



STOCKTON
UNIVERSITY

School of Education

CLINICAL HANDBOOK FOR MENTORS

SPRING 2020

THANK YOU!

Your willingness to serve as a mentor to one of Stockton University's teacher candidates is greatly appreciated. Throughout the semester, candidates will make connections between classroom theory and fieldwork practice. You are an important part of our future generation of educators - we are excited to work with you.

Please use this guide to assist with your mentoring role throughout the semester. If you have any questions throughout your experience, please contact the respective faculty/staff member found on the next page.

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Stockton University Teacher Education Course Information

Teacher candidates must complete the following courses in the order shown below. Promotion to the next course in the sequence is contingent upon at least a B- overall grade and satisfactory performance in the field (as determined by coursework and input from mentor teachers via an instrument completed at the end of term).

Course	Hours	General Expectations	Contact Person
Clinical Experience EDUC 3100	50	This course is typically taken the first semester of junior year; it is the candidates' first fieldwork placement. The candidate should observe the mentor teacher's instruction and work with students 1:1.	Please contact your candidate's instructor: Dr. Meg White meg.white@stockton.edu Dr. Dedra Williams dedra.williams@stockton.edu
Clinical Practice I EDUC 3101	80	Within this second fieldwork placement, candidates will take on a more active role. In addition to the previous expectations, candidates should work with small groups, assist with preparation process and formative assessment grading. If comfortable, candidates may co-teach a whole group lesson.	Please contact your candidate's instructor: Dr. Meg White meg.white@stockton.edu Prof. Stacey Culleney stacey.culleney@stockton.edu Dr. Shelly Meyers shelly.meyers@stockton.edu Prof. Lauren Gunther lauren.gunther@stockton.edu
Clinical Practice II EDUC 4600	100	Candidates are now familiar with lesson planning and multiple models of instruction. In addition to the previous semester's role, they will be expected to independently plan, teach, and reflect upon at least six full-length lessons. Candidates should be preparing for their full-time role as a student teacher in the subsequent semester.	Please contact your candidate's instructor: Dr. Kim Lebak kimberly.lebak@stockton.edu Prof. Stacey Culleney stacey.culleney@stockton.edu Prof. Jeff Leek jeff.leek@stockton.edu
Final Clinical Practice EDUC 4990	15 weeks (full time)	Final Clinical Practice is previously known as student teaching. Under the mentor's guidance, candidates will be required to complete the instructional duties of a full-time teacher. Please refer to the Student Teaching Handbook for a full list of expectations.	Dr. Jeanne DelColle jeanne.delcolle@stockton.edu

General Expectations for all Teacher Candidates

Attendance

If a candidate needs to miss a field visit, he/she must contact you to let you know of the absence. Candidates are required to make up absences so that all hour requirements are met; we ask that the candidate contact you directly to make accommodations that work best for you and your schedule. Please share with your teacher candidates the best way(s) to contact you. In addition, candidates are required to follow your school's procedures for checking in and out of the building.

Dress Code

Gentlemen will wear ties and slacks; ladies in business appropriate attire. Students are also **required** to wear their Stockton lanyard with their student ID. This may be in addition to your individual school requirements. If the candidate's dress is not consistent with your school's dress code, please address it directly with the student or alert the instructor.

Professional Conduct

Candidates are expected to behave as professionals, following the New Jersey Professional Standards for Teachers and the NEA Code of Ethics. See <http://www.nea.org/home/30442.htm> for more information.

As our candidates are novices to the profession, we encourage you to share details on your school's specific policies and practices as an employee. Please continue to remind them:

- School matters should remain confidential; photos and social media are prohibited.
- Concerns about students should be reported to you and their university course instructor.
- Cell phones should not be utilized during the school day.
- Videos needed for course assignments will need proper approvals, as indicated by the university instructor.
- Obscene or crude language is not permitted at any time, even out of the presence of students.
- Specifics regarding your school's practices: (ie - gum chewing, eating/drinking, smoking, parking, dress code)

If any issues should arise, please contact the respective faculty/staff member found on Page 2.

