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Fall 9-1-2008

### C&I 555.01: Workshop - Mentoring the Beginning Teacher

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#### Recommended Citation

Harper-Whalen, Susan, "C&I 555.01: Workshop - Mentoring the Beginning Teacher" (2008). *University of Montana Course Syllabi*. 11929.

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**C&I 555 Mentoring the Beginning Teacher**  
**2 Graduate Credits**  
**Course Description, Assignments, and Calendar**

University of Montana—Missoula  
 Department of Curriculum and Instruction  
 Modified Distance Course

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**Text**

(2007) *Student Teaching Handbook: Cooperating Teacher Edition*. The University of Montana, School of Education.

**Course Overview**

*Mentoring the Beginning Teacher* is an experiential course focused on supporting Cooperating Teachers during the student teaching semester. The course is designed to create a sustainable support system for pre-service teachers completing student teaching experiences in the greater Missoula area. Through participation, master teachers and administrators are guided to complete core mentoring activities designed to enhance pre-service teacher learning.

**Course Format**

This course is designed to complement the work Cooperating Teachers already do during the student teaching semester. As such, participants will engage in several types of learning activities including participation in an orientation session (campus-based or on-line), guided reading, completion of classroom-based supervision assignments, evaluation of student performance using the C&I Assessment of Student Teaching Progress, and evaluating components of the UofM student teaching guidelines and processes. Additional readings and support will be available using the Blackboard supplement.

**Student Learning Outcomes and Assessment**

OUTCOMES Through participation in this course, participants will:	DOCUMENTATION	CRITERIA	GRADING
Develop orientation materials for student teachers that provide clear information about school and classroom routines and expectations.	Orientation Packet	3-5 relevant resources	5 points
Review student lesson plans weekly and provide feedback that supports the student in developing effective lesson plans.	Student Portfolio Sample	Accurate Completion (2.A,B,C)	20 points
Provide regular and systematic feedback of the student teacher's developmental progress	Documentation of Student Teacher Performance (page 41)	Completion	25 points
Understand and utilize the Nine Performance Outcomes articulated in the C&I Student Teaching Assessment to evaluate student progress.	Midterm Evaluation (Appendix 1)	Completion	20 points
	Final Evaluation (Appendix 1)	Completion	20 points

OUTCOMES Through participation in this course, participants will:	DOCUMENTATION	CRITERIA	GRADING
Engage in self-evaluation and develop a plan for enhancing their mentoring skills	Student Evaluation of Cooperating Teacher (Page 42).	Completion	10 points

### Grading Scale

Traditional grades will be assigned for this course. If assignments do not fully meet established criteria, participants will receive feedback and have the option of resubmitting their work.

GRADING SCALE	
Range of Points	Letter Grade
95-100	A
90 - 94	B
85 - 90	C
84 or below	F

### Schedule of Course Topics and Activities

WEEK	COURSE TOPICS	READING	ACTIVITIES
Weeks 1-2	Student Teacher Orientation	Student Teaching Handbook (pages 4-8, 35-41, Appendix D, E-1, E-2, F1, F-2)	Prepare orientation materials for student teacher Establish calendar for teaching activities
Weeks 3-4	Lesson Planning <b>Course Registration Forms Due by Friday, September 12, 2008</b>	Student Teaching Handbook (Appendix K-Q)	Meet with student teacher to discuss lesson planning requirements in your school/classroom. Attend Campus-based Seminar or participate in on-line orientation
Weeks 5-6	Observation and Feedback	Student Teaching Handbook: <i>Documentation of Student Teacher Performance</i> (page 41); <i>Commonly Used Terminology</i> and <i>Clinical Supervision</i> (attached)	Schedule formal observations and conferencing sessions with the student Begin written documentation of student progress
Weeks 7-8	Midterm evaluation	Student Teaching Handbook: (Appendix B- <i>Assessment Predictors</i> )	Complete Mid-term evaluation Conference with student and Cooperating Teacher
Weeks 9-11	Observation and Feedback	Observation Articles and Forms (To be attached)	Complete focused observations in student goal areas established at mid term Continue formal and informal conferencing
Weeks 12-14	Observation and Feedback	Review Student Mid-term and goals	Complete focused observations in student goal areas established at mid term Continue formal and informal conferencing
Weeks 15-16	Final Observation and conference Self Evaluation	Student Teaching Handbook: (Appendix 1, Student Evaluation of Cooperating Teacher (Page 42).	Complete Final Evaluation Meet with Student Teacher and Cooperating Teacher for final evaluation conference Complete self-evaluation Submit written evaluations to the student Teaching office

