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. Extra copies can be found online at https://smtd.umich.edu/current-students-3/current-students-music-education/

- 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
- W-9 Form (attached in email)

A State Continuing Education Clock Hours Participant Verification Form (SCECH Form) will be emailed out towards the end of each semester.

If you wish to receive an honorarium for your time as a mentor teacher, please complete a W-9 form and return it as soon as possible to:

Grace Saunders
Earl V. Moore Building
1100 Baits Drive
Ann Arbor, Michigan 48109-2085

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

If you have any other questions or concerns please email Grace and let her know. Thanks!
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 extracurricular 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 videotaping 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.


• 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
Substitute Teaching by Student Teachers

Teacher preparation institutions in Michigan are authorized to permit student teachers to be employed as substitute teachers as long as the quality of the student teachers’ education is not adversely affected. Teacher preparation institutions that wish to take advantage of this provision are responsible for establishing the criteria under which student teachers may be employed as substitutes. The appointment of substitute teachers is the responsibility of school districts. The policy and criteria in this document apply to all University of Michigan-Ann Arbor teacher certification programs. The conditions apply to teaching interns who have been approved for student teaching, during the semester(s) in which they are registered for student teaching, from the first day on which the student teacher reports to the school to student teach through the designated final day of student teaching. Questions about this policy should be directed to the relevant clinical experiences coordinator.

If a student teacher is employed as a substitute teacher by a school district, the district’s purposes are being served. When the district employs a student teacher as a substitute, the district assumes liability, workers compensation, and all other responsibilities for the student teacher as a temporary employee of the district. Student teachers wishing and approved to substitute teach must comply with all applicable policies and procedures of the district.

Student teachers will be permitted to substitute teach under the following conditions and limits:

- The student teacher has successfully completed ten (10) full weeks of student teaching or has completed one full semester as a practicum student in the same classroom.
- The student teacher is making satisfactory progress towards completion of the program and recommendation for certification.
- The student teacher freely and voluntarily agrees to substitute (i.e., does not feel coerced), on each occasion.
- The mentor teacher judges that the substituting will be in the interests of his/her students.
- The university field instructor judges that conditions 1 and 2 have been met and that substitute teaching can be a beneficial experience for the student teacher.
- The principal or other designated building administrator approves.
- The student teacher may substitute only for her/his mentor teacher. The field instructor should be notified, in advance, of each substitute teaching by the intern.
- Substituting shall not interfere with the student teacher’s other responsibilities, including attendance at required courses and seminars, advising sessions with the field instructor, etc.
- Substitute teaching shall be limited to a maximum of 2 days per week. Any additional days must be approved by the administrator of the program.
- Student teachers wishing to be approved for substitute teaching must complete the “Approval for Substitute Teaching by a Student Teacher” form and submit it to the Teacher Education Office before any substituting occurs. In addition, the student teacher must go through the district processes to become an employee of the district in the role of substitute teacher. Both the form and the hiring process must be completed in order for the student teacher to take on a full day of substitute teaching while the mentor teacher is away.

See “Substitute Teaching by a Student Teacher” form on the next page. The conditions agreed to in the form and specified in this policy are understood to apply both at the time of initial approval to substitute teach and at each successive occasion.
Substitute Teaching by a Student Teacher Form

Student Teacher’s Name: ___________________________ Date: ________________
Student Teacher’s Phone: _________________________ Email Address: _____________________

**Before any substitute teaching occurs**, this form must be on file in:

Teacher Education Office
The University of Michigan
610 E. University Ave., Room 1228 SEB
Ann Arbor, MI 48109
Attn: Meri Tenney Muirhead (Undergrad Elem and ELMAC)
    Kevin Hankinson (Undergrad Secondary and Secondary MAC)

The undersigned agree that the following conditions have been met:

a) The student teacher judges that s/he is prepared to accept the responsibility of serving as a substitute teacher and freely chooses to serve in this capacity;
b) The mentor teacher determines that the needs and interests of her/his students will be served;
c) The university’s field instructor determines that the student teacher is making satisfactory progress in the teacher education program, including in her/his required coursework, and that student teaching is likely to be a beneficial experience for the student teacher; and
d) The student teacher has been qualified and accepted as a substitute teacher in accordance with the school district’s policies and procedures.

The student and mentor teachers further agree that the following conditions will be met:

e) The substitute teaching does not interfere with the student teacher’s attendance at University of Michigan courses in which s/he is enrolled or with the completion of assigned work in or related to those courses; and
f) The mentor teacher’s principal will be informed in advance that the student teacher may or will serve as the cooperating teacher’s substitute.

____________________________________  ________________________________________
Student Teacher’s signature              Mentor Teacher’s signature

____________________________________  ________________________________________
Field Instructor’s signature              School Administrator’s signature

For Office Use Only:
Date Submitted _______________________

**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 Teacher Certification Program
Competencies
(adapted from the School of Education Secondary Teacher Education Program Competencies & Learning to Teach Growth Chart)

The competencies outlined below provide the framework for the Teacher Certification Program. The courses and fieldwork are designed to build capacities in these areas. These competencies are the basis for the evaluation of student teacher’s development toward becoming a professional teacher.

