In the Department of Education at Humboldt State University, we deeply value our collaboration with mentor teachers and the contributions they make to the professional growth and development of our students. It is our partnership that provides students with the opportunity to attain both a strong theoretical base and the ability to translate that base into practical application, in short to put theory into practice in their professional lives.

Because we are committed to excellence and on-going growth, we will continue to strive to select the best qualified candidates, provide the highest quality instruction, and forge increasingly solid and varied links between the schools and HSU.

Thank you for your contributions to the profession through your hard work with the students in our programs, our mutual future colleagues.
Mentor Teacher Responsibilities

The Relationship
- Establish a positive professional relationship with the student teacher.
- Watch and provide feedback regarding student teacher interactions with students, parents, and colleagues.
- Help to prepare, present, and assess lessons.
- Serve as a model of excellent teaching and professionalism.

The School Site
- Take a leadership role in orienting the student teacher to the school site, classroom, and curriculum.
- Provide personal space (desk, counter space, bulletin board) for the student teacher to use.
- Introduce the student teacher to fellow teachers and site personnel.

Preparing to Teach
- Gradually transition the candidate into greater involvement with students.
- Set aside specific time for conferencing with student teacher.
- Share planning strategies.
- Complete assessments in a timely manner.
- Assist (write a letter of recommendation) and advise the student teacher in the process of securing a teaching job.

The University Supervisor
- Keep the supervisor apprised of the student teacher’s progress.
- Provide a mutually convenient time for conferences with the supervisor.
- Document student teacher performances to share with the supervisor and the student teacher on a regular basis.

Humboldt State University
- Attend university-sponsored in-services for mentor teachers.
- Complete evaluation forms promptly.
- Inform the Fieldwork Coordinator of problems not being resolved properly between the student teacher and the supervisor.
Requirements for Being a Mentor Teacher

Requirements

- Mentors must be certified and experienced in teaching the subject(s) of the class.
- Mentors must be trained in supervision.
- Mentors must be evaluated, recognized, and rewarded by the institution.
- Have a minimum of three years of successful teaching experience in the subject area(s).
- Have tenure in the school district.
- Model effective instructional and classroom management strategies with student teachers and provide regular opportunities for them to practice and receive feedback.
- Demonstrate excellent communication skills.
- Commit to provide support for student teachers’ ongoing reflection and professional development.

Selection criteria:

- Meet the CCTC and HSU requirements.
- Achieve and model the six standards of the California Standards for the Teaching Profession.
- Possess valid Language Development certificates or credentials.
- Model effective English Language Development strategies.
- Commit to ongoing professional development in mentoring (attending in-services provided by the School of Education and receive at least satisfactory evaluations from prior student teachers and university supervisors).
- Fill out a Mentor Teacher Service Agreement (for the Elementary and Secondary Education Programs).
Structure of the Secondary Education Program

<table>
<thead>
<tr>
<th>Fall Semester</th>
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<tbody>
<tr>
<td>SED 708 Teacher Performance Assessment (0.5)</td>
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<tr>
<td>SED 711 Nonviolent Crisis Intervention (1)</td>
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<tr>
<td>SED 712 Teaching &amp; Learning in Secondary Schools (2)</td>
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<tr>
<td>SED 713 Classroom Management (1)/SED 714 Educational Psychology (2.5)</td>
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<tr>
<td>SED 715 Multicultural Issues in Education (2)</td>
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<tr>
<td>SED 717 Service Learning in a Multicultural Setting (1)</td>
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<tr>
<td>SED 730 Bilingual Theory and Methods (2)/SED 756 Bilingual ELD Applications (1)</td>
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<tr>
<td>SED 731-741 Secondary Curriculum Instruction (2)</td>
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<tr>
<td>(Art 731, English 733, Math 737, Music 738, Physical Education 739, Science 740, Social Science 741, World Languages 734)</td>
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<tr>
<td>SED 743 Content Area Literacy (2)</td>
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<td><strong>SED 762 Supervised Fieldwork in Student Teaching (2)</strong></td>
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<tr>
<td>SED 776 Teaching in Inclusive Classrooms (2)</td>
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During the fall semester, student teachers are evaluated by their mentor teacher(s), supervisor, and both discipline-specific and education faculty in terms of their academic abilities and suitability for joining the teaching profession. Students must maintain a “B” average in the above courses to continue into the spring semester. (Classes in bold take place at the school site.)

