goal is to create and maintain effective and rewarding fieldwork placements for our candidates and mentor teachers. The information you provide below will help us achieve this goal.

1. What grade level do you currently teach? _____ Years experience teaching current grade level? _____ Do you have previous mentoring experience? _____
2. What other grade levels have you taught and for approximately how many years? _____
3. In your classroom practice, what do you do that demonstrates your philosophy of teaching?
4. What is the focus in your current professional development plan?
5. What specific qualities would you look for in an ideal student teacher?
6. The EED Program requires university supervisors to provide each candidate (within the first month of Fall Semester) a guided observation of the Mentor Teacher teaching (see attached page for complete description.)

Are you willing to participate in the guided observation process? Yes _____ No _____

Additional comments:

Signature _____ Date _____

Optional Information

Please describe any special interests, projects or activities that you would like to note.

All applicants may include an optional letter of introduction and intent with this form.

Please return or fax pgs. 1, 2 & 3 by Monday, March 30, 2009 to Coordinator, School of Education, Humboldt State University, Arcata, CA 95521, fax (707) 826-5868.

Guided Observation

Credential candidates benefit greatly from the opportunity to receive guidance from their university supervisors in how to effectively observe their mentor teachers teaching. Often candidates see their mentor teachers smoothly leading students through lessons and are unaware of the preparation and myriad of strategies employed by their mentor teachers.

The supervisor's role in a *prearranged* guided observation is to script the positive and effective actions of the mentor teacher. Simultaneously, the candidate is also scripting what he/she observes. At a prearranged time following the guided observation, the mentor teacher, supervisor and candidate debrief and the mentor teacher and candidate receive copies of the supervisor's scripting. The supervisor reviews the scripting and the mentor teacher is encouraged to elaborate on particular aspects of preparation, management and teaching strategies. The candidate is encouraged to ask questions and is supported in understanding the connections between what the mentor teacher was doing and what the students were doing. Candidates are asked to write reflections on what they learned from the guided observation process.

Within the first month of fall semester, university supervisors are responsible for arranging a mutually suitable time for the guided observation and debriefing with each mentor teacher and candidate.

If you have questions, please contact the Program Coordinator, 826-5108.

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MENTOR TEACHER RESPONSIBILITIES TO THE APPRENTICE

- Take a leadership role in orientating the apprentice to the school site, classroom, and curriculum.
- Create an atmosphere of acceptance among the students by introducing the student teacher to the class as a *co-teacher* and by providing personal space (desk, counter space, bulletin board) for the apprentice to use.
- Introduce the apprentice to fellow teachers and site personnel.
- Beginning with Phase I in fall semester and Phase III in spring semester, transition the candidate into greater involvement with students. Beginning with Phase II (fall) and Phase IV (spring), provide ample opportunities for the apprentice to practice teaching the whole class in each content area prior to the required solo teaching.
- Set a specific time for conferencing with the apprentice. This will allow for open communication and discussion and usually helps prevent or solve problems that arise. Conferencing in person is preferable. When time is a major factor, consider conferencing by phone, making a list of topics to discuss, writing notes and/or using email.
- Be aware of the teaching competencies which apprentices need to acquire before they are recommended for a Multiple Subjects Credential.
- Share planning strategies (daily, weekly, etc.) *throughout the year*. (Provide the apprentice with professional advice and models of current instructional techniques.)
- *Require* written lesson plans for your review and suggestions *before* a lesson is taught.
- During the solo teaching period, be present on the school site and available for conferencing daily with the apprentice.
- Keep the principal and university supervisor apprised of the apprentice's gains in proficiency. *Please inform the HSU supervisor of any difficulties that are not being resolved in a satisfactory manner. The apprentice should be absolutely reliable in such matters as attendance, promptness and daily preparation.*
- Complete all university required assessment forms in a timely manner, including a final letter of recommendation for the student teacher's employment file.

MENTOR TEACHER RESPONSIBILITIES TO THE UNIVERSITY SUPERVISOR

- Provide time (at mutual convenience) for conferences with the supervisor. These should follow each of the supervisor's clinical supervisions. Brief contacts may follow other visits, as appropriate.
- Document apprentice's performance to share with the supervisor and apprentice on a regular basis.

MENTOR TEACHER RESPONSIBILITIES TO HUMBOLDT STATE UNIVERSITY

- Attend university-sponsored in-service programs for mentor teachers.
- Complete university-required evaluation forms promptly.
- Inform the Coordinator of any problems that are not being resolved properly between the student teacher and supervisor.

EVALUATIONS

At the end of each apprenticeship phase in a semester (fall: EED 751 & EED 752, or spring: EED 753 & EED 754/755) the apprentice, mentor teacher and university supervisor are all evaluated. Set aside an adequate amount of time to discuss the apprentice's progress as well as the effectiveness and quality of guidance provided by both the mentor teacher and university supervisor. At the end of fall and spring semesters, the apprentice and university supervisor, independently, evaluate the mentor teacher. The mentor teacher and apprentice, independently, evaluate the university supervisor.