



TMATE
Tarleton Model for Accelerated Teacher Education
Mentor Guide
2018-2019

A mentor teacher is a trusted advisor who guides the professional development of another teacher.

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Mission Statement:

Encourage • Engage • Empower

Vision Statement:

TMATE will become the premier accelerated teacher certification program in Texas.

Goal:

Partner with school districts to develop Texas teachers that:

- Build relationships with students, parents, community and teammates;
- Provide instruction and classroom environments conducive to learning; and
- Collaborate using student data to ensure all students learn.

TMATE Calendar for Mentors 2018-2019

September 2018

TBA Mandatory Mentor Training

September - November 2018

Observation Period

30 ALL Materials for Fall Internship DUE

January – April 2019

Observation Period

April 2019

27 ALL Materials for Spring Internship DUE

APPEAL/COMPLAINT PROCEDURE:

Tarleton State University's TMATE program is committed to providing a collaborative educational environment that is conducive to the personal and professional development of each individual. To further that commitment, TMATE has developed procedures for students, employees, cooperating teachers, mentors and administrators to file complaints and/or appeals. In order to ensure issues are addressed in a timely manner, complaints and/or appeals must be made within one calendar month of the incident. Following are the procedures:

- 1.) The complainant will appeal directly in a face-to-face meeting with the TMATE Director. If the complainant is not satisfied with the outcome of the appeal to the TMATE Director, then
- 2) The complainant will appeal directly to the Department Head within 10 business days. The appeal to the Department Head must be in writing and a copy must be provided to the TMATE director. If the complainant is not satisfied with the outcome of the appeal to the Department Head, then
- 3) The complainant will appeal to the Dean of the College of Education within 10 business days. If the complainant is not satisfied with the outcome of the appeal to the Dean of the College of Education, then
- 4) The complainant will appeal to the Vice President of Academic Affairs within 10 business days.
- 5) If a resolution cannot be found, the complainant may file a complaint with the Texas Education Agency. It is important to note that not all complaints fall under the authority of TEA. TEA has jurisdiction to investigate allegations of noncompliance regarding specific laws and rules, generally related to state and federal requirements. Complaints may address educator preparation program requirements listed in Texas Administrative Code (TAC) §§ 227, 228, 229, ethics (TAC 247), fingerprinting (TAC §§227, 232) and certification (TAC §§230, 231, 232, 239, 241, 242). TEA staff and the SBEC do not have jurisdiction over complaints related to contractual arrangements with an Educator Preparation Program (EPP), commercial issues, obtaining a higher grade or credit for training, or seeking reinstatement to an EPP. The following link can be used to access TEA:

http://tea.texas.gov/index2.aspx?id=25769815940&ekfxmen_noscript=1&ekfxmense1=e9edebdf8_25769804222_25769804223

Dear TMATE Mentor Teacher:

You have been identified by your campus administrator as a master teacher with the skills to offer support and guidance to a beginning educator. I appreciate your willingness to serve as a mentor to a TMATE intern. As the mentor teacher, you will exercise a great deal of influence over the development of your intern's professional practices, values and attitudes.

As you remember from your first days as a teacher, the first weeks of school, including the teacher work days prior to the students reporting for class, are critical to the success of the new teacher. You can perform a valuable service by anticipating some of the needs of the intern and by taking actions to help the intern get off to a positive start.

TMATE mentors will receive mentor training at the beginning of the first semester whether fall or spring. At the conclusion of the training, you will receive a certificate indicating participation in 3 hours of "Mentoring the Beginning Teacher and Peer Coaching." In the first few weeks, mentors and their interns will collaborate to establish professional growth goals to guide the intern's development throughout their first year of teaching.

Mentors will receive stipends totaling \$600 in recognition of professional support and service to the TMATE intern. A \$300 stipend will be paid in December after the TMATE office receives all required mentor fall documentation (including mentor training), and the remaining \$300 will be paid in May once the required spring documentation has been received. This represents only a small token in return for the support and professional service you will have afforded.

Again, I appreciate your willingness to serve as a mentor to a TMATE intern and look forward to working with you during the coming year. If I can assist you in any way, please do not hesitate to contact me.

Sincerely,



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TMATE Mentor Job Descriptions

The primary task of the mentor is to serve as a facilitator of learning for the intern. The tendency of the intern will be to focus all of their attention on surviving the day-to-day demands of the classroom. The internship is designed to serve as a learning experience and as a means of furthering the professional development of the intern. The mentor teacher plays a central role in promoting the intern's professional development.

