

Mentor Teacher Guide

Department of Special Education

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Abstract

This guide helps mentor teachers and university supervisors to develop strong skills in the coaching dialogues that support change and improvement in practice. All practicum mentor teachers and university supervisors are expected to develop their coaching skills following protocols designed to encourage culturally responsive, equity minded, instructional processes and pedagogies in classrooms.

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Contents

Welcome	2
Purpose	2
Practicum Team.....	2
Mentor Teacher Role.....	3
University Supervisor	4
Teacher Candidate	5
Summary	6
Teacher Preparation Matters	6
Components of Teacher Preparation	7
Coaching Conversations	9
Mentoring Teacher Candidates.....	9
What is Coaching?	9
A Coaching Framework	9
ThirdSpace	10
Elements that guide ThirdSpace Dialogue.....	11
Developing Trust Promotes ThirdSpace	11
Identity	12
The Practice of Teaching as ThirdSpace	13
The Coaching Process.....	14
Three Kinds of Coaching Conversations	14
Preparing for different types of coaching conversations	15
Technical Coaching.....	17
Contextual Coaching	18
Critical Coaching.....	19
ThirdSpace Coaching Routines.....	20
Conclusion	21
Appendix A: High Leverage Practices (HLPs)	22
Appendix B: The Qualities of the Mentor Teacher	27
Appendix C: Roles and Responsibilities.....	28
Appendix D: Recording Form.....	34

Appendix E: Evaluation Forms..... 31
 Appendix F: References 35

Welcome

We welcome and thank you for serving as a mentor teacher for a University of Kansas (KU) special education student. Researchers and career educators tell us that teacher candidates should be able to blend how they think, what they know, how they feel and their actions into their practice (Feiman-Nemser, 2003). This practice must be responsive to the students, school and community cultures. This tall order also considers and requires that teachers be lifelong learners striving to learn about new research, pedagogy, and the context of their teaching, school and communities. The foundation of this life-long quest for becoming a master teacher begins in the practicum setting. It is in practice with other teachers that apprenticeship into the profession occurs. What you say, encourage, model, and coach is indelible. As a result, your role as mentor teacher or university supervisor is of critical importance in launching a new teacher’s career. In many cases, the candidate spends more time with you, the mentor teacher, than with any other staff or faculty member. Consequently, you are in a position to greatly influence teacher practice.

Purpose

This handbook provides a guide to, and offers assistance for, the important work that you do with our KU undergraduate and graduate teacher candidates. This handbook includes the following information: a) the role of the mentor teacher; b) current research on components and the impact of effective teacher preparation; c) challenges faced by teacher candidates; and d) methods for instructional coaching conversations. A set of appendices includes a variety of mentor teacher tools. We hope that you will find this information about mentorship and coaching valuable.

Practicum Team

The success of the KU practicum model is based on the relationship among three critical team members: the teacher candidate, mentor teacher and the university supervisor. When these three participants work together, the triad promotes a powerful and influential learning experience for the teacher candidate. These relationships support the teacher candidate through active mediation of the candidate’s performance and development, the teaching setting and the culture of the school. Keys to successful relationships include communication, collaboration and the common goal of preparing knowledgeable, skilled and resilient teacher candidates. Immersion in the school and community culture is invaluable in learning and relating to the children and youth in the practicum setting. Through this immersion, teacher candidates learn to understand

the identities of their students, their families and the larger community. Often, this increased understanding leads to enhanced designs for learning. Through collaborative mentoring and mediation, teacher candidates develop the resilience, skills, and learning tools they will need throughout their careers.

Mentor Teacher Role

Teacher preparation programs that have a foundation of pedagogy, content, and intense student teaching experiences with a teacher mentor result in higher performance by learners (Darling-Hammond & Wei, 2009). The National Academy of Education's Committee on Teacher Education identified areas of expertise for teachers:

- Knowledge of learners and how they learn and develop within social content, including knowledge of language development
- Understanding curriculum content and goals including the subject matter and skills to be taught in light of disciplinary demands, student needs, and the social purposes of education
- Understanding of and skills for teaching, including content pedagogical knowledge and knowledge for teaching diverse learners, as these are informed by an understanding of assessment and of how to manage a productive classroom (Darling-Hammond p. 132).

Mentor teachers hold the key to practicum success. Perhaps the most treasured traits of mentor teachers are your knowledge and resources, the trusting relationship with your teacher candidate, and the variety of experiences and opportunities that you offer. The mentoring relationship fosters the technical and critical thinking frameworks that novice teachers need. Critical frameworks enable candidates to attend to the social validity of their work, ensuring that what they do fosters equity and opportunity for all students. Mentor teachers can provide guidance and assistance that will enable their candidate to learn *how, why, and under what conditions learning needs to occur*, so the candidate can draw on deep knowledge to solve the many challenges they will face. You model High Leverage Practices (HLPs) [TeachingWorks, 2015 (see Appendix A)] for the teacher candidates and make an indelible impact on their practice. As a mentor teacher your tasks include the daily work with your teacher candidate, ongoing dialogue, coaching, and observation. Appendix B lists qualities of the mentor teacher.

Assumption of responsibilities. The assumption of responsibility might differ from one candidate to another, or differ according to the nature of the children or youth in the classroom. We know that each of our teacher candidates develop their proficiency at a differing pace, and that each classroom is a unique milieu; therefore, we rely upon mentor teacher's professional judgment and comfort level in determining the frequency and the type of instructional roles the candidate may take on. The goal is for the candidate to assume full responsibility for planning, instruction, classroom management and all teaching tasks during the practicum experience. As the experience

evolves, the teacher candidate should increasingly shoulder the balance of responsibilities, as indicated in Figure 1.

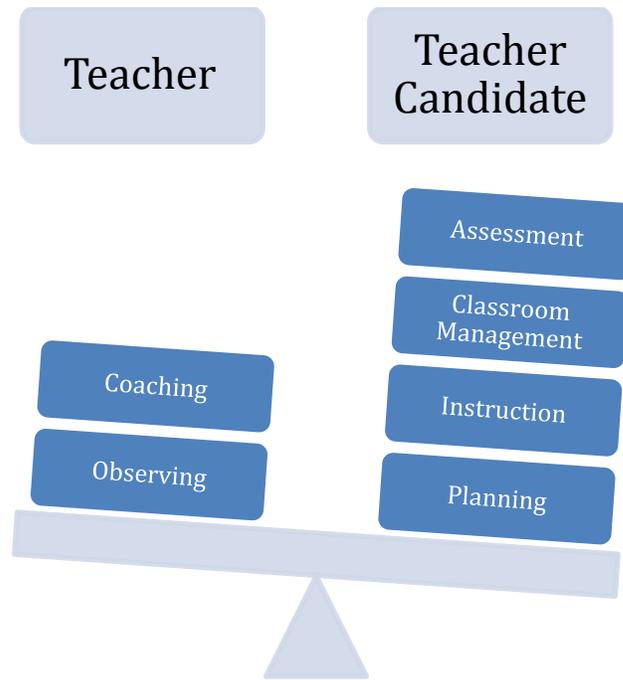


Figure 1. Shift in balance of responsibilities.

University Supervisor

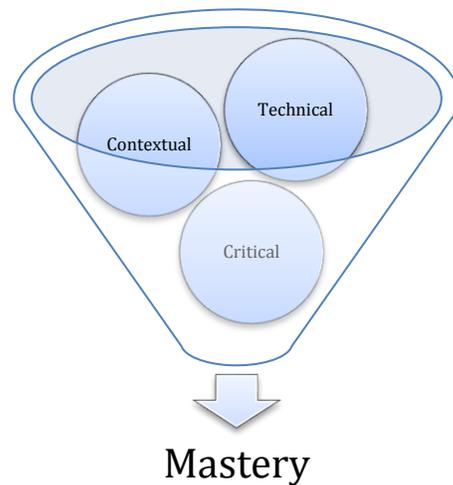
The role of the university supervisor is multifaceted. The supervisor partners with the mentor teacher and teacher candidate, visiting the teacher candidate in the school setting, mediating concerns of the mentor and candidate, conducting formal observations, providing guidance and assisting the candidate in



understanding assignment requirements and experiences. The supervisor engages in dialogue with the candidate and the mentor teacher about the candidate’s practice to gain a deeper understanding of progress, assess needs for growth, and expand opportunities for learning. The supervisor also works to help the candidate and the mentor meld research with practice. The supervisor promotes collaborative relationships between the university and the practicum for ongoing, mutual goals. The university supervisor assesses the readiness of the teacher candidate to implement the standards set forth by the University of Kansas, KSDE and CAEP. The supervisor provides ongoing feedback to the candidate. The university supervisor’s essential role contributes to the overall success of the teacher candidate.