Program

Details on the Teacher Education Program and coursework can be found at www.stockton.edu/education. You may also consult the Teacher Education Handbook for any specific information on policy and procedures.

https://stockton.edu/education/current-students/documents/2017-18_Teacher_Education_Handbook_final_9-20-17.pdf

Clinical Experience - EDUC 3100

Course Description

This course offers a guided experience of the activities and responsibilities of a P-12 teacher including a 50-hour clinical experience in an urban P-12 setting with exposure to at least two classroom settings. Course content includes background on understanding the learners, classroom, and school context.

Prerequisite Knowledge

Candidates have not yet experienced fieldwork hours. However, they may have completed professional courses on topics including: *psychology of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology*. Candidates' fieldwork will be supplemented with in-class instruction where theory and practice will be connected.

Themes of this course will include behavior and classroom management, cultural and linguistic diversity, English Language Learners, students with special needs, and serving and supporting immigrant students.

Expectations for the Candidate

Candidates must be **active participants**. As a reminder, this is the candidate's first fieldwork placement and they have limited training in pedagogy and instruction.

Candidates are, at the very minimum, expected to:

- Observe the mentor's lesson preparation and instruction
- Understand the roles of other professionals and paraprofessionals in the classroom
- Circulate the room and support classroom instruction

Fieldwork Objectives:

- An overview of the varied learners in a classroom.
- Discussion regarding classroom environment including creating a community of learners.

50 hours:

- All hours must consist of core subject instruction (ELA, math, science, history - unless the candidate is seeking an elective certification such as art). Lunch periods will not be counted
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended by the mentor
- At least one full day (morning bus to afternoon bus) of observation must be completed. During this day only, the candidate may count every minute towards their 50 hours of observation. Observations should include at least two different classroom settings (at least one which includes students with disabilities).
- While not mandatory, mentors are encouraged to involve candidates in the following:
 - Professional Development/PLC Sessions
 - Department/Team/Faculty Meetings
 - IEP/504 Meetings
 - Parent/Teacher Conferences
 - Duty Assignments
 - After-school Activities (ie - Clubs, Homework Help, Dances, Plays)

Assignments in this course will require candidates' interaction with curricular documents and material, study the academic and behavioral progress of three focus students, and make astute connections between educational theory and instructional practice.

Assignments

This fieldwork course will include the assignments listed below. Candidates may need to interview you or ask for assistance in locating resources for assignment completion. Please be aware that full assignment expectations will be discussed in class and available on the instructor's course site.

1. *Fieldwork Log* - Candidates are required to log each of their visits. A synopsis of their observations and the mentor's signature is required for each entry.
2. *Context for Learning & Implications Essay* - Teacher candidates are to develop a chart representing the contextual factors that impact the urban school district where they have been placed for their clinical practice experiences. Collect data by providing evidence of characteristics of the community, school district, and school. Having spent 50 hours in an urban classroom, teacher candidates are to write a 2-3 double-spaced page paper including three or more specific implications for instruction and assessment based on the contextual factors researched.
3. *Cultural Autobiography* - In this assignment, candidates narrate, analyze and reflect on the deep-rooted cultural features of their backgrounds and how that connects to what they bring to their classrooms and students.
4. *Classroom Management Analysis* - Based on observations and discussions with the cooperating teacher over the course of the semester, identify the cooperating teacher's approach to various classroom management related issues.
5. *Clinical Experience Summary/Conclusion* - Candidates will write a two-page summary of their fieldwork experience, chronicling what they have learned and the impact the semester has had on their desire to teach.

Helpful Mentoring Tips:

1. Please complete the Mentor Teacher Contract during your first meeting with the candidate.
2. Candidates will need time to ask you questions and learn how and why you make lesson choices. If they do not ask you directly, please prompt them to do so. As a reminder, this is their very first placement; candidates have just begun their journey as a professional educator.
3. Find ways for the candidate to be a part of the class community. Please introduce the candidate to your class and offer opportunities for involvement such as distributing materials, 1:1 student assistance, or creating a bulletin board. Do not let them sit idle in the back of the classroom.
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development. Visit <http://inservice.ascd.org/ten-tips-for-mentoring-a-student-teacher/> for more ideas.
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2).

