Mentor Handbook for Administrators and Teacher Leaders

TeacherReady® is developed by Studer Education and is the EPI for the University of West Florida.
Dear Mentor,

You have been carefully selected to serve as a mentor for a TeacherReady® student. This is in recognition of your effectiveness as a teacher and your value as a colleague. It is our pleasure to work with you to support the efforts of our student in your classroom.

TeacherReady® is developed by Studer Education and is the Educator Preparation Institute (EPI) for the University of West Florida. It is a Florida State approved online teacher preparation program that is accredited by the National Council for Accreditation of Teacher Education (NCATE). We recognize that the TeacherReady® program’s quality is ensured by the curriculum, instructors, and the mentor teacher who works directly with the TeacherReady® student on a weekly, if not daily, basis. The TeacherReady® curriculum provides the knowledge, skills, and practice necessary to take a teacher candidate up the learning ladder and become a successful teacher in today’s classrooms. (see Curriculum in Appendix C)

This Mentor Handbook was developed to provide you support to effectively coach the TeacherReady® student to be an efficient and effective professional educator. All mentor teachers must complete a free 4-hour online Clinical Educator Training. The Clinical Educator Training will outline strategies that you can use to help your TeacherReady® student progress and develop professionally (see Appendix B). If you have previously received similar training, you do not have to take this training, as long as you can provide documentation such as certificate of completion or a professional development log. In addition to the information regarding the Clinical Educator Training, other responsibilities of the mentor are explained, and all forms that must be completed by the mentor are included in this handbook.

To ensure a successful experience for you and the TeacherReady® student, the TeacherReady™ staff established a set of expectations of behavior for TeacherReady® students. Each potential TeacherReady® student must agree to fulfill the ‘Standards of Behavior’ before being admitted to the program. The Standards of Behavior are included in Appendix A of this handbook.

If you have any questions or concerns about the program or the process for field experiences, please contact us at 850-898-3949. For more information about TeacherReady®, please visit our website www.teacherready.org.

Thanks again for mentoring,

TeacherReady® Program
Staff and Faculty
TeacherReady@studereducation.com
Responsibilities of the Mentor

The TeacherReady® student or teacher candidate will be able to complete most of the assignments in his or her own classroom. The field experience assignments that the TeacherReady® student will complete prior to the Culminating Field Experience will include observations, interviews, and application of teaching strategies in his or her own classroom. At the conclusion of the program, the TeacherReady® student will identify one week of teaching that will be the Culminating Field Experience. During this week, the student will create pre-tests to determine base knowledge, plan instruction, implement the instructional plan, and assess the learning of students. It is during this week you will observe and evaluate the TeacherReady® student.

The following list provides the specific responsibilities of a mentor in the TeacherReady® program.

- Read the Mentor Handbook.
- Complete the Clinical Educator Training unless you have already completed similar training. If so, just send us your professional development log, certificate of completion, or transcripts as documentation.
- Mentor the development of professional practice of the TeacherReady® student.
- Observe one lesson at mid-point of the field experience and submit the Benchmark Assessment online form which can be found at https://www.surveymonkey.com/r/TR_BenchmarkAssessment
- Observe and assess the Culminating Field Experience and complete the Final Evaluation online form which can be found at https://www.teacherready.org/culminating-mentor-observation-paperwork/
  - Administrators will observe one time during the week of culminating and will complete the online forms.
  - Designees will observe at least one time each day for five days and will complete the online forms.

Each of the items in the list of responsibilities will be explained more fully in the following narrative in the order that the items are listed above.
Complete the Clinical Educator Training

According to Florida Department of Education regulations, all mentors must take a Clinical Educator Training prior to assessing students during the week of culminating. If you have not already had this training, you will be able to take the TeacherReady® Clinical Educator Training, which is completely online and free for our mentor teachers. The training has four modules, and it can be completed in approximately four hours. If you have already done some sort of clinical educator training, send your certificate, professional development log, certificate of completion of training activity, or transcripts to TeacherReady@studereducation.com. School administrators will just send a copy of their administrative certificate, and that will fulfill this requirement. **The Clinical Educator Training requirement must be met by mid-point in the program, prior to the Benchmark Assessment (end of lesson 4).** See Appendix B for contents of the Clinical Educator Training.

Mentor the development of professional practice of the TeacherReady® student

The TeacherReady® student will do the majority of the field placement assignments in his or her own classroom but may need assistance in choosing the appropriate teachers to observe and interview if applicable. To ensure the success of early career teachers, coach them when needed and reward and recognize good work at every opportunity.

