



COLLEGE *of*
EDUCATION
UNIVERSITY OF NORTH TEXAS

PDS 1 Handbook



Dear Professional Development School Students,

Welcome and congratulations on beginning your PDS experience. The purpose of this handbook is to provide detailed information about your role and responsibilities during the PDS I semester. You should expect this semester to be challenging and rewarding as you grow professionally towards becoming an educator. We hope this semester results in you confirming some of the reasons why you chose to become a professional educator.

The Field Experience Office has placed you in a Cadre which is determined by the district with whom you will work. You will complete both PDS I and PDS II with the same Cadre. Your Cadre Coordinator has worked with school district personnel to place you on campuses with carefully determined mentor teachers. Cadre Coordinators choose master teachers as mentors for our Professional Development School interns. UNT has a high standard of excellence associated with the Professional Development School.

Your methods courses will offer a variety of ideas and opportunities to learn about teaching. The Professional Development School is designed for a complete immersion into the profession. From the very first day in the school, interns are expected to remain as fully engaged as possible until the very last day of student teaching. A significant time commitment is involved in successfully completing PDS I. You will be learning, observing, practicing, and honing skills that will be remembered for the rest of your professional career as a teacher.

We will do our best to help you have a positive experience as you enter the teaching profession. The Field Experience Office, methods instructors, and your Cadre Coordinator are available and willing to assist you. On behalf of the UNT faculty, I wish you the very best for a successful PDS I experience.

Sincerely,

Tim Sutton, MEd.
Director of Field Experience

Glossary of Terms

Early Field Experience, Internship I, or PDS 1: First semester of intensive field experience for all undergraduate candidates, as well as post-baccalaureate candidates in the EC-6/4-8 programs.

Director of Field Experience: UNT employee responsible for coordinating all UNT Field experiences with partner districts. Duties include at least the following;

- 1) facilitating placement for all UNT field experience placements for teacher candidates;
- 2) coordinating documentation required for placement by the state and the districts;
- 3) maintaining collaborative relationships with partner districts;
- 4) maintaining candidate records related to field experience;
- 5) recruitment, selection, and training of UNT Supervisors and PDS Cadre Coordinators; and
- 6) coordination of Mentor Orientation.

Field Experience Office: UNT office responsible for the coordination of all field experiences related to initial teacher certification.

INTASC Standards: The Interstate New Teacher Assessment and Support Consortium (INTASC) 10 standards that outline what teachers should be able to know and do. The interns' program portfolio is organized around these 10 standards.

Intern: UNT candidates involved in intensive field experiences in the last two semesters of their programs; these students are not teachers of record.

Internship: Refers to the intensive field experiences in the last two semesters of the undergraduate EC-12 and post-baccalaureate EC-6/4-8 programs. In the undergraduate EC-6/4-8 programs, this internship takes place within a Professional Development School setting.

Mentor: The teacher in a partner district assigned to closely monitor and support UNT candidate. In the Internship setting, the Intern is assigned to work in the Mentor's classroom.

Methods Courses: Four 3-hour credit courses taken during the EC-6/4-8 PDS 1 semester. These courses meet twice weekly and may be held in the partner district or on the UNT campus.

Methods Instructor: UNT professor who teaches one or more of the four 3-hour credit courses taken during the EC-6/4-8 PDS 1 semester.

Portfolio: Collection of candidate's work products with written reflections about professional learning/growth throughout the program. A course portfolio may be required in particular courses. The Program Portfolio demonstrates learning at three checkpoints in the EC-6/4-8 programs in both the undergraduate and post-baccalaureate programs.

Professional Development School (PDS) Cadre: Nucleus or core group of preservice teachers, UNT personnel, and school district personnel designated in a specific UNT partner school district for the purpose of being trained by experienced UNT and district personnel to become teachers. A cadre consists of interns, mentor teachers, a Cadre Coordinator, and UNT student teacher supervisors.

Professional Development School (PDS) Cadre Coordinator: The UNT employee responsible for facilitating the EC-6/4-8 PDS field experience, including

- 1) facilitating communication among the candidates, supervisors, mentors, and UNT faculty;
- 2) coordinating and evaluating the Program Portfolios; and
- 3) mediating occasional problems arising during field experience.

Professional Development School (PDS) Network: The network of districts and schools where undergraduate EC-6/4-8 PDS candidates do their two culminating semesters of field experience. A “cadre” of 20-35 candidates is assigned to each PDS district for the two-semester experience (PDS 1 and PDS 2).

School Partners: Districts and campuses where UNT candidates are assigned to a range of field experiences.

Student Advising Office (SAO): UNT office responsible for advisement of under-graduate teacher education candidates.

