

**MENTOR TEACHER
MANUAL FOR TEACHING PRACTICUM**

School Counseling Department

SCED 517 – Practicum in Classroom Instruction

2019 – 2020

Lewis & Clark College

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Opening Letter

To the Mentor Teacher:

The Lewis & Clark College Graduate School of Education and Counseling appreciates your willingness to serve as a mentor teacher for our candidate from the School Counseling program. The students are just beginning their graduate school learning and need the opportunities you will provide to gain instructional and classroom management strategies in teaching. With the team approach between you, the school counselor candidate, and the Lewis & Clark Field Experience Supervisor, we trust that this will be a positive and productive school year for all involved. We understand how busy your schedule is, but request that you take the time to read through the next few pages to assure agreement about the objectives, procedures, and attitudes that will make the practicum process a successful experience. Lewis & Clark **requires** a copy of your **resume** to be submitted to the placement office each year, please submit this as soon as possible.

Thank you again for your leadership and support in sustaining rich learning experiences for our school counselor candidates. Your time and effort helps build a strong foundation for our future educators.

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Practicum Information, Required Hours & Work Sample

School Counselor Candidates will be taking a course alongside their experience in your classroom. It is essential that candidates preparing to be school counselors develop the knowledge and skills to navigate the sophisticated endeavor of classroom teaching. Through the lens of cultural competency and equitable practice, the course will prepare prospective school counselors to plan, deliver and assess instruction and learning in the classroom and compliments the **200 hour field experience (100 hours per semester)** candidates are required to complete with you as their mentor teacher at their practicum site.

During the fall, the school counselor candidate will partner with you to support instruction in the classroom and observe throughout the school. It is vital that they actively participate in the classroom and experience all aspects of daily life. Students are encouraged to begin working individually and in small groups as soon as they are comfortable with the routine. Teaching small group lessons under the direction of the mentor teacher should begin when you are comfortable that the candidate is ready to assume the responsibility. We encourage all candidates to teach as many lessons as possible to gain experience and develop instructional and management skills throughout the year. Mentor teachers should offer frequent feedback to help the candidate develop to their full potential.

During the second semester, candidates and their mentor teacher will collaboratively map out a 5 lesson unit of study that will be taught, assessed and analyzed and the candidate will create a corresponding work sample that meets the TSPC requirements. The unit of study should be presented to the whole class and can focus on a specific academic subject or academic, social/emotional, college and career development, whichever is more appropriate.

The field experience supervisor will visit your classroom twice, once during the fall and once in the spring. The fall visit will allow the field experience supervisor to tour the school, see the classroom, meet you, and answer any questions you may have regarding this practicum. During the spring visit the field experience supervisor will observe a lesson taught by the school counselor candidate and offer feedback. Mentor teachers should contact the field experience supervisor at any point if questions or concerns come up.

Our goal throughout this practicum is not to create a teacher, but a skilled school counselor who understands the teaching component. Thank you in advance for your participation as a mentor teacher, your expertise is greatly valued.

Practicum Hours Log

TSPC requires the supervised practicum be a minimum of **200 clock hours** at the practicum site, to include a minimum of **75 clock hours of full responsibility for directing learning**. The expectation is that school counselor candidates have completed a minimum of 100 hours by the end of their first term.

School counselor candidates will use the SCED 517 Practicum Hour Log to record all time spent at their practicum site. The Hour Log identifies time spent by the following categories:

Observation: Includes all time spent observing to learn. This can be the intentional observation of a teacher, students or other support staff to inform a candidates practicum experience and practice.

Collaboration & Consultation: Includes any interviews, conversations or dialogue the candidate participates in to inform the contextual narrative of the teaching and learning environment of the practicum placement. Any staff development or professional collaboration or consultation with staff to inform the practicum experience and practice can be noted here.

Family & Community Outreach: Includes any activity that involves parents and/or interacts with community resources. This could be parent conferences, individual meetings or time spent working with a community member who may be contributing to the practicum site.

Planning and Preparation: Includes any time spent at the practicum site planning and preparing units, lesson plans or assessments.

Delivery of Instruction: **(Must clock a minimum of 75 hours in this category)** Includes the direct delivery of whole class instruction, small group instruction or individual instruction.

Assessment: Includes any activity that involves the direct implementation of an assessment or the inquiry and examination of assessment data; analyzing, summarizing, interpretation, explanation or reflection of the uses to be made of the assessment data in subsequent instruction.

