

## Information for Mentor Teachers- Integrated Practicum

First and foremost, thank you for your willingness to support PSU teacher candidates. Teaching children is a challenging and nuanced endeavor, and your support and guidance are invaluable in the teacher candidates' development.

I pulled out some information from PSU Integrated Methods Handbook to help clarify what we hope the teacher candidates experience this semester and how you can help as their mentor teacher. **The super short version is that we'd like for each PSU student to spend some time learning routines, building relationships with the students, and gaining experience planning and implementing lessons.**

They are scheduled to work in your classrooms each Monday (for the entire school day) and for 2 full weeks (9/30-10/4; 11/18-11/22). We'd like them to teach lessons (or co-teach) in math, ELA, social studies and science. We encourage students to integrate across content areas as they seek to meet this requirement. Please help them plan the lessons and make sure they are ready to teach (they should get the lessons approved by you before they teach), and then give them thorough formative feedback after they've taught. In their preparation, teacher candidates are not expected to fill out a blank template. They are, however, expected to demonstrate clear preparation. This may take the form of annotating an existing lesson, writing summary notes, or even filling out a template. The teacher candidate should always be able to discuss the Goals, Methods, Materials, and Assessment in the lesson and how their plan is designed to reach and teach all learners.

Finally, at the end of their experience we ask each mentor teacher to fill out the evaluation and send it to the Program Coordinator ([jsr1012@usnh.edu](mailto:jsr1012@usnh.edu)). Their final day in the field is 12/2.

## Integrated Methods Practicum

### How can mentor teachers support the development of teacher candidates?

First of all, thank you for inviting our teacher candidate into your learning community! Your guidance is an invaluable part of our educator preparation program.

We would like our teacher candidates to experience the planning cycle as a reflective practitioner. There are many things that you can do to ensure a comprehensive field experience:

- Please provide access to grade-level/grade-band competencies, content-area standards, scoring rubrics, competency scales, anchor papers, etc.
- Feel free to treat the teacher candidate as a co-teacher; especially, when working with individual students and/or a small group. Allow the teacher candidate to preview an upcoming lesson, observe you teaching that lesson, and then invite the teacher candidate to assist you with that group. When the next group rotates to you, invite the teacher candidate to lead the learning under your close supervision.
- Meet together regularly to discuss relevant issues (classroom management, student strengths/needs/challenges/supports, curriculum development, etc.).
- The teacher candidate is required to lead 4 different learning experiences. Our preference is for them to teach one learning experience in each of the content areas (mathematics,

science, social studies, language arts) and/or integrate content areas. As the teacher candidate leads the learning, please jot down lesson feedback. If time allows, a verbal debriefing is strongly encouraged and appreciated.

- Include the teacher candidate in the review of student work in relation to the targeted competencies. Please share examples of verbal and written content-specific feedback and expect the teacher candidate to demonstrate a growth mindset when providing feedback to students. Encourage the teacher candidate to consider next steps for instruction.
- Encourage the teacher candidate to explore classroom technology and assist students with the tools and applications across all content areas. Discuss with the teacher candidate WHY technology is used in your classroom and HOW it enhances and/or personalizes learning.
- The next step in the teacher candidate's journey is full-time student teaching. Toward the end of this field experience, please feel free to have the teacher candidate plan and lead classroom routines. For example, teacher candidates can greet students at the door, lead Morning Meetings, facilitate lesson closure discussions, design a Number Talk, review classroom rules, post on the classroom blog, etc.

## **LESSON APPROVAL AND MENTOR FEEDBACK**

### **LESSON APPROVAL PROCESS**

Teacher candidates are required to design and teach four lessons during the field experience. Teacher candidates can use lessons from site-based curriculum resources, but the teacher candidate must provide UDL considerations in the margins of the lesson plan and submit the enhanced plan for review prior to teaching. Each lesson must be approved by the mentor teacher prior to teaching the lesson. The mentor teacher must receive the proposed lesson 1 week prior to the scheduled date for teaching. If a mentor teacher requires revisions to the lesson, those revisions must be completed and resubmitted 3 days prior to teaching. Content area professors are available to review lesson plans and provide feedback to the teacher candidates. If the teacher candidate does not demonstrate careful preparation, a focus plan will be put in place.

### **MENTOR FEEDBACK**

The mentor teacher will observe the teacher candidate during each of the four lessons and provide written feedback, which should also be shared directly with the Field Experience Coordinator (emailing will typically suffice, even if it is a picture of a written document). The mentor teacher is encouraged to provide general feedback and also feedback related to Universal Design for Learning (UDL) considerations.

### **GENERAL FEEDBACK**

Was the teacher candidate prepared to teach this lesson? What went well? What are some things to think about?

### **UDL CONSIDERATIONS**

#### ***GOAL***

Did the teacher candidate share the learning goal with students? Did the teacher candidate connect this goal to prior learning?

#### ***METHODS***

Were the students engaged in this learning experience? Why? Were barriers to learning removed? How?

#### ***MATERIALS***

Did the selected materials support learners? How? Did intentional support exist to promote academic vocabulary acquisition?

#### ***ASSESSMENT***

Did the teacher candidate provide clear examples?

Did the teacher candidate provide multiple avenues for students to demonstrate understanding?

Did the teacher candidate provide targeted feedback?

## Plymouth State University Elementary Education

### Field Experiences

Teacher Candidate:	
Evaluator:	Role:
School:	Grade/Grade Band:

Evaluators: If a teacher candidate EXCEEDS or DOES NOT MEET an expectation, please provide a comment that explains your rating. Your insights are used to inform University decisions.

Expectation	Exceeds	Meets	Approaching	Did Not Meet
<b>1. Professionalism</b> Consistently exhibits punctuality, attends all scheduled sessions, and follows the school's professional dress code.				
Comment:				
<b>2. Preparedness</b> Demonstrates an understanding of the grade level or grade band learning standards and competencies.				
Comment:				
<b>3. Communication</b> Demonstrates strong writing and oral communication skills. Consistently uses precise spelling and grammar with students, staff, and families.				
Comment:				

Expectation	Exceeds	Meets	Approaching	Did Not Meet
<b>4. Attitude</b> Demonstrates initiative through active participation in the learning community. Respects the diverse needs of all learners and promotes a growth mindset when providing student feedback and/or when discussing student performance.				
Comment:				
<b>5. Reflective Practitioner</b> Learns and adjusts from constructive feedback and reflection as evidenced by improvements in performance.				
Comment:				

Evaluator's Signature:

Date:

Teacher Candidate's Signature:

Date:

Mentor Teacher Comments: