

Union Graduate College

School of Education

MAT Program Mentor Handbook

Qualifications

Mentors are secondary teachers with reputations for excellence who have volunteered to serve in an on-going, one-to-one relationship with an Intern. They co-plan and team-teach with their Interns. They observe the Intern's teaching and provide verbal and written feedback on the Intern's progress, usually once a week throughout the Internship. They encourage gradual, systematic Intern autonomy. They participate in the end of trimester conferences, providing written and verbal evaluations. Their input is solicited when the Intern's grade is determined although the Supervisor has the ultimate responsibility for grading.

The School of Education encourages all participants in the MAT program to view learning and ability through the lens of a growth mindset (Dweck, 2006). According to Dweck, a growth mindset understands that ability can be developed. If you adopt a growth mindset, you are logically encouraged to embrace challenge, persist through setbacks, see effort as the path to mastery, and learn from negative feedback.

This is in contrast to a fixed mindset, in which ability is viewed as fixed. If your Intern is avoiding challenge, acting defensively, seeing effort as fruitless, and viewing negative feedback as criticism, you will want to remind him/her of the importance of adopting a growth mindset.

Similarly, Mentors are encouraged to adopt the view that teaching ability can be developed. Conversations with the intern should be phrased to encourage them to seek challenges and persist in the face of obstacles. Negative feedback should be presented in terms of growth, that is, "what the Intern is still learning," as opposed to a statement of ability, that is, "what the Intern cannot do."

Two chapters from Dweck's book are included in this handbook for your edification and enjoyment. The Interns and Supervisors have read this material, and Mentors may choose to encourage the Intern to revisit relevant ideas.

Mentor Professional Roles

A Mentor plays a variety of roles: teacher, confidante, role model, developer of talents, sponsor, door opener, protector, counselor, motivator, supervisor, coach, and friend. Clearly, this is a complex professional responsibility.

The key to good Mentoring is open-mindedness. Interns come from a variety of personal and educational backgrounds. Their enthusiasm often exceeds their experience and judgment. Initially, they are often apprehensive and insecure. The Mentor needs to be receptive to the novice's "new" ideas, find ways to channel his or her enthusiasm, and offer the Intern a chance to build his or her own experiences. At the same time, a Mentor has a responsibility to share his or her expertise through discussion and example and to assert his or her authority when necessary.

During the year, Mentors will have many opportunities to hone their interpersonal skills. They need patience when an Intern is slow to learn or impatient to move ahead. The Mentors need diplomacy when they are trying to discourage a particular plan without being discouraging. They need to build the trust that makes their role as a working partner and advisor possible.

Specific Responsibilities of the Mentor:

- Provide two appropriate classes for an Intern and team-teach with the Intern until he/she is ready to assume full responsibility for each of the two classes.
- Attend a Mentor orientation meeting and read the Mentor and Intern handbooks printed by the School of Education. (We encourage each Mentor to take UGC's Mentor class for graduate credit. Mentors may use the one course voucher earned for mentoring to pay the full tuition for the class.)
- Engage in co-planning with the Intern. The emphasis is really on the **CO-** here.
 - The Intern may be sent to research or think through lesson or unit ideas or activities, but the decision making process of what will ultimately get taught on a given day should be a **joint** decision.
 - Planning (both long-term and short-term) should be done on as close to a **daily basis** as possible.
 - Advance Planning should provide a "skeleton" of direction for **at least** a two-week time period.
 - The intern should always have a very good sense of what will be happening within a one-week time period.
- Discuss and review lesson plans with the Intern.
 - Detailed daily plans should be provided by the Intern to the Mentor **at least** three days prior to their use.
 - Interns should **be sure** to include student learning objectives and the teaching strategies and methods which they will use to teach in their plans (often Interns

indicate only the content which will be covered). This should also include how context will be set, how transitions will be made and how closure will be met.

- Intern lesson plans should follow the lesson plan that is included on the next page. This format was developed with the novice teacher in mind. It guides the Intern through all aspects of planning a lesson. It also prepares them for the work they will need to do for the edTPA.
- Participate in end of trimester conferences with the UGC Supervisor and the Intern and provide the Intern with formalized feedback on his or her progress. The criteria used to evaluate the Intern at these conferences are described in a document titled: **Indicators of Teacher Performance: Formative and Summative Evaluation Guide**.

Reasons for Mentoring

Since you have agreed to be a Mentor in our program, you have already thought about reasons for participating. Your reasons are personal and your "pay back" will be personal as well. Nonetheless, there are great rewards for Mentors:

- personal satisfaction for contributing to the training of future teachers
- opportunity to reflect upon your own expertise as a teacher
- exposure to new ideas in the field of teaching
- opportunity to interact with other educators
- renewal of enthusiasm about the art of teaching
- time (later in the year) to direct your energy to new teaching challenges

The Intern

Interns are MAT candidates who teach in the schools for a half day during an entire academic year. The key to understanding the Internship is to focus on **co-planning** and **team-teaching**. From the first day of school, the Intern takes some responsibility in the classroom. Both Interns and Mentors plan together and teach together. As the experience progresses, the Intern becomes more and more autonomous, gradually assuming full responsibility for planning, teaching, and evaluating two classes and assuming some other responsibilities such as homeroom or study hall or extra duties as appropriate.

