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# A Guide for MAT

# Student Teaching I and II

# Fall 2020

# at

## **Southern Arkansas University**

# Magnolia, Arkansas

 **Distributed by**

### The College of Education

**and**

**The Master of Arts in Teaching Program**

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Conceptual Framework Competencies and Standards:

Arkansas Teaching Standards

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners’ communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners’ acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today’s teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners’ needs and accomplish their school’s mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

TESS:

Candidates are encouraged to select one or two artifacts that demonstrate their comprehension of each Domain. Candidates are especially encouraged to consider the bulleted items when addressing the conceptual framework.

**Domain 1: Planning and Preparation**

1a Demonstrating Knowledge of Content and Pedagogy

• Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students

• Child development • Learning process • Special needs

• Student skills, knowledge, and proficiency

• Interests and cultural heritage

1c Setting Instructional Outcomes

• Value, sequence, and alignment • Clarity • Balance

• Suitability for diverse learners

1d Demonstrating Knowledge of Resources

• For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction

• Learning activities • Instructional materials and resources

• Instructional groups • Lesson and unit structure

1f Designing Student Assessments

• Congruence with outcomes • Criteria and standards

• Formative assessments • Use for planning

**Domain 2: The Classroom Environment**

2a Creating an Environment of Respect and Rapport

• Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning

• Importance of content • Expectations for learning and achievement

• Student pride in work

2c Managing Classroom Procedures

• Instructional groups • Transitions

• Materials and supplies • Non-instructional duties

• Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

• Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space

• Safety and accessibility • Arrangement of furniture and resources

**Domain 3: Instruction**

3a Communicating With Students

• Expectations for learning • Directions and procedures

• Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques

• Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning

• Activities and assignments • Student groups

• Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction

• Assessment criteria • Monitoring of student learning

• Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness

• Lesson adjustment • Response to students • Persistence

**Domain 4: Professional Responsibilities**

4a Reflecting on Teaching

• Accuracy • Use in future teaching

4b Maintaining Accurate Records

• Student completion of assignments

• Student progress in learning • Non-instructional records

4c Communicating with Families

• About instructional program • About individual students

• Engagement of families in instructional program

4d Participating in a Professional Community

• Relationships with colleagues • Participation in school projects

• Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally

• Enhancement of content knowledge and pedagogical skill

• Receptivity to feedback from colleagues • Service to the profession

4f Showing Professionalism

• Integrity/ethical conduct • Service to students • Advocacy

• Decision-making • Compliance with school/district regulations

**Conceptual Framework Graduate Competencies:**

G1:  Demonstrate facilitative and leadership skills

G2:  Apply appropriate principles of education research to discover “best  practice.”

G3:  Model and initiate promising and productive practices to serve diverse  populations.

G4:  Demonstrate continuous learning through professional development

G5:  Demonstrate leadership roles in collaboration with the community  partnerships.

G6:  Demonstrate critical and reflective thinking

**University Learning Goals:**

To accomplish the University’s mission to educate students, the general education curriculum and all program curricula provide learning opportunities that assist students in attaining the following University Learning Goals and Objectives:

1. **Effective Communication**

Our graduates can communicate effectively. Effective communication embraces oral, visual, and language arts, including the ability to listen, speak, read, and write. It includes the effective use of various resources and technology for personal and professional communication.

* Our students can write effectively.
* Our students can effectively deliver an oral presentation.
1. **Personal and Social Responsibility**

Our graduates are prepared to be personally and socially responsible citizens, having the ability to apply knowledge and skills that encourage responsible civic engagement for the advancement of society. This includes an understanding of their own and other cultures and societies and the ability to make informed and ethical decisions.

* Our students demonstrate an understanding of the diversity of their own and other societies and cultures.
* Our students demonstrate an understanding of the process of making informed and ethical decisions.
* Our students demonstrate an understanding of facts within historical and cultural contexts.
1. **Critical Thinking**

Our graduates can think critically, solve problems, and make informed decisions. Critical thinking is the ability to analyze, synthesize, and evaluate information and ideas from multiple perspectives. It includes the accurate use of terminology, information literacy, the application of scholarly and scientific methods, logical argument, and the capability for analysis and problem solving.

* Our students use appropriate quantitative skills in making decisions.
* Our students demonstrate an ability to think critically and creatively to analyze and solve problems.
1. **Information Literacy**

Our graduates can use technology effectively in their fields. Information literacy is the ability to determine the nature of required information, to access it effectively and efficiently, and to evaluate it critically. It includes the responsible, legal, and ethical use of information.

1. **Content Knowledge**

Our graduates have content knowledge in their chosen fields and the necessary skills to be successful. Content knowledge is discipline and degree specific.

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**Dispositions**

The EPP faculty has adopted specified Dispositions to promote and support professionalism in the field of education. Dispositions are introduced at the beginning of the program of study and assessed at least twice throughout each program. The Dispositions assessed throughout your program of study are:

**Admissions Dispositions:**

Attendance/Punctuality

Cultural Sensitivity

Interactions with Others

Professional Ethics

Initiative

**Program Dispositions:**

Attendance/Punctuality

Work Production

Cultural Sensitivity

Interaction with Others

Professional Ethics

Response to Feedback

Professional Maturity

Collaboration

Initiative

Professional Presentation

Your Dispositions are monitored and success in demonstrating these Dispositions is documented through evaluation forms, your personal reflection, and faculty and staff observations and reports. If you demonstrate a deficiency in any of the listed Dispositions, the policies and procedures as outlined in the *Dispositions Review Policy* will be followed. See the **Dispositions Handbook** for details related to the *Dispositions Review Policy*, *Procedures, and Review Committee*.