Student Teacher Appraisal Record (STAR): Form used by UNT supervisor for formative evaluation of interns during PDS 2. Information from this form is shared with intern after every formative evaluation.

Student Teaching: The second and last semester of intensive field experience in both the undergraduate and graduate programs (except for candidates who complete their program as Probationary Teacher or teacher of record on a Probationary Certificate). This experience includes 15 weeks of placement in a partner school. During the 15 weeks, the candidate is increasingly independent, until taking full responsibility for planning and instruction for at least one PDS 2.

Supervisor: UNT employee responsible for on-site monitoring, mentoring, and evaluation during the culminating field experience semester (PDS 2 or student teaching).

TEXES Advising Office (TAO): UNT office responsible for the following tasks:

- 1) disseminating information about TEXES application and administration,
- 2) administering TEXES practice tests to candidates, and
- 3) documenting and reporting TEXES results.

TEXES Practice Test: UNT tests used to prepare candidates for the Content and PPR TEXES. Administered by the Texas Advising Office (TAO).

What is PDS and Why is it so Important?

What: Professional Development School is a concept that was developed in 1986 by a group of professors in the Midwest who believed that the method of preparing teachers was flawed in many ways. Prior to that point, a person interested in becoming a teacher went to college, took courses, was assigned to a place to student teach and then graduated. Unfortunately, over half of these teachers remained in the field for fewer than 3 years. This attrition rate signaled a need for change; thus the creation of the professional development school model.

The professional development school model, according to the Holmes Group, these professors who met in 1986, consisted of a two to four semester program of instruction, theory, practice, and assessment within an atmosphere of guidance and support. Since 1989, when the Holmes report was first issued, many universities have adopted this approach. Many states have adopted it as their only approach to teacher preparation.

The UNT program began in 1992 and has evolved to include fifteen PDS sites. Each Cadre (site) is unique in many ways and the same in many ways. We continue to strive to meet the needs of our UNT students as well as the needs of the districts that we work with. Continuous improvement, research and assessment are important to our PDS program. During PDS I, interns take classes (Methods classes) for two days of the week and then on two other days each week they are assigned to a public school campus classroom where they work the same hours as the mentor teacher in that class. During PDS II, interns report to the assigned school Monday-Friday for 15 weeks. They also attend seminars during the semester with the University Cadre Coordinator, supervisors, and guest speakers.

Why: In the age of accountability in education, the careful preparation of teachers becomes paramount. The PDS model provides a nurturing environment for pre-service teachers (interns) to explore teaching, learning, and management of students. This model fosters long-term commitment to the profession. Since 1992 more teachers remain in the profession if they have been a part of a PDS model of preparation than those who have not.

EXPECTATIONS FOR INTERNS

Attitude: Interns are guests in the host school and are expected to act accordingly. Principals, assistant principals, and mentor teachers willingly accept the responsibility to assist interns in their preparation toward teaching excellence. Accept their advice and guidance, and follow school policies and procedures. Remain professional in your demeanor and attitude.

Timeliness: **Be on time for all intern placements and classes.** Keep the same daily schedule of the mentor teacher. Report to school on time and remain until the end of the designated day. Notify the school, mentor teacher, and cadre coordinator as soon as possible if absence due to illness is necessary.

Time Sheet: A daily timesheet is must be maintained by the intern and signed by the mentor teacher. These must be turned in to your Cadre Coordinator on the date designated. Without the timesheet, interns do not advance to PDS II the following semester.

Portfolio: This is a program requirement. The portfolio is initiated in EDEE 3320 at Checkpoint 1. Inform your Cadre Coordinator immediately if you did not receive a portfolio in EDEE 3320. No excuses or exceptions to this requirement will be accepted when it is time to evaluate portfolios. Your portfolio and your understanding of the ten (10) INTASC Standards will reflect your growth and change as a teacher. The portfolio process will continue into PDS II. The portfolio is an opportunity for you to demonstrate that you are a highly qualified candidate for a teaching position.

Course Requirement/Observations: Method course instructors will ask interns to submit work which is based on an observation of content or classroom management. The specific assignment will be discussed in your coursework.

TeXes Testing: All information pertaining to this test is available in Matthews Hall 103 or on the website www.coe.unt.edu/texas/

Absences for PDS I: There are NO allowed absences. However, if an emergency arises, and an absence occurs, all absences from the school have to be made up during the semester in which they occur. You must contact the methods course instructor if you will be absent from class. Contact the mentor teacher and Cadre Coordinator if you will be absent from your school placement.