An Intern begins the school year by attending the new teacher orientation program offered by the secondary school where the Internship has been arranged. A full-year Intern is in school for a minimum of half of the school day; the specific half of the day depends on the schedule assigned to the Mentor by the school district.

In addition to the Internship, the School of Education student also completes the following:

- EDS 550A, Seminar in Special Needs Populations, Fall term
- EDS 550B, Seminar in Instruction and Evaluation: Assessment, Winter term
- EDS 550C Seminar in Instruction and Evaluation: The Teacher as Change Agent, Spring term
- XXX 580, Master's Project, Fall term
- EDS 544, Literacy for the Content Classroom, Winter term
- CST 570/571, Technology, Spring term
- 3 elective courses in the student's discipline
- EDS 500 D New York State requirements for Drug Abuse/Child Abuse, School Violence Prevention, DASA, Spring term

The Supervisor

The Supervisor acts as a College liaison between the Intern, the Mentor, and the secondary school. The School of Education's Supervisors are UGC Adjunct faculty who possess academic expertise in the area of certification they supervise and are currently local secondary school teachers or recently retired secondary school teachers or administrators.

A Supervisor will visit the Intern at least once every two weeks. The Supervisor observes classes, discusses progress with the Intern and Mentor, and keeps the Dean of the School of Education apprised of each Intern's progress. The Supervisor is also responsible for the Internship grade each term in consultation with the Mentor and the Intern.

Before School Starts

Sometime during the summer, the Intern will make an appointment to meet with the Mentor. This is the first step in building a professional and personal relationship. The business of this meeting, while necessary and important, serves as an ice-breaker, a conversation-starter. This should be an informal "getting to know you" meeting.

In preparing for this meeting, the Mentor should assemble some information and materials. The Intern will ask about:

- classes: grade level, ability level, time schedule, course description
- books and other resource materials
- Mentor's goals and plans for the course
- rules: Mentor's classroom expectations, school rules and regulations, discipline policies and practices, handbooks for students and faculty
- new teacher orientation meetings
- work space or desk

New Teacher Orientation

If the school district has meetings especially for newly-hired teachers, it is helpful if the Mentor can arrange for the Intern to be invited to attend. These meetings help to acquaint the Intern with the school district as a whole and to connect the Intern with other beginning teachers who may be having similar feelings and experiences. Inclusion in these meetings also helps to establish a sense of belonging.

Opening Day Teacher Conference

The Intern should be present for the various meetings that mark the opening of the school year. Again, the Intern should be treated as a beginning teacher and introduced to the faculty as appropriate.

Selecting an Intern's Classes

There are several factors to keep in mind when selecting the two courses that will initially be team-taught by the Mentor and Intern and that eventually will be taught by the Intern. There is also flexibility in this choice.

First, a Mentor should try to select courses which are not extreme in either their student composition or content representation. It is not good for an Intern to teach only honors level or advanced classes, for example, nor is it beneficial if the Intern teaches only low level or basic classes.

Second, it is helpful if the two classes are relatively close in the school day so that the Intern's minimum half-day doesn't get stretched to a full day. Because Interns are taking academic

classes at Union Graduate College, it is not possible for them to spend full days at school.

Third, please keep in mind that for secondary certification New York State requires internship experience at both the middle school (grades 7-9) and high school (grades 10-12) levels. UGC typically requires students to do a four week alternate experience, in addition to the internship, to meet this requirement. Technically, a student teaching two sections of grade 9 in a High School building needs an alternate experience in grades 10-12, making it difficult to fit in time to be at a Middle School. Also, a student who teaches both grades 9 and 12 at a High School has met the state's alternate placement requirement. For a student who is working at his/her limit, UGC may waive the alternate experience in this situation.

The Intern's Half Day

Ideally, the half-day schedule will permit the Mentor and Intern to team-teach two classes and have at least one period to plan together. In the remaining time of the half-day, the Intern will plan, observe the Mentor and/or other teachers, and complete other Internship activities. At the end of the half-day, the Intern will leave for the day. During late afternoon and evening hours, most Interns complete graduate course work, attend seminar, and work on their research project and EdTPA.

Of course, not every situation is ideal. Sometimes the schedule does not permit a common planning time. The Intern may have to stay longer or return to the school later in the day in order to plan with the Mentor. The Internship may take place in the second half of the day or even in the middle of the day. Block scheduling may demand an Intern be in school for full days one day and not at all the next day.

Besides the two instructional periods and the one planning period, the Intern has other teaching responsibilities as the year goes on. The Intern may need to return to help students after school, supervise detention for a discipline problem, meet with parents, attend open house, participate in extracurricular activities, and/or attend department, team, building, and district meetings.

Informing Students and Parents about the Role of the Intern

One of the advantages of UGC's program is that the Intern begins the school year with the students in September. It is important that the Intern be introduced in a manner that will establish his or her status as a co-teacher. If possible, the Intern's name should appear with the Mentor's on the student schedule. Students should consider both the Intern and the Mentor as their teachers.

The Intern should "teach" from the very first day. At first the Intern may assist in performing classroom routines. However, the Intern should have sole responsibility for some part of the class each day. It is important that the students perceive the Intern as an integral part of the teaching team. Early in the school year, a letter to parents is useful to inform parents of the role of the Intern in instruction. An example letter appears on the next page. This early contact can eliminate some confusion later when the Intern is taking more responsibility for teaching and evaluation. Also, the Intern should be present for *Meet the Teacher Night* when parents follow

the students' schedule. The team-teaching approach should apply to this "lesson," too.

