

Mentor Teaching –Clinical Coach—Block Leader—Teacher Candidate Roles

Presented to all Clinical Coaches and
Mentor Teachers at the start of each
semester

Fall 2022



CALIFORNIA STATE UNIVERSITY
FULLERTON[™]

Today's Goals

- Explore Roles of All Partners
- View Timeline
- Explore Mentoring and Communication Styl
- Revisit Coteaching Strategies
- Spend Time with your Clinical Coach
- Get to Know Your Partner



Mentor Teacher – MT - Role

- Meet and Greet and Coteaching/Coplaning Training and CTC Survey
- Support TC in meeting the requirements set forth by CTC and CSUF goals
- Encourage TC to be active in teaching and coteach together
- Reflect with TC – praise and constructive critique – keep progressing!!
- Fieldwork – reflect with TC, involve TC in coteaching based on MT plans
- Student Teaching – Co-plan consistently
- Student Teaching – give feedback on lesson plans
- Allow for gradual build of responsibility – 1 week of lead for First Placement TCs and 3 weeks of lead for Second Placement TCs
- Evaluations
 - First Placement TCs – Fieldwork and Student Teaching
 - Second Placement TCs – Student Teaching Evaluations for Teacher Candidate
- Signatures on Teacher Candidates' paperwork

Clinical Coach – CC - Role

- Supporter, Encourager, Guide, Communicator, Listener, Evaluator
 - Support TC in meeting the requirements set forth by CTC and CSUF goals
 - Encourage TC to be active in teaching and coteach with MT
 - Communicate consistently with TCs and MTs
 - Clinical Coach is available for face to face, email, phone call, etc.

 - 6 Observations - 2 in person/4 virtual and Reflection Discussions
 - 6 Observation Forms - completed and put into TC's Dropbox
 - Check Dropbox for weekly lesson plans and weekly reflections
 - Feedback on formal lesson plans for observations
 - Evaluations
- First Placement TCs – Fieldwork and Student Teaching
- Second Placement TCs – Student Teaching Evaluations for Teacher Candidate

Teacher Candidate – TC - Role

- Program Expectations are high
- Active partner in coteaching
- Initiate active role in classroom
- Get to know students
- Communicate effectively with MT – planning, prepping, teaching, assessing, etc.
- Communicate with families
- Involve self in school – IEPs, Back to School, school events, etc.
- Listen to feedback and show progress
- Fieldwork – 30 minutes before bell until 30 minutes after bell
- Student Teaching – teacher hours
- Fieldwork – weekly reflection to Clinical Coach
- Student Teaching – lesson plans – one formal lesson plan per day of each new content area, abbreviated lesson plans and reflections
- TPA

Block Leader – BL - Role

- Support for TC, MT and CC
- Communicate with CCs and TCs
- Address concerns



Mentor Teacher - MT	Teacher Candidate - TC	Clinical Coach - CC
Introduce TC to faculty	Give priority to the experience	Communicate with TCs and MTs throughout semester
Invite TC to school related meetings	Arrive and leave on time and check in through the office	Conduct one observation and reflection discussion during Fieldwork
Share school calendar with TC	Dress professionally	Conduct five observations and reflection discussions during Student Teaching
Write specific recommendations	Prepare thoroughly and carefully for every day	Provide extra support as needed
Adapt classroom to support TC development	Behave professionally	Observe lessons in various content areas
Give consistent feedback (written and oral)	Make long range and short term plans	Be flexible in scheduling visits
Provide time for CC to meet with TC after in-person observation	Complete the required number of formal lesson plans	Provide professional guidance and coaching
Demonstrate expert teaching	Arrange to meet with MT for planning and evaluating	Communicate progress with Block Leader
Complete Evaluations	Initiate accomplishing TPEs and	Communicate with principal

Program Specific Information

- Two Placements
- 1 Primary (TK – 2) and 1 Upper (3 – 6)
- 1 must involve early literacy instruction
*If 3rd grade is primary, experiences in a K or 1 class is needed
- 1 must contain at least 20% English learners
- 1 must contain at least one student who is GATE identified or with IEP/504
- Fieldwork - 1 day/week
Begins second week of semester
- Student teaching – Full time
First Placement – 5 weeks
Second Placement – 8 weeks

Co-Teaching Strategies

- One teach, one observe
- One teach, one assist
- Station teaching
- Parallel teaching
- Supplemental teaching
- Alternative teaching
- Team teaching





Co-Teaching is Realistic!