Courses: There are four methods courses associated with PDS I. Students are required to obtain approval from the Admission, Review, and Retention (ARR) committee if additional courses are to be taken during PDS I. Enrollment in additional courses is discouraged.

Dress: Professionalism should be your guide. Appropriate dress would include slacks, shirts, blouses, and dresses worn at the knee or longer. If there is a special t-shirt, spirit day, or special dress day for your school, then dress accordingly. Always check with your mentor teacher and principal. Tattoos should not be visible and piercings are for ears only.

Electronic Profile Pages: Please be advised that information posted on personal electronic profile pages (MySpace, FaceBook, Twitter, etc.) may be viewed by school district personnel and judged to be conduct/behavior unacceptable to them for someone they consider to be a role model for students in their district. If a UNT intern has such an online profile page and there are pictures or text that may have been tagged or saved by others, this could cause the intern's placement to be terminated. In the event of such an incident, the Field Experience Office will take the stance that the intern is not welcome in the partner district, and it may not be possible to find an alternative placement. UNT interns should do everything possible to ensure that there are no evidences of unacceptable images or text credited to them that could be attained by school district personnel. Please refer to the Professional Ethical Conduct, Practices and Performances.

Guidelines for PDS I Students

This document is designed to address the issue of *professionalism* for students in the Professional Development Schools.

Professionalism in the schools (public school campuses) and UNT courses is shown by all of the following:

- Reporting to the field campus (public school campus) on time everyday that you are expected to be there
- Reporting to the field campus prepared for classes/lessons
- Staying at school and staying involved during the stated hours
- Being respectful of and adhering to school/district policies
- Practicing effective communication skills with all members of the school community
- Actively and positively participating in school-related activities and assignments
- Being open to suggestions for improvement
- Being flexible to schedule changes
- Being discreet in discussions regarding all members of the school community
- Dressing according to campus/district policies and guidelines
- Respecting and maintaining professional separation in relationships with school personnel, especially mentor teachers
- Respecting and maintaining professional separation in relationships with students and their parents
- Meeting all deadlines of mentor teachers and university personnel
- Adhering to PDS Cadre Guidelines as set by Cadre Coordinators

Always remember you are in the field to listen and learn from mentors who have more experience than you at this time. You may not agree with the suggestions and opinions, but be respectful of them and behave professionally at all times. Gossip is never a professional behavior and can have severe negative consequences. Be alert to the events in the school, but stay out of school politics.

Possible Activities for PDS I Interns

- ♦ read aloud to whole class or small groups
- ♦ learn to use workroom equipment
- ♦ help to monitor and assist students
- ♦ learn grading procedures and assist with grading
- ♦ take daily routines as mentor feels comfortable—calendar, DOL, Mountain Math, etc.
- ♦ monitor independent practice or re-teach a lesson to a small group that did not understand or that was not present
- ♦ construct center folders or games
- ♦ create bulletin boards
- ♦ take students to lunch, specials, etc.
- ♦ tutor individual students or small groups of students
- ♦ plan and conduct lessons as needed for their methods classes
- ♦ monitor or plan center activities
- ♦ observe in other classrooms, sections, subjects
- ♦ gather any materials that are needed for the next unit of study—perhaps from library, websites, etc.
- ♦ implement a cooperative learning lesson
- ♦ help to administer sample reading inventories, running records, interest surveys, other individual assessments
- ♦ sit in on a parent-teacher conference
- ♦ journal with students
- ♦ construct a sociogram of students in the classroom
- ♦ organize a classroom library
- ♦ collect/implement “sponge activities”
- ♦ prepare the room or lay out materials for the next day
- ♦ attend grade-level planning meetings
- ♦ attend PTA meetings
- ♦ attend faculty meetings
- ♦ collect instructional resources/children’s books
- ♦ observe a pull-out program/activity
- ♦ administer spelling tests
- ♦ write reflections (observational notes/anecdotal records) on individual children or groups of children

Please Remember:

Each of the methods courses makes use of field based assignments that insure that course content is tied to real-world, classroom practice. These field-based assignments include:

- ♦ reflective journal entries
- ♦ structured observation guides
- ♦ creation/implementation of lesson/unit plans, learning centers, bulletin boards, games, etc.