**Evaluation of Dispositions:**

You will be formally evaluated on your dispositions at the following places in the program:

Program admission, MAT 6003 Teaching and Learning for Diverse Learners, MAT 6033 Internship I or MAT 6053 Student Teaching I, and MAT 6043 Internship II or MAT 6063 Student Teaching II.

At any other time that one of the MAT faculty members feels necessary you will also be evaluated based on the dispositions above. If you demonstrate a deficiency in any of the listed Dispositions, the policies and procedures as outlined in the *Dispositions Review Policy* will be followed. See the **Dispositions Handbook** for details related to the *Dispositions Review Policy*, *Procedures, and Review Committee*.

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###### Definition of Terms

**ARTIFACT**: Each individual assignment that you choose to feature within your professional **portfolio** is technically an artifact. Such artifacts represent your achievements throughout the course of your learning experiences. These entries may be in the form of any medium (e.g. text, graphics, audio, or video) and must represent the highest quality of your work. Below is a list of various types of potential artifacts:

* A paper written in one of your courses
* TESS-based lesson plans/unit plans
* Video of you teaching a lesson
* Photos of you teaching a lesson
* Photos of a bulletin board, learning center, etc. that you created
* Scanned copy of your observation evaluations from your university supervisor or mentor teacher
* Audio of you discussing your philosophy of education
* WebQuest you created

**DESIGNATED SCHOOL ADMINISTRATOR:** an individual designated within each school district

responsible for accepting placement of MAT student teachers. Initial placement requests are negotiated

between this administrator and the SAU **Director of Field Experience.**

**DIRECTOR OF FIELD EXPERIENCE:** university faculty member responsible for placement, direction, and

coordination of all student teaching experiences. (AFEL Director at SAU)

**DISPOSITIONS**: an assessment of attendance, punctuality, work production, initiative, response to feedback, collaboration, lifelong learner, professional ethics, differentiated learning, cultural sensitivity, professional maturity, professional presentation, and interaction with others. Assessments will be completed not only by faculty, mentors, but also by personal assessments.

**EDUCATOR PREPRATION PROGRAM (EPP):** EPP encompasses all programs, both initial and advanced, at the university that prepares classroom teachers and other school professionals for K-12 school.

**FORMAL EVALUATION:** evaluation of teaching performance **during** the developmental stages which

involves periodic, on-going assessment of growth in the effectiveness of teaching.

**LIVETEXT**: This software is required for assessments throughout the program to include a final portfolio. It is paid for in university fees. To access your account you can visit mySAU portal.

**MENTOR TEACHER:** a classroom teacher who demonstrates exceptional teaching qualities and supervises

and guides the initial teaching efforts of the MAT student teacher.

**OBSERVATION CYCLE:** observation sequence of teaching performances that includes THREE phases: (1) a

pre-observation conference, (2) a formal observation of inter-active instructional behaviors and decisions, and

(3) a post-conference that allows for specific feedback to the internship of the evaluation process and findings.

**PUPILS:** the classroom students under the care and supervision of the mentor teacher and the MAT student

teacher.

**MAT STUDENT TEACHER CANDIDATE:** a university student who has completed all requirements of the

SAU Teacher Education Program with the exception of the final field experience that includes supervised

teaching in an assigned setting.

**MAT STUDENT TEACHING:** a period of guided or supervised teaching during which the university student

(referred to as “candidate” takes increasing responsibility for a given group of learners over a period of

consecutive weeks. MAT Student Teaching is defined by a limited time-frame (one year) and thus cannot

duplicate the richness of experiences which characterize the first year of teaching. Rather, MAT Student

Teaching functions as a transitional experience that develops a foundation upon which candidates can build

their competency in teaching.

**SCHOOL ADMINISTRATOR:** an individual designated within each school district responsible for hiring

intern and placing a mentor teacher with intern.

**SUMMATIVE EVALUATION:** evaluation of teaching performance as an outcome; an observation at the

conclusion of a defined period of time.

**UNIVERSITY SUPERVISOR:** the university faculty member assigned to serve as liaison between the

intern, the mentor teacher, and SAU’s Teacher Education Program. This faculty member observes the

teaching performance of the intern and provides evaluative feedback.

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###### Introduction

MAT Student Teaching is the capstone field-based experience for students enrolled in the Teacher Education Program at Southern Arkansas University. As such, it provides the opportunity for students to experience in natural classroom settings the duties, challenges, and excitement characteristic of a professional teacher’s everyday life. Inherent in this initial teaching experience is guidance, evaluation, and feedback from professional educators who serve as excellent role models for the MAT student teacher candidates. Perhaps one of the most important aspects of MAT student teaching is the provision for MAT student teacher candidates to bridge theory and practice: university and *real world*.

The Conceptual Framework of the Educator Preparation Provider (EPP) is based on the College of Education mission.

The mission of the professional education unit is to prepare candidates who *attain educational achievement through collaboration and reflection.* To that end the professional education unit (including content departments), collaborates with K-12 schools, Educational Service Cooperatives, Educational Renewal Zones and other local, state, and national organizations to inculcate high standards of educational achievement for all students.  The Unit engages pre-service and in-service teachers, administrators, counselors and other educators to excel in teaching, leadership, scholarship and service**.**

Program and course requirements and experiences are designed to aid pre-service teachers to develop the competencies and knowledge that will assist them in their professional growth in fulfillment of this vision of the 21st century teacher.

