



**MENTOR TEACHER
HANDBOOK
FOR FIELD EXPERIENCE**



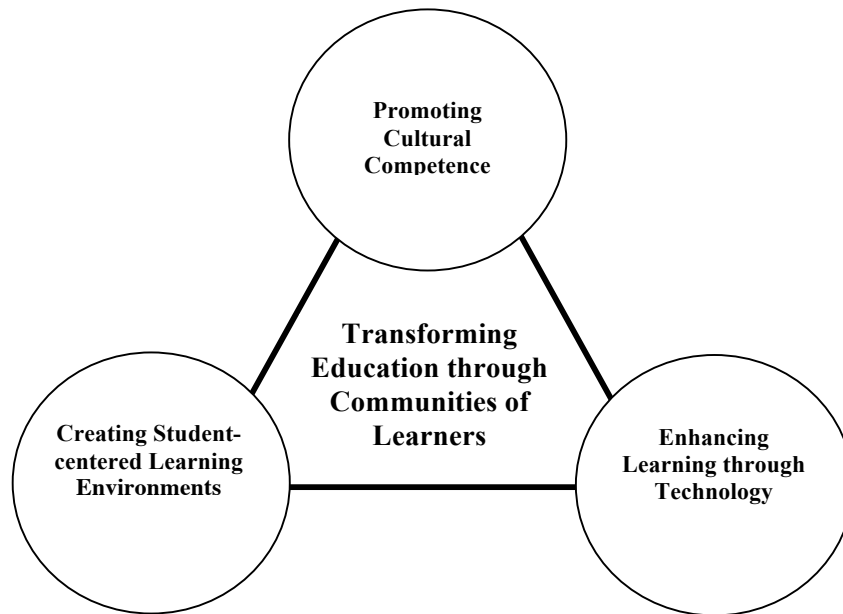
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MISSION AND STANDARDS

Mission of the College of Education

The Pacific University College of Education embraces the mission and values of Pacific University along with its commitment to the liberal arts and sciences as we seek to prepare aspiring and practicing educators to promote and nurture learners' intellectual, ethical, social, and emotional growth within a learning community that is committed to equity and diversity. In our shared vision, the College of Education exemplifies the values of the University, emphasizing academic rigor, integrity, individual growth, deep understanding, close community and ethical responsibility.

Since there are several programs in the COE there are various program goals and objectives. Uniting all our programs is the intersection of the COE vision statement (Transforming education through communities of learners) and three focus themes that capture our COE conceptual framework: (1) Promoting cultural competence; (2) Creating student-centered classrooms; and (3) Enhancing learning through technology. As shown below, these themes summarize our conceptual framework, thus letting all our constituents know what we value.



PHILOSOPHICAL FOCUS OF THE CONCEPTUAL FRAMEWORK

We are committed to increasing our sphere of influence and deepening our commitment to quality. Thus, our licensure programs are approved by the Oregon Teacher Standards and Practices Commission (TSPC) and our degree programs are accredited by the Northwest Commission on Colleges and Universities (NWCCU). Further, the College of Education earned national accreditation from the National Council for Accreditation of Teacher Education (NCATE) in 2008.

Serving as a mentor assures you of a lasting impact on how future teachers perform in their chosen field. Our students are so fortunate to have you helping them along the road to their dream. Pacific University cannot thank you enough for all you do for our students as you mentor them. We know that our students' real learning takes place in your classrooms. We appreciate the contribution you make to the teaching profession each time you mentor a practicum student in your classroom.

Program Description

Flex ~ This program begins in September and ends 16 months later in January with a Master's of Arts in Teaching and an initial license. The coursework in this program follows the same sequence as the MAT/5th program. The main difference from the MAT day program is that these candidates have their second authorization placement in January, after their student teaching. To ensure that they are ready to student teach in the fall, these students are involved in 2 additional field experience placements in the schools. Candidates are expected to spend 30 to 60-hours in the classroom in each placement for a total of 90-hours over the two placements.

Undergraduate ~ The undergraduate program allows our candidates to complete a bachelor's degree while simultaneously completing the requirements for an elementary Initial Oregon Teaching License. Candidates are provided solid foundations in theory and content, as well as maximum exposure to the school environment through practica and student teaching experiences. They are prepared to nurture young peoples' intellectual, social, and moral growth and to appreciate diversity of cultures. Candidates are expected to spend at least 45-hours in the classroom for their field experience placement.

All our candidates are expected to maintain high standards of professional and personal ethics in working with staff and students, maintaining confidentiality at all times.