In the fall, student teachers complete the majority of their course work at the university. During their first semester in the program, while they are doing their course work at HSU and are doing observation in their cooperating teachers’ classrooms, we recommend that credential candidates:

• **work one-on-one with a student** assigned to them in their mentor teacher's classroom during the first five weeks of the semester, and

• **participate in small group instruction** during the second five weeks of the semester,

• **engage in whole class instruction** on a limited basis, with supervision and support from their mentor teacher.

The actual instruction of students, first on a one-on-one basis, then in a small group, and finally, as a whole class, will provide credential candidates with the opportunity to integrate theory and practice, as well as to begin teaching and working with adolescents.

The total time credential candidates are involved in either tutoring, small group instruction, or whole class activities must not exceed nine hours per week because their primary responsibility during the first semester is to their university studies.

During the third week of the semester, the candidate will meet with the university supervisor and mentor teacher to complete the SED 762 Fieldwork Agreement. Candidates must participate in 135 hours of field experience (average of nine hours per week for two units of credit).
Other activities that would be appropriate for the first semester include:

a) Observe the unique learning patterns of individual pupils. Become familiar with attendance patterns, how students respond to various questioning strategies, etc.

b) Observe small group interaction patterns within the classroom, in other classes, and elsewhere on campus.

c) Become familiar with classroom and school rules and the ways in which teachers enforce them. What is the teacher’s discipline plan? Is there a school-wide plan? What is the procedure when a problem cannot be resolved in class?

d) Become familiar with the school’s special education program and the support system for learning-disabled pupils.

e) Become familiar with the school’s ELL program and the support system for students learning English.

f) Assist the mentor teacher in preparing and presenting a lesson.

g) Become familiar with the scope and sequence of the subject matter covered in the curriculum.

h) Become familiar with grading policies of the mentor teacher. Are there school/district mandates (e.g., sending deficiency notices before giving a failing grade, etc.)?

i) Assist with classroom activities such as taking roll, setting up demonstrations, preparing the lab, or tutoring.

j) Use the classroom observations to build upon theoretical material presented in HSU classrooms.

k) Learn to locate and use the school’s audiovisual materials and other technological resources.

l) Learn procedures for off-campus field trips.

m) Become familiar with procedures related to the attendance office, counseling office, other support services, and library. Are there library resources to support the courses you will teach?

In the spring, the student teacher takes over classes from the mentor teacher when the mentor teacher, university supervisor, and student teacher agree that it is appropriate. It will depend on the specific situation and the student’s particular strengths. The mentor teacher should never hand the class over to the student teacher and abandon the class. Student teachers don’t need to be alone in the classroom for days at a time in order to have a realistic experience. The mentor teacher can observe, participate, grade papers, or perform maintenance tasks in and out of the room.
Typically, the student teacher shares a preparation period and at least two active periods each day with the mentor teacher. The remainder of the day consists of activities the mentor teacher, university supervisor, and student teacher deem educationally valuable. For example, a student teacher might participate actively in more than two periods. A student teacher might also spend one or more periods observing other teachers in the subject area or observing the workings of the counseling office or assistant principal’s office. In short, the mentor teacher, university supervisor, and student teacher must look at the specific situation and the student teachers’ strengths and interests in designing a day that maximizes the field work experience.

<table>
<thead>
<tr>
<th>Spring Semester</th>
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<tbody>
<tr>
<td>SED 709 Teacher Performance Assessment (1.5)</td>
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<tr>
<td>SED 744-754 Single Subject Seminar (1)</td>
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<tr>
<td>(Art 744, English 746, World Languages 747, Math 750, Music 751, Physical Education 752, Science 753, Social Science 754)</td>
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<tr>
<td>SED 755 Literacy Applications (1)</td>
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<td><strong>SED 763 Intersession Participation and Student Teaching (1)</strong></td>
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<td><strong>SED 764 Student Teaching: Single Subject (6)</strong></td>
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<tr>
<td><strong>SED 765 Student Teaching: Single Subject (6)</strong></td>
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<td><strong>SED 766 Intersession Student Teaching (1)</strong></td>
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In the spring, student teachers spend the entire day at their school site, as any other teacher would. (Classes in bold take place at the school site.)
Being an Effective Mentor