**Observe one (1) lesson at mid-point of the field experience and submit the Benchmark Assessment which can be found at [https://www.surveymonkey.com/r/TR_BenchmarkAssessment](https://www.surveymonkey.com/r/TR_BenchmarkAssessment)**

Around the mid-point of the TeacherReady® program, mentor teachers are required to observe at least one (1) lesson and complete the **Benchmark Assessment.** The **Benchmark Assessment** will be used to evaluate the student teacher performance and compare the results with the final evaluation. This assessment will also serve as a tool to give feedback and help the student teacher work on areas of improvement.

**Observe and assess the five-day culminating experience and complete the online observation paperwork at [https://www.teacherready.org/culminating-mentor-observation-paperwork/](https://www.teacherready.org/culminating-mentor-observation-paperwork/)**

Mentors assigned to TeacherReady® students who are already full-time teachers can be fellow teachers or administrators. The observation frequency varies accordingly.

- Administrators will observe one time during the week of culminating and will complete the online forms.
- Designees will observe at least one time each day for five days and will complete the online forms.

For preparation of the observation, utilize **Appendix E** to determine the indicators you will be watching for as your pre-service student is teaching. It is imperative that you keep comprehensive notes for supporting evidence as you will be sharing these each afternoon with your student, and you will need to document the supporting evidence when you fill out the
online evaluation form at the end of culminating. Appendix E is an exact replica of the online forms you will fill out at the end of culminating.

Designees will meet their pre-service teacher each afternoon to reflect on the day’s events and to provide recommendations for the following day. At a minimum, please discuss the following:

1) What the student did well  
2) What the student can improve on tomorrow  
3) Discuss student learning gains that occur that day

During your daily meeting listen to the TeacherReady® student and guide his/her learning. Focus on improvements for the following day. Your student is required to include a summary of the above discussion points in his reflection assignment due at the end of each day during the week of culminating. This process will be repeated each of the five days of the culminating experience. If you have questions about the performance of the TeacherReady® student, the forms or any component of the culminating experience, contact us at 850-898-3949 or TeacherReady@studereducation.com.

At the end of the week of culminating, you will complete the Final Evaluation and Rubric online at https://www.teacherready.org/culminating-mentor-observation-paperwork/. Please note: it is essential to fill out all questions of the online form. If a question is missed, the form will not submit. Upon submission, you should receive a message saying “successfully submitted”. If you don’t, review your answers and resubmit.

Thank you again for your work with the TeacherReady® student and your continued commitment to the educational profession.
Field Experience Log

If you are a full-time teacher or a para-educator:

Please, fill in your school year, school name, mentor's name, and the name of your principal or administrator. Sign and upload this form into the appropriate Field Experience Lesson Dropbox prior to Lesson 8 enrollment request.

School Year: __________

School Name: ____________________________________________________________

City/State/Country: _______________________________________________________

Mentor’s Name: __________________________________________________________

Principal’s Name: _______________________________________________________

Student’s Name: _________________________________________________________

Student’s Signature: _____________________________________________________
Contact Information

Studer Education
TeacherReady® Program

360 West Cedar St. Suite 300
Pensacola, Florida 32502
850-898-3949
Fax 850-332-5446

For general inquiries, contact
TeacherReady@studereducation.com

For assistance with payments or payment plans, contact
Katie Tener - (850) 898-3874
Katie.Tener@studereducation.com

For assistance with field placements or advising, contact
Tatiana Keith - (850) 439-5848
Tatiana.Keith@studereducation.com

For assistance with the e-learning system, contact
Mandy Volodymyrenko - (850) 898-3914
Mandy.Volodymyrenko@studereducation.com

For assistance with student advising, contact
Dr. Sarah Miller - (850) 898-3878
Sarah.Miller@studereducation.com

For assistance with program application and admissions, contact
Jack McMullen - (850) 439-5850
Jack.McMullen@studereducation.com
Dr. Karyn M. Combs - (850) 439-5850
Karyn.Combs@studereducation.com
Appendix A
TeacherReady® Standards of Behavior

- Hold yourself trustworthy and accountable.
- Be flexible and supportive – set an example of cooperation.
- Be friendly and helpful to others.
- Always greet others with a smile and/or verbal acknowledgment.
- Recognize the value of each individual.
- Manage up students, parents, colleagues, leaders and yourself both externally and internally.
- Celebrate successes and have fun while learning.
- Do not embarrass or criticize students or colleagues in the presence of others.
- Be tolerant of each other and offer professional courtesy to students, parents and other teachers inside and outside of class when communicating.
- Respect each other’s time by being on time for all meetings/appointments.
- Display a professional and positive attitude at all times.
- Be a lifelong learner and never stop seeking to expand your skill set.
- Actively read books and other resources that are provided.
- Create a learning environment where students desire to learn and take control of their own learning.
- Think about how to overcome barriers to implement best practices in the classroom rather than use the barriers as excuses for not practicing effective teaching strategies.
- Create and participate in an environment where honest feedback is seen as valuable and not criticism.
- Respect students by being prepared for class.

