

The School Mentor

Updated 2018

The role and responsibility of the School Mentor teacher is crucial in promoting the personal and professional well being of the beginning teacher. Therefore, it is important that School Mentor teachers be selected carefully and with great consideration.

Role of the Mentor

The School Mentor will be responsible for providing day-to-day assistance and training to the Intern. Assistance will be provided through development of:

- ❖ a supportive relationship with the Intern through school mentoring, modeling, conferencing, and encouraging
- ❖ the Intern's knowledge and application of skills, attitudes, and values necessary to effectively carry out the role of a classroom teacher

Qualifications Required (cont'd)

- ❖ Certification in the area and at the level of the Intern
- ❖ Employed as a teacher on the same campus as the Intern
- ❖ 3-5 years teaching experience
- ❖ Exemplary standing in the school district
- ❖ Conferencing skills
- ❖ Organized

Qualifications Required

- ❖ Ability to provide quality instruction to adults
- ❖ Flexible
- ❖ Good interpersonal skills
- ❖ Willing to serve, do training, and learn more about School Mentoring
- ❖ Integration of technology into the curriculum

Qualification Required (cont'd)

- ❖ Demonstrated diplomacy skills
- ❖ Demonstrated tolerance of others
- ❖ Consistent attendance at teacher in-service and implementation of new ideas in classroom practices
- ❖ Demonstrated learner-centered approach to teaching

Responsibilities

- ❖ Review School Mentor online training on the MCC website and return the Acknowledgement form to the Alternative Certification office.
- ❖ Orient Intern to the culture of the campus including building and district policies, timelines, procedures, and paperwork

Responsibilities (cont'd)

- ❖ Arrange monthly observations with the Intern Teacher – each semester the Intern will observe the Mentor twice, and the Mentor will observe the Intern twice.
- ❖ Conduct conferences with the Intern after each observation.

Responsibilities (cont'd)

- ❖ Demonstrate coaching, team teaching, and other effective teaching practices with Intern
- ❖ Assist with lesson planning and locating resources
- ❖ Assist the Intern with daily troubleshooting and problem-solving

Responsibilities (cont'd)

- ❖ Complete the proper intern observation documents for each observation
- ❖ Assist the Intern with planning assessments and intervention strategies for students who are struggling.
- ❖ Participate in the Intern's final end-of-year recommendation for Standard Certification.

The Process

- ❖ Regular Intern/School Mentor observations and conferencing provides a platform for the teaching and learning process that occurs between the Intern Teacher and the School Mentor.

The Process (cont'd)

❖ The School Mentor:

- teaches and supports an Intern through demonstrations, co-teaching, micro lessons, or in any number of creative ways.
- observes the Intern and provides guidance in the implementation of new skills, practices, and processes.
- Likewise, the Intern observes the School Mentor, describes practices and skills, and through conferences with the School Mentor, reflects on his/her own growth in craft and professional knowledge.

Observations

- ❖ Observations should not interfere with either individual's regular planning period, but should occur during a mutually acceptable time.
- ❖ Observations are typically 45 minutes in duration.

Monthly Conferences

- ❖ Conferences should be conducted on a regular basis. The purpose of these conferences is to allow the opportunity for the School Mentor and Intern to chart new strategies and directions in management, organization, evaluation, curriculum development, and delivery.

Monthly Conferences

- ❖ Regular conferences should typically last about 15-20 minutes and should occur as soon as is mutually convenient. It is preferable for School Mentors and Interns to conference following an observation.

Policy & Procedure or Payment of Stipend

- ❖ School Mentors are paid a stipend through the MCC Alternative Teacher Certification Program for their duties as a School Mentor to the MCC Intern. In order to qualify for this payment each campus School Mentor must turn in all necessary paperwork required by the program.

Policy & Procedure or Payment of Stipend

See the letter you received in the envelope from the Intern teacher. In order to be paid, you must turn in:

- W9 form
- MCC Employment Application
- DPS Background Check Form
- School Mentor Form (information)
- Powerpoint Acknowledgement Form
- All paperwork required during the Internship (observation forms, etc.)

