

GUIDELINES FOR THE IDENTIFICATION, PREPARATION, AND REFLECTIONS OF PRESERVICE MENTOR TEACHERS

“Both research and experience suggest that the models whom prospective teachers see in their university classes and during their internships have a major influence on the development of their teaching attitudes and practices. The evidence is persuasive that teachers who see themselves as students of teaching are the ones who continue to grow as individuals and as professionals.” (from Guidelines for the Preparation of Teachers of English)

IDENTIFICATION

It is in the best interest of districts, p-12 students, the CoEd, and preservice teachers for University faculty and district representatives to collaborate in identifying qualified and appropriate preservice mentor teachers. We recognize that the final approval of any teacher to serve as a preservice mentor is the decision of the school district. The district is responsible for the contractual responsibilities and performance evaluation of their faculty and will have knowledge of unique experiences, constraints, and strengths of which the UW College of Education (CoEd) will be unaware; in the same way that UW administration has contractual responsibilities and obligations to college faculty about which the districts will be unaware. That said, the deep historical partnerships that exist in Wyoming for teacher preparation field experiences provide an opportunity for the Wyoming Teacher Education Program (WTEP) to meet one accreditation criterion by including University faculty in the initial identification of potential preservice mentors.

Minimum criteria for initial consideration are:

- employed on a Continuing Contract for the academic year that they would serve as a preservice mentor
- has approval/support from the building principal to serve as a preservice mentor
- has served as a peer mentor OR completed the peer mentoring program in their district (e.g., PathWise, CONNECT)

Additional criteria that will be considered prior to identification as a preservice mentor include:

- record of active engagement in professional development activities (e.g., participation in state or district opportunities, active participation in WY School Improvement Conferences)
- demonstrated strengths in classroom management
- desire to serve as a preservice mentor in service to the profession of teaching
- ability and willingness to implement exemplary instructional and assessment strategies
- ability and willingness to use personal reflections, student feedback, and feedback from colleagues to evaluate their practice and initiate actions to improve
- strong communication and interpersonal skills
- certification in content area and/or grade level
- demonstrated ability to provide critical feedback and support improved pedagogy with preservice or inservice teachers
- previous record and/or evaluations from serving as a preservice mentor
- National Board for Professional Teaching Standards (NBPTS) certification

The collaborative process for identification of potential preservice mentor teachers must be sensitive to a number of privacy, legal, ethical, and humanistic constraints. Once a district has identified a potential “pool” of preservice mentors who meet the minimal criteria stated above and any other district criteria that may be in place, the “pool” list will be shared with respective UW Department Heads to allow the opportunity to offer feedback. Department Heads will communicate concerns to the Director of Teacher Education. In parallel, the Office of Teacher Education will provide a list to the district of the UW Faculty/Consultants assigned to the preservice students in that district. If a concern arises on behalf of either party (the partner school district or the UW CoEd) regarding an identified mentor teacher or a UW Faculty/Consultant, the concern will be shared with the respective district CTL or PLC representative and/or the UW Director of Teacher Education. [If the concern arises in the district, the district CTL or PLC representative will contact the UW Director of Teacher Education to initiate a meeting. If the concern arises from the UW CoEd, the UW Director of Teacher Education will contact the district CTL or PLC representative to initiate a meeting.] These parties [the respective district CTL or PLC representative, the relevant UW Department Head, the respective building principal, and the UW

Director of Teacher Education], as deemed appropriate, will gather to have a conversation and develop a mutual resolution that respects input and feedback from a variety of sources.

PREPARATION

Preservice mentor teachers and administration (both building-level and district-level) must be motivated to support the CoEd in our mission to “Prepare Competent and Democratic Professionals.” As the development of these Guidelines has been a collaborative effort of the Wyoming School-University Partnership and the UW CoEd, a further expectation of preservice mentors and the respective administration is that they support and actively engage in the simultaneous renewal of schools and the education of educators. To help preservice mentor teachers know and understand the responsibilities and expectations of their role, preservice mentors will be required to participate in a preparation workshop (along with their preservice mentee) which will be delivered regionally in Wyoming focused on these goals:

- Appropriate modeling and mentoring of professional behaviors of teachers
- Appropriate modeling and mentoring of ethical behaviors of teachers
- Importance of participation (with preservice mentees and long-term over a career) in professional development opportunities
- Identification and modeling of effective instruction and assessment using research-based methods that enhance student learning
- Need to demonstrate enthusiasm for the subject area and for teaching and learning
- Importance of providing an environment that promotes innovation, inquiry, and growth within the classroom setting and as a member of a professional community
- Supporting preservice teacher growth and development within the areas of planning, instructional strategies, and assessment of student learning
- Supporting preservice teachers in developing an awareness of and interest in issues and problems of public education in general and the content area(s) in particular
- Importance of providing preservice teachers with opportunities to develop skills using a variety of instructional strategies based on theory learned in pedagogy classes
- Assisting preservice teachers in reflecting on the results of their teaching and providing feedback on pedagogy performance as well as on over-all classroom performance
- Supporting preservice teachers in this transition to the profession by discussing issues with them, suggesting books and articles, and helping preservice teachers to continue to refine their personal philosophies about teaching and learning
- Conducting evaluations of preservice teachers based on performance criteria set by the UW CoEd
- Providing feedback and proactive strategies to help preservice teachers develop effective student and classroom behavior management
- Reinforcing and supporting the theoretical concepts, knowledge, and skills presented in the WTEP and supplementing these with professional experience and district expectations
- Expectations for effective communication and interpersonal skills across various constituencies

Preparation workshops will be held each year during the semester preceding the Residency semester (Phase IIIB of the WTEP). It is anticipated that the workshops will be one full day with portions devoted to (a) general WTEP policies and expectations (preservice and mentor teachers), (b) role, responsibilities, and other program-specific information (preservice teachers), and (c) role, responsibilities, and mentoring strategies (mentor teachers). It is also anticipated that the development and delivery of the workshop will require the participation of UW Faculty/Consultants, CTL and PLC faculty representatives, former preservice mentor teachers, and OTE staff. It is anticipated that these workshops will lay the foundation for further interactions among university and school faculty and the preservice teacher during the Residency semester focused on professional development and renewal in the PLC sites. It will be the responsibility of the OTE to collaborate with representatives from each regional site to develop the final agenda for each annual workshop. Data collected from the Reflections Checklist (see below) will be used to adapt the content for future workshops to be relevant and contemporary for experienced and novice preservice mentor teachers.

REFLECTIONS

An additional accreditation criterion for the UW CoEd is documenting a systematic process for monitoring the effectiveness of preservice mentor teachers. The Reflections Checklist is intended for three purposes:

- (1) provide an opportunity for faculty self-reflection in their role related to preservice teacher mentoring and supervision;
- (2) provide needs assessment data regarding topics/issues that will inform the preparation of preservice mentor teachers; and
- (3) provide a data source for documenting UW CoEd participation in monitoring effectiveness of the mentoring provided by faculty during preservice Residency.

At the end of a Residency semester, the preservice mentor teacher will complete the Reflections Checklist. It is anticipated that this reflection will serve to support improvements in mentoring for faculty and encourage mutual reflection about areas for WTEP program improvement related to the respective mentoring roles and responsibilities. Preservice mentor teachers will complete the checklist by marking the criteria that best describe the specific mentoring experience. Preservice teachers will complete a parallel checklist for their assigned mentor teacher(s). Completed checklists will be provided to the UW Director of Teacher Education for compilation, sharing of compiled data, and archiving. These rubrics are **not** intended for use as evaluation data for preservice mentor teachers. Data will be shared in aggregated forms only.

PRESERVICE MENTOR TEACHER REFLECTIONS
Please check all criteria that apply to this preservice mentoring experience.

Preservice Mentor Teacher Name	Preservice Teacher Name	Semester/Year
UW Faculty/Consultant Name	Date	Form completed by: _____Mentor Teacher
		_____Preservice Teacher

The Preservice Mentor Teacher:

COMMENTS

Modeled appropriate professional and ethical behaviors by

- ☐ Recognizing the scope of the teaching profession (disciplines, levels, settings, roles).
- ☐ Using personal reflection and critical feedback to evaluate professional practice and defines actions to improve.
- ☐ Accepting the professional and ethical responsibilities and expectations of the profession.
- ☐ Demonstrating professional reflection and engagement with the greater purpose and challenges of the teaching profession.

Provided fair and consistent feedback to the preservice teacher by

- ☐ Demonstrating responsible, considerate interactions with the preservice teacher.
- ☐ Providing fair, consistent, and reliable feedback to the preservice teacher.
- ☐ Using opportunities to provide feedback as the foundation for professional growth of the preservice teacher.
- ☐ Using feedback and follow-up interactions as benchmarks for the midterm and final evaluation of the preservice teacher's performance.

Provided adequate opportunities for the preservice teacher to explore and refine instructional practices by

- ☐ Helping the preservice teacher design units that included strategies for the integration of multiple disciplines (e.g., science, reading, mathematics).
- ☐ Helping the preservice teacher incorporate a variety of instructional strategies (e.g., direct instruction, inquiry, Socratic lessons, group instruction).
- ☐ Helping the preservice teacher to use technology and other instructional media to support, enhance, and extend learning.
- ☐ Helping the preservice teacher develop units and lessons that included instructional design process from needs assessment through analysis of standards met within the assessment plan.