Specific responsibilities of the mentor teacher include the following:

1. To assist the intern in completing the **Checklist for the Start of School** form by the first day of school. A copy signed by both you and your intern is due each semester by the last week in November and the last week in April.
2. Participate in the TMATE Mentor Training related to the roles and responsibilities of the mentor teacher.
3. To conduct two observations of the intern in their classroom (one per semester); provide feedback and forward documentation of observations to the TMATE office each semester by the last week in November and the last week in April. Please provide your intern a copy of your observation. Conduct a follow-up conference after each observation to engage intern in reflective thought.
4. To serve as a professional model for the intern. Allow the intern to observe in your classroom once each semester. Demonstrate specific teaching techniques for the intern. Conduct a follow-up conference after each observation.
5. To serve as a source of information about school policies, procedures, norms, expectations and academic standards.
6. To be a listener for the intern; to provide feedback on both a formal and informal basis; to facilitate reflective thinking.
7. To assist the intern in goal setting, problem solving and self-evaluation in both the fall and spring semester. Use the **Action Plan & Action Plan Review** provided in the Intern Handbook.
8. To help prevent the feelings of isolation and despair commonly experienced by first year teachers; to provide support for the intern during stress points (opening of school; first report card; etc.)

TMATE Mentor Information

Appointment of the Mentor Teacher

The principal makes the appointment of the mentor teacher in accordance with criteria specified by TMATE.

Mentor Training

The primary task of the mentor is to serve as a facilitator of learning for the intern. **The mentor is not a supervisor, but a partner.** Only the mentor is in a position to provide the support on a regular basis required to make the internship a meaningful learning experience.

Mentor training will be provided during the first semester of the internship. Within the first two weeks of school, mentors need to collaborate with their respective interns to establish an Action Plan for professional development for the semester.

To access required online training:

- Go to the Edmodo site: <https://www.edmodo.com>
- Click “ I am a teacher”
- Fill in the “Tell us a little about yourself”: Enter your name, Choose “Join a group”
- Skip “Join your school community”
- Skip “Sharing ideas and resources just got easier”
- Select “Join a class”
- Enter six digit code assigned to your training: TMATE Mentor Training 7b9xf7
- You have now joined the group and will receive a confirmation email from Edmodo.

You will then participate in each module. Print and sign required documentation and return to the TMATE office.

Mentors participating in the training will receive a certificate verifying three hours of professional development for their personal portfolios.

Mentor Stipend

Mentors will be paid a stipend for the performance of responsibilities associated with the TMATE internship. Stipends will be paid according to the schedule below:

<u>Date</u>	<u>Amount</u>	<u>Responsibilities</u>
Late- December	\$300	Participate in mentor training; facilitate intern observations of the mentor; document observations of intern by the mentor; submit Fall Action Plan Review
Late May	\$300	Formulate and submit Spring Action Plan in January; facilitate intern observations of the mentor; document observations of intern by the mentor; submit Spring Action Plan Review; submit TMATE program evaluations

Please note that the responsibilities listed must be submitted to the TMATE office in order for the stipend to be paid. Dates for fall and spring observation periods are provided on the TMATE calendar.

TMATE Requirements during the Internship Year

The Intern must fulfill numerous requirements during the internship to meet certification and professional development goals. Documents that mentors are required to complete, sign, and/or submit in order for the intern to satisfy the requirements include:

- Development of a Fall and Spring Action Plan for Professional Growth;
- Intern Observations of the Mentor (2);
- Mentor Observations of the Intern (2);
- Fall and Spring Action Plan Review;
- Mentor Teacher Information Sheet;
- Program Evaluation Form;
- Checklist for the Start of School.

Professional Growth Goals

After the mentor teacher has completed the mentor training and during the first two weeks of school, interns need to meet with their mentor to identify the interns' personal and professional strengths and weaknesses. Mentors assist interns in the development of professional growth goals and identify actions needed to facilitate attainment of the goals. The goals and actions will be documented on the "Fall Action Plan for Professional Growth". A commitment is then made to evaluate progress in relation to each goal at the conclusion of the semester in a document entitled "Fall Action Plan Review". The "Fall Action Plan" is due the last day of November.

At the beginning of the spring semester, interns and mentors will again collaborate to establish a new set of professional growth goals to further extend the professional competencies of the intern. These goals will be recorded on the "Spring Action Plan for Professional Growth", and, once more, a commitment will be made to evaluate progress at the conclusion of the semester utilizing the "Spring Action Plan Review". The due date for the "Spring Action Plan" is due the last day of April.

***Documentation of both action plans must be on file in the TMATE office prior to mentor payment and the intern recommendation for standard teacher certification.

Required Observations during the Internship

TMATE interns and their mentors must complete observations of each other during at least one class period per semester.

The TMATE observations are due the last day of both November and April. **According to the State Board for Educator Certification Rules, observations are not to be completed during planning and preparation periods.** The State Board for Educator Certification Rules require the school district to make provisions for both the intern and mentor to be released from teaching duties on a regularly scheduled basis to allow for observations and conferences with each other. Release time must be granted outside the time normally devoted to the teacher's planning period.