Teacher Candidate

Practicum experiences influence teacher candidates as citizens, professionals, and as life-long learners. Candidates interact with students, families, principals, teachers, university faculty and supervisors. The goal is to develop teachers who will work every day to improve the learning opportunities and outcomes for *all students*, including those children and youth who have learning, behavioral, communicative or social challenges. Our graduates must be prepared to advocate and strive to promote inclusive educational and social experiences for all students.



We know several things in general about teacher candidates. Most new teachers elect to teach near their home community or that of the college/university that they attend. This is often their comfort zone, whether it is due to family or friendship ties, convenience or necessity. However, we also know that because of availability of positions or choice, candidates may be hired in districts whose contexts and communities are unfamiliar geographically, culturally, politically, and economically (Kozleski & Suity, 2014). Therefore, our candidates need to be prepared intellectually, culturally, linguistically, and emotionally to teach in a wide variety of settings.

In their first year or two of teaching, teachers struggle to master the technical aspects of teaching. They learn to build routines for classroom, instructional, and behavioral

management. They embed literacy learning in content areas as well as teaching literacies as needed. They assess students and participate in multidisciplinary teams to develop, implement, and assess IEPs. As special educators, our teacher candidates are expected to know and apply intervention research in their classrooms. As well, their work entails working closely with other teachers to improve learning outcomes for marginalized learners. The pressure of an administrative focus on annual yearly performance (AYP) compounds the complexity of these responsibilities. Accordingly, the experiences that teacher candidates have in preparation for these first years of teaching must expose them to similar challenges and support their initial responses until they gain their own equilibrium.

While the technical aspects of teaching are critical, it is equally important that candidates understand the context in which they teach. Awareness of the cultural environment in which they work, and experiencing the community in which their students live begins a life-long journey to uncover personal biases and cultural practices that may disadvantage their students. Mentorship and coaching helps surface these unconscious assumptions and change perspectives. This discourse provides support, understanding and mentorship for the teacher candidate. To structure this learning trajectory, we have developed a table that lists roles and responsibilities for the teacher candidate and the mentor teacher, focusing on shifting roles and responsibilities for students from the mentor teacher to the teacher candidate (see Appendix C). We include two evaluation checklists to help promote conversations around teacher candidates' developing competencies (See Appendix D).

Summary

This section described the support that teacher candidates need during their practica. Mentor teachers, university supervisors and teacher candidates commit to creating powerful learning experiences that set the stage for a career-long journey to improve learning and educational outcomes for each and every student.

Teacher Preparation Matters

The classroom teacher is a critical part of a child's life. Many students spend more of their waking hours with their classroom teachers than with their parent(s) or guardian(s). The quality of that time matters. It must be used wisely to educate, inform and develop knowledge, skills and understanding of this complex world. Relationships between students and teachers ground learning (Murray & Pianta, 2007). Experience alone is not sufficient to make a teacher. Powerful teaching is learned by bringing research and practice together in mediated settings that focus teachers on content knowledge and pedagogy, as well as intervention research. Strong teacher preparation programs are key to this preparation.

Components of Teacher Preparation

High quality teaching is not a skill set that teachers are born with nor does it necessarily develop out of routine classroom experience. We cannot trust that children and youth will learn well from teachers who are learning on the job in a trial-and-error manner (Ball & Forzani, 2010). Rather, it is incumbent upon teacher education programs to provide well-designed activities and experiences that prepare teachers in a systematic and intentional fashion (Forzani, 2014).

Special educators come to their practica with *knowledge of theory and research*. What they need is coaching that helps them draw on this knowledge as they observe and work with students and student groups. Thus coaching is not only a technical task of refining the performance of a particular instructional procedure but also a process of connecting research about learning to practice. In this way, teacher candidates learn *how, why, and under what conditions*. Later, when they practice in their own classrooms they can draw on deep knowledge to solve the many challenges they will face. Special educators must be highly skilled in understanding and designing the conditions and processes for learning, as well as those practices that allow them to recognize the individual ways that students with disabilities know, understand, and use information and skills (Kozleski & Suity, 2014).

This skillful design process occurs within a complicated cultural context that is infused with the assumptions and practices that teachers and students bring to the classroom. Individual cultural histories are mediated in the classroom by the knowledge to be learned and the institutional culture of schooling and the unique blend of teacher and student perspectives (Kozleski, Artiles, & Skrtic, 2014). Teacher candidates rarely perceive this larger canvas on which their beginning strokes are cast. Mentor teachers help reveal this through their culturally responsive coaching techniques which we help you to adopt in this manual and in conversations with your university supervisor.

All teachers manage a number of variables in the classroom. The ability to be conscious of these variables, make decisions quickly with evidence-based principles of learning in the content areas and the cultural and learning histories of students takes a highly skilled person. Consider what Ball and Forzani (2009) describe. Teachers manage time during lessons, observe students while teaching, manage behavior, pose questions, respond to student needs, and interpret their work to reteach where needed. This is what all educators must be able to do each day. They teach individuals while conducting a group lesson.

To do this they must plan effectively with the outcomes in mind. These outcomes are plural, not only because of the demands of the content area, but also because all students cannot reach the same outcome using the same route or arrive at the same time. Teachers plan by determining the best tasks, organized in the best order, buttressed by effective examples and models. They select their materials and maintain the integrity of the subject being taught, often by teaching themselves a concept that

may be unfamiliar to them or one learned long ago. In addition, they are involved with their students' parents, guardians, or other forms of family; they are mindful of school, district, state, and federal policy, and conscious of local community customs and preferences. They serve as agents of the school, district, and state in administering state tests and performing other tasks like lunch counts, attendance, report cards, and the like. Obviously, the multi-faceted role teachers fill, and the many variables they manage, require preparation, skill, and dedication to life-long learning.

Special educators perform all of these tasks to a high standard. Their professional repertoire also includes pedagogical content knowledge. This includes expertise in specialized knowledge that allows them to design and provide meaningful instruction with deep understanding of their students' developmental and learning needs. Special education teachers understand the individual learning differences of their students, and they discover keys to understand how students learn and manage behaviors. Special educators have deep knowledge of their students, their diverse learning styles, emotional traits, and the behavioral challenges that their students face. They make learning design and instructional decisions based on data from student performance. Special educators "are always watching and listening to see if individual students need additional supports to better master content" (p. 147). Special educators are steeped in the knowledge that general educators possess about curriculum and learning. In addition, they understand how disabilities impact learning and language. They bring specific strategies and interventions for reading, writing, mathematical, and technology literacies (Benedict, Brownell, Yujeong, Bettini, & Lauterbach, 2014).

Education offers a vehicle to address the equity issues that continue to separate and sort children and families. We need teachers who understand these values and can incorporate them into their classrooms by examining their own identities and values and making the needed shifts to teach in a way that is truly inclusive, just, and equitable. Education expands our understanding of ourselves, the worlds in which we live, and the possibilities and dreams of what we can become. All students have a right to high quality learning opportunities in which their cultures, language, and experiences are valued and used to guide their instruction and their learning. All students should feel that they belong, are included and empowered. Universal equity cannot be achieved without creating educational systems, including classrooms, which embody the principles of everyday justice.

How can teacher candidates and novice teachers acquire this knowledge? The interactions and deep conversations with you, the mentor teacher, who holds these values, enlighten teacher candidates about privilege, who benefits and who has been marginalized. This requires deeper reflection and broadening awareness. Because this critical exploration gets close to a person's identity, it is important to ensure that the candidate finds her voice, in order to reflect critically on her values. These are key factors in mentoring and coaching.

Coaching Conversations

Mentoring Teacher Candidates

Mentoring creates one of the most effective relationships for supporting teacher candidates. Mentoring provides encouragement for the candidate to grow professionally through reflection on her own practice (Feiman-Nemser, 2001). It is important that a match occurs between the mentor teacher's approach/style and the teacher candidate's learning characteristics. This will facilitate the deep conversations that will occur (Veenman & Denessen, 2001).