Whenever there are parent contacts regarding “their” students, the Intern should play an active role. The Mentor should always be present at parent conferences but should allow the Intern to contribute to the discussion. This is especially true later in the school year when the Intern has greater responsibility for the class and probably has more direct contact with the students.

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Sample Letter to Parents

Dear Parents and Guardians:

We welcome you and your student to 7th grade Social Studies! This year promises to be an exciting one for all of us, as your child's social studies class will be taught by two teachers working together as a team. Allow us to introduce ourselves:

Mrs. Jones is 17 year teaching veteran in the Glen Grove Central School District. She holds an undergraduate degree from SUNY Albany, and a master's degree from Union Graduate College. Mrs. Jones is an active member of the New York State Council for Social Studies and advisor to the Amnesty International Club and the Debate Team. During this school year she is serving as a mentor teacher for Mr. Ladd.

Mr. Ladd is enrolled in the Master in the Arts of Teaching program at Union Graduate College. In conjunction with his year-long internship at Glen Grove Central School District, Mr. Ladd is taking graduate courses at Union. He holds a bachelor's degree in history from Siena College where he also gained experience as a tutor for students in the Albany City School District.

Together we hope to provide our students with an exciting year in their 7th grade Social Studies class. Being a pair of teachers gives us the opportunity to give each child more individual attention, and try some creative learning activities that are made possible with two teachers in the room. We are looking forward to the year ahead, and hope you will join us in the effort to make this the best year yet for your child. Please feel free to contact either of us if you have a question or concern regarding your student's progress. The school telephone number is 518-111-1111. If you wish to reach out to us by email, you may do so at jonesc@glengrove.neric.org or laddt@glengrove.neric.org.

Sincerely,

Mrs. Jones

Mr. Ladd

Co-planning

The planning process should involve joint decision making and involve both the Intern and Mentor. Although the primary responsibility for planning will undergo a shift from Mentor to Intern over the course of the year, the decisions about what is taught on a given day should be made jointly.

Many of the Interns will have had little or no experience in the planning process. At the beginning of the year, it is important for the Mentor to model the planning process by talking it through. Yes, it does take longer and requires that the Intern be present. However, the benefits for both parties are invaluable. The Mentor begins to analyze and justify objectives and strategies that have become second nature, sometimes rethinking his/her rationale completely. The Intern sees that even experienced teachers need to plan. For the novice teacher, it sometimes appears that experienced teachers "wing it" on a daily basis. Interns need to see the time and effort that good teachers invest in planning and that good planning translates into good instruction.

In September the Mentor will be the leader in the planning process. The Mentor has the "vision" of the course objectives and content, an understanding of the students' capabilities and interests, and a sense of how much can reasonably be accomplished in a given class period. The Intern can benefit from the Mentor's example at this stage. In the earliest planning sessions, the Mentor needs to think aloud about all the details and assumptions within the plan. The Intern should ask clarifying questions as well as test out his/her own ideas.

From the very beginning, the Intern should have the freedom to suggest strategies and resources. Sometimes these ideas will seem inappropriate or impossible in the given circumstances. However, once the Mentor and the Intern have examined a problem area together, parts of the idea may be used. Whenever possible, try to build the Intern's skill and confidence in planning by incorporating his or her ideas. It is sometimes enlightening for both parties to allow the Intern to try something about which the Mentor has reservations. Sometimes it bombs, but sometimes it works out better than was expected. Either way it can prove to be a valuable lesson.

It is important to look at the total course outline and establish long-term goals. Frequently during the year the Intern should refer to this outline to get a sense of how the parts work together. In the beginning the Intern will also benefit from seeing how a smaller block (unit) is put together. Setting up a block plan will help the Intern discover how to work within a time frame, arrange activities in logical sequence, and make decisions based on priorities.

At first the Intern may be responsible for a segment of a class. In the planning process, the Intern should see how that segment fits into the daily plan. For that lesson segment, there should be an objective, a transition (introduction), and a closure. The Intern should plan as carefully for that segment as for a whole class period.

Gradually the responsibility for the written plan will shift from the Mentor to the Intern. The Mentor and Intern will still be talking it through. However, as time goes by, the Intern will be

taking more initiative to suggest activities, and the Mentor will be taking on a more advisory capacity. Eventually the Intern should be able to design a more formal plan to bring to the discussion. The discussion then moves to polishing and refining the plan based on the insights and experience of the Mentor.

General Guidelines for Co-planning

- Planning should, on most occasions, take place on a daily basis.
- Advance planning should provide a least a “skeleton framework” for each two-week time period.
- The Intern should always have a good sense of what will be happening within a one-week time period.
- By the second semester, the Intern should have the primary responsibility for designing and teaching a full unit of instruction.

Lesson Plans

It is the expectation of Union Graduate College that the Mentor will receive detailed daily lesson plans from the Intern at least three days before their use. The three days allow time to discuss and modify a plan as needed. They also allow time to prepare materials for the lesson.

Achieving this ideal is difficult at the beginning of the year. There is so much to share initially: getting through the routines of the opening of school, setting up a work space, establishing a working relationship, etc. In addition, the Mentor is trying to model the planning process by thinking aloud and discussing all aspects of the plan. That takes time and patience. It may take a couple of weeks before you can exclaim in triumph, "We're actually planning for next week!"

