



**School of Education  
Multiple Subject Program**

**Mentor & Supervisor**

**Handbook**

**2011/2012**

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(Multiple Subject Program Handbook found [here](#))

### ***Mentor Meetings***

It is the University Supervisor's responsibility to schedule regular mentor meetings throughout the semester. These meetings are an opportunity to create a true collaboration at the school site, with mentors articulating what they observe in their candidates, the strategies they're using to integrate the credential students into their program and to brainstorm ideas to create a stronger teaching and learning environment for the SSU candidate. Supervisors can describe the program requirements that credential candidates must meet and facilitate the sharing of expertise so the mentor team can support all of the candidates at the school site.

Traditionally, these meetings are scheduled during the school day when credential students are the teachers in charge of the classroom. The mentors and supervisor will develop the agenda for each meeting, though some suggested topics are:

- how to observe credential candidates in the CORE model
- what is the PACT Teaching Event; ways that mentors can support their student teacher to prepare for this assessment (there is the PowerPoint presentation that can be shown)
- using pupil work to assess understanding and teaching effectiveness
- the expectations for the take-over weeks and the mentor's role
- strategies to support weak candidates
- using the field evaluation form for midterm and final evaluations

### ***Criteria for Becoming a Mentor Teacher***

1. Tenured and with a minimum of three years of teaching experience, including one year at the school site.
2. Designated "highly qualified" in their field, i.e., CLAD certification or knowledge and experience with second language pedagogy.
3. Flexibility, strong communication skills, and interest in professional renewal.
4. Recommendation/support of the principal and university supervisor
5. Willingness to participate in the CORE collaboration model and support its requirements, including:
  - Working with a pair of credential candidates: a participant observer and a student teacher.
  - Providing opportunities for candidates to design, organize and implement curriculum, applying the researched-based pedagogy that they are learning in their SSU coursework in all content areas: reading and language arts, math, science, social studies, the arts, and PE/health.
  - Allowing opportunities for the above, even when scripted programs are mandated, by making space within the official curriculum for creativity and innovation, and

assisting candidates in developing meaningful connections and extensions to state and district--mandated curriculum.

- Providing opportunities for the candidates to observe a variety of instructional models in the classroom and at the school, and facilitate peer-observations.
- Meeting with the mentor team and the university supervisor to review candidates' progress and review best practices for teacher preparation.

While teachers may meet the above criteria, there may be semesters when even the most experienced and gifted mentor will not be asked to participate due to the individual characteristics of credential candidates placed at the school site.

### ***Matching Credential Candidates with their Mentors***

It is the responsibility of the University supervisor and the school site principal to match the SSU candidates with their classroom mentors. While candidates may prefer a specific grade level experience, the personalities and the teaching styles of both the candidates and the mentors are more significant criteria to create effective partnerships. University supervisors will attempt to partner each candidate with another credential partner in the same classroom. As much as possible, candidates should be matched with their mentor in the semester preceding the placement.

Some suggestions for creating successful matches include:

**EDMS 482 candidates:** When a candidate is continuing at the same school site, the current mentor teacher may have a recommendation, as well as the team of mentors at the site. Candidates may also have a preference after visiting a variety of classrooms throughout the semester.

**EDMS 476 candidates:** At the site orientation in the semester preceding the candidate's EDMS 476 semester, the Supervisor can schedule a time where the potential mentors and continuing students meet the new candidates. At this time, while discussing experience, interests and aspirations, some natural partnerships may become evident.

**Student teaching in combination classrooms:** The requirements of EDMS 482 are so rigorous that a placement in a combination classroom is not recommended. However, there may be occasions when a combination classroom may be the best fit for the credential candidate. If the candidate and the supervisor decide on a combination placement, the following conditions must be met:

- Recommendation of the EDMS 476 mentor teacher, university supervisor, site principal; approval by department chair.
- Placement with a veteran mentor.
- Candidate is assigned to teach primarily one of the two grades, except when the curriculum is designed to teach both grade levels together.
- Candidate spends several weeks observing the mentor teacher before teaching one of the grades.
- PACT is designed and implemented for teaching one grade level, except when the curriculum is designed to teach both grade levels together.

- Two-week takeover is designed and implemented for teaching one grade level, except when the curriculum is designed to teach both grade levels together.
- The candidate cannot be expected to assume responsibilities that he/she would be responsible for if teaching in a single grade placement.

### ***CORE Site Selection Criteria***

The selection of CORE sites is related to the highest professional preparation of credential candidates. The Multiple Subject faculty selects school sites where the candidates can achieve the program requirements articulated in the Multiple Subject Credential Program approved by CCTC and accredited by the National Council for Accreditation of Teacher Education. While the collaborative structure of the partnership between SSU and the CORE school allows for each site to develop its unique character, the requirements listed below are essential to the successful credentialing of our candidates.