- Attend all classes and meetings regularly and punctually that occur during their scheduled hours in the school.
- Adhere to school, district, and state rules and policies pertaining to the school program.
- Read and progress toward requirements of the TSPC and Pacific University College of Education

Field Experience Expectations

Becoming acquainted with staff members, students, and the school building is a major expectation in the field experience placement. Teaching candidates should familiarize themselves with the instructional and the non-instructional duties that teachers perform each day. This introduction begins during this placement.

The teaching candidate's orientation should include the following:

School

- Information about the school community.
- Tour of the building.
- Awareness of faculty/student handbooks and policies:
 - Building hours and calendar for students and staff
 - Parking facilities
 - Appropriate dress
 - Rules: bus, cafeteria, fire drill, hall, etc.
 - Discipline policies
 - Duties: bus, cafeteria, hall, etc.

- Introduction to administrators, secretaries, custodians, resource personnel, and other teachers.
- Use of school services:
 - AV and office equipment
 - Health services
 - Guidance and counseling
 - Ordering films
 - Special education
 - Media centers
- Use of building forms: attendance, accident, referral, student records, etc.
- School related activities (open house, plays, sports, etc.).
- Faculty meetings and functions.
- Phone numbers to contact school, mentor teacher, and the university supervisor in case of illness.

Classroom

- Desk or workspace for the student teacher.
- Class schedule - daily, weekly, term.
- Arrangement of materials, equipment, bulletin boards, desk.
- Seating plans.
- Student files and backgrounds.
- Oregon Content and Performance Standards, curriculum guides, unit plans, and textbooks.
- District graduation requirements and planned course statements.
- Classroom policies: discipline, bathroom, pencil sharpening, absences, etc.
- Introduction of the teacher candidate to students and staff.
- Introduction to the systems for evaluating student performance, determining and recording grades, preparing report cards, and meeting with parents.

While in the classroom, although teaching candidates will not be teaching during this placement, there are a number of helpful information that they can acquire without specifically asking their mentor. While observing during the placement, the teacher candidate should note the following:

- Class routine:
 - Attendance taking procedure
 - Lunch routines
 - Policies for bathroom, drinks, pencil sharpeners, etc.
 - Method of collecting and distributing papers, etc.
 - Follow-up on absences, late assignments
 - Classroom rules and discipline policy
- Record keeping, evaluation criteria, test construction, grading system, reporting method.
- Student names (Seating charts, class photos and school annuals can be useful).
- Characteristics of students:
 - Behavior and work habits (alone/with others)

- Physical development
- Peer relations
- Emotional development
- Means of assessing students:
 - Observation
 - Pre-testing
 - Samples of students work
 - School records and test scores
 - Conference with mentor teacher, counselors, and parents
- Variety of methods of instruction
- Use of materials and equipment

The Mentor Teacher Role

The mentor teacher serves as the primary guide, support and model for the field experience teaching candidate.

Among other responsibilities, mentor teachers will:

- Introduce the teaching candidate as a colleague to students and staff.
- Create an atmosphere of acceptance for the teaching candidate with the students, staff, and community.
- Inform the practicum teacher concerning background information of students and introduce available resource persons and materials

Final Steps for the Mentor

When the teaching candidates requirements have been completed, please follow these steps to ensure that we have all documents we need to move this candidate forward in their program.

- Complete the field experience evaluation document and either give it to the teaching candidate to return to Pacific University or make other arrangements to return it.

Criteria and Selection of Mentor Teachers

Mentor teachers are responsible for a major portion of the *learning to teach* process. Criteria and selection procedures reflect the importance of this person's role in educating teachers. School districts and university faculty collaborate in the selection of mentor teachers. The following selection criteria have been reviewed and approved by the University's Educational Consortium. The mentor teacher requirements include:

- Preparation in supervising, evaluating, and/or instructing student teachers.

- A minimum of three years of successful classroom teaching preferably in the district, and at least one year in that particular school. It is possible to use a mentor with two years of successful classroom teaching with a recommendation from the building administrator.
- A current Oregon teaching certificate with appropriate endorsements for current assignments.
- Demonstrated competence as a teacher.
- A positive, professional attitude and enthusiasm for teaching.
- Understanding effective teaching strategies.
- Ability to relate to and communicate with other teachers, administrators, staff, children, and parents.
- Skills in evaluating the performance of practicum teachers and a willingness to constructively share the evaluation with the practicum teacher and university supervisor.
- Ability to work cooperatively with the teaching candidate and the university.

