

MENTORING STUDENT TEACHERS

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What to Expect

- University Perspective
- Mentor Teacher Perspective
- Sharing Time
- Q & A

Discuss with Group

- What do you think beginning teachers should know and be able to do?

First Things First...

- First of all...THANK YOU!
- Field experiences are crucial to preparation of future teachers
- You have been selected because of your
 - Dedication to the profession
 - Use of effective teaching strategies
 - Willingness to guide progress of student teachers
 - High level of professional ethics

Before Working with a Student Teacher

- Think about expectations
 - Program's
 - Lesson planning
 - Teaching requirements
 - Student Teacher
 - Ask about their personal goals
 - Your's
- Be ready to model
 - You don't need to be perfect, but need to be open to discussing how and why you do things

Once You Have Your Student Teacher(s)

- Publicly treat them as colleagues
- Involve them in school
- Give feedback
- Help when necessary – classroom management
- Encourage them to build resources
 - Bulletin board designs
 - Websites
 - Music
 - Visual
- Recognize that they have university requirements, too

Alignment to Standards

- Just as you have to align to standards, everything our student teachers do align to standards
 - 2008 National Initial Physical Education Teacher Education Standards
 - Scientific and Theoretical Knowledge
 - Skill and Fitness Based Competence
 - Planning and Implementation
 - Instructional Delivery and Management
 - Impact on Student Learning
 - Professionalism
 - INTASC
 - 10 standards

Strategies for Mentoring

- Provide regular oral and written evaluation of teaching performance
- Present demonstration lessons using varied teaching strategies
- Review all lesson plans and provide appropriate feedback
- Plan with the student teacher for effective assessment
- Assist the student teacher in accommodating students with special needs
- Guide the student teacher in using and caring for school equipment and materials
- Provide feedback on the student teacher's classroom presence: e.g., movement throughout the classroom, effective voice and expression, appropriate professional appearance, etc.

What To Do If Not Going Well

- May not realize what they are supposed to be doing
- Give feedback
- Document ongoing issues – allow time for improvement
- Talk to supervisor

SHARE TIME

What have your experiences working with student teachers been like?
Or, what was your experience like as a student teacher?

OBSERVATION TOOLS

PLANNING (and Preparation for INSTRUCTION)	ENGAGING Students in Planned Learning Activities
Was the lesson plan well thought out?	Communicated Anticipatory Set/Objective
Did it incorporate components of a lesson plan model?	Invites immediate safe activity with equipment & Uses Praise-Positive FB
Was content development appropriate with modifications for learners?	Used smooth and efficient transitions throughout lesson
Did student teacher demonstrate an accurate understanding of subject matter?	Length of instructions was appropriate for lesson content & sections
Did student teacher bring "padding card" & any A/V materials needed?	Student teacher checked for understanding effectively
Was equipment placed out for easy distribution & collection?	Used concise instructional cues to emphasize key points
KEY BEHAVIORS: Classroom Management & Logistics	Effectiveness of activities was monitored, used & content adjusted as needed
Consistent start & stop signals AND Scan/wait & give FB after freeze	Majority of students were active during lesson
Consistent progress to end for "Go"	EVALUATING/ASSESSING student progress
Back to the wall during instructions	Uses specific skill feedback to reinforce and correct technique/process
Moves through area and give FB during practice	Guided students toward meaningful self-assessment
Uses students' first names AND interacts with most students	Uses questions to assess student learning (during lesson and/or element)
Monitors pupil conduct & sets/akes appropriate positive actions	Cues, Prompts, Feedback focused on directly connected to Objective/Outcome
PROFESSIONAL BEHAVIOR	ETHICS and Values
Strong TEACHER presence (poise, authority, confidence)	Respects school policies/practices and cultural patterns/expectations in school
Professionally dressed	Interacts constructively with colleagues, administrators, supervisors, etc.
Shows enthusiasm while teaching AND is actively involved	exhibits energy, drive & determination to create best situation for teaching and learning
Models desired movements (i.e., handle, times, home position for equipment)	Relates to outside of school activity

ANY QUESTIONS?