Collaboration sites should:

- Provide opportunity for students to teach lesson and units according to the researched-based pedagogy that they are learning in their coursework.
- Provide the teacher candidates opportunity to observe a variety of instructional models and allow them to make educational decisions in planning and teaching lessons and units that address the state-mandated standards using a variety of pedagogically- sound instructional strategies in consultation with their mentor teacher and university supervisor.
- Provide opportunity for students to design, organize and deliver curriculum for extended periods of time including a two-week takeover for full time student teachers.
- Offer collaborative curricular planning opportunities among mentors and teacher candidates.
- Have a culturally and linguistically diverse student population (minimum 25%) or willingness to work with another school site with a diverse population.
- Participate in the collaboration model as described in the handbook and the CORE Job Descriptions.
- Host a critical mass of students at each site (10-12) with two teacher candidates per classroom. A pair usually consists of one part-time participant observer and one full time student teacher
- Host teacher candidates at the site for one year (Fall-Spring or Spring-Fall)
- Provide space for an on-site seminar. Weekly seminars are conducted on-site with mentors and the principal participating in the shared discussions whenever possible.

### ***Requirements from CCTC Impacting Our School Partners***

- Candidates are required to work one-on-one with second language learners and students with special needs.
- Candidates are required to videotape one or more lessons in their fulltime student teaching placement. This means that each classroom with a student teacher will need to have a set of signed release forms from parents/guardians.

Candidates are required to develop and submit PACT portfolio entries that are very similar to National Board entries. Candidates are expected to do the entry activities in the field. This requirement may fit nicely into what student teachers do in a classroom or require them to do new or different things than they have done before.

## ***Placement Process for Supervisors***

### **PRIOR TO THE BEGINNING OF THE SEMESTER: ORIENTATION MEETING**

Supervisors arrange for an orientation meeting prior to the beginning of each semester. Supervisors meet with the continuing EDMS 482 and new EDMS 476 candidates at the site to introduce them to the principal and collaboration teachers. In this meeting, the schedule for site seminars and the CORE model are explained to the new and continuing students. Mentors and administrators participate. Continuing candidates can lead a discussion of the advantages of the site and take new candidates on a site walk.

This meeting is the ideal place to assess the best teams or pairs of participant observer and student teacher. Students become familiar with the site, their mentor teacher, the students in the class and the Multiple Subject program requirements prior to the actual start of the semester. This orientation meeting provides continuity and coherence for our public school partners and allows the SSU students to opportunity to begin to assimilate the key notions of peer collaboration.

### **WEEKS 1-3: STUDENT LISTS – UPDATING DATA**

Supervisors should make sure that:

- Students who are not cleared for their field placements are making progress towards that goal and are not involved in the classroom until they are cleared.
- They notify the Field Placement Coordinator if students have not begun at their assigned site.
- They submit the names of the mentor teachers to the Field Placement Coordinator.

### **WEEKS 7-9: PLANNING FOR SITE CONTINUANCE**

Supervisors meet with school site collaboration team and determine if the school is interested in continuing in the collaboration process for the following semester. If yes, submit the number of placements available in 482 and 476 for the next semester. Review site descriptions and revise as needed.

### **WEEKS 9-12: PLACING CONTINUING AND NEW CANDIDATES**

Supervisors distribute green student teaching update forms to all 476 students at site.

### **WEEKS 12-14: STUDENT SITE ASSIGNMENTS**

Students placement are posted on the School of Education website. If a candidate moves to a new site, a transition meeting is scheduled by the Field Placement Coordinator and includes the student, and both supervisors.

### **WEEKS 14-16: CONTACTING NEW STUDENTS**

Supervisors will contact new students and schedule an orientation. Inform the Field Placement Coordinator if student's contact information is incorrect.

### ***End of the Semester: Documentation***

Supervisors make sure that candidate documentation is complete.

#### **476 CANDIDATES:**

- Files are maintained at sites unless the student is moving from the school.
- Supervisor inputs data from final field evaluation form onto online folder.

#### **482 CANDIDATES:**

- Files are turned in to the Field Placement Coordinator, including:
  1. folder check off sheet
  2. midterm and final evaluation signed by the supervisor, the mentor and the candidate
  3. one learning episode including the lesson plan, the observations notes and the debrief reflection
  4. same documentation for 476 semester: folder check off sheet, evaluation forms, one learning episode
- Supervisor inputs data from final field evaluation form onto online folder.

#### **SITE INFORMATION:**

- Submit the Supervisor Self-Report for each site to the Field Placement Coordinator. Attach other site information, including the schedule and minutes of mentor meetings and the on-site seminar dates and topics.