The Building Administrator

In assuming responsibility for student teachers within the building, the building administrator:

- Assists in selecting mentor teachers;
- Orients the practicum teacher to the school's philosophy, policies, regulations and the physical plant;
- Communicates with the university, if necessary.

The University Supervisor

There is no teaching expectation or requirement for the field experience, so the teaching candidates in field experience placements are not assigned a supervisor. If there are concerns about the placement or student, please contact Shelley Smolnisky at smol0924@pacificu.edu or call the University at 541-485-6812.

Policies Regarding Practicum Teachers

Dress:

Candidates in field experience placements are expected to dress professionally. Style of dress should be consistent with that of teachers at the school.

Absences:

Prompt and regular attendance is essential. When a candidate in a field experience must be absent during their scheduled time, it is essential that they notify the mentor teacher as early as possible and certainly prior to the time school begins on the morning of the absence.

Procedures for Dealing with Deficiencies in Performance, Removal and/or Termination of a Candidate from a Field Experience Placement

When a mentor teacher and/or building administrator becomes aware of a serious problem with the performance and/or behavior of a candidate, the following procedures apply:

1. Notify the Associate Dean and set up a meeting to include the Associate Dean, mentor teacher, and teacher candidate.
2. The mentor teacher will have the following materials available for the meeting:
 - Any observation reports/information/documentation related to concerns
3. At that meeting the following should occur:
 - a. The candidate is apprised of the specific deficiencies in performance relative to the competencies required of teachers in OAR 584-060-0040.
 - b. A plan is devised for the candidate to correct deficiencies.
 - c. A timeline for correcting the deficiencies is determined.
 - d. The results of meeting – the deficiencies, plan and timeline – will be communicated by the Associate Dean in written format to the candidate. Copies will be sent to the Dean of the College of Education, building administrator, and student file.
4. At the end of the determined timeline, mentor teacher, and candidate will meet to assess progress. The university will provide a written record of this meeting, including further plans and timelines. Copies will be sent to the candidate, mentor teacher, Dean of the College of Education, building administrator, and student file.
5. If the placement is terminated:
 - a. The candidate will be notified in writing that the placement is terminated. Copies will go to the university, mentor teacher, Dean of the College of Education, building administrator, and student file.
 - b. The candidate will receive a “No Pass” for the placement.

FORMS

Candidate Name _____ Date _____

FIELD EXPERIENCE EVALUATION

Although this is the first formal experience in which our candidates are placed, we expect that they will look on this experience as an opportunity to start learning/practicing their professional skills. Please evaluate your field experience student using the following scale:

0	1 - 2	3 - 4	5 - 6	N/O
The candidate is not able to demonstrate the competencies.	The candidate has demonstrated a developing awareness of the competencies.	The candidate knows and generally demonstrates the competencies.	The candidate knows and demonstrates on a consistent basis the competencies.	There was no opportunity to observe the student in this competency area.

The candidate makes learners feel valued.	0 1 2 3 4 5 6 N/O
The candidate understands that learners bring assets for learning based on their individual differences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.	0 1 2 3 4 5 6 N/O
The candidate is a thoughtful and responsive listener and observer.	0 1 2 3 4 5 6 N/O
The candidate has knowledge of student content standards.	0 1 2 3 4 5 6 N/O
The candidate respects learners' diverse strengths and needs and is able to talk about how this impacts the way they learn.	0 1 2 3 4 5 6 N/O
The candidate understands multiple forms of communication and is able to demonstrate effective oral and written communication with his/her mentor and students.	0 1 2 3 4 5 6 N/O
The candidate sees him/herself as a learner and seeks out opportunities to learn about the school, classroom, and children in the classroom.	0 1 2 3 4 5 6 N/O
The candidate understands the expectations of the profession including codes of ethics and professional standards of practice. This includes dressing professionally and arriving on time.	0 1 2 3 4 5 6 N/O
The candidate knows how to work with other adults and had developed skills in collaborative interaction.	0 1 2 3 4 5 6 N/O
The candidate takes initiative to grow and develop through interactions with adults that enhance his/her growth as a professional.	0 1 2 3 4 5 6 N/O
The candidate embraces the challenge of being in a classroom, acting as a support person under the direction of his/her mentor.	0 1 2 3 4 5 6 N/O

Do you have confidence that this individual is ready to be more engaged with students and is ready to take on some teaching responsibilities?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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If you don't feel this individual is ready, in what skills/ability areas does s/he need to grow?

If you feel the individual is ready to be more engage with students and is ready to take on some teaching responsibilities, in what areas is s/he specifically skilled?

Comments and suggestions:

Mentor Teacher (printed)
Signature
Date