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**COMMONLY USED TERMINOLOGY**

<b>Cooperating teachers:</b>	experienced teachers working with pre-service teachers in a teacher education program; cooperating teachers can be considered mentors if they are studying and implementing mentoring strategies. Cooperating teachers may be referred to as the school –based educator.
<b>Pre-service teachers:</b>	students in their initial teacher education program pursuing an elementary, secondary, or special education certification. This term includes students in beginning, intermediate field experiences, and student teaching.
<b>Student Teacher:</b>	student in pre-service teacher education program working in an experienced teacher's classroom as part of a teacher –preparation program at a university of college.
<b>Mentoring:</b>	professional practice that occurs in the context of teaching whenever an experienced teacher supports, challenges and guides novice teachers in their teaching practice.
<b>Novice:</b>	Pre-service and beginning teachers in the profession.
<b>Performance Outcome:</b>	what a teacher education candidate or a novice teacher should know and be able to do if the standard indicators have been achieved.
<b>Standards-based teaching:</b>	reform-minded teaching based on professional standard developed by professional organizations such as the National Council for Accreditation of Teacher Educators (NCATE), Interstate New Teacher Assessment Standards Consortium (INTASC), or Special Interest Groups (SIG) such as the National Council of Teachers of English (NCTE). The standards are "highly intellectual problem oriented and largely clinical" so that teachers can justify their teaching decisions with principled arguments and data derived from analysis of their effects on learners." (Howey 1997, 4).
<b>Pre-conference:</b>	meeting time with the student teacher to review unit plans and lesson plans prior to actual teaching the unit or lesson(s).
<b>Post-conference:</b>	meeting with the student teacher to help reflect on the effectiveness of his/her instruction as well as other professional responsibilities (Odell and Huling, 2000).

## CLINICAL SUPERVISION

Clinical Supervision is one approach for supporting the professional development of Student Teachers. This approach advances the student sense of ownership in the learning process and typically provides clear motivation and direction for ongoing instructional improvement.

*[Clinical Supervision] is designed to engage the supervisor and teacher in a supportive and interactive process that 1) provides objective feedback on instruction; 2) diagnoses and solves instructional problems; 3) assists teachers in developing strategies to promote learning, motivate students, and manage the classroom; and 4) helps teachers develop a positive attitude towards continuous professional development. (Stoller, 1996)*

Most professionals identify three core steps for implementing a clinical supervision approach – the *pre-conference*, *classroom observation*, and a *post-conference*. The *pre-conference* is a 5-10 minute meeting before the lesson which allows the cooperating teacher and the student to set goals for the observation. This typically includes review and discussion centered on three main points. First, the student presents the lesson plan and clarifies objectives, teaching strategies that will be used, and the plan for evaluating student learning. Second, the Cooperating Teacher seeks input on the focus of the observation. The student is asked to identify specific areas for feedback - both strengths and challenges. For example, a student might describe his/her strength in providing positive feedback to students during the lesson and a request to watch for improvement in consistently responding to inappropriate behavior. These areas of focus should relate to previous discussions and formal/informal evaluations of student performance. Third, the team agrees on data collection strategies that will be used to gather information during the observation (e.g., anecdotal notes, video tape, tallies, or checklist).

The *observation* is typically scheduled for 30 minutes to one hour depending on the nature of the lesson. During the observation, it is important to avoid recording your judgment about the effectiveness of the lesson. Your goal is to gather factual information that will help you and the student develop a clear picture of actual teaching/learning events. Analyzing the data will occur in partnership with the student at the *post-conference*.

Later in the same day, the student and Cooperating Teacher meet to review the observation records and discuss the data. A successful *post-conference* typically allows at least 30 minutes of uninterrupted time for the team to process the information. A great way to begin is to ask the student, "How do you think it went?" Based on these initial comments, the Cooperating Teacher and the student can analyze the observation data together to explore the student's initial assumptions about the lesson and to examine student performance in the identified goal areas. Using this approach, the data guides students in self-evaluating their performance. In addition, the Cooperating Teacher can ask leading questions that will encourage deeper reflection on important teaching practices and refer to *specific* examples of student behavior that can support their understanding of complex teaching practices. The post-conference ends with an action plan for ongoing improvement in identified areas.

Stoller, Fredricka L. (1996) Teacher Supervision: Moving Towards an Interactive Approach. *English Teaching Forum*. (Vol 34 No 2, April - June 1996) Available at <http://exchanges.state.gov/forum/vols/vol34/no2/index.htm>