## Mentor & Supervisor Program Forms

*Additional FORMS are found in the Multiple Subject Program Handbook:*  
([http://www.sonoma.edu/education/handbooks/msprogram\\_handbook.pdf](http://www.sonoma.edu/education/handbooks/msprogram_handbook.pdf) )

- [Mentor Teacher Checklist](#)
- [Weekly Schedule](#)
- [Mentor Observation Schedule](#) (fall /spring)
- [Supervisor's Final Self-Report Form](#)
- [Folder Cover Check-Off Sheet](#)
- [Student Concern Form](#)
- [Essential Seminar Topics](#)
- [Student Accommodations](#)



## Mentor Teacher Checklist of Responsibilities

As most aspects of the CORE model, this checklist is meant to assist you in mentoring SSU candidates for the Multiple Subject Teaching Credential. It is not meant to be followed rigidly, but is presented as a guide and a set of talking points.

- Help your student teacher and participant observer become acclimated to your school, your room and the children
- Share your curriculum with them including District mandates, curriculum guides, materials and resources—don't forget to share how you do it!
- Design a schedule with the credential candidates in your class for their teaching lessons and meeting other course requirements
- Be comfortable knowing that your children's learning is the prime consideration at all times; if a credential candidate seems unprepared for a scheduled lesson, then the lesson should be postponed.
- Meet with mentor team and SSU supervisor to review how best to prepare student teachers at school site
- Observe your student teacher and participant observer frequently and complete formal observations (at least 2x for participant observers and 4x for student teachers)
- Allow your student teacher and participant observer to observe you frequently; time out of the classroom to complete preparation tasks can be done before/after school and during prep periods
- Discuss observations with your student teacher and participant observer
- Allow your student teacher and participant observer to begin teaching and working in your classroom using the suggested timelines as guides with the goal of a two week take over for your student teacher
- Decide early in the semester when the best time for a take over may be in collaboration with the university supervisor and your student teacher and participant observer
- Evaluate your student teacher and participant observer at mid term and end of term with the assistance of the university supervisor using the evaluation form provided
- Discuss concerns about a candidate's progress and professional interactions early on with the university supervisor
- Be open to new ideas
- Have fun, grow and help us develop our program with your good ideas and suggestions

# Weekly Schedule

(sample of student information sheet)

I meet with my mentor teacher and partner student teacher on

\_\_\_\_\_

My mentor wants me to be at school at \_\_\_\_\_ in the morning.

My mentor and I agreed that I will leave at \_\_\_\_\_ after school.

My weekly planning meeting with my mentor and peer is on \_\_\_\_\_.

My PACT videotaping will take place on \_\_\_\_\_

I will do my take-over weeks starting on \_\_\_\_\_.

My integrated unit theme will be centered on \_\_\_\_\_.

**MENTOR TEACHER  
OBSERVATION and MEETING SCHEDULE**

**Fall Semester**

**482 Student Teacher:**

**Formal observations** (complete at least 4; include peer observer if possible)  
(This schedule will be different for candidates who begin in August.)

Sept. \_\_\_\_\_

Oct. \_\_\_\_\_

Nov.1 \_\_\_\_\_

Dec. \_\_\_\_\_

**3-Way Meetings** (student, mentor teacher, and university supervisor)

begin of Sept: review semester plan Date\_\_\_\_\_

mid-Oct: midterm evaluation Date\_\_\_\_\_

mid-Nov: review unit plan Date\_\_\_\_\_

mid.-Dec.: final evaluation Date\_\_\_\_\_

**476 Participant/Observer:**

**Formal observations** (complete at least 2; include peer observer if possible)

Sept. or Oct. \_\_\_\_\_

Nov. or Dec. \_\_\_\_\_

**Evaluation Meetings:**

mid-Oct.: midterm evaluation (student & mentor) Date\_\_\_\_\_

mid-Dec: final evaluation(student, mentor, university supervisor) Date\_\_\_\_\_

**MENTOR TEACHER  
OBSERVATION and MEETING SCHEDULE  
Spring Semester**

**482 Student Teacher:**

**Formal observations** (complete at least 4; include peer observer if possible)

Feb. \_\_\_\_\_

March \_\_\_\_\_

April \_\_\_\_\_

May \_\_\_\_\_

**3-Way Meetings** (student, mentor teacher, and university supervisor)

begin of Feb: review semester plan    Date \_\_\_\_\_

mid-March: midterm evaluation                      Date \_\_\_\_\_

mid-April: review unit plan                              Date \_\_\_\_\_

end of May: final evaluation                      Date \_\_\_\_\_

**476 Participant/Observer:**

**Formal observations** (complete at least 2; include peer observer if possible)

Feb. or March \_\_\_\_\_

April or May \_\_\_\_\_

**Evaluation Meetings:**

mid-March: midterm evaluation (student & mentor)    Date \_\_\_\_\_

end of May: final evaluation (student, mentor, university supervisor) Date \_\_\_\_\_