Mentor Evaluation

At the end of the semester you will receive an email invitation to evaluate your candidate's performance and disposition. Your evaluation will be completed electronically. Sections of the feedback will be labeled; some of your responses will be viewable by the candidate. Other sections of the feedback instrument will be viewable by the instructor and TEDU Program Coordinator only. This design provides an opportunity for mentors to share professional concerns without reservation. We are currently in the process of modifying the instrument; once complete, a reference copy will be available for you at the following site:

<https://stockton.edu/education/current-students/clinical-experience-semester.html>.

Clinical Practice I - EDUC 3101

Course Description

K-12 schools serve as placements for observations and participation in the education process. A minimum of 80 clinical practice hours are accumulated. Hours include at least one full day of visitation. Coursework is completed in a portfolio format designed to complement learning in EDUC 3200 and EDUC 3300.

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban school. In addition, they have limited experience working with students 1:1 or in a small group setting. At this point in the sequence, candidates have explored the importance of cultural and linguistic diversity, understanding the role of the professionals and paraprofessionals in the classroom, and some behavior and classroom management.

In addition, candidates may have completed professional courses on topics including: *psychology of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology*. In this semester's co-requisite course candidates will explore instructional models, learn lesson planning techniques, consider instructional strategies for diverse learning needs, and differentiate between various assessment types.

Expectations for the Candidate

Candidates must be **active learners**. While observation of the mentor teacher is a valued component of Clinical Practice I, candidates should not be static figures in the back of the classroom.

Candidates are, at the very minimum, expected to:

- Circulate the room
- Assist students 1:1 and in small group settings
- Converse with the mentor teacher during each visit to connect theory from coursework to fieldwork practice

Fieldwork Objectives:

- Identify various instructional strategies that promote skill and content acquisition
- Connect the knowledge of subject matter, students, the community, and curriculum goals to lesson planning
- Reflect on students' unique learning needs that must be met in planned instruction

80 hours:

- All hours must consist of core subject instruction (ELA, math, science, history - unless the candidate is seeking a K-12 certification such as art). Lunch periods will not be counted.
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher who is recommended by the mentor. This is encouraged by the School of Education.
- At least one full day (morning bus to afternoon bus) of observation must be completed. During this day only, the candidate may count every minute towards their 80 hours of observation.
- While not mandatory, mentors are encouraged to involve candidates in the following:
 - Professional Development/PLC Sessions
 - Department/Team/Faculty Meetings
 - IEP/504 Meetings
 - Parent/Teacher Conferences
 - Duty Assignments
 - After-school Activities (ie - Clubs, Homework Help, Dances, Plays)

Assignments in this course will require candidates' interaction with curricular documents and material, study the academic and behavioral progress of three focus students over an extended period of time, and make astute connections between educational theory and instructional practice.

Assignments

In addition to assignments for co-requisite courses, this fieldwork course will include the assignments listed below. Candidates may need to interview you or ask for assistance in locating resources for assignment completion. Please be aware that full assignment expectations will be discussed in class and available on the instructor's course site.

1. *Lesson Reflections* - Throughout the semester, candidates will observe the mentor teachers' instruction. In a two-page summary, he or she will apply a weekly topic (ie - Multiple Intelligences) to observed practices.
2. *Curriculum Report* - Candidates will use a copy of the district's curriculum and an interview with the mentor teacher to report curricular design and practice.
3. *Assessment Project* - Candidates will observe and interact with three focus students throughout the semester. Using documented observations and students' work samples, candidates will write an assessment analysis. This is the course's Signature Assignment.
4. *Fieldwork Log* - Candidates are required to log each of their visits. A synopsis of their observations and the mentor's signature is required for each entry.
5. *Fieldwork Summary* - Candidates will write a two-page summary of their fieldwork experience, chronicling what they have learned and the impact the semester has had on their desire to teach.

