

Mentor Teacher Guide

Phase 3

Content Methods Field Experience

The Office of Educator Development and Clinical Practice (OEDCP) uses the term “Mentor Teacher” to identify those teachers who allow candidates completing methods and early professional experiences to visit in their classrooms and participate in the instructional process.

Suggested Activities for Content Methods Candidates

In Phase 3 of the Teacher Preparation Program, student candidates begin to apply their content and general education knowledge experiences to their specific area(s) of teaching. In this phase, ideas move to action, as candidates are actively participating in schools, teaching lessons, assessing students, and reflecting on teaching. The increased level of engagement will provide you with additional support in your classroom.

Instruction

- Assist individual students during work time.
- Review curriculum, teacher’s editions of texts, and/or work samples or folders to see what students have been learning.
- Monitor small group work.
- Assist individual students or small groups during work time.
- Assist Mentor Teacher in grading student work.
- Locate and share resources for current unit topic
- Teach or re-teach a short lesson to a small group of students.
- Team-teach a lesson with Mentor Teacher.
- Plan and lead a small group activity for remediation or acceleration of students on current unit topic.
- Review student assessment results (classroom-based or school/district scrimmage or state/national exam) with Mentor Teacher.

Professionalism

- Model ethical use of technology
- Model proper pronunciation and grammar of the English language
- Serve as role model and mentor

An Evidence-Based Approach to Feedback (Form enclosed)

Student candidates are asked to teach a mini-lesson either with or without their partner. Students are to teach 2 lessons during each Placement Period. The Evidence-Based Approach to Feedback is a form that we ask you to use to communicate to the student your thoughts on his/her teaching.

Methods Teaching Field Experience Grading Form (Form enclosed)

Following the placement period, the University Supervisor will ask for your input on the Grading Form. It is a Pass/Fail grade and is necessary because it helps in determining who is prepared for the student teaching phase and who is not.

Teacher Candidate Dispositions Assessment for Methods Candidates (Copy of the Questions Enclosed)

University of Louisville students who are in pre-service teaching roles are expected to contribute to the creation of a positive and effective climate with peers, teachers and faculty in field placements and U of L courses through professional dispositions and behaviors.

Upon completion of the Placement Period, we ask you to complete an On-Line Dispositions Assessment for Methods Candidates. This assessment helps our office to review the candidates' progress on key dispositions for teacher preparation and performance.

Step 1: Access the *Dispositions Assessment for Candidates Completing Content Methods* at the following link: <https://c1.livetext.com/misk5/formz/public/37891/HxjjNhRDqH>

(The assessment can also be accessed at <http://www.louisville.edu/education/research/field-placement>; right column under Field and Clinical Practice; click to open the assessment.

Step 2: Complete the questions and submit.

Checklist for Mentor Teachers

- _____ Use the Evidence-Based Approach to Feedback Form for communicating with the students
- _____ Complete an Online Disposition Assessment for the student candidate at the completion of his/her placement.
- _____ Collaborate with University Supervisor to complete Methods Teaching Field Experience Grading Form
- _____ Communicate as soon as possible to the supervisor any concerns or issues.

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