Mentoring relationships flourish by building a trusting relationship. Mentor teachers who cultivate a personal connection with the teacher candidate will help the teacher candidate settle into the classroom, hone their professional skills and become confident in their role as teacher. Share your professional vision statement with your teacher candidate and encourage them to do the same. Suggest resources that might help them in formulating their own vision. Open, reciprocal communication and being an active listener cultivates a climate of trust. Building trust takes time, so plan for a specific time dedicated for the purpose of visiting with your candidate. During these times you will likely want to help your teacher candidate to plan and organize their teaching and assist them with such skills as behavior management. Additionally, this should be a time for sharing information, coaching and engaging in meaningful conversations (Lee, et. al, 2006,).

What is Coaching?

A host of definitions and descriptions exist to explain coaching, and a variety of frameworks exist that outline different models for coaching. In the KU Department of Special Education, we define coaching as creating a space for supportive, professional interactions between the mentor teacher and the teacher candidate where the dialogue occurs to: 1) improve specific, evidence-based professional practice; 2) to sustain continuous improvement in pedagogy and the design of curriculum; and 3) to continuously co-construct understanding and self-reflection on practice (Van Nieuwerburgh, 2014; Mulligan & Kozleski, 2009). This definition acknowledges the dual impact of coaching on both the coach and the coachee. Focused dialogue about the professional practice of teaching informs and expands understanding for both members of a coaching dyad.

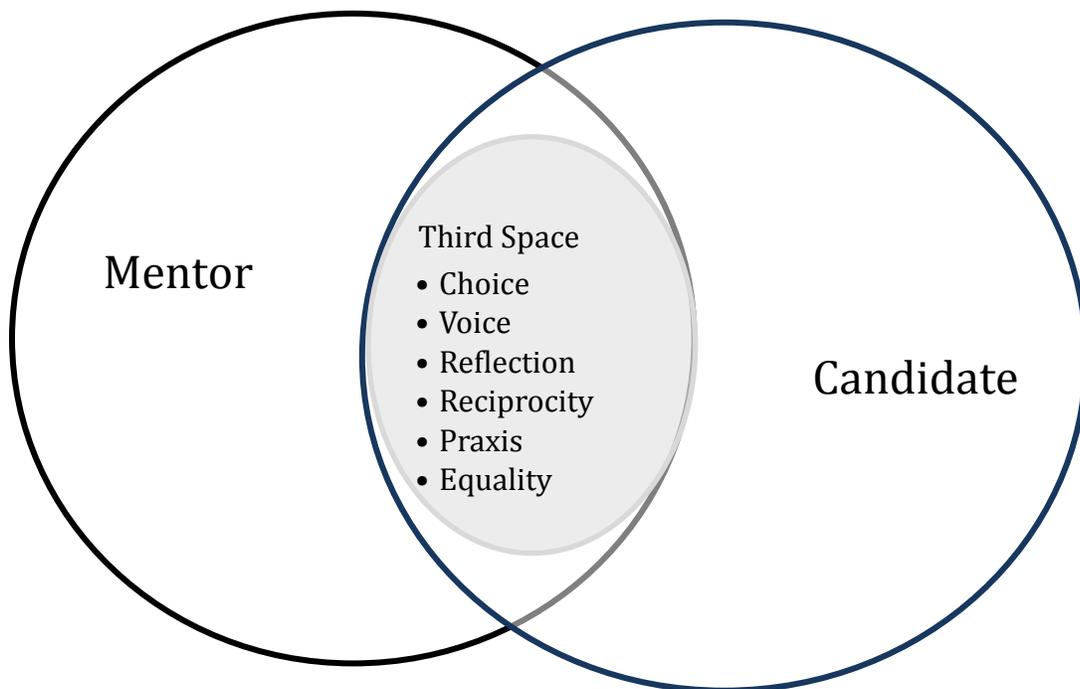
A Coaching Framework

Our integrated framework for coaching draws on the work of Knight (2007) and Mulligan and Kozleski (2010). ThirdSpace (Guitierrez, 2008) describes the developing partnership between the mentor teacher and teacher candidate in which their dialogue acknowledges, respects and explores each other's perspectives an interactive, inclusive and complementary discourse. Through this dialogue, two divergent perspectives merge into a combined viewpoint that honors both individuals.

ThirdSpace

ThirdSpace is one way to think about how dialogue occurs as an exploratory activity (Gutierrez, 2008). Instead of a back and forth conversation where differing ideas are expressed, a separate space is conceptualized where individual narratives, ideas and positions do not polarize, but instead converge for the purpose of exploration, discovery, and understanding. When two people endeavor to abandon their assumptions and judgments in order to create a safe place to explore what is unfamiliar, to ask questions that seek to understand, and most importantly truly listen to one another, dialogue becomes a process of both knowing and learning (Kozleski, 2011; Freire, 1970). Third space creates room for individuals who have differing and or conflicting understandings to engage in productive dialogue where transformation can occur; it becomes an inclusive, integrative, complementary, equitable space to reconsider practices and values. Third space work allows us to examine how our professional practices and values complicate and sway our analytical stances.

Figure 2: Creating ThirdSpace Partnership



ThirdSpace is created in three fundamental ways: through partnership, trust building, and shared practice. In our framework for coaching, cultural reciprocity permeates every conversation and interaction. Partnership occurs as people learn each other's perspectives and ideas by suspending their internal translations as they seek to understand. Through listening comes understanding, reciprocity, and trust. Building trust is critical for the ThirdSpace. Trust allows exploration of practice. As mentors and

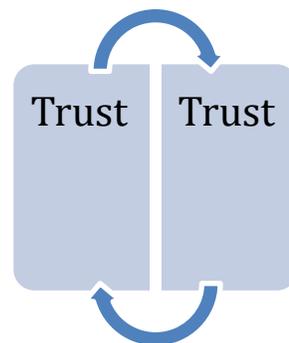
candidates work alongside one another with shared purpose toward a common goal, a sense of community establishes meaningful bonds. Communication is the lynch pin that holds these three fundamental components together. Ongoing, reciprocal communication that embodies equity, promotes trust and shares practice establishes an environment where dialogue can flourish.

Elements that guide ThirdSpace Dialogue

A number of scholars and researchers have identified elements (Gutierrez, 2008; Knight, 2007) that help to anchor ThirdSpace dialogue: (1) equality, (2) choice, (3) voice, (4) reflection, (5) praxis, and (6) reciprocity (see Figure 2). Equality provides the foundation for all the other principles because it is key to a relationship forged from a commitment to learning. *Equality* allows people to recognize and accept similarities and differences in individual knowledge, circumstance, and experience, while striving to treat one each other as equal in value for what each has to offer to the exchange. *Choice* provides liberty and autonomy that permits individuals to exercise his/her own will in making decisions. Extending choice promotes equality. By meeting a person where they are in their practice or their thinking and providing choice for ways to learn and develop, opens up the space for the emergence of new ways of thinking and leaning and being. *Voice* is the way individuals are encouraged to express their point of view. In ThirdSpace, both individuals are awarded the agency to express their opinion. The third space approach views coaching as a process that helps people find their voice, not a process determined to make people think a certain way. *Reflection*, as in a mirror, permits the viewer to scrutinize his/her own learning/practice. While examining the image in a mirror, the viewer retains the capacity to transform the image by changing what is being reflected. Reflection encourages mentor and candidate to make sense of new learning and/or new perspectives as they occur. ThirdSpace coaching permits reflective thinkers the freedom to adopt or reject ideas. *Praxis* merges theory and practice in the action of doing the work. A key component for learning is the opportunity to apply what is being learned and refine it. Praxis in ThirdSpace coaching allows individuals to combine mindfulness, research and frameworks of thought and practice into meaningful activity. *Reciprocity* comes from empathic listening and responsiveness to the cultural ideas and norms offered by the other. Learning comes from collective understanding (Freire, 1970; Senge, 1990). Once a ThirdSpace is established, both members monitor the emerging dialogue to ensure that equality is being maintained.

