

MENTORING

A key element of the internship experience is the mentoring a candidate receives from the CT. Working collaboratively through co-teaching activities and on-going reflection of the practice of teaching and learning will provide the candidate with a level of confidence and resources valuable to the success of the internship and their professional development. The below information reflects various elements and components of mentoring that we hope will be helpful to you as you work with the candidate throughout the experience.

MENTORING ROLES

When mentoring your candidate, you will take on three different roles: coach, collaborator, and consultant. Those three roles are uniquely integrated during the student teaching experience for each reflects a different aspect of the mentoring role. As your candidate progresses, you will find your role shift across the roles depending on candidate development, need, and independence.

MENTOR A trusted counselor or guide.		
<i>In this role, the Cooperating Teacher mentors the candidate in the practices of becoming a certified teacher. The CT provides this guidance through three roles: coach, collaborator, and consultant.</i>		
<p style="text-align: center;">Coach</p> <p><i>Focus is on content development and instructional strategies used to enhance student learning and achievement. The CT guides the candidate to reflect, inquire, and use data to make instructional decisions.</i></p> <p>Most of the time is spent in this role guiding the candidate to make independent decisions.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none"> • Prompting intern to think about classroom context (help them identify the reason(s) why something happened, how to prevent, what to change; prompt them to think about...how might you...what was the outcome...what might be different if.). • Thinking “out load” for intern – explaining why you did what you did – why you made adjustments, changes to your lesson, etc. 	<p style="text-align: center;">Collaborator</p> <p><i>Focus is on both individuals actively working together through co-planning and co-teaching. Each takes on equal roles and responsibility for student learning.</i></p> <p>This is a critical role that requires precise planning in order to focus the candidate’s learning and participation.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none"> • Co-teaching with intern • Co-planning with intern 	<p style="text-align: center;">Consultant</p> <p><i>Focus is on providing candidate with suggestions, orienting them to the school, ideas to improve, thinking aloud about routines and decisions, developing an idea bank, etc.</i></p> <p>Generally the mentor starts as a consultant – first few days, routines, etc.</p> <p>Some suggestions include:</p> <ul style="list-style-type: none"> • Providing resources and materials • Helping intern become oriented to the school • Give intern daily and weekly schedules

GETTING STARTED –INTERNSHIP STAGES

It is important to understand that candidates generally go through multiple emotional stages during the internship that can impact their teaching and learning. It is beneficial to remember your own student teaching or first year of teaching and the anxiety, anticipation, challenges, and outcomes you encountered. Possibly sharing some of your memories with your candidate will help her/him realize that you have been through a similar experience and have now taken on the role to help nurture them through their own experience.

Anticipation

At the start of the experience, candidates are often anxious and excited. They are committed to making a difference and have many ideas they want to try during the internship. This phase usually lasts several weeks.

Survival

It is natural for an candidate to feel overwhelmed during the first month plus. They are taking in vast amounts of information and guidelines, learning student names, finding resources and materials, and starting to plan and deliver some instruction. During this phase, even the most well prepared candidate can be caught off-guard and overwhelmed. Helping the candidate break down each activity or assignment in a scaffolded manner will help him/her establish a sound organizational system and strengthen their ability to manage each requirement.

Disillusionment

This phase generally reflects stress and not a lack of commitment to or passion for teaching. As candidates begin to take on more teaching independently, their stress goes up and they often fail to recognize positive elements that occur each day. In addition, candidates are being evaluated and often some self-doubt or questioning of their role in teaching may occur. Help the candidate understand that this phase is normal and assist him/her to focus on positive aspects of each day. This will help reduce stress and gain a more positive perspective.

Rejuvenation

As the latter portion of the internship begins, most candidates have gained their bearings and have tackled issues about managing their time and planning. In addition, now that they know the routines, school culture, names, location of resources, and have established their presence with their students, they have more time to focus on their planning, instruction, and learning.

Reflection

This phase usually begins during the last few weeks of the internship and is an excellent opportunity for the candidate to engage in the completion of their pre-professional growth plan. They are now able to think about their practice, catalog what they have learned, identify areas in need of additional learning, and take steps to close their time with their students and CT in a positive and professional manner.