Texas Administrative Code

TITLE 19	EDUCATION
PART 7	STATE BOARD FOR EDUCATOR CERTIFICATION
CHAPTER 247	EDUCATORS' CODE OF ETHICS
RULE §247.2	Code of Ethics and Standard Practices for Texas Educators

- (a) Professional responsibility. The Texas educator should strive to create an atmosphere that will nurture to fulfillment the potential of each student. The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community. In conscientiously conducting his or her affairs, the educator shall exemplify the highest standards of professional commitment.
- (b) Principle I: Professional ethical conduct. The Texas educator shall maintain the dignity of the profession by respecting and obeying the law, demonstrating personal integrity, and exemplifying honesty.
 - (1) Standard 1. The educator shall not intentionally misrepresent official policies of the school district or educational institution and shall clearly distinguish those views from personal attitudes and opinions.
 - (2) Standard 2. The educator shall honestly account for all funds committed to his or her charge and shall conduct financial business with integrity.
 - (3) Standard 3. The educator shall not use institutional or professional privileges for personal or partisan advantage.
 - (4) Standard 4. The educator shall accept no gratuities, gifts, or favors that impair professional judgment.
 - (5) Standard 5. The educator shall not offer any favor, service, or thing of value to obtain special advantage.
 - (6) Standard 6. The educator shall not falsify records, or direct or coerce others to do so.
- (c) Principle II: Professional practices and performance. The Texas educator, after qualifying in a manner established by law or regulation, shall assume responsibilities for professional administrative or teaching practices and professional performance and shall demonstrate competence.
 - (1) Standard 1. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications and shall adhere to the terms of a contract or appointment.

- (2) Standard 2. The educator shall not deliberately or recklessly impair his or her mental or physical health or ignore social prudence, thereby affecting his or her ability to perform the duties of his or her professional assignment.
 - (3) Standard 3. The educator shall organize instruction that seeks to accomplish objectives related to learning.
 - (4) Standard 4. The educator shall continue professional growth.
 - (5) Standard 5. The educator shall comply with written local school board policies, state regulations, and other applicable state and federal laws.
- (d) Principle III: Ethical conduct toward professional colleagues. The Texas educator, in exemplifying ethical relations with colleagues, shall accord just and equitable treatment to all members of the profession.
- (1) Standard 1. The educator shall not reveal confidential information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
 - (2) Standard 2. The educator shall not willfully make false statements about a colleague or the school system.
 - (3) Standard 3. The educator shall adhere to written local school board policies and state and federal laws regarding dismissal, evaluation, and employment processes.
 - (4) Standard 4. The educator shall not interfere with a colleague's exercise of political and citizenship rights and responsibilities.
 - (5) Standard 5. The educator shall not discriminate against, coerce, or harass a colleague on the basis of race, color, religion, national origin, age, sex, disability, or family status.
 - (6) Standard 6. The educator shall not intentionally deny or impede a colleague in the exercise or enjoyment of any professional right or privilege.
 - (7) Standard 7. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
 - (8) Standard 8. The educator shall have the academic freedom to teach as a professional privilege, and no educator shall interfere with such privilege except as required by state and/or federal laws.
- (e) Principle IV: Ethical conduct toward students. The Texas educator, in accepting a position of public trust, should measure success by progress of each student toward realization of his or her potential as an effective citizen.
- (1) Standard 1. The educator shall deal considerately and justly with each student and shall seek to resolve problems including discipline according to law and

- school board policy.
 - (2) Standard 2. The educator shall not intentionally expose the student to disparagement.
 - (3) Standard 3. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
 - (4) Standard 4. The educator shall make reasonable effort to protect the student from conditions detrimental to learning, physical health, mental health, or safety.
 - (5) Standard 5. The educator shall not deliberately distort facts.
 - (6) Standard 6. The educator shall not unfairly exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, sex, disability, national origin, religion, or family status.
 - (7) Standard 7. The educator shall not unreasonably restrain the student from independent action in the pursuit of learning or deny the student access to varying points of view.
- (f) Principle V: Ethical conduct toward parents and community. The Texas educator, in fulfilling citizenship responsibilities in the community, should cooperate with parents and others to improve the public schools of the community.
- (1) Standard 1. The educator shall make reasonable effort to communicate to parents information that lawfully should be revealed in the interest of the student.
 - (2) Standard 2. The educator shall endeavor to understand community cultures and relate the home environment of students to the school.
 - (3) Standard 3. The educator shall manifest a positive role in school-public relations.

Source Note: The provisions of this §247.2 adopted to be effective March 1, 1998, 23 TexReg 1022.

APPENDIX

All documents in this section are to be used at the discretion of the Cadre Coordinator for each individual Cadre. Cadre Coordinators will clearly explain the forms and documents that they feel pertain to specific needs in their cadre. Contact the Cadre Coordinator if you have any questions about any of these documents.

POSSIBLE SCHEDULE FOR INTERN I

This list provides a starting point for working with PDS I interns in their field experience assignments. Each intern knows his/her strengths and needs. Please allow her/him to participate and be the guide in this process.

