



Valdosta State University (VSU) Mentor Educator Guidelines

Information, Schedule, and Evaluations

Congratulations! You have been chosen as a mentor educator because you have shown excellence in your profession and have a desire and willingness to mentor a candidate! Mentoring is one-on-one, individualized support of a future or new educator that involves collaboration, inquiry and reflection. Your involvement this semester is vital to the development of our future educators.

All mentor educators must have at least 3 years of P-12 teaching experience in the field in which they are mentoring. Mentors are selected based on recommendations from their administration as well as meeting the criteria for selection¹. Strong supervisory experience and mentor training is preferred².

Research clearly indicates that the mentor educator has the most influence on the candidate during the clinical practice experience. Your role is demanding, but also rewarding, as you guide the candidate during the transition from student to professional educator. Much of what the candidate learns during this experience will be modeled after you, so it is important that you model effective instructional strategies and encourage the candidate to try them also. Hopefully, you will learn from the candidate as well!

Clinical practice is probably the most valuable part of a training program, and the guidance provided by mentor educators is invaluable. Please accept the appreciation of the faculty of the Dewar College of Education and Human Services for the outstanding job

include:

Providing access to the teacher/educator handbook or other documents which explain policies, rules, and regulations of the school or system.

Providing a work place for the candidate and any instructional materials and textbooks that will be needed by the candidate to plan his/her instructional activities.

Explaining the composition of the class(es) and calling attention to such factors as specific needs of students with exceptionalities as well as any other matters that are important for the candidate to know.

Discussing the lesson plan format to be used and establishing deadlines when lesson plans will be due to you for review. **Note: If plans are not submitted on time or if they are not of acceptable quality, the candidate**

performance of the candidate. The solo time may be longer if performance meets your expectations. After the solo period, you might wish to try team teaching together; or there may be a gradual shift of the teaching back to you full time. In any of these cases, the decision should be a collaborative one based on discussions with the candidate and VSU supervisor. The optimal experience for the candidate would be to have as much time alone with the students as possible. Of course, the discretion is left up to the mentor educator and the VSU supervisor.

Evaluation of the Teacher Candidate (For Communication Disorders please refer to your department handbook for specifics)

You will be providing feedback to the teacher candidate constantly as you work together and as the teacher candidate begins to assist you with various classroom activities. We suggest daily communication with your teacher candidate discussing strengths and weaknesses. **Honesty is the best policy!** Most of the feedback you provide to the teacher candidate will be informal, but you are expected to complete two formal formative evaluations culminating in a collaborative summative evaluation and share these results with the teacher candidate and the VSU supervisor. These evaluations are collected by VSU to provide information about the overall performance of our teacher candidates within and across departments. These evaluations will be completed online via the website Anthology Portfolio. The evaluation materials are located at the following website:

<http://www.valdosta.edu/coe/teached/formativesummative-evaluation-information.php>

Initial Formative Evaluation - This should occur as early in the semester as possible (a week or two) after the teacher candidate has started any teaching responsibilities. High expectations should be established during this initial formative evaluation to identify strengths as well as areas needing improvement. In fact, the scoring on this evaluation should be relatively low since the teacher candidate is just beginning. Two evaluations are submitted at this time: the Candidate Assessment on Performance Standards (CAPS)/Intern Keys assessment and the Professional Behaviors and Dispositions (PBDA) assessment. Please schedule a time to discuss your evaluation results with the teacher candidate; be sure to include in your discussion ways in which the teacher candidate can improve his/her performance. Solicit feedback from the VSU supervisor regarding his/her evaluations of the teacher candidate. **Please submit your initial formative evaluation online by the due date listed on the schedule.**

Mid-Point Check In - There will be a formal or informal evaluation completed at mid point during clinical practice facilitated by the VSU supervisor and determined by each program. Some programs and VSU supervisors may visit more than twice and use additional departmental evaluation forms during these observations to evaluate the teacher candidate. The VSU supervisor may also ask you to complete an additional CAPS or PBDA evaluation or collaborate with him/her on completing them. These efforts are all to ensure the teacher candidate will be a successful educator upon program completion.

Summative Evaluation - After consulting with you and the teacher candidate near the end of the clinical practice experience, the VSU supervisor will complete and submit the summative evaluation online. While these evaluations are submitted online, we realize that many more evaluations/observations do occur during the semester by the mentor educator, teacher candidate, and the VSU supervisor. Please share these with your teacher candidate and the VSU supervisor.

Overall Grade -- The clinical practice experience is graded as “satisfactory” or “unsatisfactory.” The VSU supervisor should solicit your input regarding the teacher candidate’s overall performance; however, the final grade for the teacher candidate is ultimately the responsibility of the VSU supervisor.

Evaluation of the VSU Supervisor and Clinical Practice

Near the end of the placement, you will be asked to complete an evaluation on the VSU supervisor who you worked with during the semester as well as the clinical practice experience. This information is important to help us improve the supervision process.

AFTER the placement is completed. Please complete this online form by the due date listed online. You will receive an email from Anthology Portfolio once the form opens near the end of the semester.

Survey for Program Improvement

Near the end of the placement, you will be able to complete an evaluation on the candidate's overall performance and readiness to solo teach. This information is important to help us improve preparation programs, and results of these evaluations are shared with program faculty only AFTER the placement is completed. Please complete this online form by the due date listed online. You will receive an email from