

Department of Music Education

Mentor Teachers and Supervisors Handbook

Last updated November 2017

Mentor Teacher

Mentor teachers provide close support and guidance to student teachers, drawing on their teaching experience, knowledge of schools, curricula, community, and their own reflections on what it takes to learn to teach.

Supervisor

University Supervisors represent the University's teacher certification programs and thus guide the student teacher, in conjunction with the mentor teacher. The supervisors observe, advise, and confer with both the student teacher and the mentor teacher.

Important Documents

The following important documents are included in this handbook:

- Guidelines & Standards for Student Teaching
- Guidelines for Mentor Teachers
- Ethical Obligations of Teaching
- Policy on Substitute Teaching by Student Teachers
- Roles & Responsibilities of the Music Education Supervisor
- Teacher Certification Program Competencies
- Mentor Teacher Student Teaching Assessment Form
- State Continuing Education Clock Hours Participant Verification Form for Supervision of Pre-Teaching/Midtier/Pre-Service Student (SCECH Form)
- Mentor Teacher Honarium Form
- W-9 Form

Guidelines and Standards for Student Teaching

Following are some guidelines to help you complete your student teaching successfully.

1. Be informed. You are going to work in a *professional* environment and you are expected to act according to the professional standards already in place in the school (e.g. code of dress, social interactions).

2. Be prudent. Maintain social distance with your students. Never, ever meet with a student alone in a classroom. Use an area where groups of professionals are present. You are not legally permitted to serve as a substitute for your Mentor Teacher (MT).

3. Be committed. Student teaching is a *full-time assignment*. It is highly recommended that you discontinue extra activities (ensembles, clubs, jobs) during this semester.

4. Be focused. Your primary objective during your student teaching semester is to become immersed in the public school environment and focus on your teaching.

5. Be punctual. You are required to be present for the MT's full teaching schedule, and you are strongly recommended to assist the teacher in extra-teaching activities, planning, etc. If you need to be absent from school due to illness or emergency, contact both your MT *and* your University Supervisor in advance. The MT and supervisor will keep record (date and reason) of all occasions for which you are late or absent.

6. Be responsible. As soon as you know your teaching schedule, contact your University Supervisors to schedule an observation. For each observation, have a copy of your lesson plan available for the supervisor. Also, make available your folder/notebook containing all your lesson plans, evaluations etc.

7. Be prepared. A well-planned lesson will set you up for a successful interaction with your class. Plan to prepare a written lesson/rehearsal plan before each planned teaching presentation. Share your plans and get feedback from your MT. Along with planning, you may also be called upon to teach "on the spot." Be sure you have studied scores, practiced piano parts, reviewed lesson materials before the day begins so you are ready to jump in and help as needed.

8. Be proactive. Don't wait for your MT to ask you to do something. Offer to help with such things as passing out/collecting materials, setting up the room, tidying up after the class leaves, sing/play parts with sections, etc. Ask your MT for advice on lesson/rehearsal planning and for feedback on your teaching. Your MT will be a tremendous resource for you during your student teaching and beyond.

9. Be organized. Select an organizational system to help you file (and find) resources such as lesson/rehearsal plans, copies of music, literature lists, handbooks, worksheets, tests/quizzes, procedures, curriculum guides, etc.

10. Be gracious. Your MT is playing an important role in your development as a teacher. Show your appreciation during and after you have finished your assignment.

The faculty wishes you every success during your student teaching.

Good luck!

Guidelines for Mentor Teachers

1. Student Teaching is a Full-Time Assignment.

- Punctuality and preparedness are essential for the ST.
- The ST should be present and participating in all regular school-day duties of the MT. The MT and ST should discuss and agree on essential after-school events where ST participation is encouraged.
- ST are discouraged from working or engaging in extra curricular activities during their student teaching semester. It is considered a full time assignment. If the MT notices recurring absences, please contact the University Supervisor immediately.
- Only in rare circumstances can a ST be absent from his/her assignment. If a ST is going to be absent, he/she is required to contact the MT in advance of the absence.
- The ST is not legally permitted to be alone with students and cannot serve as substitute teacher during student teaching until the ST has successfully completed ten (10) full weeks of student teaching and has submitted the “Substitute Teaching By A Student Teacher Form” to the SoE Teacher Education Office.

2. Planning and Delivery of Lessons.

- Provide the Student Teacher with teaching materials//scores as soon as possible so he/she may begin preparing.
- Schedule planning time with the ST and share lesson plan format.
- Review lesson/rehearsal plan with ST prior to the lesson/rehearsal. Help them troubleshoot and anticipate problems.
- Allow the ST to teach without interruption. As he/she teaches, write notes and discuss suggestions after the lesson, or at another appropriate time throughout the day.
- Set up the teaching schedule to gradually allow the student teacher more and more teaching responsibility as he/she progresses through the placement. Some models of how this can be accomplished are listed here:

Class Model: The student teacher begins with observation/ journaling/asking questions; later takes over one class each week or so, leading to a few days of teaching the full schedule.