The roles of the mentor teacher and the university supervisor are important. The Mentor Teacher provides the continual guidance, coaching, modeling, conferencing, and encouragement that are necessary for teaching growth. University supervisors provide a support system to MAT student teacher candidates and to mentoring teachers. Working together, a professional team is formed that parallels typical team memberships MAT student teachers will experience in full-time teaching employment. The MAT student teaching team will form a common goal—the successful development of a teaching professional. All members of the team should address potential problems and/or concerns immediately, constructively, and professionally.

The purpose of this guidebook is to provide needed information concerning the policies and procedures of student teaching for all major participants in this important, culminating professional experience. It is likely that specific situations and problems may occur which are not addressed in this manual. Please consult the MAT Director for assistance.

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###### To the MAT Student Teacher

CONGRATULATIONS! You have made it to the final stage of your professional education program at Southern Arkansas University. As a pre-service teacher candidate, you have completed all course requirements and clinical experiences from which you have acquired fundamental knowledge in pedagogy. MAT Student Teaching provides you with an opportunity to build upon this basic knowledge and practice and refine effective teaching strategies and techniques in a supportive environment. You will serve as part of a professional team in your assigned school. The workload will be intense. Even so, this experience, and teaching as a profession, will offer you bountiful opportunities for joy and fulfillment if you keep a positive attitude and perform the duties of your role to the best of your ability.

It is imperative that you set goals for your personal and professional growth. Expect and ask for critical feedback throughout the semester. Keep the lines of communications open among you, your mentoring teacher, your university supervisor, the school administrator(s), and the director of field experience. Allow the professionals to do their part. Accept their praise and their suggestions for improvement in the spirit with which they are offered. The goal of this feedback is to help you to develop the ability to self-reflect on the efficacy of your teaching practices. In order to support this outcome, it is highly recommended that you use a reflective journal to write about the meaning of your decisions, experiences and feelings. Effective teaching is based on creating a positive relationship with others and with yourself.

In addition to accepting your teaching duties and responsibilities, you should make every effort to establish a warm, accepting, encouraging relationship with your assigned pupils. It is important that you establish firm management expectations and strategies without the need to use autocratic, dictatorial means. Instead, work to develop a mutual understanding and respect.

WE ARE PROUD OF YOUR ACCOMPLISHMENTS! Take courage and be confident. Enjoy the 30 weeks. They are only the beginning of a career of dedicated service and personal fulfillment. One day you will look back and recognize the richness your pupils have added to your life.

###### Responsibilities of the MAT Student Teacher Candidate

1. Participate in **all** blackboard discussions and other required functions.
2. Continue to develop your professional portfolio based on the guidelines.
3. Maintain a mature, professional attitude and appearance.
4. Prepare a semester calendar and daily teaching schedule with your mentoring teacher. Give copies to your university supervisor.
5. As a guest in the assigned school, adjust to classroom situations.
6. Learn and live by the school’s rules, policies, and standards.
7. Conform to your mentoring teacher’s schedule including early arrival and late departure times.
8. Participate in **all** activities expected of the mentoring teacher.
9. Accept and heed criticism and suggestions meant to assist in your professional and personal growth.
10. Avoid negative criticism of your mentoring teacher, the school, the pupils, and the community. You are bound by the ethics of the profession and the rights of confidentiality to maintain a positive attitude and silence about personal information related to pupils and the overall school community.
11. Call the mentoring teacher, the university supervisor, and the school office as soon as possible and no later that 7:30 a.m. in the event of an illness or other emergency.
12. Become knowledgeable about your pupils, assigned classes, and special tasks and duties.
13. Plan and prepare for each classroom experience and lesson sequence. Go over each lesson before teaching it with your mentoring teacher to seek input and get feedback.
14. Assess pupil progress fairly and frequently under the direction/guidance of the mentoring teacher.
15. Return all school materials before the final day of MAT student teaching.

16. Submit all expected work in LiveText by appropriate deadlines.

17. The MAT student teacher candidate is expected to complete tasks other than those on the list above as expected by the Mentoring Teacher, University Supervisor, or School Principal as requested. If the MAT student teacher candidate is unsure if they should complete the task they should contact their University Supervisor or the MAT Director.

###### The Candidate’s Introduction to the School and Classroom

 The MAT student teacher candidate is required to become familiar with the assigned school and classroom in the initial stages of the student teaching experience. The MAT student teacher candidate is to gather information and materials, meet the students, and become familiar with the school administrator(s), faculty, staff, and facilities. Suggested activities for MAT student teacher candidate includes:

1. Tour of the school with the mentoring teacher and become familiar with the layout of the physical plant.
2. Become acquainted with the principal, counselor, librarian, faculty, and staff. Express appreciation for being welcomed at the school. If recommended by the mentoring teacher or principal, visit the district central office.
3. Collect teaching materials/manuals, plan books, teaching assignments, emergency procedures, and copies of pertinent policy handbooks and manuals.
4. Collect the names of the students in the assigned classroom(s). A seating chart, if provided, will assist the MAT student teacher candidate in quickly learning the students’ names.
5. Collect a copy of the classroom schedule AND the school calendar. Keep original copies for yourself and give one copy of each to your university supervisor.
6. Obtain a copy of classroom rules and become familiar with the mentoring teacher’s management and organization plans.
7. Learn about health services offered at the school.
8. Observe total classroom dynamics and the mentoring teacher’s style and acquire a sense of the students’ personalities.
9. Become familiar with the daily routine of the school, including class periods, recesses, and lunch periods.