Helpful Mentoring Tips:

1. Please complete the Mentor Teacher Contract during your first meeting with the candidate.
2. Candidates will need time to ask you questions and learn how and why you make lesson choices. If they do not ask you directly, please prompt them to do so. As this is only their second placement, candidates are still building their confidence in the classroom and as a professional.
3. Find ways for the candidate to be a part of the class community. Please introduce the candidate to your class and offer opportunities for involvement such as distributing materials, 1:1/small group instruction, or formative grading. Do not let them sit idle in the back of the classroom.
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development. Visit <http://inservice.ascd.org/ten-tips-for-mentoring-a-student-teacher/> for more ideas
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2).

Mentor Evaluation

At the end of the semester you will receive an email invitation to evaluate your candidate's performance and disposition. Your evaluation will be completed electronically. Sections of the feedback will be labeled; some of your responses will be viewable by the candidate. Other sections of the feedback instrument will be viewable by the instructor and TEDU Program Coordinator only. This design provides an opportunity for mentors to share professional concerns without reservation. We are currently in the process of modifying the instrument; once complete, a reference copy will be available for you at the following site:

<https://stockton.edu/education/current-students/clinical-practice-1.html>

Clinical Practice II - EDUC 4600

Course Description

Fieldwork placement in a school or institution setting involving sustained participation in a teaching/learning situation. Candidates have an opportunity to apply general methods of teaching to their specific discipline during an advanced fieldwork teaching experience of a minimum of 100 hours, approximately four hours per week, during the semester. This placement prepares the candidate for the student teaching experience. A candidate may stay in this placement for student teaching based on your school's approval.

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban school and 80 hours of fieldwork in a separate school. They have worked with students 1:1, in small group settings, and have assisted mentors with planning and assessing. At this point in the sequence, candidates have explored the importance of cultural responsiveness, designed lesson plans for multiple instructional models, considered instructional strategies and assessment types for diverse learning needs, and designed/presented a 20-minute lesson to their peers.

In addition, candidates may have completed professional courses on topics including: *psychology of the learner, diversity (within and beyond the school setting), inclusive learning, and/or instructional technology.*

Expectations for the Candidate

Candidates must be active learners. While observation of the mentor teacher is a valued component of Clinical Practice II, candidates should not be static figures in the back of the classroom.

Candidates are, at the very minimum, expected to:

- Circulate the room
- Assist students 1:1 and in small group settings
- Converse with the mentor teacher during each visit to connect theory from coursework to fieldwork practice
- Plan and implement at least six lessons (*please see assignment section for details*)

Fieldwork Objectives:

- Identify various instructional strategies that promote skill and content acquisition
- Connect the knowledge of subject matter, students, the community, and curriculum goals to lesson planning
- Reflect on students' unique learning needs that must be met in planned instruction

100 hours:

- All hours must consist of core subject instruction that is consistent with the candidate's certification area.
- If a candidate is present during the mentor teacher's prep or lunch period, he or she may observe another teacher, as recommended by the mentor
- At least one full day (morning bus to afternoon bus) of observation must be completed.
- While not mandatory, mentors are encouraged to involve candidates in the following:
 - Professional Development/PLC Sessions
 - Department/Team/Faculty Meetings
 - IEP/504 Meetings
 - Parent/Teacher Conferences
 - Duty Assignments
 - After-school Activities (ie - Clubs, Homework Help, Dances, Plays)

Assignments

Please refer to the grade level of your candidate's certification area:

Early Childhood Candidates

In addition to assignments for co-requisite courses EDUC 4612 (Interdisciplinary Studies w/ ECE), EDUC 4151 (Curriculum, Instruction & Assessment), this fieldwork course will include the assignments listed below. Candidates may need to interview you or ask for assistance in locating resources for assignment completion. Please be aware that full assignment expectations will be discussed in class and available on the instructor's course site.