Developing Trust Promotes ThirdSpace

The importance of establishing a relationship between the mentor teacher and teacher candidate is widely accepted in the coaching literature. Trust is a fundamental



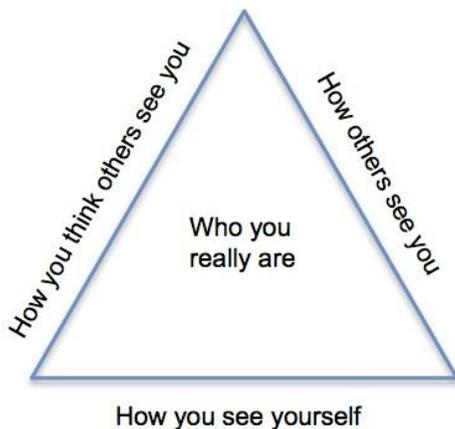
feature of successful coaching relationships, and mentor teachers should focus on establishing trust with the teacher candidates from the beginning.

A mentor teacher can establish trust by demonstrating openness, honesty, and candor (Johnson, 2008). Active and authentic listening is probably the fastest way to establish trust. Authentic listening (Stone, Patton, & Heen, 1999) includes genuine curiosity about what the teacher candidate is saying; when you listen to truly understand, you attribute value to a person’s thoughts, ideas and perceptions. Another important way to build trust is to establish a posture of genuine caring created by a holistic lens, e.g. observing the teacher candidate as a person with personal as well as professional pressures. According to Margaret Wheatley (2002), “human conversation is the most ancient and easiest way to cultivate the conditions for change . . . If we can sit together and talk about what is important to us, we begin to come alive” (p.3). These change conversations only occur when safety exists. As a mentor teacher, you bear the weight of creating a trusting relationship. The teacher candidate will take his/her cues from you about how much is safe to share.

Identity

Personal identity can be described as the narrative we craft for ourselves based on our own individual sense of self, as well as the nouns and adjectives we use to describe who we are in relationship to the rest of our associations. Personal identity stories reflect both the teller and context, and they are valuable for what is both included and excluded. These narratives make visible to us and to others our individual identity process, how it is constructed and performed. Personal identity includes: a) the way I define myself by my own narrative, 2) the way I construct my narrative according to my relationships and my place, and 3) how my behavior serves to perpetuate the construction of my identity. Consequently, an ongoing, internal manuscript exists that seeks to balance identity, narrative and performance as an individual and as part of a collective. The more prominent a particular identity is to us, the more we will structure and perceive our situations according to this identity. Additionally, the more important a component of our identity is to us, the more we desire its validation by significant audiences or relational groups. Our prominent and most valuable identity influences the behaviors we choose, so this identity can be confirmed (Drake, 2007)

Personal identity is embedded in a complex network of reciprocally influencing narratives. We become the relational identity by which we are addressed: son,



daughter, brother, sister, etc. We define ourselves by referent points that we deem significant across different domains: religious background; ethnic and/or national culture; race; class; profession, etc. Collective self-esteem adds to the complexity of personal identity. Collective self-esteem is the idea that (a) group

membership, particularly to one's own cultural group, adds or detracts from self-worth; (b) private regard, (the way one evaluates his/her own cultural group) constitutes self-worth; and (c) identity importance, the significance of being a member of one's own social group, influences self-concept (Sirin, et al 2008). Personal identity as a reciprocal, social, and cultural construction is dynamic. It constitutes a continual negotiation that is at once internal (with ourselves) and external (constructed in relationship with others (Drake, 2007; Sfard & Pruzak, 2005).

Personal identity is interwoven with professional practice, especially for teachers. How we teach establishes one component of the fingerprint that identifies each of us as unique, both personally and professionally. That identity comprises and reflects how we view ourselves, and the story we tell ourselves about who we are and how we teach. Identity conversations shake our fundamental beliefs about who we are and how we see ourselves. To engage in these emotionally complex conversations necessitates an environment of psychological safety. A person feels psychologically safe when the opportunity to succeed or fail is offered without judgment. In psychologically safe environments, people are less afraid to take risks, more willing to state ideas, ask questions, verbalize concerns, and even ask for support or instruction. Failure is just a reason to try again and a way to learn something new. Teachers who feel psychologically safe more willingly examine the personal and professional story and identity they have created for themselves. Psychological safety stimulates a growth mindset rather than perpetuating a fixed mindset.

The Practice of Teaching as ThirdSpace

When two people work together to create learning spaces, conditions, and opportunities for students, the actual working together constitutes ThirdSpace.

The mentor teacher brings experience from the actual practice of teaching to the dialogue, while the teacher candidate brings a willingness to experiment with untried techniques learned in course work. Through discourse, co-construction, and reflection of each lesson, the mentor teacher and teacher candidate glean learning benefits for themselves and for students.

Using ThirdSpace allows the mentor teacher and teacher candidate to move from an exclusive perception of reality to one that includes and focuses on interrelated perspectives of both individuals. It creates opportunity to combine the strengths of both individuals to develop new approaches for solving problems or examining contexts. Either-or decisions fade away and a mutual understanding that fosters respect is established. As this occurs, both members of the coaching partnership feel empowered to contribute to a co-constructed understanding of teaching practices that promote transformative ideas and equitable practices.

The Coaching Process

Three Kinds of Coaching Conversations

Coaching conversations produce the best outcomes when the coach prepares well. As a mentor teacher, you create the third space that permits teacher candidates to address multiple layers of practice. By planning your coaching conversations, you will be able to guide the teacher candidate to examine more than just the day-to-day occurrences. There are three ways of entering into coaching conversations: technical, contextual and critical. Each person comes to the coaching conversation with personal preferences for engaging in dialogue. As you coach teacher candidates, you should be aware of your own preferences, as well as noticing what type of coaching conversation will benefit the teacher candidate the most. You can then prepare for the coaching conversation with one of the three areas in mind.

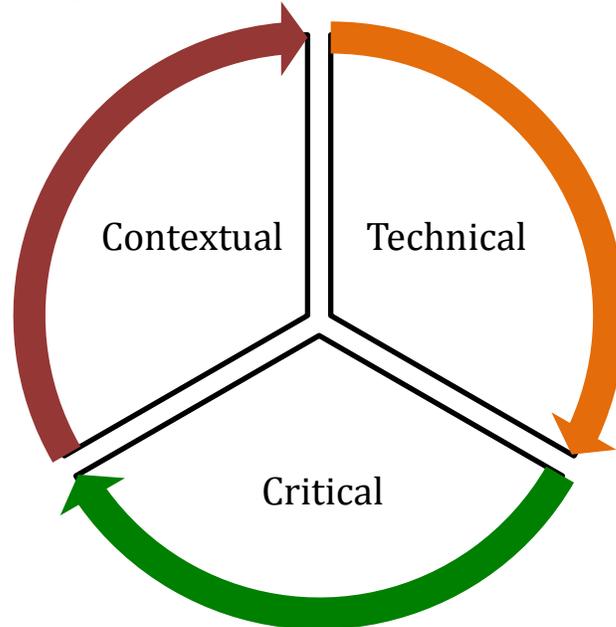
Technical coaching conversations are probably the easiest dialogues to prepare. The technical aspects of teaching are usually related to content planning, specific instruction, pedagogies, or intervention techniques, assessments, and classroom management.

Context coaching helps make transparent the situations, settings, and systems that surround work in classrooms. These contexts shape teaching decisions, often operating under the surface. Context coaching exposes underlying beliefs and institutional cultures that may inform the candidate's observations, practices and decision-making.

Critical coaching guides the teacher candidate to examine her own beliefs and practices in supporting inclusive education. The critical dialogue examines power and privilege, who benefits from current practice and who may be marginalized as a result. This requires deeper reflection and broadening awareness. Because this critical exploration gets close to a person's identity, it is important to attend to voice as the teacher candidate reflects critically on his/her values. These critical coaching conversations help teachers to be aware of and plan to resist, address, and educate students about how attitudes and beliefs associated with race, privilege, language, gender and other group identities affect practice, decision-making, and predictions about student performance and value.

As the coach, it is your responsibility to ensure that the teacher candidate has the opportunity to reflect on all three areas as s/he progresses through the practicum experience.

