

COLLEGE of EDUCATION

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Fall 2012

A Guidebook for
CI 495C & WLED495C
Mentor Teachers

Teacher Education: A University/School Collaboration

CI 495C and WLED 495C
SECONDARY EDUCATION Pre-student Teaching FIELD EXPERIENCE

CURRICULUM AND INSTRUCTION FIELD EXPERIENCES (CIFE)

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Thank you for agreeing to mentor a CI 495C or WLED 495C pre-student teacher in your classroom this semester. The faculty and staff in The Pennsylvania State University College of Education view you as a vital partner in developing the next generation of education professionals. Our pre-student teachers gain much from having an opportunity to observe and teach in the schools side-by-side with an experienced classroom teacher.

The pre-student teaching field experience (CI495C or WLED 495C) is part of the Secondary Education (SECED) program, and is taken concurrently with a discipline-specific methods class (i.e. MTHED 412, LLED 412, SCIED 412, SSED 412, WLED 412). Most students enroll in this course in the semester directly before student teaching. As a “field” experience, CI495C / WLED 495C takes place in schools and in seminars with university supervisors, where students *apply, extend, and reflect on* the concepts, questions, theories, and models studied in the university-based courses, especially those in the SECED methods classes.

In accord with the Penn State University Secondary Teacher Education Performance Framework, student inquiry, assignments, and assessment for CI495C or WLED 495C will address four domains of teaching and learning:

- A. Planning and Preparing for Student Learning
- B. Teaching
- C. Inquiry and Analysis of Teaching and Learning
- D. Fulfilling Professional Responsibilities

Hopefully, this guidebook will help you understand the goals of the Penn State Teacher Education Program and the expectations of the CI 495C and WLED 495C pre-student teaching experience. We thank you for your contribution toward ensuring the professional growth of our pre-student teachers. Feel free to contact us by email or phone with your questions, comments, or concerns.



Penn State Secondary Teacher Education Performance Framework (rev. 10/03)

Domain A: Planning and Preparing for Student Learning. The Penn State secondary teacher plans instruction and assessments based upon robust knowledge of subject matter, students and their learning and development, curriculum goals and standards, and the community.

- A1. The teacher demonstrates an understanding of subject matter and subject-specific pedagogy during planning.
- A2. The teacher uses principles of learning and development, and understanding of learners and learner diversity during planning of instruction and assessment.
- A3. The teacher uses relevant community, district, school, and classroom factors and characteristics in planning.
- A4. The teacher develops and selects appropriate instructional goals and objectives.
- A5. The teacher designs coherent short range and long range opportunities for student learning and assessment.
- A6. The teacher selects, adapts, and/or creates appropriate instructional resources and materials, including instructional technologies.
- A7. The teacher plans for an inclusive, nurturing, stimulating, and academically challenging learning environment.

Domain B: Teaching. The Penn State secondary teacher actively encourages students' development and learning by creating a positive classroom learning environment, appropriately using a variety of instructional and assessment strategies and resources, including instructional technologies.

- B1. The teacher actively and effectively engages all learners
- B2. The teacher assesses student learning in multiple ways in order to monitor student learning, assist students in understanding their progress, and report student progress.
- B3. The teacher appropriately manages classroom procedures.
- B4. The teacher appropriately manages student learning and behavior.
- B5. The teacher communicates effectively using verbal, nonverbal, and media communication techniques while teaching

Domain C: Inquiry and Analysis of Teaching and Learning. The Penn State secondary teacher continually and systematically inquires into the quality of his or her teaching and the conditions of schooling in order to enhance student learning and development.

- C1. The teacher monitors and adjusts instructional and assessment strategies during teaching.
- C2. The teacher systematically analyzes assessment data to characterize performance of whole class and relevant sub-groups of students.
- C3. The teacher uses data from his/her own classroom teaching to evaluate his/her own strengths and areas for improvement.

Domain D: Fulfilling Professional Responsibilities. The Penn State secondary teacher exhibits the highest standards of professionalism in all that he/she does.

- D1. The teacher consistently meets expectations and fulfills responsibilities.
- D2. The teacher establishes and maintains productive, collaborative relationships with colleagues and families.
- D3. The teacher values and seeks professional growth.
- D4. The teacher continuously demonstrates integrity, ethical behaviors, and appropriate professional conduct.

GENERAL QUESTIONS

What is a “pre-student teacher”?

Pre-student teachers are *students* in transition, shifting from their role as university “student” to a new role as “teacher.” This transition requires self-discipline and flexibility to interchange these roles throughout the semester or even throughout the day. We encourage pre-student teachers to “try on the shoes” of a teacher and engage in the behaviors accordingly—to *think and act like teachers*. **Of course, from a professional and legal standpoint, they are not yet certified teachers, and therefore, pre-student teachers are not to be given sole responsibility for the supervision of students.**

When can I expect pre-student teachers to enter the field experience?

Secondary education majors begin school placements in **week 6** and finish at the end of **week 11** of the Penn State calendar (see enclosed schedule for exact dates).

We expect students to arrive in the morning according to the mentor teacher’s schedule and depart leaving enough time to travel safely back to campus for their 12:20 pm courses.

What happens if the pre-student teachers are unable to attend school?

Penn State requires pre-student teachers to place several phone calls to report an absence: they must call the school, the Office of Field Experience, their university supervisor, and if scheduled for an observation on that day, their discipline-specific instructor. Additionally, we require pre-student teachers to make up days they miss for illness or personal circumstance. We **do not** require pre-student teachers to make up days in the event that school is cancelled due to inclement weather or other situations beyond the pre-student teachers’ control; **however**, they are encouraged to make the most of their time in school and consider spending additional time in the classroom with the students to make up for such days. The pre-student teachers will not attend school on days when school is on a two hour delay.

Should the pre-student teachers attend days when students are not present?

Penn State University strongly encourages pre-student teachers to attend in-service days devoted to professional development and/or parent conferences, as both provide excellent opportunities for their own professional development. We trust the judgment of mentor teachers in determining when it is **not appropriate** for a pre-student teacher to attend meetings such as these.

Please notify the university supervisor for the course or the secondary education field experience coordinator, Dr. Eve Shellenberger, (ecs110@psu.edu 814-865-1734) if a student’s absences grow excessive, jeopardize their ability to meet the demands of the teaching requirements, or raise concerns for any other reasons.

What are the pre-student teachers required to do while in the classroom?

Towards the goal of thinking and acting like a teacher, pre-student teachers must plan for, implement, and assess student learning, as well as fulfill other professional responsibilities. Specifically, students must:

1. Plan, implement and reflect on *at least* **six lessons**. We encourage students to teach more than six lessons. Further, *some disciplines may require more than six lessons*.
2. Plan, implement and reflect on a series of *at least* **three lessons**. (These three lessons may count towards the required six.)

3. **If permissible in your school district**, video record *one* of the six lessons and analyze it accordingly.
4. Meet the protocol and professional policies expected of teachers in the district.
5. Compose and share written lesson plans with mentor teacher *at least* two days in advance of teaching a lesson.

How might the field experience proceed?

Pre-student teachers need time and space necessary to practice, learn, and extend the knowledge, skills, and dispositions needed to become a teacher. Different pre-student teachers arrive in your classroom with varying degrees of classroom experience or level of comfort. Therefore, you might think of building the practicum as follows, adjusting the speed and load to individual needs while still meeting all the demands of the experience:

- Week 1: Pre-student teachers observe mentor teacher, acquaint themselves to the school, schedule tentative teaching time/ dates/ courses, and identify units and/or lessons for pre-student teachers to teach. Mentor teacher and pre-student teacher may plan and co-teach a lesson or pre-student teacher may teach a piece of a mentor's lesson; pre-student teacher may conduct a lesson with a small group of students or an individual student; pre-student teacher plans first lesson.
- Week 2: The pre-student teacher will plan, implement, and reflect on his/her first lesson(s); plan for future lessons including a series of lessons, and the video recorded lesson (obtaining permissions as necessary).
- Week 3: The pre-student teacher will plan, implement, and reflect on his/her lessons; the mentor teacher will formally observe and provide written feedback on *at least one lesson* taught by the pre-student teacher and complete the "midterm" assessment form. The university supervisor and mentor will meet to discuss the pre-student teacher's progress.
- Weeks 4-5: The pre-student teacher will plan, implement, and reflect on his/her lessons; the mentor teacher will formally observe and provide written feedback on *at least one lesson* taught by the pre-student teacher.
- Week 6: The mentor teacher will complete the final assessment form, and meet with the university supervisor to discuss the progress of the pre-student teacher.

During this experience and in preparation for the expectations of student teaching, pre-student teachers are strongly encouraged to utilize a variety of lesson types from those noted below:

- A lesson developed for a large group of students
- A lesson developed for small groups of students and/or an individual student
- A lesson developed and implemented cooperatively with another 495C pre-student teacher placed with the same mentor
- A lesson developed and implemented cooperatively with the mentor teacher
- A lesson that integrates technology and/or multimedia
- A lesson that features kinesthetic and/or arts integration
- A lesson that utilizes cooperative/collaborative learning
- A lesson that incorporates inquiry and/or discussion

How can I help my pre-student teacher?

Since CI 495C or WLED 495C is a middle step toward becoming a teacher, your encouragement and feedback are extremely important and valuable. Let the pre-student teacher know specifically what is going well and provide specific and direct feedback when appropriate. If he or she needs additional support, contact the university

supervisor or the Coordinator of Field Experiences for this course. The CI 495C or WLED 495C pre-student teacher's success is important to all of us.

The following tips may assist you in guiding the pre-student teacher toward becoming a professional:

1. Offer a supportive environment in which a beginning teacher can learn. You may find a situation in which you could do the job better and/or faster yourself. Learning to teach takes time and patience; this is one of the first times your pre-student teacher has formally been in the role of a classroom teacher.
2. Provide specific feedback. Think of yourself as a coach, making suggestions that will help the pre-student teacher improve performance.
3. Take time to listen carefully to your beginning teacher. Most are anxious at the beginning and need you to listen, which they interpret as caring about them.
4. Establish open and honest communication. Problem solving, early on, will more likely result in a productive experience and a mutually respectful relationship. Help the prospective teacher set goals for improvement and monitor his/her achievement of those goals.
5. Simply opening up your classroom to a beginning teacher is very helpful and much appreciated!

How can my pre-student teacher help me and, subsequently, help my students?

The current demands placed on public schools in the name of accountability require that teachers, pre-student and veteran teachers alike, respond to the individual learning needs of students to the greatest extent possible. **Please expect that our students will spend some of their time in the classroom working with students individually and in small groups.** It is our plan that at this critical first official teaching experience the pre-student teachers begin building a repertoire of instructional strategies that will be most necessary as they take on the challenges of their own classrooms. Penn State encourages a **co-teaching model** where mentor teacher and pre-student teacher jointly plan lessons and teach students. Through co-teaching, the pre-student teacher is an active participant in a collaborative process of planning and teaching.

What do I need to know about CI 495C or WLED 495C evaluation?

It is vital for all concerned to recognize that the CI 495C or WLED 495C student is not a finished product. In fact, this is the first extended and formal opportunity the pre-student teacher will have in a classroom. For this reason, a grade of *satisfactory* or *unsatisfactory* is given in the CI 495 C or WLED 495C field experience. In this initial step toward becoming a teacher, the prospective teacher will have the opportunity to demonstrate growth. The pre-student teacher's grade is based on his or her ability to meet the standards identified as appropriate for this field experience in the four performance domains described above. He or she is viewed as a novice teacher, and subsequently, is to be evaluated as such. The university supervisor, the mentor teacher, and the pre-student teacher jointly contribute assessment data in the determination of the pre-student teacher's grade for the field experience.

More specifically, mentor teachers should meet with pre-student teachers regularly, at least once before each lesson and informally throughout the experience, to provide verbal feedback and guidance. Further, mentor teachers must observe and provide written feedback on at least two lessons taught by the pre-student teacher. It is in the best interest of the pre-student teacher that both the mentor teacher and the university supervisor complete one observation prior to mid-term and the second observation near the conclusion of the field experience.