Policy & Procedure or Payment of Stipend (cont'd)

- You will receive your payment at the end of December or the end of May, depending on the semester serving as School Mentor.

- Amount of stipend:

- Fall semester \$125.00
- Spring semester \$125.00

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W9 FORM

Form W-9 <small>Rev. January 2009</small> <small>Department of the Treasury</small> <small>Internal Revenue Service</small>	Request for Taxpayer Identification Number and Certification	Give form to the requester. Do not send to the IRS.
Name (as shown on your income tax return) _____		
Business name, if different from above _____		
Check appropriate box: <input type="checkbox"/> Individual sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Other _____ <input type="checkbox"/> Exempt from backup withholding		
Address (number, street, and apt. or suite no.) _____		Requester's name and address (optional) _____
City, state, and ZIP code _____		
List account number(s) here (optional) _____		
Part I Taxpayer Identification Number (TIN)		
Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see How to get a TIN on page 3.		
Social security number _____		or Employer identification number _____
Part II Certification		
Under penalties of perjury, I certify that:		
1. The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and		
2. I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and		
3. I am a U.S. person (including a U.S. resident alien).		
Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. (See the instructions on page 4.)		
Sign Here	Signature of U.S. person _____	Date _____
Purpose of Form		
A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.		
U.S. person. Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:		
1. Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),		
2. Certify that you are not subject to backup withholding, or		
3. Claim exemption from backup withholding if you are a U.S. exempt payee.		
Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.		
For federal tax purposes you are considered a person if you are:		
• An individual who is a citizen or resident of the United States,		
• A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States, or		
• Any estate (other than a foreign estate) or trust. See Regulations sections 301.7701-6(g) and 7(c) for additional information.		
Foreign person. If you are a foreign person, do not use Form W-9. Instead, use the appropriate Form W-8 (see Publication 515, Withholding of Tax on Nonresident Aliens and Foreign Entities).		
Nonresident alien who becomes a resident alien. Generally, only a nonresident alien individual may use the terms of a tax treaty to reduce or eliminate U.S. tax on certain types of income. However, most tax treaties contain a provision known as a "saving clause." Exceptions specified in the saving clause may permit an exemption from tax to continue for certain types of income even after the recipient has otherwise become a U.S. resident alien for tax purposes.		
If you are a U.S. resident alien who is relying on an exception contained in the saving clause of a tax treaty to claim an exemption from U.S. tax on certain types of income, you must attach a statement to Form W-9 that specifies the following five items:		
1. The treaty country. Generally, this must be the same treaty under which you claimed exemption from tax as a nonresident alien.		
2. The treaty article addressing the income.		
3. The article number (or location) in the tax treaty that contains the saving clause and its exceptions.		

McLennan
Community
College

TO BE COMPLETED BY MENTOR20

ACKNOWLEDGEMENT FORM



Alternative Teacher Certification Program

I, _____ have viewed the School Mentor
(Name)

PowerPoint Presentation and have read the *Intern Handbook*. I understand my role and responsibilities as a School Mentor. I agree to abide by the policies set forth by the Alternative Teacher Certification Program. I will receive a payment stipend of \$125 per semester for my role as School Mentor. Payment of this stipend is contingent upon the completion of each area of School Mentor documentation in the *Intern Handbook* and the return of all required paperwork for the program and MCC Human Resources office.

School Mentor Signature

Date

Please return this form by mail to:

Alternative Teacher Certification
McLennan Community College
1400 College Drive
Waco, Texas

Or

Fax to: 254.299.6227

Observation Forms to be completed by the Interns

When the Intern should Observe the Mentor, what to turn in

- Observations should last 45 minutes.
- Make arrangements for the Intern teacher to observe you at least twice each semester (October, December, February, April)
- Conduct a post-observation conference. Coach the Intern and point out strategies you used. Allow them to ask questions.
- Remind the Intern to turn in a copy of the observation form during Internship class.