It is very helpful if Interns are able to have copies of the Mentor Teacher's lesson plans so that they can experience how you orchestrate all of your lessons. As you know, this is one of the most difficult aspects of teaching.

WEEK 1:

Day 1

- familiarize Intern with schedule
- observe routines, procedures, management techniques
- get to know students
- sketch the room arrangement
- observe students outside the classroom-P.E., computers, lunch, etc.
- determine any meetings that the Intern may attend – grade level, ARD, faculty, etc.
- familiarize Intern with key personnel

Day 2

- continue to observe
- read aloud, observe teacher's duties
- learn to use workroom equipment
- help to monitor and assist students
- discuss "psychology" of age level with mentor
- become familiar with TEKS, teachers' manuals, and other programs used at this level
- familiarize Intern with grading procedures
- determine any lessons which the Intern must complete during this rotation
- inform the Intern how informal small groups were formed

WEEK 2:

Day 1

- continue from last week
- allow Intern to take on one of the daily routines as each of you feel comfortable – calendar, DOL, Mountain Math, etc.
- intern can assist with grading
- allow Intern to monitor independent practice or to reteach a lesson to a small group that did not understand or that was not present
- discuss specific discipline events of the day
- brainstorm with the Intern about a bulletin board/center that might be needed so that Intern can work on this

Day 2

- continue with other items from prior days
- allow Intern to take students to lunch, specials, etc.
- recommend a student that might need one-on-one tutoring
- Intern continues to monitor during lessons
- Intern utilizes Mentor's discipline policy at Mentor's discretion

WEEK 3

Day 1 & 2

- continue from previous weeks
- engage the Intern in some of the planning – i.e. from what they have observed – what should happen in _____
- allow the Intern to do one aspect of the lesson –anticipatory set/focus, strategy, independent practice, direct a drill, etc.
- Intern monitors or plans center activities

WEEK 4

Day 1 & 2

- continue with any activities and give Intern greater responsibilities as you see works and as Intern feels more comfortable
- supervise movement to other classrooms
- do any grading, etc. that you deem appropriate
- arrange for Intern to observe in other classrooms, sections, subjects
- request that Intern gather any materials that are needed for the next unit of study – per haps from library, websites, etc.

WEEK 5

Day 1&2

- continue all other responsibilities
- allow Intern greater responsibility to deliver lessons – you and Intern work this out – Intern delivers lessons in certain subjects (spelling, math, handwriting, etc.), certain portions of the lessons – you make sure that the material is taught and the Intern handles other parts of the lesson, or certain classes – you teach the first three sections class and the Intern teaches the last section of the class

Week 6 & 7

By this time you and the Intern will have determined what activities and responsibilities that are most appropriate. If more direction is needed, please contact the Cadre Coordinator

Please Remember:

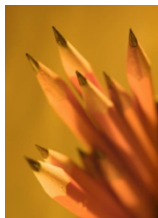
Each of the methods courses makes use of field based assignments that insure that course content is tied to real-world, classroom practice. These field-based assignments include:

- reflective journal entries
- structured observation guides
- creation/implementation of lesson/unit plans, learning centers, bulletin boards, games, etc.

A few additional activities that may be used in the “typical” plan above might be:

- implementing a cooperative learning lesson
- helping to administer sample reading inventories, running records, interest surveys, other individual assessments
- sitting in on a parent-teacher conference
- journaling with students
- constructing a sociogram of students in the classroom
- organizing a classroom library
- collecting/implementing “sponge activities”
- preparing the room or laying out materials for the next day

Evaluation Forms



For Mentors:

Give to campus principal, who will hold for Cadre Coordinator

1. Formative Evaluation of Intern

Rotation 1: _____ date determined by Cadre Coordinator

Rotation 2: _____ date determined by Cadre Coordinator

2. Final Evaluation of Intern, *end-of-rotation*

Rotation 1: _____ date determined by Cadre Coordinator

Rotation 2: _____ date determined by Cadre Coordinator

For Interns:

Give to _____

1. Formative Evaluation of Mentor

Rotation 1: _____ date determined by Cadre Coordinator

Rotation 2: _____ date determined by Cadre Coordinator

2. Final Evaluation of Mentor, *end-of-rotation*

Rotation 1: _____ date determined by Cadre Coordinator

Rotation 2: _____ date determined by Cadre Coordinator

UNT Professional Development School

PDS I



Formative Evaluation of Intern:

Your Name : _____ Intern's Name _____

Date : _____

Please rank the intern on a scale from one to four. If you assign a score of 1, 2, or 3, please justify/elaborate so that we can address the issue.