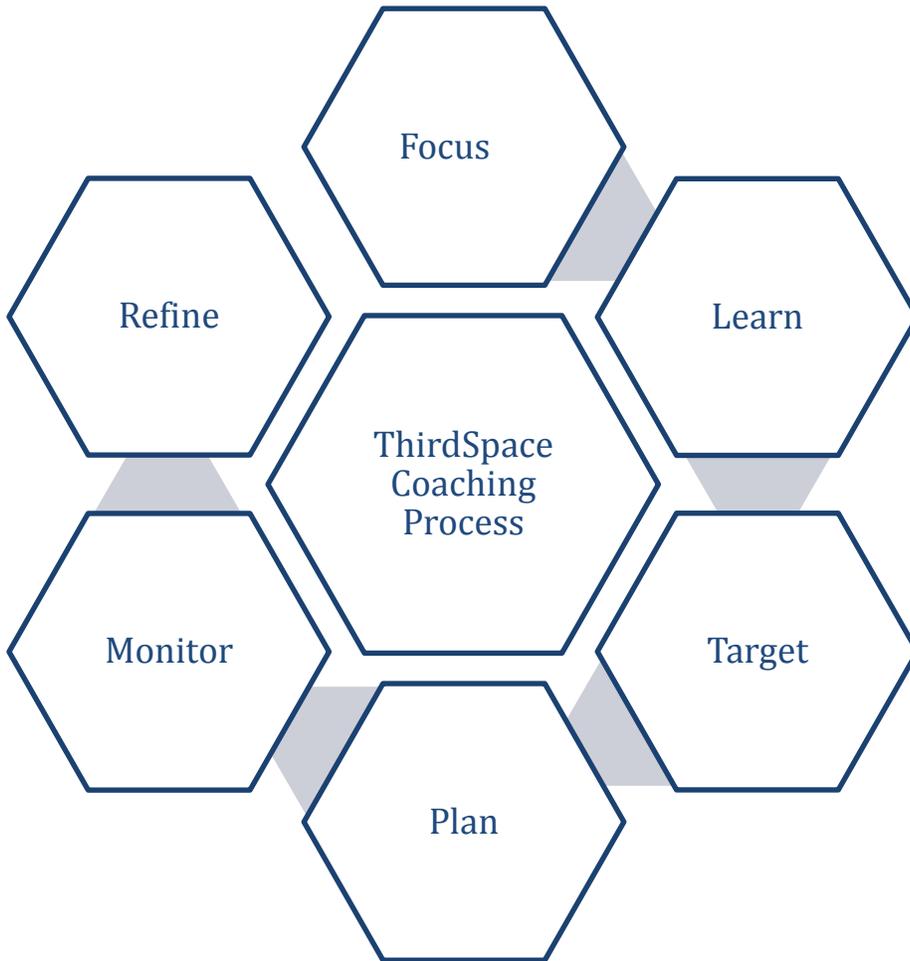
Figure 3: *Types of coaching conversations*



Preparing for different types of coaching conversations

As a mentor teacher, you have the opportunity to model teaching practices, observe the teacher candidate, provide feedback, and engage in coaching conversations. Each of these activities should promote new ways of thinking about practice, so that the teacher candidate learns to respond in new ways to dilemmas of practice as they occur, whether those dilemmas are technical, contextual or critical. Technical aspects of coaching are those centered on instruction, classroom management, and the day-to-day problems of practice. Contextual factors addressed by coaching include those situations, settings or contexts that shape the decisions about teachers' practices. Coaching teacher candidates to critically examine their own practice requires the deepest level of trust, because this critical examination forces the teachers to explore their identity, their beliefs, values and teaching philosophy. Whether modeling, observing, providing feedback or engaging in coaching conversations, it is important to be aware of these three different perspectives and the role each one plays in pedagogical and conversational choices.

Figure 4: *ThirdSpace Coaching Process*



In order to capitalize on the time you spend coaching the teacher candidate, it may be helpful to plan the conversation using a process and some question stems that guide, but do not restrict, the conversation. Regardless of the type of conversation, (technical, contextual, or critical) the process is the same.

First, you focus on the issue. Second, you learn as much as you can from the teacher candidate about the issue. Third, you empower the teacher candidate to set a goal or a target to address the issue. Fourth, you co-construct a plan for change. Fifth, you agree on a method for monitoring progress. Finally, you refine the target, or plan, or monitoring process as needed. This is a cyclical, rather than a linear process.

The tables on the next three pages include a variety of prompts that you might use to engage in a coaching conversation with the teacher candidate. The list of prompts is not intended to be all-inclusive, rather, the prompts serve to suggest ways to begin or organize your conversation as you move through the cycle. Initially, the coaching conversations will be more technical in nature. However, as the teacher candidate progresses through the practicum, moving toward contextual and critical coaching conversations will provide the teacher candidate with the greatest opportunity for learning and growth.

Technical Coaching

Technical Coaching Prompts	
Focus	<ul style="list-style-type: none"> • What went well? • What surprised you? • On a scale of 1-10, how close was this to your perfect class? • What did you think about what the students were doing as you taught? • What would your perfect lesson look like? • How would you describe your commitment to and active participation in universal designs for learning and differentiated learning?
Learn	<ul style="list-style-type: none"> • What is the ideal outcome of your lesson? • What are the implications for you and your students if nothing changes? • What would you do differently next time? • What did you see or experience that indicated the instructional or classroom management strategy was effective? • What did you learn about your students? • What did you learn about yourself?
Target	<ul style="list-style-type: none"> • What one thing would move this class closer to your ideal class? • What things do you feel you have control over? • What is your number one priority for this class? • What would you like to know, understand or be able to do to deliver your image of a perfect lesson?
Plan	<ul style="list-style-type: none"> • What are some vital behaviors or essential elements to insure you can reach the goal you've set? • How will you know when you have reached the goal? • What support will you need to carry out this plan?
Monitor	<ul style="list-style-type: none"> • How will you know you are making incremental gains? • What will we see and hear that is evidence of improvement or change? • What would a checklist of this evidence consist of? • What support will you need as you progress toward the goal?
Refine	<ul style="list-style-type: none"> • How would you tune this lesson to reach 100% learning for every student?

Contextual Coaching

Contextual Coaching Prompt Examples	
Focus	<ul style="list-style-type: none"> • What are some ways you have created a safe, inclusive learning environment for your students? • How does the learning environment in your classroom coincide or collide with the learning culture of the school? • What are some recurring stories or illustrations you use in your classroom? • How do you address diversity and difference in your learning designs, pedagogies, and assessments? • How do you engage your students (and your colleagues) in conversations about difference? • What signals support of divergent ways of knowing, thinking, and doing in your classroom and in the school?
Learn	<ul style="list-style-type: none"> • How do you monitor the students’ choices about what they like to read and/or the activities they engage in? • What are some behaviors you would see if students were varying their choices? • How would you create an environment that celebrates differences/diversity? • What are some things you do or spaces you create that encourage students and colleagues to learn in a variety of ways? • What types of activities are effective for children to work together in your classroom?
Target	<ul style="list-style-type: none"> • What is most important for you that your students experience in the learning environment you’ve created? • What can you do to design a learning environment that signals your value for divergent learning? • How will you promote inclusion and divergent learning in your school and with your colleagues? • How can you support the ways that your students engage one another in inclusive ways?
Plan	<ul style="list-style-type: none"> • What are some vital behaviors or essential elements to insure you move your students toward divergent learning? • What are some actions you can take to model or instill inclusive thinking? • How will you know when you have reached this outcome? • What support will you need to carry out this plan?
	<ul style="list-style-type: none"> • How will you know you are making incremental gains? • What will we see and hear that is evidence of improvement or change?

Contextual Coaching Prompt Examples	
Monitor	<ul style="list-style-type: none"> • What would a checklist of this evidence consist of? • What support will you need as you progress toward the goal?
Refine	<ul style="list-style-type: none"> • What went well? • What should be changed to improve the process? • How would you describe your progress toward your target?