I agree to accept the TeacherReady® Standards of Behavior.

Suzy Student

___________________________________  __________________________
Signature                                      Date
Appendix B
"Clinical education" refers to programs that provide professionals-in-training with practical and skills-oriented instruction under the supervision of a skilled practitioner.

Clinical Educator Training (CET) is required for all school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships.

The Clinical Educator Training requirement must be met by mid-point in the program prior to the Benchmark Assessment (end of lesson 4). Request to be enrolled in the Clinical Educator Training at TeacherReady@studereducation.com

Module 1: Diagnosis of Developing Professional Performance

   Lesson 1: Pre-Diagnosis Considerations
   Lesson 2: Using Verbatim Data
   Lesson 3: Using Interactive Data
   Lesson 4: Using Anecdotal Data

Module 2: Diagnosis of Student Performance

   Lesson 1: Interpersonal Communication Skills
   Lesson 2: Using Data to Improve Student Achievement

Module 3: Feedback on Performance

   Lesson 1: Behavioral and Coaching Styles
   Lesson 2: Post-Observation Considerations

Module 4: Professional Development Plans

   Lesson 1: Change and Professional Development
   Lesson 2: Designing and Developing Professional Development Plans
   Lesson 3: Implementing and Monitoring Professional Development Plans
   Lesson 4: Formative Process Reflection
Appendix C
# TeacherReady® Curriculum

| Lesson 1 - Managing and Engaging Students to Learn | - Classroom Management  
- Classroom Discipline  
- Classroom Procedures  
- School Safety |
| Lesson 2 - Alignment of Learning Targets & Standards | - Identify components and purpose of a learning target  
- Explain the connection among cognitive levels, capability verbs, and instructional prompts.  
- Explain what it means to “scaffold” learning targets.  
- Summarize the content of Learning Standards.  
- Dissect Standards to create learning targets. |
| Lesson 3 - Alignment of Learning Tasks and Feedback Strategies | - Define a learning task  
- Identify the purposes of feedback strategies.  
- Identify varying types of feedback strategies. |
| Lesson 4 - Aligning Summative Assessment Tools | - Define summative assessment.  
- Compare formative and summative assessments.  
- Align summative assessment tool to learning targets and tasks. |
| Benchmark Assessment | - Develop lesson plans for 30 days using iLessonReady. |
| Lesson 5 - Engaging Students in Special Populations | - Identify Piaget’s Model of Developmental Stages.  
- Determine ways to access prior knowledge.  
- Explore Maslow’s Hierarchy of Needs.  
- Identify components of Individualized Education Plans (IEP) and 504 Plans.  
- Deconstruct IEPs for lesson planning.  
- Create lesson plans incorporating differentiation for special education, ELL students and gifted students. |
| Lesson 6 - Literacy Across Curriculum | - Analyze the components of teaching reading  
- Outline strategies for teaching reading.  
- Discover the components of fluency and outline strategies for teaching fluency |
| Lesson 7 - Engaging Students in STEM/STEAM | - Identify the learning practices of teaching STEM.  
- Outline strategies for teaching STEM.  
- Identify the learning practices of teaching technology, engineering and mathematics |
| Lesson 8 - Culminating Field Experience | - Develop lesson plans for culminating field experience.  
- Teach 5 consecutive days. |
Appendix D
Field Experience and Lesson Alignment - Lessons 1-7

Field Experience assignments are aligned to lesson content. Students are encouraged to review lesson content, prior to completing field experience assignments.