1. *Fieldwork Log* - Candidates are required to log each of their visits. A synopsis of their observations and the mentor's signature is required for each entry.
2. *Classroom Management* - Candidates observe and reflect on the classroom environment structure including organization, classroom layout, and management of daily routines. Report information available through course syllabus and online course site.
3. *Student Think Aloud: Eliciting, Listening to, and Responding to Student Thinking* - Candidates will conduct an interview with learners, using a prepared prompt to practice their questioning and discussion skills including eliciting, listening and responding to student thinking.
4. *Teaching Practice - Small or Whole Class Instruction/Lesson Plans* - Under the mentor teacher's guidance, candidates must teach 6 full period lessons. One lesson must be either science or social studies. Up to 3 lessons may be small group but do not have to be. The mentor teacher must approve lessons prior to teaching them. For at least 3 of the whole group lessons, the mentor teacher must evaluate the candidate's performance using the form provided on the syllabus.
5. *edTPA Reflection Papers*- Following each of the 6 lessons taught in the school setting, candidates will write an edTPA aligned reflection using prompts provided by the instructor.
6. *Fieldwork Summary Paper*- The candidate prepares a written reflection on their overall experience including its value and the impact it had on their desire to pursue teaching as a career.

Elementary Candidates

In addition to assignments for the co-requisite courses EDUC 4610 (Curriculum Methods of Elementary Education), EDUC 4110 (Methods of LAL), and 4150 (Methods of Elementary Math), this fieldwork course will include the assignments listed below. Candidates may need to interview you or ask for assistance in locating resources for assignment completion. Please be aware that full assignment expectations will be discussed in class and available on the instructor's course site.

1. *Fieldwork Log* - Candidates are required to log each of their visits. A synopsis of their observations and the mentor's signature is required for each entry.
2. *Classroom Management* - Candidates observe and reflect on the classroom environment structure including organization, classroom layout, and management of daily routines. Report information available through course syllabus and online course site.
3. *Student Think Aloud: Eliciting, Listening to, and Responding to Student Thinking* - Candidates will conduct an interview with learners, using a prepared prompt to practice their questioning and discussion skills including eliciting, listening and responding to student thinking.
4. *Teaching Practice - Small or Whole Class Instruction/Lesson Plans* - Under the mentor teacher's guidance, candidates must teach 6 lessons. One lesson must be either science or social studies. Up to 3 lessons may be small group but do not have to be. The mentor teacher must approve lessons prior to teaching them. For at least 3 of the whole group lessons, the mentor teacher must evaluate the

candidate's performance using the provided form. One of the evaluated lessons must be videoed in its entirety.

5. *edTPA Reflection Papers* - Following each of the 6 lessons taught in the school setting, candidates will write an edTPA aligned reflection using prompts provided by the instructor.
6. *Fieldwork Summary Paper* - The candidate prepares a written reflection on their overall experience including its value and the impact it had on their desire to pursue teaching as a career.

Secondary/K-12 Candidates

In addition to assignments for the co-requisite courses EDUC 4640 (Methods of Secondary/K12) and EDUC 4120 (Reading in the Content Area), this fieldwork course will include the assignments listed below.

Candidates may need to interview you or ask for assistance in locating resources for assignment completion. Please be aware that full assignment expectations will be discussed in class and available on the instructor's course site.

1. *Fieldwork Log* - Candidates are required to log each of their visits. A synopsis of their observations and the mentor's signature is required for each entry.
2. *Classroom Management* - Candidates observe and reflect on the classroom environment structure including organization, classroom layout, and management of daily routines. Report information available through course syllabus and online course site.
3. *UDL and DI* - Candidates will outline a unit of study, with attention to UDL and DI strategies. Candidates will then create a full DI product from one of the unit's lessons.
4. *Teaching Practice - Whole Class Instruction/Lesson Plans* - Under the mentor teacher's guidance, candidates must teach 6 lessons, one of which will be from the UDL and DI assignment. The mentor teacher must approve lessons prior to teaching them. A lesson constitutes as a full period (for secondary candidates this means at least 45 min; if classes are 90 minutes block it will count as two lessons). For at least 3 of the whole group lessons, the mentor teacher must evaluate the candidate's performance using the form provided on the syllabus. One of the evaluated lessons must be videoed in its entirety.
5. *edTPA Reflection Papers* - Following each of the 6 lessons taught in the school setting, candidates will write an edTPA aligned reflection using prompts provided by the instructor.
6. *Fieldwork Summary Paper* - The candidate prepares a written reflection on their overall experience including its value and the impact it had on their desire to pursue teaching as a career.