Alternative Teacher Certification Program

Observation by Intern

Note: This is the form to use when the first-year teacher is observing the mentor teacher's classroom. Print this form 4 times so that you can complete 4 observations during the school year.

Circle One: Assignment 1a

Assignment 2a

Assignment 3a

Assignment 4a

Intern Name:		Person Observed:	
Date:	School:	Grade:	Subject:

Interns will observe and identify strategies by circling the following:

Y = definitely observed this strategy;

? = unsure if what I observed demonstrates this strategy;

N = did not observe this strategy

Domain 1. Planning			
Lesson structure is clear and well-organized (beginning, middle, end).	Y	?	N
Lesson is aligned with standards (TEKS and STAAR).	Y	?	N
Lesson is appropriate for diverse learners.	Y	?	N
Technology was used to enhance learning.	Y	?	N
Formal and informal assessments were used.	Y	?	N
Teacher gives students specific, constructive feedback about their work.	Y	?	N
Lesson connects to students' real-life experiences and prior knowledge.	Y	?	N
Students were engaged in higher-order thinking.	Y	?	N
Students were grouped effectively and worked well in groups.	Y	?	N

Questions to ask my mentor:

Strategies I will use in my own classroom:

**Observation Form
to be completed by the
School Mentor**

When to Observe and Turn in

- Observations should last 45 minutes.
- Observe your Intern teacher twice each semester (Sept, Nov, Jan, March).
- Conference with the Intern teacher to discuss strategies.
- Send a copy of each form with the Intern teacher to Internship class as you complete these observations.

Alternative Teacher Certification Program
Intern Appraisal
Observation to be completed by the School Mentor

Note: This is the form to use when the MENTOR is observing the INTERN's classroom. Print this form 4 times so that you may complete 4 observations during the school year.

Circle One: Assignment 1b

Assignment 2b

Assignment 3b

Assignment 4b

Intern Name:		School Mentor/Observer:	
Date:	School:	Grade:	Subject:

Mentors will observe and rate the Intern's lesson according to the following rubric:

3 = Observed consistently

2 = Observed sometimes

1 = Not observed/needs improvement

Domain 1. Planning

Lesson structure is clear and well-organized (beginning, middle, end).	3	2	1
Lesson is aligned with standards (TEKS and STAAR).	3	2	1
Lesson is appropriate for diverse learners.	3	2	1
Technology was used to enhance learning.	3	2	1
Formal and informal assessments were used.	3	2	1
Teacher gives students specific, constructive feedback on their work.	3	2	1
Lesson connects to students' real-life experiences and prior knowledge.	3	2	1
Students were engaged in higher-order thinking.	3	2	1
Students were grouped effectively and worked well in groups.	3	2	1

Domain 1 Comments and Suggestions for Improvement

Intern Name:	Date:
Circle One:	Assignment 1b Assignment 2b Assignment 3b Assignment 4b

Domain 2. Instruction			
Learning objectives were posted and/or stated.	3	2	1
Students were successful in learning.	3	2	1
Teacher conveys clear and accurate content knowledge.	3	2	1
Teacher connects content to other topics/disciplines.	3	2	1
Student ↔ student and teacher ↔ student communication is respectful.	3	2	1
Questioning is focused on the lesson objective.	3	2	1
The lesson includes activities that address different learning styles.	3	2	1
Teacher monitors student behavior, engagement, and mastery.	3	2	1
Teacher responds quickly to student academic and behavioral needs.	3	2	1
<i>Domain 2 Comments and Suggestions for Improvement</i>			

Domain 3. Learning Environment			
Procedures and routines were clear and efficient.	3	2	1
Transitions were efficient.	3	2	1
Students manage supplies with limited teacher direction.	3	2	1
Classroom is safe and organized.	3	2	1
Teacher reinforces desired behaviors.	3	2	1
Teacher encourages students who are struggling.	3	2	1
Rules are applied fairly and consistently.	3	2	1
Student behaviors were intercepted before they interfered with instruction.	3	2	1
Students know and follow classroom behavior expectations.	3	2	1
<i>Domain 3 Comments and Suggestions for Improvement</i>			