We all know how crucial it is, especially for a beginning teacher, to be well-planned. Although we may no longer write out plans in great detail, it is important that we reinforce the value of lesson plans with Interns.

UGC has a recommended lesson plan format, which was designed to prepare students for the lesson plans they will need to include in the EdTPA. This lesson plan guide sheet includes learning objectives, the New York State learning standards addressed, materials needed, a beginning, a middle, and end, allotting time for each part, etc. If your school does not have a required lesson plan format, then Interns are expected to use the UGC format, which is included on the next page.

If your school has a required planning format, that is what your Intern will follow. Please encourage the Intern to include these elements with your school format:

- Objectives, stated as student learning outcomes
- New York State learning standards addressed
- Warm-up, introduction, anticipatory set
- Strategies/methods--stated in terms of student behaviors (active participation)
- Closure
- Estimates of time for each part of the lesson
- Materials and equipment
- Evaluation/assessment

Lesson plans should be written in *outline form which a substitute can follow*, not narrative form. The Intern should write a plan with enough detail that someone else can implement successfully.

Team-teaching

From the outset, the Mentor and Intern should work as a team. Students should perceive that they have two teachers. There are many forms of team-teaching. During the year, teams will probably use more than one variation. The following are some possibilities:

- A "tag-team" approach: both teachers are in the room and functioning in an active role simultaneously; they both have a clear vision of the objectives and plan so they can "jump in" without disrupting the lesson.
- Splitting up the period: each spends part of the period taking the active role while the other observes or participates as a student.
- Splitting up days of the week: each teacher may have days "on" and days "off"; the days may be consecutive or split up according to the objectives, content, and activities of the lessons.
- Splitting up units of major responsibility: this would be more appropriate as the year gets closer to June; the Mentor may model a unit in one class with the Intern teaching it in another; the Intern may plan and teach an entire unit.
- Splitting up the class into groups: each teacher is responsible for teaching some of the students in the class; the smaller groups may be working on the same or different activities.
- Pulling out students for one-on-one instruction: one teacher works individually with one or two students to catch them up on back work, to provide remedial instruction, or to remove them from the class as a classroom management strategy.

Classroom Observations/Providing Feedback

In the process of co-planning and team-teaching, there should be an ongoing dialogue about what is happening in the classroom. Reflecting upon the strengths and weaknesses of each lesson is an integral part of the instructional process.

Although it is not always possible to conduct a formal observation with written recommendations, a Mentor should provide the Intern with some written comments and/or extensive oral feedback at least once a week or two. Some Mentors and Interns have successfully shared a journal as a way to reflect about their observations and feelings.

Particularly in the early stages, an Intern is often more critical of his/her performance than the Mentor. For that reason, a Mentor should encourage the Intern to see what he or she has already learned to do as a teacher. Then the Mentor should isolate one or two things that can be improved and developed in the next lessons. The feedback conversation should include a balance of what the Intern has already learned, and what the Intern still needs to learn. While all Interns need (and look forward to) constructive feedback about how to improve their teaching, it is also very important for the Intern to be told about the positive aspects of his/her teaching and progress. Conversation between the Intern and Mentor should be phrased in ways that encourage both participants to think using a Growth Mindset.

In conferences, the Mentor should pose questions that will elicit specific thinking about the Intern's performance. "Well, how did it go?" or "What made you feel good about today's lesson?" may be open-ended and threat-free, but these questions will not usually cause the Intern to focus on specific components of instruction. The sample questions that follow can be used to direct the Intern to reflect on what was happening during the class, whether it was expected or appropriate, what the causes might be, and how to make adjustments. The questions require the Intern to recall, compare, infer, analyze, prescribe, evaluate and reflect. Remember that the questions should be posed to draw the Intern's attention to teaching accomplishments as well as aspects of teaching that still need to be improved.

- What did you observe your students doing?
- How did what you observe compare with what you had planned for your students?
- What did you do to encourage your students to perform that way?
- Did you think the lesson objectives were achieved? What did you observe that causes you to think so?
- Why do you think your objectives were/were not achieved?
- What would you do in the future?

Whether the lesson resulted in a little, some or lots of student learning, the Mentor and Intern should select only one or two aspects of instruction for attention in the next lessons. At first, it can be helpful to focus on simple skills that can be accomplished quickly. There may be one topic of intern development that is so important that it becomes a continuing goal. As this topic shows growth, other simpler skills are added along the way. Whatever the component of

instruction, progress will occur only if the Intern "owns" the problem.

If it is challenging for the Intern and Mentor to meet regularly, other means of communication may become useful and necessary. Telephone conferences and/or e-mail provide an opportunity to talk and to receive immediate feedback. If the Mentor keeps a journal for writing comments, providing feedback, and/or tracking ideas that should be discussed for the Intern to read, then the journal can become the basis of planning as well as reflecting on daily lessons and noting questions for discussion. The journal can also become a record of progress. It is an ideal place to write reassurances and praise that sometimes become lost in the daily rush. However, neither telephone conversations nor journals substitute for face-to-face, one-on-one planning sessions.

Changing Expectations during the Internship Year

The chart on the next page describes activities that typically occur during the Fall term. The next page provides a narrative summary of that time period, followed by descriptions of the remainder of the year.

Guidelines for the Fall Term
All times indicated are approximate.