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###### To the Mentor Teacher

Southern Arkansas University and the faculty and staff of the Teacher Education Program appreciate your willingness to work with our MAT student teacher candidate. Your knowledge, experiences, and skills are crucial to the learning and development of your MAT student teacher. It is imperative that you nurture and support the MAT student teacher candidate’s efforts in a positive manner. This statement is not to suggest that you approve unsuccessful and/or inappropriate trials and errors. Rather, it is a reminder that your MAT student teacher candidate is a novice, not an experienced teacher. Constructive criticism is both welcomed and appropriate; so are praise, encouragement, and positive reinforcement.

As you begin working with your assigned MAT student teacher candidate, please be sure to be clear and direct in your expectations. Emphasis should be placed on helping the MAT student teacher candidate become familiar with the scheduling and clerical aspects of your duties immediately. As you model effective teaching behaviors, please take the opportunity to explain to the MAT student teacher candidate why you made the decisions you did. Guide your MAT student teacher candidate’s observations so the consequences of your own effective practices become clear. As your MAT student teacher candidate begins to assume instructional assignments, offer your services as a sounding board as the MAT student teacher candidate examines and evaluates her/his own teaching decisions and performances.

Please feel free to contact your MAT student teacher candidate's university supervisor or the MAT Program Director as needed. In the meantime, enjoy your MAT student teacher candidate. Thank you for sharing your time, students, and expertise in such an important and worthwhile way.

**Selection of Mentor Teachers for Supervised Clinical Practice for Initial Teacher Licensure**

Criteria for mentors for early field experiences **prior to** supervised clinical practice (e.g. Student Teaching) are negotiable and will be determined by the partner school official(s) and the SAU COE Director of Field Experience.  Selection of all mentor teachers is a shared responsibility of the partner school official(s) and the SAU COE Director of Field Experience.  The following are guidelines for making selections of mentor teachers for **supervised clinical practice** (e.g. Student Teaching).  Partner school officials are encouraged to select mentor teachers who demonstrate best practices in serving diverse student populations and who can provide substantive and regular formative observation feedback.  Mentors should:

* Possess a Bachelor’s Degree or above and teaches in the area of licensure.
* Established agreement between the designated school administrator and the Director of Field Experience that the teacher is capable of assuming the responsibilities of a collaborating teacher.
* Has clearly demonstrated the ability to be an effective teacher and classroom manager.
* Completed a minimum of three years of teaching experience in the student teacher’s licensure area.
* Is a willing participant in the student teaching experience.
* Has a positive attitude toward his or her present teaching position and the teaching profession in general.
* Demonstrates continual professional growth and strong content knowledge base.
* Voluntarily works in collaborative situations as a team member.
* Be fully trained in TESS-Teacher Excellence and Support System.
* Have received at least an overall proficient rating on their latest TESS performance review.
* Be actively engaged in school and professional communities (e.g. serve on committees, assume leadership roles, serve on ACSIP teams, etc..)
* Agree to provide SAU supervisors and interns with feedback on a regular basis to include the use of LiveText technology platform.
* Be able to complete an orientation seminar (via face to face or via webinar) at the beginning of the semester.
* Preference shall be given to teachers who are Nationally Board Certified or are seeking National Board Certification.  Preference shall also be given to teachers who have completed advanced degrees or who are involved with or pursuing graduate study.

###### Responsibilities of the Mentor Teacher

1. Prepare the class for the MAT student teacher candidate. Be firm and clear about the MAT student teacher candidate's duties and authority within the classroom.
2. Communicate with parents about the arrival of the MAT student teacher candidate and emphasize that having a MAT student teacher candidate is a positive experience for the students. Assure parents of your primary role and responsibility in the classroom.
3. Collect a set of textbooks for the MAT student teacher candidate. Include helpful materials such as schedules, class rolls, school handbooks, curriculum guides, emergency procedures, etc.
4. Provide the MAT student teacher candidate with a personal work/study area in the classroom.
5. Familiarize the MAT student teacher candidate with the facilities, the principal, and other school personnel.
6. Introduce the MAT student teacher candidate by the correct title (Example: Ms. Smith).
7. Explain record keeping procedures: attendance reports, report cards, grade books, and grading practices, cumulative folders, etc.
8. Encourage the MAT student teacher candidate to observe other classes (near the end of the semester) and to attend appropriate faculty meetings, PTO meetings, professional meetings, I.E.P meetings, etc.
9. Except in emergencies, make certain the MAT student teacher candidate knows far enough ahead of time to prepare for all teaching assignments with lesson plan development.
10. Provide the MAT student teacher candidate with continuous constructive feedback, suggestions, and encouragement.
11. Schedule, in advance, a minimum of **two** informal observations for feedback purposes. The *Internship Candidate Mentor Observation Form* (See Livetext FEM) is to be used for these informal evaluations. During observations, document the MAT student teacher’s performance and behaviors. Provide specific and detailed recommendations for instructional and classroom management improvement. Identify, as well, the teaching strengths of the MAT student teacher candidate. Please enter the results in the LiveText Field Experience Module.
12. Assist the MAT student teacher candidate in demonstrating mastery of the established Teacher Education Program competencies (refer to the Conceptual Framework).
13. At mid-term of each semester, complete the evaluation of the intern’s dispositions (Livetext FEM) an evaluation required by the university’s assessment system.
14. Communicate with the university supervisor concerning the MAT student teacher candidate’s progress. Typical areas of concern may include, but are not limited to:
15. Deficiencies in subject matter
16. Unprofessional dress or speech
17. Lack of preparation concerning teaching assignments
18. Tardiness or absenteeism
19. Inflexibility in terms of acceptance of constructive criticism
20. Unprofessional relationships with students or colleagues
21. Inform the university supervisor and the building principal **IMMEDIATELY** if the MAT student teacher candidate should encounter difficulties.
22. Near the end of the student teaching experience, complete the Summative Evaluation of the MAT student teacher candidate (see Livetext FEM) based on your overall impression and experiences with the MAT student teacher candidate. Submit this evaluation in the Field Experience Module in LiveText.
23. Confer with the university supervisor about the MAT student teacher's overall performance. The university supervisor is responsible for assigning the final grade for student teaching. However, your feedback, comments, and documents provide important data for determining the final grade.
24. It is essential that the Mentor Teacher provide the MAT student teacher with an enriching professional experience. If the Mentor Teacher believes additional duties may be beneficial, then the MAT student teacher candidate is obliged to complete such duties.