Lesson 1 - VOLUNTEER
- Students are encouraged to begin volunteering in a school, as soon as possible. *Up to 45 of the total field experience hours required may be volunteer hours.*

Lesson 2 - ALIGNMENT OF LEARNING TARGETS & STANDARDS
- Supporting Student Emotions Assignment
- Interview about Learning Standards Assignment
- Scaffolding Learning Targets Assignment

Lesson 3 - ALIGNMENT OF LEARNING TASKS & FEEDBACK STRATEGIES
- Aligned Learning Tasks Assignment
- Applying the Six Rules of Thumb for Giving Feedback Assignment
- Teach a Lesson Assignment

Lesson 4 - ALIGNING SUMMATIVE ASSESSMENT TOOLS
- Create a Test Blueprint Assignment
- Develop Test Items Assignment
- Analyzing & Using Summative Assessment Results Assignment

Lesson 5 - ENGAGING STUDENTS IN SPECIAL POPULATIONS
- Developmental Profile Assignment
- Activating Prior Knowledge Assignment
- Accommodations & Modifications Assignment
- Teaching English Language Learners Assignment

Lesson 6 - LITERACY ACROSS THE CURRICULUM
- Literacy Strategies Assignment
- Vocabulary Instruction Assignment
- Graphic Organizers Assignment

Lesson 7 - ENGAGING STUDENTS IN STEM/STEAM
- Science Strategies Assignment
- Technology Tools Assignment
- Engineering Strategies Assignment
- Arts Integration Assignment

Prior to Lesson 8 request
- Upload your Field Experience Log in the Field Experience Lesson Dropbox
Appendix E
Culminating Field Experience Paperwork

Thank you for working with our TeacherReady® candidate. Professional mentoring is critical to the success of a novice teacher, so thank you again for providing professional guidance and assistance. Please reflect on the skills and knowledge demonstrated by the teacher candidate, and answer the following questions based on your observations during all field work and week of culminating. If you have questions or concerns, please contact us at 850-439-5848 or TeacherReady@studereducation.com.

TeacherReady® Culminating Field Experience Scoring Matrix

Score Definitions
5= Consistently demonstrates these practices in the classroom. The teacher candidate requires minimal supervision to demonstrate these practices.
4= Usually demonstrates these practices in the classroom. The teacher candidate requires minimal supervision to demonstrate these practices.
3= Often demonstrates these practices in the classroom but can improve or develop more expertise in this area.
2= Rarely demonstrates these practices in the classroom and needs additional instruction.
1= Does not demonstrate these practices in the classroom.

Please use the Score Definitions above to provide a score for each Professional Standard below. Please record evidence to support each score in the Supporting Evidence column.

<table>
<thead>
<tr>
<th>Professional Standards</th>
<th>Indicators</th>
<th>Supporting Evidence</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Instructional Planning</td>
<td></td>
<td></td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>FEAPs:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1: Instructional Design & Lesson Planning | • Aligns instruction to established state standards  
• Effective scaffolding of information and instruction/ Provides ample opportunity for practice  
• Instruction is designed so students can achieve mastery  
• Plans for and implements formative assessments to provide feedback to students  
• Uses data to evaluate learning and adjusts plans when needed  
• Develops learning activities that meet the needs of students  
• Designs lessons within units |                     |       |
## II. Supportive Environment

<table>
<thead>
<tr>
<th>FEAPs: 2: The Learning Environment</th>
<th>Marzano Framework: Domain 2: Special Needs Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Organizes and manages time, space, and attention</td>
</tr>
<tr>
<td></td>
<td>- Manages behavior using a behavior system</td>
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<tr>
<td></td>
<td>- Conveys high expectations to ALL students</td>
</tr>
<tr>
<td></td>
<td>- Develops relationships with students and families</td>
</tr>
<tr>
<td></td>
<td>- Models appropriate oral and written communication skills</td>
</tr>
<tr>
<td></td>
<td>- Maintains openness, inquiry, fairness, and support</td>
</tr>
<tr>
<td></td>
<td>- Current technologies are used as a tool for effective instruction</td>
</tr>
<tr>
<td></td>
<td>- Adapts instruction and the learning environment to accommodate needs and diversity, to provide appropriate support</td>
</tr>
<tr>
<td></td>
<td>- Uses assistive technologies as needed</td>
</tr>
</tbody>
</table>