How Do We Structure the Co-Teaching Model?

Co-Plan * Co-Teach * Co-Reflect

Shared Leadership

“I DO” * “WE DO” * “YOU DO”

Gradual Shift in Leadership Over Time

Fieldwork

- TC will be actively engage during fieldwork through focused observation, assisting the MT and/or students.
- Coteaching Strategies that will be natural: One Teach/One Observe, One Teach/One Assist and Team Teaching and/or any of the Coteaching Strategies!
- TC will be ready at school 30 minutes before school starts and stay engaged at school at least 30 minutes after the last bell.
- TC would appreciate a desk or table in the classroom to put their supplies.
- CC will visit 1 time during fieldwork, reach out if you have questions.

Student Teaching

- TC and MT will co-teach everyday.
- TCs will keep 'teacher hours' during student teaching. At minimum, TC will be ready at school 30 minutes before school starts and stay engaged at school until at least 30 minutes after the last bell.
- At least one hour of co-planning each week to establish plans for the next week.
- TC will take the lead in one new subject a week
- TC will write formal lesson plans for each of the CC observations
- TC will write abbreviated lesson plans daily for each new subject area in which they take the lead.
- TC will write lesson planbook style after week of abbreviated lesson plans, if acceptable by MT.
TC will write abbreviated lesson plans for the next new subject area in which they take the lead.
- TC takes the full lead the last one week (First Placement TCs) or three weeks (Second Placement TCs) of student teaching. You still co-plan, but the TC takes the responsibility of the classroom.

Concerns

- Our best protocol is 1 – 2 – 3 Method:
 - 1 - One on One address any concern directly.
 - 2 – If #1 does not result in progress or change, communicate to your clinical coach so the three of you can meet to discuss the concern.
 - 3 – If #1 and #2 does not result in progress or change, the clinical coach will reach out to the teacher candidate's block leader for additional support.

Communication

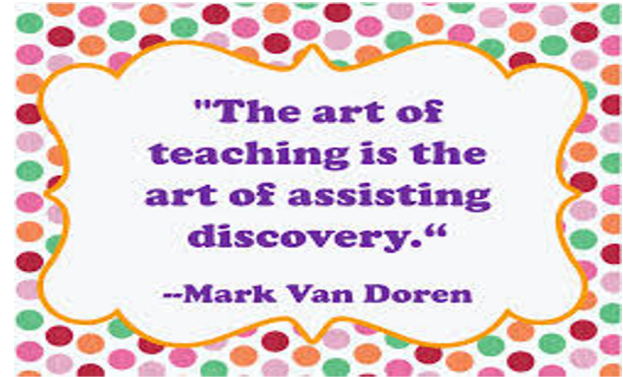
- Protocol is: Teacher Candidate, Clinical Coach, Block Leader
- May not be 'easy' but necessary
- Don't wait! Sieze the moment 😊
- Take a moment to reflect – write down some thoughts to share later
- MT – What is your communication style?
- TC – What is your communication style?
How do you best talk and listen?
- MT – What is your #1 asset you bring to your students?
- TC – What is your #1 asset you will bring to your students?

What's Next....

- TCs will begin Fieldwork next week
Block 8 – Tuesdays
Block 9 – Mondays
- Please let your TC know where to park, how to check into office, your classroom # and where to meet you on the first day
- CC will reach out via email in two weeks to check in
- CC will do a Fieldwork observation
- CC will communicate with MT about every 2-3 weeks
CC will communicate with TC every week
- Let us know what you need! 😊

Time Together

- Share Information
- Communication
- Calendar and Schedule Fieldwork Observation



Share information

Share contact numbers and emails and discuss good times to contact one another.



Communication

- Share with each other.....
- MT – What is your communication style?
- TC – What is your communication style?
How do you best talk and listen?
- MT – What is your #1 asset you bring to your students?
- TC – What is your #1 asset you will bring to your students?



Together We Will Do Great Things!