**NOTE:** University supervisors and/or the MAT Program Director should be informed about MAT student teacher candidates who are experiencing teaching difficulties early in their field experience. A MAT student teacher candidate who has received positive feedback throughout their student teaching experience cannot, in turn, receive a failing grade recommendation if they have not been informed of their deficiencies and given ample time and support to improve.

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###### Responsibilities of the University Supervisor

The university supervisor plays a key role in fostering a public school and university partnership. It is the supervisor’s responsibility to encourage opportunities for maintaining relationships of collaboration and collegiality between the two institutions.

1. Establish the climate of cooperation and respect between Southern Arkansas University and the collaborating public schools.
2. Become informed of the MAT student teacher candidate’s needs, strengths, and areas of concern, and establish goals with the MAT student teacher candidate that is specific, realistic, and understandable.
3. Meet with (via phone or face-to-face) the Mentor Teacher to discuss the goals, philosophy, policies, and practices of the Student Teaching Program at SAU. Establish a professional rapport with the Mentor Teacher, the MAT student teacher candidate, and the school administrator(s). Provide phone numbers and an email address where you can be reached. Discuss key points included in the policy manual, plan strategies, clarify roles, establish lines of communication, and answer questions.
4. Visit with the principal and other designated building administrators during observation visits to discuss the MAT student teacher candidate’s progress and to listen to the principal’s remarks concerning the MAT student teacher candidate.
5. Using the *MAT Student Teacher Candidate Observation Form* (see Livetext FEM), conduct a minimum of **two** complete observation cycles with the MAT student teacher candidate. During observations, document the MAT student teacher’s performance and behaviors. Provide specific and detailed recommendations for instructional and classroom management improvement. Please be sure to identify, as well, the teaching strengths of the MAT student teacher candidate. Please enter the results in the LiveText Field Experience Module.
6. Converse with the Mentor Teacher about areas of concern or other observations the Mentor Teacher wishes to make. Work with the Mentor Teacher to design a plan to address any problematic behaviors.
7. Maintain open communication and positive personal relationships with the MAT student teacher candidate, Mentor Teacher, principal and other school personnel.
8. Check the progress of the MAT student teacher candidate's portfolio at each visit.
9. Assist the MAT student teacher candidate in self-evaluation and goal setting for professional growth.
10. Conduct an exit interview/conference with the principal and Mentor Teacher to express the university’s appreciation for the school’s cooperation and partnership in teacher education.
11. Report all problems to the University Supervisor or MAT Director as soon as possible.
12. In the case where a MAT student teacher candidate is failing, it is imperative that you immediately apprise the MAT Program Director of the situation and any steps taken to remediate the problem(s).
13. Near the end of the student teaching experience, complete the Summative Evaluation of the MAT student teacher candidate (see Livetext FEM) based on your overall impression and experiences with the MAT student teacher candidate. Submit this evaluation in the Field Experience Module in LiveText.
14. After consulting with the Mentor Teacher and the portfolio review committee, designate MAT student teacher candidate's final grade.
15. Conduct an exit interview with the MAT student teacher candidate to discuss final grade.

16. The University Supervisor is expected to complete any task above and beyond the duties enumerated within this list in order to insure that the MAT student teacher candidate has a productive and meaningful learning experience.

**Qualifications and Requirements for University Supervisors/Clinical Practice for Initial Teacher Licensure**

* Possess a minimum of a Master’s Degree and be a content area and pedagogy expert.
* Hold a current or expired Arkansas teaching or administrators license.
* Completed a minimum of five years of teaching experience in a content licensure area or a doctoral degree in an education area.
* Be fully trained in TESS-Teacher Excellent and Support System.
* Has a positive attitude toward the teaching profession in general.
* Demonstrates continual professional growth.
* Voluntarily works in collaborative situations as a team member.
* Agree to provide SAU Interns, student teachers, Department Chairs, AFEL Director and Dean with feedback on a regular basis to include the use of LiveText technology platform.

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###### Responsibilities of the Collaborating Principals

Collaborating school principals are responsible for overseeing the implementation of the student teaching experience in their individual schools. The principal has the following responsibilities relative to the MAT student teaching experience.

1. Coordinate the formulation and implementation of the student teaching experience for the school.
2. Assign MAT student teacher candidates to Mentor Teachers using the following suggested selection criteria:
* Possess a Bachelor’s Degree or above and teaches in the area of licensure
* Established agreement between the designated school administrator and the MAT Director that the teacher is capable of assuming the responsibilities of a mentor teacher
* Has clearly demonstrated the ability to be an effective teacher and classroom manager
* Completed a minimum of three years of teaching experience in the internship’s licensure area (if possible)
* Is a willing participant in the internship teaching experience
* Has a positive attitude toward his or her present teaching position and the teaching profession in general
* Demonstrates continual professional growth and strong content knowledge base
* Voluntarily works in collaborative situations as a team member
* ***Required for public school candidates***: Is a TESS-trained mentor.
1. Assist Mentor Teachers in orienting MAT student teacher candidates to school policies, procedures, and practices.
2. Observe the MAT student teacher candidate and provide feedback, if possible.