## III. Delivering Content

<table>
<thead>
<tr>
<th>FEAPs: 3: Instructional Delivery &amp; Facilitation</th>
<th>Marzano Framework: Domain 1: Content</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Delivers lessons that engage students in practicing skills, strategies, and processes for learning</td>
</tr>
<tr>
<td></td>
<td>- Uses effective strategies, communication skills and subject area knowledge</td>
</tr>
<tr>
<td></td>
<td>- Identifies gaps in subject matter knowledge and chunks new information into digestible bites</td>
</tr>
<tr>
<td></td>
<td>- Modifies instruction to correct misperceptions and revise knowledge</td>
</tr>
<tr>
<td></td>
<td>- Relates subject matter to real life and other subject areas</td>
</tr>
<tr>
<td></td>
<td>- Uses effective higher order questioning techniques, and engages student in cognitively complex tasks</td>
</tr>
<tr>
<td></td>
<td>- Uses a variety of instructional tasks, resources and technology for students to record and represent knowledge</td>
</tr>
<tr>
<td></td>
<td>- Differentiates instruction based on needs / individual differences</td>
</tr>
<tr>
<td></td>
<td>- Encourages and provides immediate and specific feedback</td>
</tr>
<tr>
<td></td>
<td>- Utilizes feedback to monitor student needs and reasoning and adjusts instruction</td>
</tr>
</tbody>
</table>

## IV. Assessing Learning

<table>
<thead>
<tr>
<th>FEAPs: 4: Assessment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Uses many sources of data to diagnose needs and alter instruction based on student responses</td>
</tr>
<tr>
<td></td>
<td>- Formative and summative assessment aligns to learning targets</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Marzano Framework:</th>
<th>Domain 1: Enacted on the Spot</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Uses a variety of assessments to monitor student progress/learning gains/engagement</td>
</tr>
<tr>
<td></td>
<td>• Modifies assessments, testing conditions, and pace to accommodate student needs</td>
</tr>
<tr>
<td></td>
<td>• Shares assessment data and its importance with students/parents</td>
</tr>
<tr>
<td></td>
<td>• Uses technology to facilitate the use of assessment data</td>
</tr>
<tr>
<td></td>
<td>• Maintains a supportive tone and approach when probing students</td>
</tr>
<tr>
<td></td>
<td>• Provides opportunities for students to talk about themselves and their learning</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>V. Continuous Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEAPs:</td>
</tr>
<tr>
<td>5: Continuous Professional Development</td>
</tr>
<tr>
<td>Marzano Framework:</td>
</tr>
<tr>
<td>Domain 3: Evaluating Personal Performance</td>
</tr>
<tr>
<td>• Sets goals to strengthen effectiveness of lessons and units based on student needs</td>
</tr>
<tr>
<td>• Uses data rich research to identify and evaluate pedagogical strengths and weaknesses, to improve instructional strategies/achievement</td>
</tr>
<tr>
<td>• Collaborates with home, school, and community to foster communication and support learning</td>
</tr>
<tr>
<td>• Targets professional growth opportunities and reflective practices</td>
</tr>
<tr>
<td>• Implements skills learned for teaching/learning</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>VI. Professional Commitment</th>
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</thead>
<tbody>
<tr>
<td>FEAPs:</td>
</tr>
<tr>
<td>6: Professional Responsibility &amp; Ethical Conduct</td>
</tr>
<tr>
<td>Marzano Framework:</td>
</tr>
<tr>
<td>Domain 4: Positive Environment Exchange of Ideas &amp; Strategies</td>
</tr>
<tr>
<td>• Understands that educators are held to a high moral standard</td>
</tr>
<tr>
<td>• Adheres to Code of Ethics and Principles of Professional Conduct</td>
</tr>
<tr>
<td>• Fulfills expected obligations to and positively interacts with students/parents/colleagues</td>
</tr>
<tr>
<td>• Seeks mentorship for areas of need or interest</td>
</tr>
<tr>
<td>• Mentors other teachers and/or shares ideas and strategies</td>
</tr>
</tbody>
</table>
Please answer the following questions with as much detail as possible.

1. Describe how the teacher candidate responded to students when answering questions or providing directions.

2. Describe classroom management. Were the management plans successful and appropriate?

3. What did the teacher candidate do well during this teaching experience regarding curriculum and assessment?

4. What recommendations would you make to enhance the ability of the teacher candidate and/or to continue professional growth? Please be specific and use supporting evidence for any ratings of 2 or below in the scoring rubric above.

5. Based upon review of the pre and post test data with the teacher candidate, summarize the learning gains that the classroom students made during the week. What were the objectives and activities that resulted in greatest learning gains?

6. Based on the summary of the learning gains from question number 5, use the following scale to respond to the statement below.

   5 Strongly Agree
   4 Agree
   3 Neutral
   2 Disagree
   1 Strongly Disagree

| During the Culminating Experience my TeacherReady student had a positive influence on student learning. | 5 | 4 | 3 | 2 | 1 |