Expectations for the Mentor Teacher

During the semester, you will be asked to evaluate three whole group lessons planned and executed by the candidate. The lesson should be planned and reviewed in advance of teaching it (3-5 days ahead suggested). An evaluation form is provided, aligned with the Danielson Framework for Teachers. If unfamiliar with the framework you can consult a copy of the framework online at no cost by going to:

<https://danielsongroup.org/downloads/2013-framework-teaching-evaluation-instrument> (you will be asked to register your email). Course instructors are familiar with the evaluation structure should you need additional support.

Helpful Mentoring Tips

1. Please complete the Mentor Teacher Contract during your first meeting with the candidate.
2. Candidates will need time to ask you questions and learn how and why you make lesson choices. If they do not ask you directly, please prompt them to do so. As this is only their second placement, candidates are still building their confidence in the classroom and as a professional.

3. Find ways for the candidate to get involved. Be sure to work with them as they plan for their lessons. Ask them questions and what-ifs so they are best prepared for the unknown. This could be the first time the candidate teaches to a classroom of P-12 students; they don't know what they don't know.
4. Ask the candidates what they are learning in their coursework. Have them connect/apply concepts to events in your classroom.
5. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
6. Reflect, reflect, reflect. Ask questions about the how and why, not just the what and when.
7. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development. Visit <http://inservice.ascd.org/ten-tips-for-mentoring-a-student-teacher/> for more ideas
8. As previously mentioned, if you have any concerns please contact the candidate's instructor (see page 2).

Mentor Evaluation

All evaluations will be completed electronically through an online surveying tool provided by Stockton University. The mentor teacher will complete an observation evaluation on three of the six lessons taught by the candidate. In addition, the mentor teacher will complete a final evaluation of the candidate's overall fieldwork performance. The evaluation instrument is aligned to the Danielson Framework for Teaching and is directly related to the form used during the candidate's student teaching experience. We are currently in the process of modifying the instrument; once complete, a reference copy will be available for you at the following site: <https://stockton.edu/education/current-students/clinical-practice-2.html>

Final Clinical Practice - EDUC 4990

Course Description

Full-time Final Clinical Practice Semester includes a full-time student teaching experience of observing, planning, and teaching in area public Pre-K, elementary, or secondary schools. Full-time Final Clinical Practice (EDUC 4990, 12 credits) is an experience that requires additional time out of school to prepare lessons, grade papers, schedule parent/guardian conferences, etc. Students must see that personal obligations, including employment, do not interfere with their success during this final semester. This is a full-time, unpaid internship that lasts 15 weeks. The 16 credit course requirements for the Full-time Final Clinical Practice are the same for all Stockton students regardless of certification path. Co-requisites of this course include:

- EDUC 4991 Full-time Final Clinical Practice Seminar (2 credits) - The seminar provides an opportunity for students to reflect on and to apply educational knowledge and skills. Seminars are held bi-weekly on campus. Topics include classroom management strategies, instructional skills, professional portfolio design, and employment interview preparation. In addition, a vital component of the seminar is the support it affords student teachers as they carry out their duties in the classroom.
- EDUC 4992 edTPA Capstone (2 credits) - The six-session course serves as support for the preparation and completion of the state-mandated performance assessment, edTPA, during student teaching

Prerequisite Knowledge

Prior to this course, candidates have completed 50 hours of observation in an urban school, 80 hours of fieldwork in a separate school, and 100 hours in a placement that is consistent with their intended certification. They have worked with students 1:1, in small group settings, assisted mentors with planning and assessing, and designed/implemented multiple whole-group lessons. At this point in the sequence, candidates have explored the importance of cultural responsiveness, designed lesson plans for multiple instructional models, considered instructional strategies and assessment types for diverse learning needs, and designed/presented lessons using differentiated instruction.