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###### General Policies

**The policies, guidelines, and requirements stated within this guidebook are to be followed carefully and completely.** They are the cumulative product of state standards for beginning teacher licensure, national accreditation regulations and mandates, guideline requirements identified by the individual learned societies of content fields of study, state laws and regulations for student teaching experiences, and the professional concerns and beliefs of the faculty of the SAU Teacher Education Program and Mentor Teachers and principals. **Any deviation from the policies contained within this guidebook requires special consideration and documentation.** (Please see the Director of Field Experiences)

**ATTENDANCE:** Dates assigned for the student teaching experience are pre-set and are to be honored in full. Under specially approved circumstances MAT student teacher candidates may have to miss some scheduled teaching days; however, the MAT student teacher candidate **must complete a minimum of 70 full teaching days (per semester)** to fulfill the field experience requirement. In the event that a serious illness results in a MAT student teacher candidate’s absence, the MAT student teacher candidate is responsible for notifying the Mentor Teacher, university supervisor, and the building principal. The MAT student teacher candidate is to submit lesson plans for the Mentor Teacher’s use in advance of the absence. **Excessive absenteeism may result in an extended experience that may delay the MAT student teacher candidate's graduation date by one full semester.**

In addition to daily responsibilities, the MAT student teacher candidate will attend and/or participate in after school or evening activities required of the Mentor Teacher.

ANY MAT STUDENT TEACHER CANDIDATE WHO IS NOT DEPENDABLE AND PROMPT WILL BE REQUIRED TO MEET WITH THE DIRECTOR OF THE MAT PROGRAM AND/OR THE DEAN OF THE COLLEGE OF EDUCATION FOR POSSIBLE SUSPENSION OF THEIR STUDENT TEACHING DUTIES.

**MAT STUDENT TEACHING CALENDAR AND VACATIONS:** Student teaching lasts for the full year (2 semesters).

Once student teaching has officially begun, the MAT student teacher is to observe the schedule and attendance standards of the assigned school. **SAU scheduled holidays are no longer followed.**

**PLACEMENTS:** The student teaching assignment must be in the grade level and/or specialty area of licensure of the MAT student teacher candidate. Each MAT student teacher candidate is placed under the direct supervision of a certified/licensed teacher who has completed a minimum of three years of experience in the teaching field of the MAT student teacher candidate’s area of licensure. Selection of Mentor Teachers is the mutual responsibility of the designated school administrator and the director of field experience.

Student teaching candidates should **not** approach in-service teachers with requests for placement. **Student initiated placements will not be honored.** School administrators and the director of field experience have specific reasons for placing or not placing MAT student teacher candidates in certain situations. MAT student teacher candidates will not be placed in schools at which they have family members either working or attending (*e.g*., parents, spouse, children, siblings, cousins, nieces, nephews, aunts, uncles, in-laws, grandparents).

**PLACEMENT SITES:** Various factors are considered before a placement is determined, such as -- driving distance for candidates, availability of qualified Mentor Teachers, balance among specialty areas and grade levels, and the availability of approved sites.

**SELECTION OF MENTOR TEACHERS:** Selection of a Mentor Teacher is the mutual responsibility of the designated school administrator and the director of field experience. Only the finest role models of teaching excellence are chosen for this assignment. See the section “Responsibilities of the Collaborating Principal” section of this Handbook for more details.

**STIPEND FOR MENTOR TEACHERS:** $100.00 per MAT student teacher candidate per semester.

**VISITATIONS BY UNIVERSITY SUPERVISORS:** The university supervisor will visit the MAT student teacher candidate throughout the fifteen-week period of the assignment for a **minimum of two times**. All visits will include the use of the Conceptual Framework Competencies (TESS) Evaluations (see Livetext FEM). Although most supervisors inform the MAT student teacher candidate of an impending visit in advance, notification of intent is not required. When circumstances dictate, supervisors will visit the MAT student teacher candidate more than the minimum number of times. MAT student teacher candidates are required to complete any additional assignments, such as a reflective journal, if requested by their University Supervisor.

All MAT student teacher candidates are to maintain communication with the University Supervisor regarding their teaching schedule. This enables the supervisors to schedule visits that permit them to observe their assigned MAT student teacher candidates.

**CHAIN OF COMMAND:** If the Mentor Teacher perceives that a situation requires the attention of the university supervisor, the Mentor Teacher should immediately contact the university supervisor by telephone and/or email and request a site visit. If the problem is serious, it is the responsibility of the university supervisor to immediately notify the MAT Program Director.

Students who are dropped from student teaching for any reason may be reassigned to student teach in another semester or may be referred to the Dean of the College of Education for further consideration and counseling. If a dispositional issue arises the candidate should seek the disposition handbook for information about how to handle and appeal dispositions.

MAT student teacher candidates experiencing difficulties should pursue the following chain of command for help and resolution:

1. Mentor Teacher
2. University Supervisor
3. Director of MAT Program
4. Dean, College of Education
5. SAU student grievance policies and practices

**DRESS:** MAT student teacher candidates are to dress professionally at all times during their school day. You are expected to both act and look professional, as both insure a positive experience in MAT student teaching.