Week 1: Joint Plans Micro-experiences	Week 2: Joint Plans Micro-experiences Intern, Mentor and Supervisor Conference
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- Guidelines:
- Get interns involved in the classroom from day 1 in both classes
 - Introduce the “team” as the TWO teachers for the year (one veteran, one novice)
 - NOT just observing – actively participating in teaching
 - Responsibility for both planning and teaching is phased in gradually, but consistently

Week 3: Joint Planning Begin own preliminary planning Micro-experiences (extended length & number) Observe other teachers (same/different disciplines) Arrange for recording equipment/discuss edTPA	Week 4: Joint Planning Begin own preliminary planning Micro-experiences (extended length & number) Observe other teachers (same/different disciplines) Digitally record one lesson/plan edTPA
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Week 5: Joint Planning Increase own preliminary planning Some whole lessons (1 to 2 per week) Observe other teachers (same/different disciplines) Observe peers in same school Practice recording/plan edTPA	Week 6: Joint Planning Increase own preliminary planning Some whole lessons (1 to 2 per week) Observe other teachers (same/different disciplines) Observe peers in same school Practice recording/plan edTPA	Week 7: Joint Planning Increase own preliminary planning Some whole lessons (1 to 2 per week) Observe other teachers (same/different disciplines) Observe peers in same school Practice recording/plan edTPA
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Week 8: Joint Planning More intern-initiated planning More balanced teaching load	Week 9: Joint Planning More intern-initiated planning More balanced teaching load Intern, Mentor and Supervisor evaluation conference	Week 10 and beyond: Joint Planning More intern-initiated planning More balanced teaching load Intern, Mentor and Supervisor evaluation conference Prepare for edTPA
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Mentor/Intern Roles during Fall Term

The Intern should be actively involved in the classroom from the very first day. The fall term includes September to November. Initially, the Intern's responsibilities might be short activities: introducing a lesson, presenting a demonstration, running a get-acquainted exercise, administering diagnostic assessment instruments, going over homework, distributing handouts, handing back papers, etc. Whatever the activity, the Intern should be participating as well as observing. Students should see the Intern working with the teacher. It is important to establish the role of the Intern as part of a team.

Outside the classroom, the Intern and Mentor will be spending a great deal of time planning. The first couple of weeks are work-intensive because there is so much information to pass along to the Intern. Although the Mentor may have a traditional routine for beginning the school year, the Intern is starting from scratch. The Mentor needs to take the time to explain the rationale behind these routines. In addition, the Intern needs to understand the "big picture". The Intern should become familiar with the long-term objectives of the course.

During this beginning phase the Mentor should be thinking aloud whenever the Intern is nearby. An experienced teacher does many things on "automatic pilot". The Mentor has been through the years of trial and error that resulted in an almost intuitive knowledge of what works and what doesn't. That experience is precisely what needs to be explained and demonstrated for the Intern.

After the first couple of weeks, the working relationship between the Mentor and Intern will be established. In the classroom the Intern's teaching experiences will extend in length and number. In planning sessions, the Intern will begin to increase his or her own preliminary planning and contribute more to the joint planning. The Intern may gather experience by observing other teachers in the same or different disciplines as well as other Interns in the same school. It is helpful for the Intern to audio and/or video record their instruction about twice a month, and to review the tapes alone and/or with the Mentor or Supervisor.

Mentor/Intern Roles during the Winter Term

There are three major areas of focus for an Intern and a Mentor in the winter term: increasing autonomy, "perfecting" techniques, and increasing instructional diversity. The winter term runs from November to March.

The Intern should assume increasing levels of autonomy in planning, decision making, and class implementations. If the Mentor has been taking the leadership role in planning, shift more over to the Intern. If the Mentor has been making most of the decisions, shift more over to the Intern. By winter term, the majority of Interns have assumed the major responsibilities for planning and teaching two classes. For at least one unit during the term, the Intern should be totally responsible for the planning and implementation of the unit (having checked with the Mentor for approval of materials and plans).

The Intern should work at "polishing" and "perfecting" techniques and procedures. The Mentor should look more carefully at questioning. Make sure that the Intern exhibits good context setting and closure. Check to see that the teaching matches the objectives. Work toward planning that is less driven by content and more integrative of both content and pedagogy. In observations and feedback, target one or more specific areas selected by the Intern. For beginning teachers, often openings of class, transitions between the various parts of a class, and closings are particularly troublesome. Continue to video record to notice specific areas of Intern performance, targeting particular skills for analysis and improvement.

By the winter term the Intern should demonstrate some diversity in the modes and models of his or her teaching. The Intern should include a growing number of teaching modes (lecture, question/answer, discussion, demonstration, laboratory, audiovisual and technology-related activities, independent student projects, and supervised practice). Lesson plans should incorporate a greater number of teaching models: inductive models, inquiry, role playing, mastery, simulations, concept development/concept attainment, addressing multiple intelligences, synectics and cooperative learning. For cooperative learning, in particular, the Intern should demonstrate knowledge of a variety of cooperative models and philosophies, as well as a variety of structures (e.g., pairs-share, jigsaw, etc.). Make sure that lessons and classes do not always look and sound the same.

The Mentor and Intern should begin discussing ways for the Intern to have experience in a variety of grouping levels, grade levels, course types, etc. The Intern must teach approximately four weeks at an alternative level. This may involve a total switch of school or just a swap or addition of a class. Even during this switch, the Intern should maintain contact with at least one class for the entire year.