Preparing for having a student teacher

Before the start of the school year:

1. List your goals and expectations for the student teaching experience
2. Organize an area in your room for your student teacher – start collecting books and materials for him or her to use.
3. Prepare a Student Teacher Survival Packet

*Sample Student Teacher Survival Packet*

*Items:*

- School and student handbooks with mission statements and policies
- Curriculum guides and textbooks with teacher editions
- Daily schedules
- Class lists and seating charts for students
- Faculty list of teachers and other staff
- Fire drill and building evacuation procedures
- Students with special needs or health issues (e.g., first aid and medications)
- Sample of report card and progress reports
- Map of school with room numbers for location of copy room, restrooms, faculty room, and library
- Policies for communication with parents – any special forms required
- Discipline policies for school and classroom – written and informal procedures
- Guidelines for referring students to principal – forms and expectations
- Supervisory duties during the school day (e.g., cafeteria, hall duty, study hall, etc.)
- Policies for reporting child abuse, neglect, and other legal issues – state laws
- Professional development opportunities during student teaching
- Procedures for supporting/assisting at-risk students
- Other?

4. Think about how you will introduce your student teacher to your students. (Introducing them as a *coteacher* lends them more credibility.)
5. Write a letter to introduce your student teacher to your students’ parents

Necessary Skills

- Communicating feedback
- Communicating concerns
- Providing support when needed
- Fostering healthy reflection
When Student Teachers Need Support

- **Teaching Issues:**
  - Verbalizes anxiety/concerns frequently
    - Shares faults (puts her/himself down) with students during a lesson
  - Demonstrates difficulty reflecting on personal strengths/weaknesses
    - Can't verbalize or is not accurate on several occasions
  - Demonstrates difficulty with "timing"
    - Lesson pacing-frequently doesn't finish/begin on time
  - Demonstrates difficulty conducting lessons
    - Not prepared for lessons (more than once)
    - Doesn't check for student understanding
    - Behavior management issues
      - Issue becomes a cause for concern when addressed by MT once and ST teaching behavior does not change
      - Doesn't address distracting behavior during a lesson and continues to teach
      - Makes rude comments or disciplines students in an inappropriate manner.

- **Professionalism Issues:**
  - Attendance issues
    - ST arrives late to school or leaves early more than once
    - ST doesn't call in notifying school of his/her absence
  - Safety
    - Doesn't address safety issues/procedures in the classroom
    - Doesn't use school procedure---hall passes, checking students in/out, etc.
  - Personality issues
    - Develops strong opinions about students (stereotypes, etc.)
    - ST advises MT how to teach
  - Confidentiality
    - Gossips with instructional aide/parents
    - Makes inappropriate comments about students

**What to Do When Concerns Arise**

1. Talk with ST about their current strengths and areas that need improvement.
2. Document conversation with ST.
3. Share concerns with supervisor.
4. Arrange for supervisor to observe.
5. Discuss concerns with supervisor confidentially following observation.
6. Meet with supervisor and ST to document strengths and areas of improvement.
7. Write specific goals with ST and connect them with the Teacher Performance Expectations.
8. Review upcoming fieldwork assessments to emphasize the need to meet those criteria by the date of the assessment.
9. If criteria are not met, a contract is written. The contract should have clearly written goals and a timeline for meeting them. The university supervisor will be in touch with the fieldwork coordinator during this time to keep them apprised of concerns and what is being done to address them.
10. If the student teacher does not meet documented goals in the time set, a meeting will be called for the student teacher, mentor teacher, university supervisor, fieldwork coordinator, and program leader to determine whether the student teacher will continue in the program.

**Evaluation & Compensation**

- **Evaluations:**
  - Mid-semester assessments evaluate the student teacher, fieldwork setting, and university supervisor.
  - End-of-the-semester evaluations of the fieldwork setting are completed by the supervisor and the student teacher.

- **Compensation:**
  - HSU library privileges for the year of service.
  - HSU employee discount on computers and software through the HSU bookstore.
Other Information Found in the Secondary Education Program Handbook

- Assessment forms
- Calendars
- Program policies
- Application requirements
- Information about University Supervisor responsibilities
- Information about School Administrator responsibilities
- Contact information for program faculty and staff