In addition, all candidates have completed professional courses on topics including: *psychology of the learner*, *diversity (within and beyond the school setting)*, *inclusive learning*, and/or *instructional technology*.

Expectations for the Candidate

Please refer to the Student Teaching Handbook https://stockton.edu/education/teacher-resources/documents/2017-18_Student_Teaching_Handbook.pdf

**Please pay particular attention to the following:

- Pages 8-11 Guidelines for Student Teachers
- Pages 29-31 New Jersey Professional Standards for Teachers and NEA Code of Ethics

Assignments

Please refer to the Student Teaching Handbook https://stockton.edu/education/teacher-resources/documents/2017-18_Student_Teaching_Handbook.pdf

Helpful Mentor Tips

1. Make your expectations clear regarding policies, professionalism, and procedures. Student teachers do not have the same common sense as seasoned veterans.
2. Please remain an active part of your classroom. The ability to watch someone model good practices is much more effective in developing reflective practitioners. Dumping them in the “deep end” is not

beneficial for the teacher candidate or the students in the classroom. We encourage good teaching practices over survival skills.

3. Teacher candidates must learn how to recover when a lesson does not go well. Part of learning is failing and the ability to recover. Think about learning to ride a bike. Even though you wear a helmet, when you are first learning you will probably still fall and scrape your knee, but as a mentor you encourage them to get back on that bike and try again. However, as the mentor if you see they are heading for a catastrophic injury that will cause permanent damage to themselves or others you should step in and stop them.
4. Refer to Pages 3-5 in the Student Teaching Handbook for a sample schedule of the model you have chosen. These schedules provide a scaffolded approach for your candidate to gradually assume the responsibilities of a full-time teacher.
5. Familiarize yourself with edTPA. Your candidate cannot obtain certification without passing this performance-based assessment. See Pages 6, 27-28 in the Student Teacher Handbook or www.edtpa.com for more information. Continually ask your candidate about their progress to assist with completion. The sooner candidates submit edTPA, the sooner they can fully concentrate on their internship with you.
6. Candidates will need time to ask you questions and learn how and why you make lesson choices. If they do not ask you directly, please prompt them to do so. Remember, you have internalized many of these processes over the years.
7. Your teacher candidate is not a mini-me and needs help to develop their own unique style as they transform from student to teacher. If you hand them resources that you have already curated it may save time, but it encourages your candidate to copy you and does not teach them how to analyze why or how materials are best suited for a particular group of students.
8. Be sure to work with them as they plan for their lessons. Ask them questions and what-ifs so they are best prepared for the unknown. For some co-planning guidelines check <https://journals.sagepub.com/doi/pdf/10.1177/0031721718815673>
9. Provide clear and useful feedback. Be sure to let candidates know when they do something well or show improvement. Provide actionable feedback on things that need improvement but try not to overwhelm or be demeaning (ASCD, 2016).
10. Reflect, reflect, reflect.
11. Utilize the Guidelines for Mentor Teachers on Pages 12-15 of the Student Teaching Handbook.
12. Share your professional story. Talk about your experiences, struggles, and successes. Showcase your best practices, using their energy as a springboard for your continued professional development. This is a learning opportunity for all members of the teaching team. Visit <http://inservice.ascd.org/ten-tips-for-mentoring-a-student-teacher/> for more ideas.

Mentor Evaluation

Mentors of student teachers will be assigned an account within *Taskstream*. This system will enable mentors to provide feedback to the candidates, as well as maintain contact with the TEDU program and university supervisors. Candidates will also upload lesson plans and artifacts within this system. Training for *Taskstream* will be provided by Stockton University.

For additional questions concerning evaluation, please refer to the Student Teaching Resource Website <https://stockton.edu/education/teacher-resources/index.html>