ESTABLISHING THE PROFESSIONAL RELATIONSHIP

The internship experience provides a unique opportunity for collaboration between a mentor-mentee. Unlike other scenarios where the two individuals must find time to work together, the internship places both in the same classroom over a prolonged period of time and engagement. This extended time together should reflect the following mentoring aspects:

- Helping the candidate build professional relationships
 - Setting up communication procedures and creating a work space
 - Developing a vision of good teaching
 - Creating an ongoing conversation around the internship
 - Connecting them to the building teachers and other personnel
 - Encouraging their active participation in school/district-based professional learning communities (team meetings, workshops, etc.)
 - Developing effective communication strategies for working with parents/guardians and managing difficult situations
 - Encouraging collaboration and team-building
 - Working with others in a respectful, caring, and professional manner that always reflect honesty and confidentiality
 - Appropriately handling situations that violate the Code of Professional Conduct
 - Listening with compassion and empathy
- Promoting Reflective Practice
 - Fosters desire to learn, growth, develop practice – remaining open to new ideas and learning
 - Use coaching practices to promote reflective thinking, such as:
 - Probing for information
 - Asking open-ended questions
 - Listening for underlying concerns
 - Reading body language
 - Shift role from coach, collaborator, consultant to meet candidate’s needs
 - Conducts observations, collects data, provides useful feedback
 - Provides feedback about classroom climate, instruction, planning, delivery, and assessment
 - Assists candidate with pre-professional growth plan
 - Engages regularly with candidate to reflect, plan, model thinking, promote problem solving
- Deepens Content and Pedagogy Knowledge
 - Deepens content knowledge, theory, and pedagogy
 - Demonstrates use of technology effective in promoting student learning
 - Aligns instruction based on student learning data and needs
 - Understands diverse student needs and how to personalize instruction
 - Uses strategies to create a classroom community of tolerance and acceptance
- Responds to Culture and Contexts
 - Adjusts approach to support candidate in variety of school cultures and climates
 - Assists candidate in understanding school/district culture and policies
- Establish Methods for Positive Interactions
 - Use eye contact and calm voice
 - Use non-confrontational attributes (words, gestures, and physical position)
 - Use third-person references for sensitivity (eg: “the test questions reflected”...; instead of “your test was”)
 - Choose word and voice choice carefully when trying to coach or consult with your candidate

- Coach – prompting and guiding
- Consultant – definitive, based on knowledge base, policy
- Use paraphrasing
 - Summarize what you think you heard
 - Acknowledge, clarify (re-focus)

PROMPTING REFLECTION

Initially, your candidate will be overwhelmed with the ease in which you manage all daily routines and activities. To help them develop, you will want to coach the candidate through models, prompts, and inquiry.

"Meta-thinking" to model the decision-making

Because so much of what happens in teaching is guided by thinking and decision-making occurring in the teacher's head during teaching, it can be helpful to candidates if their CT can develop the habit of thinking out loud, both during teaching and during planning conferences with the candidate. Some suggested prompts include:

- What factors are you weighing in your mind as you make adjustments to plans during teaching?
- What experiences are you calling on?
- What priorities are you juggling?

Additional prompts for use during coaching may include:

During Planning:

- What do you mean by having the instructional goal of “write well?” Can you give me an example of student writing not meeting this goal?
- How do you plan to introduce the lesson? What will you say? Will you use any props?
- What is your lesson going to be about?
- As you see the lesson unfolding, what will students be doing?
- What do you see yourself doing to produce those student outcomes?
- What will you want me to look for and give you feedback about?
- What will you look for in students’ reactions to know if your directions are understood?
- As you envision the opening of the lesson, how long do you anticipate that it will take?

During Reflecting:

- As you reflect back on the lesson, how do you feel it went?
- What did you see students doing (or hear) that made you feel that way?
- What do you recall about your own behavior during the lesson?
- How did what you observed compare with what you planned?
- How did what you planned compare with what you did?
- As you reflect on the goals for this lesson, what can you say about your students’ achievement of them?
- What were you aware of that students were doing that signaled you to change the lesson?
- What evidence or ideas do you have to explain why some students performed as you had hoped while other did not?
- What did you do (or not do) to produce the results you wanted?
- As you reflect on this discussion, what big ideas or insights are you discovering?
- As you plan future lessons, what ideas have you developed that might be carried forth to the next lesson or other lessons?
- As you think back over our conversation, what has this session done for you? What assisted you? What could I do differently in future sessions?

General Prompt Ideas:

- Ask candidate to compare lesson goals, activities, and assessments for alignment
- Prompt candidate to anticipate teaching strategies and decisions and concerns
- Ask candidate to clarify lesson goals
- Prompt candidate to summarize their decision making out loud – as if talking to themselves
- Ask candidate to think about the evidence of student achievement
- What do you think you did to help make things go so well?
- Could you use any of those strategies again sometime?
- What has been going on in the classroom when behavior was not a concern?
- The last time we talked, you expressed concern about the upcoming lesson. How did that go?

LINKING COURSEWORK

In addition to the plan-teach-reflect mentoring, candidates may need to be reminded of the resources they acquired while engaging in their program coursework. As such, UICs and CTs are encouraged to ask students to think about what they learned in their program coursework and to review lessons, plans, and techniques that may apply to their internship classroom.

CO-TEACHING

In thinking about candidates as learners, we can draw upon some of the same ideas that inform teaching students. Following the progression of "I do, we do, you do" can be particularly helpful to candidates. This might involve deliberately modeling how you prepare for some aspect of your teaching, then working with the candidate through co-teaching strategies to participate equally in planning and instruction as the instructional decision making lead transitions from the CT to the candidate.