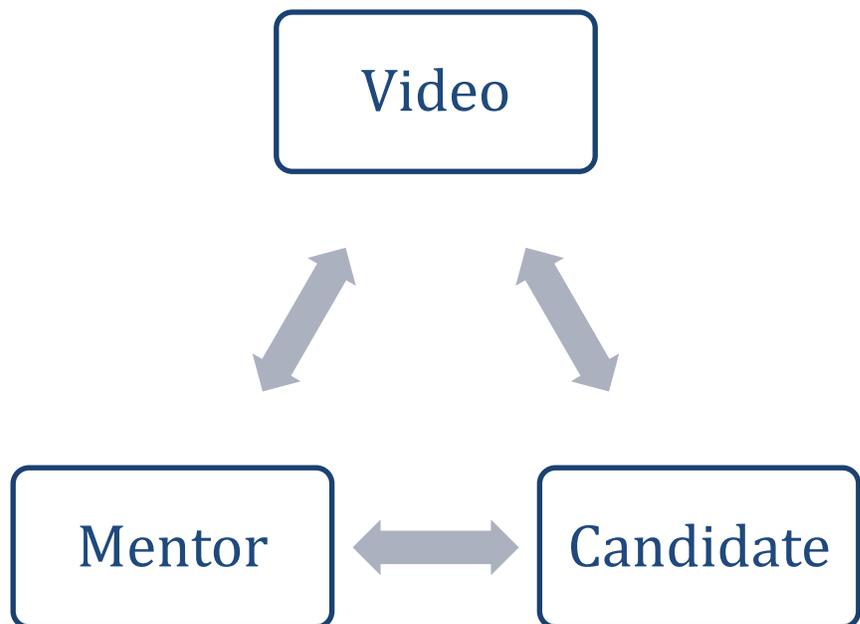
Critical Coaching

Critical Coaching Sample Prompts	
Focus	<ul style="list-style-type: none"> • In what ways do you construct lessons and activities that address equity in opportunities to learn, assess, and succeed? • How does the diversity of your class influence your instructional and classroom management decisions? • Think about your students and consider which ones you find most promising. What criteria do you rely on to make these assessments? • Do you notice any patterns in which students benefit from routines and practices you've established? • Are there ways that some students are marginalized by school or classroom culture? • What kinds of criteria do you use when choosing texts, media, and learning processes?
Learn	<ul style="list-style-type: none"> • If your students described you, what would they say about the ideas and values you favor? • What routines do you have for reflecting on your feelings toward individual students? • How would you describe your awareness of equality and inequality in your classroom? • Describe a time when your point of view made a distinctive shift. • In what ways are you demonstrating the way you honor and value each student? • In what ways do you work towards an anti-racist curriculum and pedagogy? • How would you describe an inclusive classroom?
Target	<ul style="list-style-type: none"> • What methods would you use to examine your personal biases? • What are some ways you could empower all students to be more involved in their own learning? • Describe ways you could engage social justice in your classroom, in the school. • What data do you use to gauge the degree to which you counter

Critical Coaching Sample Prompts	
	marginalization in your classroom?
Plan	<ul style="list-style-type: none"> • What are steps to learning or implementing different ways of thinking/being? • What do you need to know, understand and do to be successful? • How will you know when you've reached your goal? • What strategies and support will you need to carry out your plan?
Monitor	<ul style="list-style-type: none"> • How will you know you are making incremental gains? • What will we see and hear that is evidence of improvement or change? • What would a checklist of this evidence consist of? • What support will you need as you progress toward the goal?
Refine	<ul style="list-style-type: none"> • What is working? What is not working? • What should be changed to improve the process? • How would you describe your progress toward your target?

ThirdSpace Coaching Routines

As a mentor teacher, you will have a short time to nurture the teacher candidate. There will be many “teachable moments” during your time together, and some of those will occur impromptu, in casual conversation, or when the teacher candidate has a pressing concern. Those teachable moments are unplanned, but they are very important to the mentor teacher and teacher candidate relationship. On the other hand, if there are no planned meetings, time races by and the opportunity for coaching escapes. By following a process, a schedule, and a routine, you will capitalize on the valuable time you have together. This section offers some guidelines for: 1) how often to meet with the teacher candidate; 2) how much observation is required, 3) what preparation should occur, and 4) what records are necessary.



You should plan to meet with the teacher candidate at least **once each week** for a planned, structured coaching

conversation. This meeting should take place after you have had an opportunity to observe the teacher candidate delivering instruction. Because the online program requires the teacher candidate to submit a video each week to the university supervisor, using the video in conjunction with in-class observation provides a perfect opportunity to create a ThirdSpace coaching conversation.

Video is an important medium for examining teacher practice. A number of teacher education programs across the country anchor coaching to video. Video recall offers the candidate an opportunity to reflect on their practice with coaches in ways that equalize the interpretation of teaching behavior.

A number of studies report the power of video in helping teachers see more clearly the connections between what they do and how their students respond. Plan on coaching your candidate at least once each week using video recall. Watch the video clip with your candidate and then, follow one of the coaching protocols that we have provided. As you build your relationship with your candidate, you'll be able to develop your own questions.

Keep records of your coaching conversations. At first, the conversations will probably be technical in nature, but as the teacher candidate progresses through the practicum, the coaching conversations should focus more on contextual factors and critical exploration of beliefs and assumptions in order to produce the outcome of transformational thinking and practice. The form in Appendix D can be used to keep a record of your coaching conversations.

Conclusion

The purpose of this guide is to ease your way into the important role of mentor teacher. This guide explains and describes the roles of the mentor teacher, the university supervisor, and the teacher candidate. It stresses the importance and critical components of effective teacher preparation programs. It describes the mentoring/coaching relationship that is critical to our mutual goal of preparing confident and competent teacher candidates. Additionally, this handbook defines the coaching framework you will use as a mentor teacher. The concept of ThirdSpace through partnership, trust and practice is explored and explained. A step-by-step process for coaching is also included, and question stems for coaching conversations are provided. This guide is designed to support you as you fulfill the very important place in the practicum experience.

Appendix A: High Leverage Practices (HLPs)

TeachingWorks (2015). *High-leverage practices*. Retrieved from <http://www.teachingworks.org/work-of-teaching/high-leverage-practices>

TeachingWorks strategy is to ensure that all teachers have the training necessary for responsible teaching. We focus on a core set of fundamental capabilities that we call "high-leverage practices." A "high-leverage practice" is an action or task central to teaching. Carried out skillfully, these practices increase the likelihood that teaching will be effective for students' learning. They are useful across a broad range of subject areas, grade levels, and teaching contexts, and are helpful in using and managing differences among pupils. The list here is a set of "best bets," warranted by research evidence, wisdom of practice, and logic. Over time, and in collaboration with our partners, TeachingWorks will improve the set of high-leverage practices by studying their effects on students' learning of basic and complex academic content and skills. The set of high-leverage practices is intended as a common framework for the practice of teaching that will provide the basis for a core curriculum for the professional training of teachers. Such a core curriculum would make possible collective development of materials and tools for training teachers, common assessments of performance, and agreement about standards for independent practice.

1. Making content explicit through explanation, modeling, representations, and examples

Making content explicit is essential to providing all students with access to fundamental ideas and practices in a given subject. Effective efforts to do this attend both to the integrity of the subject and to students' likely interpretations of it. They include strategically choosing and using representations and examples to build understanding and remediate misconceptions, using language carefully, highlighting core ideas while sidelining potentially distracting ones, and making one's own thinking visible while modeling and demonstrating.

2. Leading a whole-class discussion

In a whole-class discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting. In instructionally productive discussions, the teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions.

3. Eliciting and interpreting individual students' thinking

Teachers pose questions or tasks that provoke or allow students to share their thinking about specific academic content in order to evaluate student understanding, guide instructional decisions, and surface ideas that will benefit other students. To do this effectively, a teacher draws out a student's thinking through carefully chosen questions and tasks and considers and checks alternative interpretations of the student's ideas and methods.

4. Establishing norms and routines for classroom discourse central to the subject-matter domain

Each discipline has norms and routines that reflect the ways in which people in the field construct and share knowledge. These norms and routines vary across subjects but often include establishing hypotheses, providing evidence for claims, and showing one's thinking in detail. Teaching students what they are, why they are important, and how to use them is crucial to building understanding and capability in a given subject. Teachers may use explicit explanation, modeling, and repeated practice to do this.

5. Recognizing particular common patterns of student thinking in a subject-matter domain

Although there are important individual and cultural differences among students, there are also common patterns in the ways in which students think about and develop understanding and skill in relation to particular topics and problems. Teachers who are familiar with common patterns of student thinking and development and who are fluent in anticipating or identifying them are able to work more effectively and efficiently as they plan and implement instruction and evaluate student learning.

6. Identifying and implementing an instructional response to common patterns of student thinking

Specific instructional strategies are known to be effective in response to particular common patterns of student thinking. Teachers who are familiar with them can choose among them appropriately and use them to support, extend, or begin to change student thinking.

