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 inservice 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:

oFall semester \$125.00

Spring semester \$125.00

C

W9 FORM

	W-9 January 2006) ment of the Treasury Favores Service		for Taxpayer nber and Certification	Give form to the requester. Do no send to the IRS.
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MENTOR FORM



School Mentor Form

TO BE COMPLETED	BY MENTOR			
Date Form Completed:				
Campus Mentor's Name	e:			
	Last	First		Middle
E-mail Address:				
Home Phone:		Cell Phone:		
District Name:		Campus Name:		
Campus Address		Campus City	State	Zip
Campus Phone #		Fax #	ŧ	
Principal's Name:				
Intern's Name:				
Term of Mentorship:	Fall Pear Fall	/SpringYear	Spring Year	_0

ACKNOWLEDGEMENT FORM



Alternative Teacher Certification Program

I,have vie	wed the School Mentor
PowerPoint Presentation and have read the Int	ern Handbook. I understand my role
and responsibilities as a School Mentor. I agre	ee to abide by the policies set forth
by the Alternative Teacher Certification Progr	am. I will receive a payment stipend
of \$125 per semester for my role as School Me	entor. Payment of this stipend is
contingent upon the completion of each area o	f School Mentor documentation in
the $\mathit{Intern}\; \mathit{Handbook}$ and the return of all requ	ired paperwork for the program and
MCC Human Resources office.	
	chool 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.

Assignment 3a

Assignment 4a

Assignment 2a

Circle One: Assignment 1a

Strategies I will use in my own classroom:

Date: School:	Grade:	Subject:			
Interns will observe and identify strategies by circle of a definitely observed this strategy; Y = unsure if what I observed demonstrates this strong a did not observe this strategy		ng:			
Domain 1. Planning Lesson structure is clear and well-organized (l	beginning, mide	lle, end).	Y	?	N
Lesson is aligned with standards (TEKS and S			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 f	feedback about	their work.	Y	?	N
Lesson connects to students' real-life experier		nowledge.	Y	?	N
Students were engaged in higher-order thinkir			Y	?	N
Students were grouped effectively and worked Questions to ask my mentor:	d well in groups		Y	?	N

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

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

Questions to ask my mentor:

Strategies I will use in my classroom:

Domain 3. Learning Environment			
Procedures and routines were clear and efficient.	Y	?	N
Transitions were efficient.	Y	?	N
Students manage supplies with limited teacher direction.	Y	?	N
Classroom is safe and organized.	Y	?	N
Teacher reinforces desired behaviors.	Y	?	N
Teacher encourages students who are struggling.	Y	?	N
Rules are applied fairly and consistently.	Y	?	N
Student behaviors were intercepted before they interfered with instruction.	Y	?	N
Students know and follow classroom behavior expectations.	Y	?	N
Questions to ask my mentor:			

Strategies I will use in my 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: A	ssignment 1b	Assignment 2b	Assign	nment 3b	Assignment 4b
Intern Name:			School M	entor/Observ	ver:
Date:	School:		Grade:	Subject:	

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

- 3 = Observed consistently
- 2 = Observed sometimes
- $I = Not \ observed/needs \ improvement$

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 2	b 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

Domain 2 Comments and Suggestions for Improvement

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

Domain 3 Comments and Suggestions for Improvement