**TEACHING STATUS OF THE MAT STUDENT TEACHER CANDIDATE:** In special cases where the Mentor Teacher is asked to be away from the school for a college-sponsored meeting, the MAT student teacher candidate will be allowed to be in control of the classroom. However, by **STATE BOARD RULE, the MAT student teacher candidate is not to assume full responsibility for the pupils in the class while the Mentor Teacher is absent from the school for an extended period of time. The MAT student teacher candidate may not serve as a substitute teacher and may not receive monetary compensation for supervised or non-supervised teaching during the experience.** MAT student teacher candidates do not have the expertise or experience to make swift, appropriate decisions in crisis situations. Therefore, in the event the Mentor Teacher is absent, the school must hire a substitute teacher or identify a full-day Mentor Teacher from within the school as a replacement.

**SAU GRADUATION AND ARKANSAS LICENSURE:** Following the completion of all course(s) requirements and experiences associated with the SAU Teacher Education Program, the MAT student teacher candidate is eligible for graduation from the university. However, the university does not award teacher licensure or issue the teaching license. These are responsibilities of the Arkansas Department of Education: Educator Licensure Unit. The candidate must apply for a license through the SAU Office of Admissions, Field Experience, and Licensure in Cross Hall.

NOTE: In order to earn a teaching license in Arkansas, the candidate must pass the Praxis Principles of Learning and Teaching Examination and the individual content specialty examination(s) with a minimum score established by the state of Arkansas.

### FELONY CONVICTIONS

Arkansas Code 6-17-410, as amended by Act 1313 of 1997, includes the following statement:

 “No person shall be eligible to receive or hold a license issued by the State Board of Education if that person has pleaded guilty or nolo contendere to, or been found guilty of, any of the following offenses by any court in the state of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:”

[The list of offenses includes, but is not limited to, manslaughter, murder, assault, battery, terroristic threatening, kidnapping, carnal or sexual abuse, rape, drug convictions, and sex crimes (especially those involving children.)]

**SEXUAL HARRASSMENT POLICY**

Southern Arkansas University’s policy states that sexual harassment violates the dignity and worth of all members of the institutional community. Sexual harassment is unacceptable conduct and will not be tolerated.

Sexual harassment of employees and students at Southern Arkansas University is defined as any unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of sexual nature, when:

* Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment.
* Submission to or rejection of such conduct is used as the basis for employment decisions affecting that individual.
* Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or educational experience; or creates an intimidating, hostile, or offensive work or educational environment.

If you believe you are a victim of sexual harassment, please refer to the section titled “Chain of Command” in this policy manual and report the offense to the appropriate person.

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##### **Requirements for Student Teaching I and II**

The requirements expected of **EACH** student teacher candidate are listed below. Failure to meet **ALL** requirements will prevent the student from successfully completing the student teaching course. Upon accepting a teaching position and enrolling in Student Teaching, the teacher candidate also accepts responsibility for successfully completing all teaching course requirements. The university supervisor and/or mentor teacher may require additional work. **You will complete all of these assignments as noted Student Teaching I and Student Teaching II.**