# Supervisors' Self-Report

Semester/Year: \_\_\_\_\_

Name: \_\_\_\_\_

CORE site: \_\_\_\_\_

- Met with the principal and mentor teachers to facilitate the CORE model at the site.
- Maintained written records of the meetings.
- Placed the LEEE candidates in collaborative pairs in classrooms
- Conducted an orientation meeting at the site prior to the beginning of the new semester for the LEEE candidates and mentors
- Selected a mutually agreed upon day of the week to be on site and kept to the schedule
- Observed candidates teaching and/or participating in classroom instruction
- Assisted LEEE candidates in planning instruction and takeovers
- Arranged a schedule of observations and debriefings that included myself, peers, mentors
- Met with the mentor teachers
- Held on-site seminars
- Observed LEEE candidates at least four times for student teachers and two times for participant observers
- Facilitated candidates move to a new classroom at semester break
- Communicated the criteria for becoming and remaining a CORE site regularly with mentors and building administrators including informing the school community about the goals of simultaneous renewal and CORE

Attach the following documents:

- Dates of mentor meetings, minutes if available
- Seminar topic list
- Brief narrative describing:
  - the context of supervision at your school site (how many students, pairs, new/veteran mentors, students repeating or new to site, anomalies {e.g., furloughs})
  - what worked well for you this semester?
  - what are your next steps at this site?

Folder Check Off      476 / 482

Name		Site	
Mentor	Grade	Supervisor	Partner 476/482
Planning Day/Time:	Weekly Schedule:	Take Over Dates:	
Observations OF You		Observations BY You	
Mentor	Date	Mentor	Date
Supervisor	Date	Peer	Date
Peer	Date	List additional Observations below:	
Planning Meetings with your Supervisor			
Faculty Meeting		Date	List other special school site events you attended with dates and description
Parent/Teacher Conference		Date	
School Board Meeting		Date	
Back to School Night/Open House		Date	
In-service/Faculty Workshop		Date	

## STUDENT CONCERN FORM

Supervisors fill out a student teacher concern form for the current semester and submit it to the Field Placement Coordinator for the following reasons:

- Personality conflicts
- Student failure to fulfill responsibilities
- Student's need for another placement (Give reason)
- Any other concern (Give details)

Student Name: \_\_\_\_\_ Course \_\_\_\_\_ Semester \_\_\_\_\_

School \_\_\_\_\_ Mentor Name \_\_\_\_\_

Supervisor \_\_\_\_\_ Date Submitted \_\_\_\_\_

Concern:

Interventions and/or support offered so far:

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

Action:

## **Essential 476/482 Seminar Topics**

Essential topic for all sites. These topics are the basic elements of the on-site seminar. We agreed that each supervisor in consultation with their mentor teachers and site principal will make decisions on how to present, combine, and cover these topics.

	Every semester	Once a year
How to complete your CWS1 (476ers)	yes	
How to complete your CWS2 (482ers)	yes	
Mock Interviews and résumé writing	yes	
Integrated Curriculum and 2 week take-over	yes	
How to Peer Observe and	yes	
Assessment using student work	yes	
Parent communication		yes
P.E. instruction		yes
Arts in Education		yes
Teaching English Language Learners	yes	
Classroom Management	yes	
Anti-bias Curriculum		yes
Teaching to Diversity	yes	
Developmental Issues and Stages	yes	
What's Special about our school site?	yes	
Resource Teachers/How-to do an IEP, etc.	yes	
How to videotape lessons, analyze and reflect	yes	
Making connections between <i>Teaching Children to Care</i> and practice in placements classroom	yes	
Planning for the year and Starting the year		yes



## ***Student Accommodations***

If you are an individual with a disability and you think you may require academic accommodations you must register with the [Disabled Student Services](#) office in Salazar Hall, 1049, Phone: (707) 664-2677, TTY/TDD: (707) 664-2958. While the exact nature of the disability remains confidential with the DSS, accommodation authorization forms must be provided to faculty in advance of the need. The DSS staff, in consultation with the student and medical providers, determines appropriate accommodations.

Request for accommodations for student teaching placements are made to the Field Placement Coordinator and are most appropriately made when requesting placement. While it is permissible to request accommodation after the beginning of a course or after a student teaching placement, timely notice enables that the program to properly respond to and arrange for the accommodation.

Candidates with disabilities who are provided accommodations are held to and evaluated according to the same academic and professional training standards as candidates without disabilities. State accrediting agency standards are applied to all candidates regardless of ability/disability status and must be considered throughout training. It is the Education Department faculty who decide what the "essential academic and technical standards" are for meeting core requirements and academic expectations.

The SSU Disability Access Policy can be found [here](#).