1=Not at all

2=Somewhat

3=Mostly

4=All of the time

_____ The intern is prompt, prepared, and professionally dressed each school day.

_____ The intern shows initiative and eagerly assumes responsibilities assigned by the mentor teacher.

_____ The intern takes an active role in mentor/intern conferences, both informal and formal.

_____ The intern asks questions and openly admits mistakes.

_____ The intern maintains proper relationships with both students and supervisory personnel.

Is a phone call necessary? _____

Phone number: _____ Best time to reach you: _____



Final Evaluation of Intern

Your name: _____ Intern's Name: _____

Please rank the intern on a scale from one to four. If you assign a score of 1, 2, or 3, please justify/elaborate so that we can address the issue.

1= Not at all

2=Somewhat

3=Mostly

4=All of the time

_____ The intern was prompt, prepared, and professionally dressed each school day.

_____ The intern showed initiative and eagerly assumed responsibilities assigned by the mentor teacher.

_____ The intern took an active role in conferences, both informal and formal with the mentor teacher and campus administrators.

_____ The intern asked questions and openly admitted mistakes.

_____ The interns maintained proper relationships with both students and supervisory personnel.

_____ The intern has the necessary skill set, professional demeanor, and a vital work ethic needed to begin student teaching next semester.

In order to help university and campus supervisors further nurture and develop the intern, please add any additional information about his/her professional performance.

Is a phone call necessary? _____ We're happy to listen to accolades or suggestions related to the intern or PDS process.

Phone #: _____ Best time to reach you: _____

Would you like to continue sharing your expertise with UNT students as a mentor next school year?

Signature: _____ Date: _____

Campus: _____ Subject/Grade Level: _____

Thanks again for opening your classroom and pedagogical experiences to our university students. Your expertise, inspiration, and generosity are invaluable.

University of North Texas

UNT Professional Development School



Formative Evaluation of Mentor

Your Name: _____ Mentor's Name: _____

Date: _____

Please rank the mentor on a scale from one to four. If you assign a score of 1, 2, or 3, please justify/elaborate so that we can address the issue.

1= Not at all

2=Somewhat

3=Mostly

4=All of the time

_____ The mentor teacher is organized and professional

_____ The mentor teacher demonstrates and discusses a range of effective teaching and classroom management techniques

_____ The mentor teacher clearly states the tasks responsibilities expected of interns

_____ The mentor teacher provides opportunities for the intern to participate in the teaching process, campus duties, meetings, and conferences

_____ The mentor teacher provides an overall positive learning environment for his/her students and the intern

Is a phone call necessary? _____

Phone #: _____ Best time to reach you: _____

UNT Professional Development School



Final Evaluation of Mentor

Your Name: _____

Mentor's Name: _____

Please rank the mentor on a scale from one to four. If you assign a score of 1, 2, or 3, please justify/elaborate so that we can address the issue.

1= Not at all

2=Somewhat

3=Mostly

4=All of the time

_____ The mentor teacher was organized and professional.

_____ The mentor teacher demonstrated and discussed a range of effective teaching and classroom management techniques.

_____ The mentor teacher clearly stated the expectations and professional responsibilities for interns.

_____ The mentor teacher provided opportunities for the intern to participate in the teaching process, campus duties, meetings, and conferences.

_____ The mentor teacher provided an overall positive learning environment for his/her students and the intern.

_____ The mentor should host other interns in future semesters.

Overall, was your PDS I experience valuable and beneficial? Please let us know how the process did and did not meet your needs.

Do you feel prepared to begin student teaching next semester?

Is a phone call necessary? _____

Phone #: _____ Best time to reach you: _____

Your signature: _____ Date: _____

Thank you for your hard work and perseverance this semester. We are truly blessed to have each of you in our profession, and we appreciate the inspiring and nurturing moments you've given to your students this semester.

PDS I/EARLY FIELD EXPERIENCE TIME RECORD

(To Be Completed by Student, Verified by Mentor Teacher, and Returned by _____)

Mentor Teacher's Name

Student's Name

Student ID #

School/District

Sem/Year

Cadre Coordinator's Name

DATE	START/END TIME	DESCRIPTION OF ACTIVITY MUST INCLUDE ACTIVITY COMPLETED OR A DESCRIPTION OF WHAT WAS OBSERVED	HOURS	TOTAL HOURS	Mentor TEACHER INITIAL

Mentor Teacher's Signature Verifying Total Hours _____

Give the following pages to the
Mentor Teacher



Discover Teaching!

at the University of North Texas

SUPPORT FOR MENTOR TEACHERS

For more information, see <http://www.coe.unt.edu/mentoring>

Dear Mentor Teacher,

Words cannot say how much we and our teachers-to-be thank you for the time and energy you will invest in this work. We could not do all this without you:

- UNT certifies approximately 300 new teachers each year, an accomplishment which puts us one of the largest programs in Texas.
- UNT teachers stay in the classroom. Our retention rate for the first three years of teaching is above 90% -- well above the state average, which is usually below 80%.
- In 2003, the UNT EC-4 and 4-8 program was recognized by the Association of Teacher Education as one of three Distinguished Programs in the nation.
- UNT is accredited by the National Council for Accreditation of Teacher Education. In fact, we were in the first group of universities accredited by NCATE 51 years ago!
- Our multiple teacher certification paths (undergraduate and post-baccalaureate) provide access to anyone who wants to become a teacher in Texas.