Provided explicit feedback and strategies to improve the preservice teacher's classroom management skills by

- ☐ Creating and maintaining a safe and caring learning environment.
- ☐ Facilitating on-task behavior for the students and preservice teacher.
- ☐ Treating learners with dignity and respect in disciplinary situations.
- ☐ Helping the preservice teacher to use instructional transitions effectively to manage classroom activities.
- ☐ Demonstrating the ability to effectively deal with classroom disruptions and student behavior situations.

Encouraged innovative practices by

- ☐ Demonstrating knowledge of the content and accurately identifying major concepts to be taught to help the preservice teacher design lesson plans that included measurable objectives.
- ☐ Setting an expectation that materials would be ready when needed.
- ☐ Helping the preservice teacher plan instruction that was sensitive to cultural and learning differences and to design lessons that engaged learners in the subject matter.
- ☐ Demonstrating enthusiasm about content and learning.
- ☐ Providing conversation opportunities related to innovative practices, both instructional and professional.
- ☐ Promoting inquiry among learners.
- ☐ Supporting innovative practices and providing relevant feedback.
- ☐ Helping the preservice teacher make adjustments and accommodations for differing learning needs and styles.
- ☐ Helping the preservice teacher develop initiative and support contributions to educational activities outside the classroom requirements.

Demonstrated effective communication and interpersonal skills with the preservice teacher and the UW Faculty/Consultant by

- ☐ Being knowledgeable of and following school and district policies and procedures.
- ☐ Demonstrating effective decision-making.
- ☐ Communicating clearly and professionally with the preservice teacher and the UW Faculty/Consultant.
- ☐ Projecting a professional image (appearance, voice, demeanor).
- ☐ Interacting with students and the preservice teacher respectfully, with fairness, and with appropriate language.
- ☐ Interacting with staff, faculty, and external constituents respectfully and cooperatively.
- ☐ Modeling professionalism in all aspects of communication.

Modeled and mentored a professional disposition of access to quality teaching for ALL children in the classroom by

- ☐ Understanding how due process promotes equal protection for students with diverse needs in schools.
- ☐ Understanding how social class, race, gender, or disability can affect student performance.
- ☐ Articulating a strong rationale for pedagogical decisions and selecting strategies that effectively address the diverse needs of learners.
- ☐ Helping the preservice teacher understand the diverse needs of learners in order to promote equitable and inclusive practices in the classroom.

Provided specific strategies for the preservice teacher to expand the use of and knowledge of assessment(s) of student learning by

- ☐ Helping the preservice teacher accurately and appropriately assess student learning.
- ☐ Setting an expectation for assessments before, during, and after instruction.
- ☐ Helping the preservice teacher evaluate student learning using a variety of assessment strategies.
- ☐ Helping the preservice teacher develop and demonstrate an understanding of confidentiality and other legal and ethical considerations related to assessment.

Provided effective support for the transition from preservice to inservice by

- ☐ Understanding the structure and hierarchy of the profession (e.g., relationships between teachers, administrators, funding, governance).
- ☐ Including the preservice teacher in activities and conversations that expand the scope of the profession beyond the classroom.
- ☐ Providing opportunities for conversation about career planning.
- ☐ Providing opportunities for the preservice teacher to interact with faculty at a variety of stages of their professional careers.

Actively included the preservice teacher in professional development opportunities by

- ☐ Demonstrating a commitment to professional, life-long learning.
- ☐ Arriving at school ready to teach and/or mentor.
- ☐ Seeking opportunities for the preservice teacher to engage in professional development.
- ☐ Facilitating the preservice teacher in developing a service orientation to the school and community (e.g., volunteering or participating in school and district activities outside the classroom).
- ☐ Encouraging the preservice teacher to actively participate in professional and/or community organizations.

Demonstrated effective overall mentoring for this preservice teacher by

- ☐ Providing feedback on the preservice teacher's development level in content knowledge, pedagogy, and dispositions for the profession.
- ☐ Conducting the evaluation of the preservice teacher with honesty and fairness.
- ☐ Meeting deadlines established by the CoEd.
- ☐ Being an active participant in all stages of the preservice teacher's Residency.
- ☐ Demonstrating knowledge of WTEP policies and expectations for the Residency field experience.
- ☐ Understanding and using the WTEP system (e.g., UW Faculty/Consultant, Office of Teacher Education) to support the preservice teacher's professional growth and transition.

Other Comments:

_____ Yes

_____ No

I would like feedback on the compiled data from this semester. [Preservice Mentor Teacher option]