7. Teaching a lesson or segment of instruction

During a lesson or segment of instruction, the teacher sequences instructional opportunities toward specific learning goals and represents academic content in ways that connect to students' prior knowledge and extends their learning. In a skillfully enacted lesson, the teacher fosters student engagement, provides access to new material and opportunities for student practice, adapts instruction in response to what students do or say, and assesses what students know and can do as a result of instruction.

8. Implementing organizational routines, procedures, and strategies to support a learning environment

Teachers implement routine ways of carrying out classroom tasks in order to maximize the time available for learning and minimize disruptions and distractions. They organize time, space, materials, and students strategically and deliberately teach students how to complete tasks such as lining up at the door, passing out papers, and asking to participate in class discussion. This can include demonstrating and rehearsing routines and maintaining them consistently.

9. Setting up and managing small group work

Teachers use small group work when instructional goals call for in-depth interaction among students and in order to teach students to work collaboratively. To use groups effectively,

teachers choose tasks that require and foster collaborative work, issue clear directions that permit groups to work semi-independently, and implement mechanisms for holding students accountable for both collective and individual learning. They use their own time strategically, deliberately choosing which groups to work with, when, and on what.

10. Engaging in strategic relationship-building conversations with students

Teachers increase the likelihood that students will engage and persist in school when they establish positive, individual relationships with them. Brief, one-on-one conversations with students are a fundamental way of doing this, as they help teachers learn about students and demonstrate care and interest. They are most effective when teachers are strategic about when to have them and what to talk about and use what they learn to address academic and social needs.

11. Setting long- and short-term learning goals for students referenced to external benchmarks

Clear goals referenced to external standards help teachers ensure that all students learn expected content. Explicit goals help teachers to maintain coherent, purposeful, and equitable instruction over time. Setting effective goals involves analysis of student knowledge and skills in relation to established standards and careful efforts to establish and sequence interim benchmarks that will help ensure steady progress toward larger goals.

12. Appraising, choosing, and modifying tasks and texts for a specific learning goal

Teachers appraise and modify curriculum materials to determine their appropriateness for helping particular students work toward specific learning goals. This involves considering students' needs and assessing what questions and ideas particular materials will raise and the ways in which they are likely to challenge students. Teachers choose and modify material accordingly, sometimes deciding to use parts of a text or activity and not others, for example, or to combine material from more than one source.

13. Designing a sequence of lessons toward a specific learning goal

Carefully sequenced lessons help students develop deep understanding of content and sophisticated skills and practices. Teachers design and sequence lessons with an eye toward providing opportunities for student inquiry and discovery and include opportunities for students to practice and master foundational concepts and skills before moving on to more advanced ones. Effectively sequenced lessons maintain a coherent focus while keeping students engaged; they also help students achieve appreciation of what they have learned.

14. Selecting and using particular methods to check understanding and monitor student learning

Teachers use a variety of informal but deliberate methods to assess what students are learning during and between lessons. These frequent checks provide information about students' current level of competence and help the teacher adjust instruction during a single lesson or from one lesson to the next. They may include, for example, simple questioning, short performance tasks, or journal or notebook entries.

15. Composing, selecting, interpreting, and using information from methods of summative assessment

Effective summative assessments provide teachers with rich information about what students have learned and where they are struggling in relation to specific learning goals. In composing and selecting assessments, teachers consider validity, fairness, and efficiency. Effective summative assessments provide both students and teachers with useful information and help teachers evaluate and design further instruction. Teachers analyze the results of assessments carefully, looking for patterns that will guide efforts to assist specific students and inform future instruction.

16. Providing oral and written feedback to students on their work

Effective feedback helps focus students' attention on specific qualities of their work; it highlights areas needing improvement; and delineates ways to improve. Good feedback is specific, not overwhelming in scope, and focused on the academic task, and supports students' perceptions of their own capability. Giving skillful feedback requires the teacher to make strategic choices about the frequency, method, and content of feedback and to communicate in ways that are understandable by students.

17. Communicating about a student with a parent or guardian

Regular communication between teachers and parents/guardians supports student learning. Teachers communicate with parents to provide information about students' academic progress, behavior, or development; to seek information and help; and to request parental involvement in school. These communications may take place in person, in writing, or over the phone. Productive communications are attentive to considerations of language and culture and designed to support parents and guardians in fostering their child's success in and out of school.

18. Analyzing instruction for the purpose of improving it

Learning to teach is an ongoing process that requires regular analysis of instruction and its effectiveness. Teachers study their own teaching and that of their colleagues in order to improve their understanding of the complex interactions between teachers, students, and content and of the impact of particular instructional approaches. Analyzing instruction may take place individually or collectively and involves identifying salient features of the instruction and making reasoned hypotheses for how to improve.

19. Communicating with other professionals

Teachers routinely communicate with fellow teachers, administrators, and other professionals in order to plan teaching, discuss student needs, secure special services for students, and manage school policies. They do this orally, in meetings and presentations, and in writing, in letters, emails, newsletters, and other documents. Skillful communication is succinct, respectful, and focused on specific professional topics. It uses clear, accessible language, generally in standard English, and is attentive to its specific audience.

- See more at: <http://www.teachingworks.org/work-of-teaching/high-leverage-practices#sthash.Ozbs6UYR.dpuf>

Appendix B: The Qualities of the Mentor Teacher

The qualities of a mentor teacher that are required and valued by the School of Education (SOE) and Department of Special Education include a teacher who is:

- Dedicated to mentoring teacher candidates and partnering with the special education supervisor
- Holds a license in general education with endorsements in the specialty area in which the teacher candidate is seeking accreditation.
- Experienced with a minimum of three years of teaching experience within the specialty area while fully endorsed in that area
- Recognized by their administration and others in the field as being a highly qualified and skilled teacher
- Selected by their district and the University of Kansas, Department of Special Education to serve as a mentor teacher based on his or her exemplary teaching ability and qualities of an effective mentor
- Able to meld research with practice in his/her teaching
- Volunteering to be a teacher candidate mentor
- Skilled in mentoring, coaching and supervision

Appendix C: Roles and Responsibilities

	Mentor Teacher	Teacher Candidate	University Supervisor
First Week	<ul style="list-style-type: none"> • Meet with candidate daily • Introduce candidate to the school • Take Mentor Teacher Module or read Mentor Teacher Guide <ul style="list-style-type: none"> ○ Prepare for coaching • Attend Practicum Orientation • Share IEPs with candidate 	<ul style="list-style-type: none"> • Meet/learn about students • Explore the building • Meet administrators, faculty, staff • Read Faculty, Student Handbook • Take Teacher Candidate Module or read Teacher Candidate Guide <ul style="list-style-type: none"> ○ Prepare for coaching • Be familiar with district, school and university policies • Learn classroom routines • Read IEPs, learn about special student needs • Attend Practicum Orientation 	<ul style="list-style-type: none"> • Prior to practicum contact mentor and candidate • Provide materials/resources for mentor and candidate in preparation for the practicum • Organize, invite, carryout Practicum Orientation (webinar) • Check with mentor and candidate for questions about Edthema, if being used for observations.
Daily	<ul style="list-style-type: none"> • Engage in ongoing dialogue with candidate • Discuss video recordings or observations of lessons, specific assigned strategies • Daily systematic feedback • Observation of candidate • Assist candidate with contacts to help them engage in interviews for their assignments • Complete Two Week Evaluation Form (by link) • Complete Mid Practicum Evaluation form (by link) at the halfway point 	<ul style="list-style-type: none"> • Ongoing dialogue with your mentor teacher • Discussion of recordings, lessons, interactions, implementation of specific techniques and strategies • Observe mentor teacher interactions with students, staff • Be actively involved with students throughout the day • Plan completion of your practicum assignments • Create lesson plans in the manner in which your mentor teacher approves • Reflect upon your day's activities and analyze the successes or challenges you may have 	<ul style="list-style-type: none"> • Be available and responsive to mentor teacher and teacher candidate • Prepare for seminars • Establish and adjust observation schedule as needed • Grade incoming assignments
Plan Ahead	<ul style="list-style-type: none"> • Time set aside for development of lessons and units with candidate • Schedule formal lesson 	<ul style="list-style-type: none"> • Work with your mentor to determine a set time to plan, confer about lessons and units. 	<ul style="list-style-type: none"> • Plan and coordinate observations • Plan for seminars