We offer these materials to provide a brief overview of what it means to be a UNT Mentor Teacher, along with some planning sheets that you may want to use with your intern.

We work hard to give UNT teachers-to-be a strong foundation – knowledge about students, content, and instructional methodology. It is their field experience, however, that will make them the powerful teachers we hope they become. You are the heart (and the mind) of their field experience.

Thank you.

Field Experience Office



UNT Conceptual Framework

Educators as Guides for Engaged Learners

Educators as guide engaged learners summarizes the conceptual framework for UNT's basic and advanced programs. This concept is portrayed visually as a compass, which represents the tools educators employ as they orient students in the exploration of landscapes for learning. The engagement of learners requires simultaneous commitment to academic knowledge bases and to learner-centered practice. The orientation of engaged learners requires commitment to the continuous processes of assessment, planning, implementation, and evaluation that characterize discovery, problem-solving, curriculum development, program development, inquiry, and research. Guiding engaged learners features ongoing dialogue between educators and their students and with wider communities about how schools can prepare students for life-long learning in a democracy.

Guiding engaged learners draws on six areas of competence developed in all UNT programs for educators:

1. **Content and curricular knowledge** refers to the grounding of educators in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. **Knowledge of teaching and assessment** refers to the ability of educators to assess, plan, implement, and evaluate teaching and learning in terms of its consistent engagement of learners.
3. **Promotion of equity for all learners** refers to the skills and attitudes that enable educators to advocate for all students within the framework of the school program.
4. **Encouragement of diversity** refers to the ability of educators to appreciate, affirm, and engage the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. **Professional communication** refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. **Engaged professional learning** refers to the commitment of educators to ethical and caring practice and to continued learning and professional development.

Strategies for Effective Mentoring

- ♦ **Modeling:** *Modeling is key to a successful experience.* You are a model for your intern along with other teachers who they observe. The more they see effective lessons and instructional strategies, the more confident they become with their own teaching. Scaffold your intern into instruction/content as they are able. You will soon see yourself in the mirror when he or she teaches.
- ♦ **Metacognition & Reflection:** *Think-aloud as you plan and reflect.* Discuss the purpose for your choices. Reflect aloud on how instruction and management went so your intern can internalize the reflection process. This is a great time to learn about your teaching choices.
 - Some questions to ask yourself: Why do you do what you do? Why not something else? What variables inform your choices? What about your philosophy and beliefs about children inform your choices? What did you like about the lesson? What would you do differently next time? Interns want and need to know what goes on in your mind. The modeling of self-reflection helps them to be vulnerable when it's their turn to self-reflect on their choices, philosophy and teaching style.
- ♦ **Lesson Plan Writing:** The interns do not come with much lesson plan writing experience. Therefore, we give them a model to use for the year. All lessons must be written out prior to teaching, and reviewed & approved by the mentor. If interns do not have a lesson plan, they do not teach!
- ♦ **Teaching Time:** Give your intern an opportunity to teach each day, (as soon as possible) whether they are taking the lead or a supporting role. Ask them to take over daily routines such as attendance, lunch count, snack time as well as lesson blocks such as calendar, read-aloud, SSR or advisory. *Interns do not take full control of the classroom first semester.*
- ♦ **Intern Observation, Reflection & Feedback:** *The cycle: teach, reflect, give feedback.* Think of post-observation feedback as a time when your intern is learning to self-reflect using professional standards.
 - After your intern teaches a lesson, ask him or her to reflect first on what s/he experienced: what went well, what s/he would change for next time.
 - When the intern has had a chance to illustrate her basic understanding of the lesson's success, begin your feedback process. Discuss positives first, make links to their perspective, give suggestions.
 - Pick and choose the challenges you want your intern to work on so s/he is not overwhelmed. Use the lesson plan and observation tools provided to help guide your discussion.