Research has shown that student learning has been impacted positively when the Student Teacher and Cooperating Teacher plan and work together through a co-teaching internship model. Co-teaching reflects roles for both teachers throughout the experience with the instructional lead shifting from the Candidate to the CT during the internship; however, the CT remains in the classroom working with the candidate and students in a co-teaching role.

Co-teaching is when two or more people share responsibility for teaching some or all of the students assigned to a classroom. Through this strategy, the teachers share the responsibility for planning, instruction and assessment but in a manner that involves working and planning together as true team partners not two teachers simply sharing a classroom. Co-teaching is not about taking independent turns planning and instructing, but working together to plan, instruct, and assess student progress. Research reflects the benefits of co-teaching on student learning such as:

- Students overwhelmingly identified having two different knowledge bases, hearing two different perspectives on topics and a diversity of experiences as a benefit to co-teaching.
- The other big benefit discussed by the students was having a lower student-to-teacher ratio.
- Two additional benefits most frequently identified by students were: the increased availability of instructors and teachers building off each other.

Research has shown that students in co-teaching classrooms outperform students in classrooms using other models of student teaching. Our goal is for CTs and candidates to work together through co-teaching strategies so that there is a fluid method of planning, instructing, and assessing student learning. Internships that reflect that goal will benefit all participants and make the experience truly rewarding. To accomplish that goal, we ask that candidates be active, engage with their CT, take the initiative and become a true team member in the classroom.

Co-teaching principles reflect the collaborative aspect of mentoring, such as:

Principles of Co-Teaching (Collaborating Together)
I freely share ideas, information, and resources.
I can be relied on to participate, even when a project moves away from my own immediate interests.
My work reflects my best efforts. I continuously make small changes to improve the quality of my work.
I use time well to ensure things are done on time.
I represent the team and the work of fellow group members in a positive manner in other settings.
I bring needed materials and come ready to work.
I actively look for solutions to problems and/or refine the solutions suggested by others.
I know how to gauge my own impact on the group and am routinely aware of team dynamics.
I listen to, respect, acknowledge, and support the efforts of others.
I can easily move between leader and follower, assuming either role as needed to accomplish the task.
I use self-reflection after collaborative activities.

Questions to Highlight Co-Teaching

- **As we prepare for co-teaching, do we:**

- have both teachers' names on the board/door?
- have space for both teachers?

- **Do we share the responsibility for determining:**

- what to teach?
- what teaching strategy(ies) to use?
- who teaches what part of the lesson?
- how to assess student learning?

- **In planning, do we:**

- have regularly scheduled times to meet and discuss our work?
- use our meeting time productively?
- share teaching materials and resources?
- freely communicate our concerns?
- each contribute to the planning process?
- decide which co-teaching model to use in a lesson based on the needs of the students and co-teachers?

- **While co-teaching, do:**

- both teachers have a lead role in the classroom?
- we use a variety of co-teaching approaches?
- students see both teachers as equal partners in the classroom?
- we both participate in the assessment of students?
- students ask both teachers for clarification and/or assistance?
- we read the nonverbal cues of our co-teaching partner?
- we make changes as needed during a lesson?
- actively reinforce classroom rules and manage the classroom together?

Co-Teaching Strategies & Examples

Strategy	Definition/Application
One Teach, One Observe	<p>One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher.</p> <p>EXAMPLE: One teacher observes students for on-task engagement, types of questions asked (or #), understanding of directions/task.</p>
One Teach, One Assist	<p>One teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments, often lending a voice to students or groups who would hesitate to participate.</p> <p>EXAMPLE: While one teacher delivers instruction, the other teacher can provide subject details, clarification, thoughtful questions or insights.</p>
Station Teaching	<p>For station teaching the co-teaching pair divide the instructional content into parts. Each teacher instructs one of the groups. Groups then rotate or spend a designated amount of time at each station.</p> <p>EXAMPLE: Depending on the subject, both teachers provide guidance at a learning station (they might provide the directions, manipulatives, clues, assessment of student understanding, etc).</p>
Parallel Teaching	<p>In this approach, each teacher instructs half the students. The two teachers are addressing the same instructional material.</p> <p>EXAMPLE: Both teachers take half of the class to introduce, reinforce, or clarify a concept or lesson. In this scenario, the same learning goal, strategies, materials, assessment would be used.</p>
Supplemental Teaching	<p>This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials extended or remediated.</p> <p>EXAMPLE: One teacher works with students on their reading, writing, math or other content concepts when assessment results reflect a lack of understanding.</p>
Team Teaching	<p>Well planned, team-taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team -teaching strategy, both teachers are actively involved in the lesson.</p> <p>EXAMPLE: Both teachers have distinct roles in a literacy lesson; one reads the story while the other provides the prompting questions and they may change roles during the lesson.</p>