**Competency 1 (Instruction Competency):** Planning, organizing and implementing effective instructional practices and routines

**Competency 2 (Student Competency):** Establishing and maintaining a productive and respectful classroom culture

**Competency 3 (Professionalism Competency):** Engaging in professional practices

**Rating Levels**

**Secure:** (Target by end of student teaching placement) The student teacher is “ready for hire.” The student teacher has knowledge of the practice and has independently designed, used, evaluated and modified it in the classroom; the student teacher has demonstrated the skill to strategically make decisions and explain their purpose and time of use.

**Developing:** (Target by middle of student teaching) The student teacher has knowledge of the practice, has successfully employed and evaluated it in guided contexts, and has demonstrated skill, confidence and initiative to plan and enact it in a classroom with mentor and field instructor oversight.

**Beginning:** (Target by beginning of student teaching) The student teacher can successfully implement the practice in a guided context, with a few students, and/or with extensive supervision, guidance or collaboration.

**Unsatisfactory:** The student teacher has repeatedly demonstrated lack of awareness, knowledge, and skill of the practice and its central features. The student teacher had the opportunity, but was unable to demonstrate the practice with students in the field or simulated settings.
Please complete the following form as a formative assessment as the semester progresses (e.g., for a 7-week placement, weeks 2-4). Use this same form as a summative assessment at the end of the placement. Check the indicator that most aptly describes the student teacher’s progress thus far in each strand. These competencies are developmental in nature, and we do not expect student teachers to have mastered each competency. Your feedback will provide guidance for the student teacher and the music education faculty in supporting this individual’s growth as a teacher. Please check Not Applicable when appropriate.

<table>
<thead>
<tr>
<th>Competency 1: Planning, organizing and implementing effective instructional practices and routines</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Planning and preparation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Addresses stated goals and objectives in instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Links to prior instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Addresses important musical concepts during instruction</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Selects and uses effective musical models and examples</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Provides clear and accurate directions and explanations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Provides accurate answers to students’ questions</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Monitors student learning and providing feedback that furthers learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Maintains high expectations for learning and participation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. Effectively sequences activities within a lesson</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k. Provides appropriate and specific feedback to individual students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l. Makes use of questioning techniques that encourage higher-order thinking and deepen student understanding</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>m. Addresses the needs of all learners through differentiation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>n. Creates lessons that contain suitable pacing, with time for closure.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>o. Adjusts instruction in response to evidence of student understanding (or lack of it).</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>p. Designs a coherent sequence of lessons resulting in student learning</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>q. Works with support professionals (e.g. special education teachers, ESL teachers, psychologist, etc.) to increase learning opportunities for students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
Comments regarding planning, organizing and implementing effective instructional practices and routines:

Areas of strength:

Areas for improvement:
<table>
<thead>
<tr>
<th>Competency 2 (Student Competency): Establishing and maintaining a productive and respectful classroom culture</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Secure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Establishes rapport with students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Organizes the classroom for instruction (e.g. room setup, accessibility of materials, participation routines, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Develops a classroom climate in which learning is valued and ongoing</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Upholds fair, equitable, and respectful standards for conduct that encourage responsibility and that safeguard the physical, intellectual, and emotional well-being of all students</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Understands and helps support school policies (e.g. attendance, keeping track of tardiness, bathroom access)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Understands and helps support with program administration (e.g. music library, copies, festivals/concerts, grading, progress reports, special education referrals, letters home, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Communicates effectively with parents, guardians, and colleagues</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Comments regarding establishing and maintaining a productive and respectful classroom culture:

Areas of strength:

Areas for improvement:
<table>
<thead>
<tr>
<th>Competency 3 (Professionalism Competency): Engaging in professional practices</th>
<th>Not Applicable</th>
<th>Unsatisfactory</th>
<th>Beginning</th>
<th>Developing</th>
<th>Ready for Hire</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Acts ethically and with integrity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Manages situations of stress and conflict appropriately</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Works to improve instructional competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Ensures equitable access to learning in one’s own classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Understands and exercises carefully the authority of the teaching role</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Treats students, colleagues, parents, with respect and generosity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Is considerate, punctual, and appropriate in appearance and conduct, in all interactions with students, mentors, families, and colleagues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Meets all professional obligations in a punctual, thorough, and diligent manner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Welcomes, accepts, and uses professional feedback on instructional practices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Attends to and is familiar with state and national subject area standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments regarding **professionalism**:

Areas of strength:

Areas for improvement:
Would you recommend this student teacher for certification? (Summative Assessment only): ☐ Yes ☐ No
If no, please explain:

____________________________________  ___________________________________________
Cooperating Teacher’s Signature        Date

____________________________________  ___________________________________________
Student Teacher’s Signature             Date

I do _____ do not _____ authorize release of this report to potential employers.

Student Teacher (Print Name) ___________________________________________________

Signature: ____________________________________________________________________