Please provide specific feedback that will encourage the growth of the pre-student teacher. **Comments should address the consistency and the quality of the pre-student teacher's actions throughout the lesson.**

The form for these observations will be provided by the university supervisor. Finally, mentor teachers must evaluate the pre-student teacher formally, once at midterm and once at the end of the practicum. The performance criteria for evaluation are on the attached assessment form.

Who do I call if I have a question?

The initial contact should be the CI 495C/WLED 495C university supervisor since he or she visits your school regularly. The university supervisor can answer questions regarding the field experience and access information as pertinent to the pre-student teacher’s methods courses. If you have any comments, questions, or concerns about the CI 495C/ WLED 495C experience contact the Field Experience office at (814) 865-1734 and speak with Dr. Shellenberger, Coordinator of Field Experiences for Secondary Education. We look forward to a rewarding partnership with you and your school and thank you for your important contribution to the development of the next generation of teachers!

Penn State CI 495 C/WLED 495C OVERVIEW FOR MENTORS

IMPORTANT DATES

- ** STARTING DATE –October 1, 2012
- ** END DATE - November 9, 2012
- ** Every Morning of the week: IN SCHOOL

What are my responsibilities as a mentor? **What are the pre-student teacher’s responsibilities?**

- | | |
|---|---|
| <input type="checkbox"/> Approve your pre-student teacher’s lesson plans | <input type="checkbox"/> Be professional |
| <input type="checkbox"/> Do one written observation before March 3 | <input type="checkbox"/> Teach a minimum of 6 lessons |
| <input type="checkbox"/> Do second written observation before April 5 | <input type="checkbox"/> Assist in the classroom daily |
| <input type="checkbox"/> Fill out evaluation form prior to final conference | <input type="checkbox"/> Work with individual students
or small groups |
| <input type="checkbox"/> Participate in mid-term and final conferences | |

Semester Schedule: Please note that the weeks listed below are numbered according to the weeks pre-student teachers will work in host classrooms, not according to the Penn State semester calendar of courses.

Week / Dates	Days of Attendance	Guidelines for Experience	University Supervisor's Visits and Observations T.B.A.
<u>Week of September 17</u>	<i>You should receive a folder from your pre-student teacher's field experience supervisor no later than Wednesday of this week.</i>		
<u>Week 1</u> October 1- 5	Monday - Friday	Pre-student teachers observe mentor teacher, acquaint themselves to the school, schedule tentative teaching time/ dates/ courses, and identify units and/or lessons for pre-student teachers to teach. Mentor teacher and pre-student teacher may plan and co-teach a lesson or pre-student teacher may teach a piece of a mentor's lesson; pre-student teacher may conduct a lesson with a small group of students or an individual student; pre-student teacher's plans first lesson.	
<u>Week 2</u> October 8 - 12	Mon.-Fri.	Give feedback on pre-student teacher's first lesson(s); help pre-student teacher plan for future lessons including a series of three lessons and the video recorded lesson (obtaining permissions as necessary).	
<u>Week 3</u> October 15 - 19	M-F	Continue to give informal feedback on pre-student teachers lessons; formally observe and provide written feedback on <i>at least one lesson</i> taught by the pre-student teacher and complete the "midterm" assessment form by the end of week 4 (Feb. 28). Meet with university supervisor to discuss the progress of the pre-student teacher.	
<u>Week 4</u> October 22- 26	M-F	Formally observe and provide written feedback on <i>at least one lesson</i> taught by the pre-student teacher . Continue to give daily feedback to the pre-student teacher.	
<u>Week 5</u> October 29-Nov. 2	M - F	Formally observe and provide written feedback on <i>at least one lesson</i> taught by the pre-student teacher . Continue to give daily feedback to the pre-student teacher. Complete the final assessment form.	
<u>Week 6</u> November 5-9	M - F	Formally observe and provide written feedback on <i>at least one additional lesson</i> taught by the pre-student teacher. Complete the final assessment form and meet with the university supervisor to discuss the progress of the pre-student teacher.	

**Please note:
Last Day for pre-student teachers: November 9, 2012.**