Curricular Model: The student teacher begins with observation/journaling/asking questions, then does one similar activity with each group (e.g warm-ups, one concept/activity in elementary general music), then adds another, and still another, leading up to teaching a full day and then a full schedule.

Day Model: The student teacher begins with observation/ journaling/asking questions, then adds one day of teaching each week or so, leading to a few days of teaching the full schedule.

3. Feedback to Student Teacher

- Provide feedback on an ongoing basis. Set aside time each day to discuss the ST's progress and plans for the next day.
- The Music Education faculty encourages the ST to videotape his/her teaching as much as possible as a medium for improving practice. (Please advise ST about policies regarding the use of video taping in your school).
- Contact the University Supervisor as soon as possible if problems arise [see contact sheet for information].

4. Student Teacher Evaluation

- The MT will complete a formative and summative assessment during each placement. (See form for details.) When completed, share and discuss the evaluation with the ST.
- The summative assessment form is sent to the Music Education Office. If the MT has any concerns about the ST's progress, please communicate concerns to the University Supervisor.

5. University Supervisor Observations.

- University Supervisors will visit and evaluate the ST four times per semester, two of which will be within each seven-week block.
- ST are required to have a copy of the lesson plan available for the Supervisor and a folder/notebook or plan book containing all lesson plans and evaluations up to the point of observation. This is communicated to ST when they begin student teaching.

Ethical Obligations (EOs) of Teaching
(adapted from the School of Education Teacher Education Program Policy Handbook)

All teachers have three primary responsibilities: to provide the K-12 students with whom they work the opportunity to experience a high-quality, equitable education; to ensure the safety of the K-12 students in their care; and to be good stewards of the profession of teaching.

To ensure all student teachers understand, and always keep central, these responsibilities, the teacher education program has developed the following set of ethical obligations to which all interns in our program pledge to uphold.

1. To care for and demonstrate commitment to every student
2. To develop and continually work to improve instructional competence, and to strive to engage in professionally justified teaching practice at all times
3. To ensure equitable access to learning in one's own classroom
4. To learn about and demonstrate awareness of and appreciation for cultural differences and social diversity, particularly as they are present in one's classroom, and to draw on diversity as a resource in instruction
5. To demonstrate through concrete actions an awareness of the capacity of every individual to learn
6. To take responsibility for obstacles to student success and to work assiduously to ensure equitable access to learning opportunities
7. To understand and exercise carefully the power and authority of the teaching role
8. To treat students, colleagues, parents and caregivers, and community members with respect and generosity in all communications with and about them
9. To represent the ideas of the academic disciplines and subject matter that one teaches with integrity

Roles and Responsibilities of the Department of Music Education Supervisors

Each student teacher will be observed four times during the semester. University Supervisors represent the University's teacher certification programs and thus guide the student teacher, in conjunction with the mentor teacher. The Music Education Supervisor observes, advises, and confers with both the student teacher and the mentor teacher.

Roles and Responsibilities

(1) Serving as a liaison between the University and placement site by facilitating a positive and productive relationship among involved parties includes:

- Maintaining an open line of communication between the University and the mentor teacher
- Working throughout the term, in conjunction with the mentor teacher, to ensure that the university program expectations are met
- Communicating with the mentor teacher and student teacher about site visits, required forms and assessments, and special events;
- Problem-solving issues that may arise during the student teaching experience and communicating appropriately with the university about those issues
- Working with the student teacher and the mentor teacher to determine the student teacher's readiness for substitute teaching, should that situation arise; and
- Completing and discussing the assessment tools and submitting grades for student teaching.

(2) Mentoring and observing the Student Teacher includes:

- Develop a collegial relationship with the Student Teacher through openness and availability in an on-going and personal manner
- Conduct site visits during the student teaching term according to the Department of Music Education Student Teaching Observation Schedule
- Arrange to 'debrief' with the student teacher immediately following the observation period or at an agreed upon time within 24 hours. (Debriefing is defined as advising, evaluating, critiquing, communicating, and helping the student teacher think critically about lessons and/or students)
- Provide a written narrative and commentary to the student teacher and the mentor teacher within an appropriate time frame. Submit a copy of the observation report to the Music Education Office for the student's file.
- Faculty Supervisor completes a School of Education survey for each Student Teacher at the end of the semester.



Department of Music Education
Mentor Teacher Honorarium Information Form

The information on this form will be used for honorarium purposes.

Mr/Mrs/Ms _____
First Middle Last Name

Home Address: _____
Street

City State Zip Code

Social Security # /Vendor # Phone Number

Email Address

Please return completed form to:

Kelley Archer
Earl V. Moore Building
1100 Baits Drive
Ann Arbor, Michigan 48109-2085

Email: krichko@umich.edu
Phone: 734-764-5429