The Intern should pick up some outside of class experiences such as homeroom and study hall. These may be relatively short-term in order for the Intern to sample several different kinds of such experiences. As the Intern takes on more responsibility for planning and teaching, the Mentor should take care not to create an overload of outside experiences.

Mentor/Intern Pattern during the Spring Term

By the spring term, the Intern should function more independently and assume greater responsibility for planning and implementation. The spring term runs from March to June. The polishing and perfecting should continue. The increased responsibility requires a greater commitment of time by the Intern.

There are other demands on an Intern's time. Some will be teaching their four-week unit at an alternative level. In seminar, the Intern will be completing a letter of introduction, a resume, job applications, searching for available positions, and, in some instances, interviewing. The Intern may miss school to attend job interviews.

The Mentor should be aware of the work load and stress factor and look for ways to provide relief. Now that the Intern is more proficient and the working relationship is more collegial, there should be greater opportunities for experimenting with a variety of team-teaching approaches. Outside of class experiences such as homeroom and study hall might be kept to a minimum.

As the end of the school year approaches, the Mentor should remember that the Internship ends before the school year. An Intern may choose to return after UGC's graduation to see how his or her students fare on exams, but an Intern has no formal responsibilities beyond his or her last scheduled day. Together the Mentor and the Intern should anticipate what needs to be done for a smooth closing of the year.

Changing Levels of Intern Autonomy Across the Year

Co-planning and team-teaching will take place on a continuum with the Mentor doing more at the beginning and the Intern taking over more responsibility as the year unfolds. The pace of proceeding depends upon the readiness and competence of the Intern.

Many of our Interns are capable, at an early stage, of taking on much of the responsibility for teaching and planning. However, we believe that the maximum benefit to the Intern and the students is to maintain as much of a two-teacher approach as possible early on. Ultimately, the Mentor is responsible to the school for the instruction that takes place in that classroom. Additionally, the Intern can learn best by daily interactions with the Mentor both in and outside the classroom, benefiting from a veteran's expertise and many years of experience.

There is, of course, a fine line between providing an Intern with opportunities for growth and with placing the novice in an inappropriate "sink or swim" position. Sometimes the Intern may become impatient for greater independence, and the Mentor may become reluctant to turn over the reins. In most cases, however, the shift to greater Intern autonomy occurs as a natural outgrowth of the co-planning and team-teaching process. Some Interns will plateau at certain stages and need nudging while others will pass quickly from one stage to another.

The Intern is likely to begin the year with mixed feelings of anticipation and anxiety. In this

orientation stage, he/she is eager to begin and filled with ideas from summer courses. The Intern may also be nervous about beginning a new experience. In response, the Mentor should provide a structure in which the Intern can feel comfortable while building confidence.

In the second stage, the Intern probably will focus primarily on the mechanics of the lesson and may not see other dynamics of the class. The Intern will be tied to the lesson plan and may not be able to adjust or adapt easily if the lesson does not proceed as planned. At this stage the Mentor still provides close supervision.

These early *orientation stages* require the Mentor to be reassuring and encouraging. The Intern begins to realize how much more there is to teaching than getting through the day's plan. The complexity of teaching may seem overwhelming.

In the *trial and error stage* that follows the orientation stage, the Intern will begin to work more independently. While taking more risks, the Intern may also fall back on tried and true methods for safety. The Mentor needs to nudge the Intern to take risks and to learn from them. The Mentor should encourage the Intern by modeling risk-taking and by sharing stories of both successes and failures. Of course, we all learn from successes, but we also learn a great deal from those experiences which were far from perfect.

At the *stage of integration/consolidation*, the Intern is better able to see the whole picture. Having taken some risks and learned from both successes and misses, the Intern has begun to develop a personal style. The Intern sees students as individuals, looks beyond the words on the lesson plan, adjusts to the circumstances of the moment, and reflects more objectively on his or her own performance. **Not every Intern will achieve the mastery level. However, having a year long Internship provides more time in which to pass through most stages of development.**

The Mentor should anticipate the changes that take place in the Intern-Mentor relationship as the Intern progresses. At the beginning when the Intern feels insecure, the Mentor is a very important and influential person. The two work closely together, and the Intern depends on the Mentor both professionally and personally. As the Intern develops confidence and seeks greater autonomy, the Mentor may begin to feel "rejected". The Intern may pull back from the relationship to assert his or her independence. However, after the Intern has experienced success independently, the Intern and Mentor are likely to form a stronger collegial relationship.

Working with the College Supervisor

The college Supervisor is an important resource for both the Intern and the Mentor. The Supervisor's bi-weekly observations serve to affirm points made by the Mentor in daily discussions with the Intern. The college Supervisor also provides that essential distance to bring fresh insights.

For the Intern, the college Supervisor represents another person who will listen to concerns and offer suggestions and encouragement. For a variety of reasons, the Intern may feel more comfortable talking with the college Supervisor about certain issues. The college Supervisor can also draw from personal teaching experience to recommend additional strategies and activities.

The college Supervisor is important to the Mentor as an objective third party. Sometimes that other voice is necessary to emphasize a point with the Intern. Frequently, especially at the beginning when an Intern is very insecure, that other voice is needed to provide additional assurances. The college Supervisor also acts as a buffer if differences arise between the Intern and the Mentor.