|  |
| --- |
| 1. **Two TESS Evaluations by University Supervisor (Student Teaching I and II):** You will be evaluated formally a minimum of two times (possibly more) by your University Supervisor. The timing of such observations is based on an established observation cycle between you and your university supervisor. See the Blackboard Community Course for the rubric. Each of these observations must be submitted to the University using LiveText. Look for the rubric to complete in the LiveText Field Experience Module. (Conceptual Framework Competencies: ATS Standard 1 – 10 and TESS Domains 1-4; ISTE Standards-1, 2, 3, 4, 5,6)
 |
| 2. **Two informal TESS Observations by mentor teachers (Student Teaching I and II):** You will be informally observed a minimum of two times by your Mentor/collaborating Teacher. The informal observations can be scheduled or may be informal drop in observations. See the Blackboard Community Course for the rubric. Each of these observations must be submitted to the University using LiveText. Look for the rubric to complete in the LiveText Field Experience Module. (Conceptual Framework Competencies: ATS Standard 1 – 10 and TESS Domains 1-4; ISTE Standards-1, 2, 3, 4, 5,6) |
| **3. Modified Impact on Student Learning Project (Student Teaching I):** The purpose of the assessment is for candidates to show their ability to plan, manage, teach and assess, and reflect on their understanding of their abilities. See the Blackboard Community Course for the template and rubric. Candidate will submit a representative lesson plan for domain 1. Candidates will be observed on the domain 1 lesson plan for domains 2 and 3 by peer teach, video observation, or face to face in school observation. Candidates will submit a reflection of the lesson from domain 2 and 3 observation for domain 4a of the modified TESS rubric. Submission of the assignment will be on the Livetext Dashboard. (Conceptual Framework Competencies: ATS Standard 1 – 10 and TESS Domains 1-4; ISTE Standards-1, 2, 3, 4, 5,6)**In order to complete the course and proceed in the program, candidates must score “proficient” in at least 13 out of the 17 elements. They must reflect on any element in which they received a “developing” or “basic” rating, and determine how they can move to proficiency in those areas. This reflection increases the likelihood that candidates will begin their teaching career prepared to make an immediate, positive impact on student learning.****University clinical faculty members provide feedback to candidates whose scores have fallen short of proficiency. Candidates are expected to revise their work by updating lesson plans, reteaching, or completing another reflection based on this feedback until their assessment indicates that they have reached the necessary proficiency level. Candidates must complete the project a second time if they do not reach proficiency.**  |
| **4. Disposition Review and Reflection (Student Teaching I and II):** You will be evaluated based on the Program Dispositions by your University Supervisor, Mentor Teacher, and/or your Principal. See the Blackboard Community Course for the template and rubric. After your evaluation is complete your University Supervisor and Mentor Teacher will submit it in the Livetext Field Experience Module. In addition, complete a self-reflection and an improvement plan. Submission of the reflection will be on the Livetext Dashboard. (Dispositions: Attendance, Punctuality, Work Production, Initiative, Response to Feedback, Collaboration, Lifelong Learner, Professional Ethics, Differentiated Learning, Cultural Sensitivity, Professional Maturity, Professional Presentation, Interaction with Others; ISTE Standards-1, 2, 3, 4, 5,6)**When a candidate is rated as “basic” or below in three or more categories during the Checkpoint I or Checkpoint II dispositions assessment, they are brought before the Dispositions Committee, which reviews all dispositional concerns and determines a course of action.** |
| **5. Impact on Student Learning (Student Teaching II):** The purpose of the assessment is for candidates to show their ability to plan, manage, teach and assess, and reflect on their understanding of their abilities. See the Blackboard Community Course for the template and rubric. Candidate will submit a representative unit plan for domain 1. Candidates will be observed on the a lesson from the domain 1 unit plan for domains 2 and 3 by video or face to face in school observation. Candidates will submit a reflection of the lesson from domain 2 and 3 observation for domain 4a of the modified TESS rubric. Candidates will also submit artifacts and reflection summaries for 4b – 4g of the modified TESS rubric. Candidates are encouraged to reflect with their collaborating teachers and use their student teaching/internship experiences in regards to the selection of artifacts. Submission of the assignment will be on the Livetext Dashboard. (Conceptual Framework Competencies: ATS Standard 1 – 10 and TESS Domains 1-4; ISTE Standards-1, 2, 3, 4, 5,6)**In order to complete the course and proceed in the program, candidates must score “proficient” in at least 18 out of the 24 components. They must reflect on any elements on which they received a “developing” or “basic” rating and determine how they can move to proficiency in those areas.** **University clinical faculty members provide feedback to candidates whose scores have fallen short of proficiency. Candidates are expected to revise their work by updating lesson plans, reteaching, or completing another reflection based on this feedback until their assessment indicates that they have reached the necessary proficiency level. Candidates must complete the project a second time if they do not reach proficiency.**  |
| 6. **Technology Observation Assessment:** The purpose of this assessment is to measure your ability to plan, teach, assess, and reflect on your teaching abilities and ability to integrate technology into your classroom instruction leading to engaging and effective practices that promote student learning. The assessment is divided into Parts 1, 2, and 3. You will be expected to integrate appropriate technologies that are aligned to the lesson objective and effectively support the instructional strategies for P-12 student learning. (Conceptual Framework Competencies: ATS Standard 1 – 10 and TESS Domains 1-4, ISTE Standards-1, 2, 3, 4, 5,6,) |
| 6. **Internship End of the Semester Survey (Student Teaching II)**: **You will be expected to complete** an *End of the Semester Survey* which gives you the opportunity to reflect on your experience as an intern/student teacher candidate. See the Blackboard Community Course for the Survey. To submit the survey look in LiveText under the “Forms” tab.  |

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**TEACHING RESPONSIBILITIES**

The use of the following Phase-in/Phase-out teaching approach is **recommended**. This approach is a basic plan and should be considered as a guideline. The maturity and growth of the MAT student teacher candidate will determine the actual time spent in each phase. **It is up to the Mentor Teacher to determine when the MAT student teacher is ready to move to the next phase.**

*MAT student teacher candidate observation of the Mentor Teacher and the students in the classroom*. The focus for this phase should include attention to scheduling, clerical responsibilities of the Mentor Teacher (such as lunch count and attendance), and learning pupil names and instructional needs.

 *Co-teaching with team planning (Phase In)*. During this period of time, the MAT student teacher candidate should gradually begin to assume responsibilities. It is recommended that the first duties assumed should be clerical in nature and proceed to assuming responsibility for one subject/class at a time. An important part of this phase is the open communication among the Mentor Teacher, the university supervisor, and the MAT student teacher candidate. The Mentor Teacher’s expectations should be direct, clear, and attainable for those who are considered to be within a novice teacher status.

*Significant teaching by the MAT student teacher candidate with team planning*. While the MAT student teacher candidate should have assumed responsibility for most of the work appropriate for an in-service teacher, the Mentor Teacher is encouraged to provide much constructive feedback, encouragement, and positive reinforcement. During this phase the Mentor Teacher may wish to begin leaving the classroom for **short** periods at a time to allow the MAT student teacher candidate the opportunity to make instructional decisions and evaluate the results of this independent instruction experience (the beginning of “solo teaching”).

*Full teaching and full planning by the MAT student teacher candidate*. The Mentor Teacher should always be close by for immediate assistance and should feel free to enter the classroom, or remain in the classroom during this phase. Also, during this phase, the Mentor Teacher will want to observe the MAT student teacher candidate's teaching and provide feedback as needed.

*Team planning and co-teaching (phase-out*). During this phase the Mentor Teacher should begin to resume teaching responsibilities. Also during this phase, the MAT student teacher candidate is to spend a minimum of ten hours of observation in other classroom settings. The scheduling of the observations outside the assigned classroom is at the discretion of the Mentor Teacher and/or the building principal. Each observation is to be structured to ensure maximum learning potential. The following specific suggestions may serve as optimal assignments to be completed during these ten hours:

1. Observing a special class
2. Observing other subject areas
3. Observing other grade levels
4. Shadowing a selected student
5. Interviewing a master teacher other than the Mentor Teacher and observing the teacher in the classroom
6. Observe a variety of classroom management plans and processes

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