	Mentor Teacher	Teacher Candidate	University Supervisor
	observations with University supervisor and candidate		
Early in Practica	<ul style="list-style-type: none"> • Explain behavior, grading, record keeping systems • Begin to ease candidate into assumption of teaching responsibilities • Determine responsibility of the candidate • Specify tasks/associated instructional responsibility • First week candidate begins instruction complete 1st Adapted Danielson Assessment <ul style="list-style-type: none"> ○ Link to the assessment will be emailed to you ○ Results will be emailed • Discuss findings of Danielson Assessment with candidate 	<ul style="list-style-type: none"> • Confer with mentor teacher to determine a plan for a gradual increase in responsibilities • Schedule, plan and prepare formal lesson plans for your first observation by University supervisor • Begin your assignments • Familiarize yourself with behavior management, grading and record keeping including data collection methods used in the classroom. • Join your mentor teacher in discussion of findings of the Danielson Assessment. <ul style="list-style-type: none"> ○ Results will be emailed to you and the mentor teacher 	<ul style="list-style-type: none"> • 1st visits should be scheduled and carried out at this time • Time to conference with the teacher candidate about lesson should be established • Ongoing grading and feedback to students begins • Periodic communication with mentor teacher • Send Danielson Assessment link to mentor teachers for the first evaluation • Send Danielson Assessment results to mentor teacher and candidate for discussion • Be involved with discussions about Assessment results
Coach	<ul style="list-style-type: none"> • Regularly scheduled coaching conversations with the candidate <ul style="list-style-type: none"> ○ Coaching sessions occur 2-3 times a week 	<ul style="list-style-type: none"> • Study and become familiar with the coaching model and process • Engage in regularly scheduled conversations with your mentor teacher as part of the coaching experience 	
Final Weeks	<ul style="list-style-type: none"> • Candidate is responsible for all or majority of planning, instruction, management, assessment • During the 8th-10th week of practicum complete 	<ul style="list-style-type: none"> • Coordinate with mentor and University supervisor to arrange for your 2nd and 3rd observations. • Arrange to have a video recording of your teaching completed 	<ul style="list-style-type: none"> • Final lesson observations are occurring during this time • During week 8 -10 link to the Adapted Danielson is sent to

	Mentor Teacher	Teacher Candidate	University Supervisor
	<p>2nd Adapted Danielson Assessment</p> <ul style="list-style-type: none"> • CAEP/NCATE Evaluation link will be emailed to you • Survey results compiled across all candidates, used as an accountability measure for program 		<p>mentors for final assessment</p> <ul style="list-style-type: none"> • Link to the CAEP/NCATE Evaluation Survey is sent week 8 to 10. • Final communications, wrap up with both mentor and candidate takes place • Grading completed after week 10 <p>Individual student conferences are scheduled after week 10</p>

Appendix E: Evaluation Forms

Two Week Checklist by Mentor Teacher

To be discussed with Teacher Candidate and University Supervisor

Practicum Student Name:

Cooperating Teacher:

Date:

1 = Needs Improvement 2 = Meets Expectations 3 = Exceptional N/O = Not Observed

Please circle

1. Professional attitude	1 2 3 N/O
2. Regular attendance	1 2 3 N/O
3. Punctuality with lesson plans and other assignments	1 2 3 N/O
4. Appropriately groomed and dressed	1 2 3 N/O
5. Appropriate interactions with teachers	1 2 3 N/O
6. Appropriate interactions with staff	1 2 3 N/O
7. Appropriate interactions with students	1 2 3 N/O
8. Appropriate interactions with parents	1 2 3 N/O
9. Demonstrates confidence and self-control	1 2 3 N/O
10. Communicates clearly with teachers and staff	1 2 3 N/O
11. Communicates clearly with students	1 2 3 N/O
12. Displays enthusiasm when interacting with students	1 2 3 N/O
13. Cooperative and open to suggestions	1 2 3 N/O
14. Follows school or district codes and policies	1 2 3 N/O
15. Takes initiative – does things without being told	1 2 3 N/O
16. Prepares appropriate lesson plans	1 2 3 N/O
17. Displays classroom organizational skills	1 2 3 N/O
18. Demonstrates classroom management skills	1 2 3 N/O
19. Delivers instructional content or interventions satisfactorily	1 2 3 N/O
20. Comes each day with plans and materials prepared & ready to teach.	1 2 3 N/O

Comment

Mid- Practicum Checklist

To be discussed with Teacher Candidate and University Supervisor

Student: _____ **Mentor Teacher:** _____ **Date:** _____

A copy should be returned to the University Supervisor

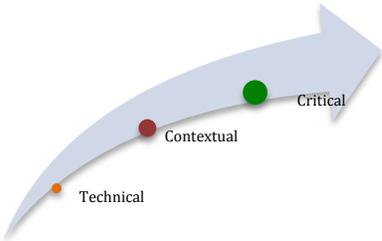
Scale: 1 = Needs Improvement 2 = Meets Expectations 3 = Exceptional N/O = Not Observed

Professionalism	
Professional attitude	1 2 3 N/O
Regular attendance	1 2 3 N/O
Is on time to school and each class throughout the day	1 2 3 N/O
Follow school districts codes and policies	1 2 3 N/O
Dresses professionally	1 2 3 N/O
Appropriate and positive interactions with teachers	1 2 3 N/O
Appropriate and positive interactions with staff	1 2 3 N/O
Appropriate and positive interactions with students	1 2 3 N/O
Appropriate and positive interactions with parents	1 2 3 N/O
Cooperate and works well with others	1 2 3 N/O
Demonstrates confidence and self-control	1 2 3 N/O
Communicates clearly with teachers and staff (listening, speaking and writing)	1 2 3 N/O
Open to suggestions and feedback	1 2 3 N/O
Shows initiative - does things without being told	1 2 3 N/O
Shows enthusiasm for student teaching	1 2 3 N/O
Shows readiness to help in various ways	1 2 3 N/O
Shows interest in pedagogy and professional growth	1 2 3 N/O
Student Involvement	
Communicates clearly with students	1 2 3 N/O
Displays enthusiasm when interacting with students (learning students names, observing student interest, needs, and developmental levels)	1 2 3 N/O
Volunteers to work with students on various learning activities	1 2 3 N/O
Demonstrates sensitivity to the needs of diverse learners	1 2 3 N/O
Shows willingness to assist in extracurricular activities projects and events	1 2 3 N/O
Demonstrates classroom management skills	1 2 3 N/O
Instruction	

Demonstrates a readiness to plan and teach subject/grade	1 2 3 N/O
Asks questions designed to help prepare him/her to teach	1 2 3 N/O
Is becoming familiar with the classroom routine and the systems within the classroom	1 2 3 N/O
Is becoming a member of the classroom	1 2 3 N/O
Works well with individual students or small groups	1 2 3 N/O
Reviews current lesson plans and other assignments	1 2 3 N/O
Plans ahead for future participation	1 2 3 N/O
Punctual in preparing appropriate lesson plans and other assignments	1 2 3 N/O
Lessons are developmentally appropriate and reflect the needs of learners, state standar and benchmarks	1 2 3 N/O
Materials are gathered and prepared prior to the delivery of the lesson	1 2 3 N/O
Demonstrates reflection in self-assessment activities	1 2 3 N/O
Follows cooperating teacher directions	1 2 3 N/O
Displays classroom organizational skills	1 2 3 N/O
Demonstrates classroom management skills	1 2 3 N/O
Delivers instructional content or interventions satisfactorily	1 2 3 N/O

Comments:and future plans:

Appendix E: Recording Form

<h1 style="font-size: 2em; margin: 0;">Coaching Conversation Record Form</h1>			
Mentor Teacher:	Teacher Candidate:	Date:	
Items Discussed	Status/Progress	Next Steps	
Hot Topic:			
Focus Topic:			
Prompts (Plan questions to lead dialogue):		Access Points (Circle one):	
		Technical:	
		Focus	Learn
		Target	Co-construct plan
		Monitor progress	Refine
		Contextual	
		Focus	Learn
		Target	Co-construct plan
		Monitor progress	Refine
		Critical	
		Focus	Learn
		Target	Co-construct plan
		Monitor progress	Refine

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