When the college Supervisor visits to observe the Intern, the Mentor may participate in the post-observation conference. While the discussion is valuable, the Mentor should always allow time for the Intern to meet alone with the Supervisor. The Mentor may also find it useful to meet with the Supervisor to share observations about the Intern's performance.

School and College Calendars

In general: if the secondary school is in session, the Intern is expected to be in school. For all secondary school-related activities, the Intern should follow that secondary school calendar.

Important college dates are listed in the college calendar at the front of this binder. For all college-related activities and courses, the Intern should follow the UGC calendar.

Mentors should be aware that Interns will have only one vacation during the school year from both institutions. That vacation is the week or two that begins with the Christmas holiday and ends with New Year's.

Absences or Lateness

In the case of absence due to illness, the Intern is expected to:

- Notify the Mentor immediately and determine how classes will be covered
- Notify the UGC Supervisor
- Notify the School of Education Office

(Extensive absences due to illness can jeopardize certification and completion of the program. It is not sound judgment, on the other hand, to be in school when an Intern is extremely ill. Maintaining a reasonable balance between attending when a person is not seriously ill and staying home when a person suffers a potentially contagious or dangerous illness is necessary. Taking a vacation, however, while school is in session is not acceptable. Unexcused absences, excessive absences, or repeated lateness will result in removal from the program.)

Personal Days

These days are typically used for studying for midterms or finals, attending weddings or graduations, and/or “mental health” days. Interns are, obviously, not required to take personal days during the Internship. Nonetheless, the Intern must notify the School of Education Office each time one of these days is used. Interns may request and use 4 personal days. Failure to notify the office of personal days is grounds for removal from the Internship and the program.

A student will not be asked how these days are used, but a record of each student’s absence will be maintained. These days should be chosen in consultation with the Mentor and the Supervisor. The Mentor must be provided with whatever plans or materials will be needed during the absence. If unusual circumstances arise (the death of a family member; serious illness, etc.), an extended absence must be discussed with the Mentor and the Supervisor, and agreed to by the Dean of the program.

Professional Days

All MAT candidates must complete six full days of professional development during the course of their internship year. The hours can be accumulated, for example, by attending a full day conference, a half day workshop, or a one hour round table discussion. For purposes of computation, an activity of 1 to 3 hours is considered a half day, while an activity over three hours is considered a full day. The purpose of this requirement is to develop the habit of seeking out high quality and relevant professional development which will enhance your teaching skills. During their teaching career, Interns will be required to complete 175 hours of professional development every five years.

It is highly recommended that an Intern attend at least one professional conference or meeting during the Internship. Mentors, UGC Supervisors and the School of Education Office can assist a student in planning and attending these conferences. (Be sure to get conference dates from Mentors early in the school year so that everyone can plan together.)

Activities that count toward professional development days:

- Professional development days and activities at your internship school
- Chaperoning a school field trip
- Attending national, state or local conferences, workshops, or field trips in your discipline
- Friday Round Table Series Discussions
- Mock Interviews

- Observing colleagues in other schools
- Group construction and/or group correcting of state examinations beyond your school
- Serving on a professional committee (such as The New York State Professional Standards & Practices Board for Teaching)
- Focused observations of good/expert teachers in other schools (on cooperative learning, problem-solving, management, etc.)
- Attending a lecture in your field of certification or a related field at a college or university

Alternate Experience

One of the state mandates for teacher education is that a student teacher (Intern) must have a teaching experience at each of the levels of the teaching certificate. In the case of a 7-12 certificate, each Intern must teach at the 7-9 grade levels and at the 10-12 grade levels.

Often, UGC's Alternate Experience occurs between the end of Thanksgiving and the start of Christmas vacation, since the Intern has fewer classes. A suggested schedule is as follows:

- The Intern observes one class at the Alternate site for the week or two before Thanksgiving vacation so s/he can take over and teach immediately after Thanksgiving vacation.
- Ideally, the Intern teaches that class for the four weeks between Thanksgiving vacation and Christmas vacation. Because of the short time frame, the Intern may do more observing, assisting and co-teaching in the Alternate placement as compared to his/her primary placement. This will be determined by each Intern's Alternate Mentor as appropriate to his/her setting.
- The Intern maintains the teaching responsibilities for at least one of his/her two classes at the first site throughout the Alternate Experience. (If possible, the Intern should maintain primary teaching responsibilities at the first site for both classes. In some cases, academic or personal responsibilities or long distances between the two teaching sites, the Intern must drop both primary assignments and concentrate only on the Alternate Assignment. In this latter case, the Intern must make his/her situation clear to the Dean or Associate Dean of the School of Education after working out the arrangement with the Supervisor and the Mentors at each site).

Professional Conduct

The School of Education Intern is both a professional at the secondary school level and a graduate student at the UGC level. Interns are expected to conduct themselves as professional teachers at all times.

- Promptness: An Intern is expected to be in school on time. Teachers cannot ignore responsibilities they have to students. Although it is possible to have a Mentor cover an Intern's class on occasion, this practice should occur infrequently and only during

emergencies. Interns should plan to arrive at school at least 15-30 minutes before the official beginning of the school day. If something unexpected comes up (illness, car trouble, etc.), the Mentor should be called both at the school and at home as well.