Site Supervision & Analysis of Teaching: Any time spent with the mentor teacher and/or Lewis & Clark Field Supervisor consulting and reflecting on the candidates professional experience with the goal of increasing classroom competency.

The Role of the Mentor Teacher

This experience is a practicum, not student teaching. The school counselor candidate will be in the classroom one day per week and will never take over the classroom without the mentor teacher present. They are required to teach a unit of 5 lessons in the spring to gain experience and classroom management skills that they will use to inform their future school counseling jobs.

The mentor teacher plays two major roles:

Teacher – impart a new knowledge; model skills and offer the candidate a range of classroom teaching experience and provide constructive feedback to inform the school counselors experience and practice in the classroom.

Consultant – respond to questions the school counselor candidate might have regarding approach/technique, style and process with an emphasis on professional commitment and improvement.

Some guidelines to follow in achieving practicum goals:

- Acquaint your school counselor candidate with the culture and norms of the school. This includes understanding the professional relationships with supervisors, peers, support staff, and related agencies.
- Assist candidate in understanding and practicing management and instructional skills.
- Meet, as necessary, to debrief situations.
- Provide regular feedback to the candidate about what they are observing and doing. We suggest meeting at least every other week.
- Provide back-up personnel to assist with the mentoring if you are not available.
- Provide opportunities for the candidate to observe other teachers in your grade level and building so they may gain additional management and instructional ideas.

✔ Mentor Teacher Responsibility Checklist ✔

Mentor Teacher Responsibility	Timeline	✔
Read this Manual and follow up with any questions you may have	Now	
Resume submitted to the placement office at Lewis & Clark College	September	
Sign Pre-Agreement Form with candidate (work sample component)	September	
Meet with your candidate and the field experience supervisor (your candidate will coordinate and set this up)	September	
Review & Sign candidates Semester 1 Practicum Hours Log (work sample component)	December	
Ensure you and your candidate have an identified plan for your candidate to deliver a unit of 5 lessons in your classroom	Semester 2	
Review & Sign candidates Semester 2 Practicum Hours Log (work sample component)	April	
Complete the end of the year evaluation form (work sample component)	April	

✔ School Counselor Candidate Responsibility Checklist ✔

School Counselor Candidate Responsibility	Timeline	✔
Read this Manual and follow up with any questions you may have	Now	
Begin documenting your practicum experience in your Practicum Hours Log (work sample component)	Now	
Submit completed Pre-Agreement Form (work sample component)	Week 1	
Coordinate meeting between you, your mentor teacher and your field experience supervisor	September	
Submit the following narratives (work sample component) <ul style="list-style-type: none"> ● Exploratory Personal Narrative ● School & Classroom Narrative ● Mentor Teacher Narrative ● 3 Student Narratives 	Refer to Fall Calendar for specific dates	
Complete journal entries specific to your practicum experience as assigned in the SCED 517 class	Fall and Spring Semester	
Submit Semester 1 Practicum Hour Log (work sample component)	December	
Ensure you and your mentor teacher have an identified plan for you to deliver a unit of 5 lessons at your practicum and that you are completing all corresponding work sample components (listed below)	Semester 2	
Submit the following (work sample component) <ul style="list-style-type: none"> ● Unit Plan and Calendar ● Lesson Plans (for a total of 5) <ul style="list-style-type: none"> -Includes artifacts from teaching experience including many examples of student assessment with a description of assessments and analysis of the assessment to use for future planning -Includes a post-delivery reflection of the lesson and assessments used ● This I Believe: Self-Reflection 	Refer to Spring Calendar for specific dates	
Submit Semester 2 Practicum Hour Log (work sample component)	April	
Submit the end of the year evaluation form	April	

Communication and Evaluation

You are encouraged to communicate with the Lewis & Clark College field experience supervisor as frequently as you think is appropriate, by telephone, email, or personal conference. These students are just beginning the school counseling program. We will carefully place them at their sites; but instances may occur where a plan for correction may be required. We hope, with open communication from the start between the mentor teacher and field experience supervisor this will not be an issue. The school counseling faculty will be fully supportive of the teacher mentor and the school counseling candidate in arriving at the most favorable solution for all. We want this experience to be beneficial and enjoyable for both you and the school counselor candidate. Therefore, please notify the field experience supervisor as soon as you determine there is a reason for concern.