- ♦ **Classroom Observations:** Interns need opportunities to observe many teachers with varying styles and strengths. They are provided with a requirement, but will ask their mentors for observation recommendations within the school at various grade levels.
- ♦ **Course Requirements:** Interns also have required assignments from each of their instructors. UNT instructors and Cadre Coordinators try to design requirements/assignments that will fit into your classroom needs. *Feedback is welcomed.*
- ♦ **Expectations:** Interns have a very full schedule during the PDS year. We all have high expectations as they learn the art and craft of teaching. Our goal is to help them develop their teaching philosophy and acquire the content knowledge and best practices of teaching, and also enjoy ourselves 😊

Mentor Teacher Checklist



- √ When contact is made for the first time with the intern, exchange phone numbers, email addresses, and other communication modes. Begin building a relationship by getting to know them as a person...ask about their background, family, interests, etc. Share that same information about yourself.
- √ Upon arrival, welcome your intern and introduce him/her to others in your building.
- √ Provide desk space, chair, a place for a coat, and a lesson planner
- √ Discuss how the two of you will communicate the procedures for absenteeism, snow days, etc. In addition, let your intern know if you are not going to be at school. Please tell them if you do not accept text messages.
- √ Have your intern's name added to the building listserv
- √ Explain and share:
 - Your classroom management plan. Have it posted.
 - The school-wide discipline plan...SCORE, RESPECT, I CARE, etc.
 - Your daily schedule
 - Day to day record keeping
 - Building schedule...lunch, P.E., music, etc.
 - Procedures for parking, the copy machine, bus duty, fire drills, dismissal, etc.
 - Morning routine...lunch count, notes, DOL, etc.
 - Classroom transitions, procedures for using the restroom, walking in the hall, going to lunch, specials, etc.
 - Lesson planning process and techniques via standards
 - Formative/Summative assessments
 - Available technology

- √ Maintain a safe and visually appealing classroom.
- √ Establish that the intern should be viewed and respected by students as an authority figure in the classroom and school.
- √ Share suggestions/ideas and encourage creative thinking to support the development of instructional practices.
- √ Model collegial and collaborative dialogue with other staff...paraprofessionals, specialists, and administrators.
- √ Make yourself aware of your intern's methods classes and their assignments.
- √ Discuss the day's activities upon the intern's arrival and before leaving in the evening.
- √ Provide daily verbal feedback. Encourage your intern keep a journal.
- √ Model professional dress and demeanor.
- √ Proofread any written communication from the intern that might go home.
- √ Allow your intern to visit other classrooms, specialists, and grade levels.
- √ Expect your intern to participate in school and district functions: staff/team meetings, in-services, PTA, school board meetings, school improvement days, etc.
- √ Assist your intern in the preparation of substitute teacher materials.
- √ Guide the intern with the collecting and saving of artifacts for portfolios



Weekly Snapshot

- √ **Conferences:** Plan a weekly, scheduled conference with your intern. Set up a time to discuss your plans for the following week, what you expect your intern to teach, and a timetable for you to see lesson drafts. This is your “golden” time. Close the door and put up a “Do not Disturb Sign”. ***Setting norms is the key to a smooth year!***
- √ **Planning:** Plan together so your intern can see the big picture and integrate him/herself into the classroom.
- √ **Lesson Plans:** Look over your intern’s lesson plans with enough time leftover for revisions if needed. *Allowing time for modifications to be made prior to teaching will prevent frustration and increase successful teaching experiences.*
- √ **Evaluation:** Observe and evaluate your intern weekly.
- √ **Teaming:** Remind each other that you are a team. Utilize those co-teaching strategies.

Effective Characteristics of Successful Mentors

Rate yourself on each of the following characteristics as follows:

Characteristic	Always	Sometimes	Rarely
Willingness to set aside time for intern development			
Pursues professional development opportunities			
Wide range of interests			
Congenial, accessible, and friendly			
Genuine and sincere in helping others			
Track record of teaching excellence			
Ability to work with adults as well as students			
Positive view of people and teaching profession			
Confident in professional and personal realms			
Dependable and trustworthy			
Enthusiastic, hopeful, and optimistic			
Open to new ideas			
Adaptable to new situations			
Good listener			
Patient, helpful, and caring			
Viewed by peers as professional and competent			

A mentoring goal I set for myself:

NOTES

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Ms. Tiffany Bonner	Field Experience Assistant	tiffany.bonner@unt.edu
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Ms. Jennifer Lee	TExES Advising Office	jennifer.lee@unt.edu

District PDS Sites	Cadre Coordinator	Email
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OTHER IMPORTANT CONTACTS

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Student Records and Academic Status 940.565.2369
Financial Aide 940.565.2302
Graduation Application..... 940.565.4625
Career Center..... 940.565.2105