- Dress: Although most schools do not have strictly established rules of dress, there are clearly informal dress codes in each school to which the majority of teachers conform. A general rule of thumb is for an Intern to dress conservatively. Most Interns need an extra edge to be distinguished from students. Dress and professional appearance often provide that edge.
- Attitude: Every Intern must recognize that the education community is a small, closely knit group. An Intern's attitude is often judged by others in the field and a positive, discrete attitude can serve to help the Intern when s/he is searching for employment. Similarly, an overly judgmental, whiny, aggressive, or overly critical attitude can cause an Intern difficulty when seeking a position.
- Preparation: When a class begins students are there prepared to learn. An Intern or a teacher cannot arrive unprepared to teach. To do so suggests that the needs of 25-30 students are unimportant. Therefore, an Intern must prepare lessons in advance of teaching and have them reviewed by the Mentor before s/he teaches. Repeated failures to be prepared for teaching via lesson plans are grounds for removal from the program.
- Confidentiality: An Intern may speak with the Mentor or other professional personnel at the school about specific students and important aspects of their background or experiences. Whatever is learned must remain confidential! **The importance of confidentiality cannot be overstated.** A misplaced comment has the potential to do great harm, not least of all to the Intern!
- Observations: Interns should be sure to obtain advance permission before observing another teacher's class. If the Mentor or department chair has not been able to obtain permission in advance, an Intern should adjust his/her schedule appropriately and observe that teacher only after consent has been granted.

Substitute Teaching:

During an Internship there may be times when the Mentor is not able to be in school. On those days, the district is required by law to obtain a certified substitute. However, because the substitute lists are limited, it is often impossible to locate a qualified substitute. In those circumstances, and with the permission of the Dean, the Mentor, the Supervisor, and the building administrators, an Intern may substitute for his/her Mentor. Most schools have procedures and forms that must be completed in advance to allow for payment. This should not, as a rule, occur early in an Internship. Also be aware that some schools may have a policy prohibiting an Intern from substituting.

The School of Education Dean realizes that certified and/or qualified substitutes may be difficult to obtain, thus the Intern may often be the most qualified person available. It is the program's policy that substituting should be done in an environment which is:

- legal
- the best for the secondary school students in the classroom
- the fairest and most reasonable for the Intern involved

Possible situations are dealt with below. All of these scenarios are based on the assumption that an Intern has indicated a willingness to substitute and will be paid the appropriate substitute salary by the district.

Substitute Teaching for Interns:

Most Interns carry a heavy graduate course load in addition to a half-day Internship. It is not in most Interns' best interest to do an extensive amount of substituting. On the other hand, an Intern can benefit from occasional full-day teaching experiences. An Intern's availability for planning and preparation prior to the day of substituting as well as the current daily involvement with the class, course work, and school often make the Intern the most viable substitute. Also, the unexpected income received for substituting can be helpful to the Intern.

For Interns who are already hold initial teaching certification we recommend:

- Go through the school's normal substituting procedure.
- Ask to be placed on the appropriate lists.
- If the initially certified Intern has been asked to substitute for her/his mentor, the Intern may be listed as the preferable substitute.

In this instance, it is expected that the Intern be paid for substituting. If it is necessary for the Mentor to be absent for a prolonged period (more than two or three days), the Intern should discuss the viability of such an arrangement with the Supervisor and the Dean of the School of Education, or the Associate Dean, on an individual basis.

If there are substituting possibilities for the initially certified Intern for half- or partial-days of teachers other than his/her Mentor, there should be no problem with the Intern being asked to substitute, as long as this is done on a limited basis, with the awareness and agreement of the Intern's Mentor and UGC Supervisor, and it does not conflict with the two classes which are currently being team-taught with the Mentor. Under this condition, it is expected the Intern will be paid for that portion of the day s/he substituted.

UGC's preferred policy is that our Interns do *not* undertake full-day substituting for teachers other than their own Mentor teachers, especially in the first ten weeks. The only exception to this would be in the rare case where full-period tests are being given in both classes assigned to the Mentor-Intern team; or, if for some other reason, their two assigned classes were not meeting on the day in question.

For Interns who do not yet hold initial teaching certification, by law, schools must first determine whether or not a certified substitute is available.

If a certified substitute is available, the substitute might be hired for the portion of the day which the Mentor is usually present. Often, the substitute will sit in the back of the room and observe during the two periods which the Intern normally teaches. The Intern and Mentor may agree on teaching policy during the remainder of the Mentor's classes. Some Mentor-Intern teams decide that it is good experience for the Intern to teach all of the Mentor's classes in his/her absence. If this is the case, then the substitute observes and/or assists for the entire day.

If a certified substitute is not available (which is often the case), then the preferred policy is that the Intern proceed as above: the substitute is hired for the portion of the day for which the Mentor is usually present. If the Intern is substituting for his/her Mentor, there is no problem with the Intern being listed as the preferred substitute. UGC does, however, expect the Intern be paid either for the full day of substituting. If it is necessary for the Mentor teacher to be absent for a prolonged period (more than two or three days), the Intern should discuss the viability of such an arrangement with the Supervisor and the Dean of the School of Education, or the Associate Dean, on an individual basis.

If there are substituting possibilities for the Intern for half- or partial-days of teachers other than his/her Mentor, there should be no problem with the Intern being asked to substitute, as long as this is done on a limited basis, with the awareness and agreement of the Intern's Mentor and UGC Supervisor, and it does not conflict with the two classes which are currently being team-taught with the Mentor. Under this condition, it is expected the Intern will be paid for the day he/she substituted.