Intern Observations of the Mentor

The TMATE intern is required to observe the mentor or another designated teacher within the scheduled observation periods provided on the TMATE calendar. The observations must be at least one class period, a minimum of 45 minutes and be documented on the appropriate TMATE forms. The observation forms must be returned to the TMATE office each semester by the last week in November and the last week in April. **Documentation of each observation is a prerequisite for certification and for payment of the mentor stipend.** Observation forms are provided in the TMATE Intern Handbook. Interns must keep a copy for their files before submitting the observation.

Interns are required to draw on their professional growth goals to develop a focus for each observation. A conference with the mentor must be conducted prior to and following the observation.

Mentor Observations of the Intern

The mentor is also required to observe the intern twice (2) times (one time in Fall and one time in Spring) within scheduled observation periods provided on the TMATE calendar. The observations must be at least one class, a minimum of 45 minutes period and be documented on the appropriate TMATE forms. The written observation must be returned to the TMATE office each semester by the last week in November and the last week in April. **Documentation of each observation is a prerequisite for certification and for payment of the mentor stipend.** The required TMATE forms are available in this handbook.

Mentors are to conduct a conference with the intern prior to and following the observation. Feedback should be provided to the intern about their performance in reference to the specific lesson observed and in relation to the intern's professional growth goals. Mentors should provide a copy of their observation to the intern, keep a copy for their files, and forward the **original** to the TMATE office.

Discussion of Forms to be completed during the Internship

In order to meet all certification requirements, numerous forms must be completed by the intern, mentor, TMATE university field supervisor and principal during the internship. The TMATE calendar provides the due dates for all materials.

*****All documentation requirements must be met before interns can be recommended for certification. Receipt of all mentor forms is also a prerequisite for the mentor receiving the TMATE stipend.**

Checklist for the Start of School

Due by the first day of school

Directions to Interns: Seek the support of your mentor in preparing for the start of school. Complete as many as possible of the following items to prepare for the first days. **Sign at the end of the checklist** to document your readiness for the start of school/semester.

Directions to Mentors: Help your intern prepare for the start of school. Interns must accomplish a great deal in a short span of time. Add tasks to the checklist that are unique to your school. **Sign at the end of the checklist** to document your intern's readiness for the start of school.

- _____ 1. Arrange your room.
- _____ 2. Post bulletin boards, poster and wall decorations:
 - Welcome
 - School Spirit and Positive Expectations
- _____ 3. Post a calendar for the first six weeks displaying holidays and:
 - Due dates for Progress Reports and Report Cards.
 - Last date for work to count for six-weeks grades.
- _____ 4. Post rules and possibly consequences.
- _____ 5. Develop a plan for introducing rules and consequences.
- _____ 6. Develop plans for teaching classroom procedures:
 - _____ a. Beginning the class (first five minutes)
 - _____ b. Quieting the class
 - _____ c. Heading on paper
 - _____ d. Signaling the teacher for help
 - _____ e. Continue working while waiting for help
 - _____ f. Obtaining and submitting make-up work
 - _____ g. End of class dismissal
- _____ 7. Develop a plan for introducing yourself to your students.
- _____ 8. Develop a plan for getting to know your students.
- _____ 9. Develop a brief, introductory lesson:

- _____ a. Objective
- _____ b. Student learning activity
- _____ c. Evaluation, grade

- _____ 10. Dress for success on the first day of school.
- _____ 11. Obtain textbooks.
- _____ 12. Prepare seating charts.
- _____ 13. Set up and maintain your grade book in accordance with district policy.
- _____ 14. Other

- _____ 15. Other

- _____ 16. Other

Mentor Signature _____

Date _____

Intern Signature _____

Date _____

Completing the Checklist Will Help You Establish a Foundation for Success.

MENTOR TEACHER INFORMATION

Please complete and return to the TMATE Office

Appointed for: _____
(NAME OF INTERN)

Mentor Name: _____
(MS. MRS. MR.)

Campus: _____
(NAME OF SCHOOL / NAME OF ISD)

(ACTUAL CAMPUS ADDRESS)

Campus Ph. #: _____

Campus Fax #: _____

Mentor Email: _____

Mentor Home Address: _____

Home Phone: _____

List All Certifications Held: _____

Subjects Taught: _____

Grade Level(s): _____

Conference Times: _____

Room Number: _____

Years Experience: _____

Date Appointed as Mentor: _____

PLEASE REMEMBER TO SUBMIT A W9 FORM TO THE TMATE OFFICE IN ORDER TO RECEIVE YOUR MENTOR STIPEND.

Mentor Observation of the Intern Teacher

(Completed by the Mentor)

Fall

Spring

(Circle Semester)

Discuss with your intern and give intern a copy.
Return to the TMATE Office within five (5) working days of observation

Mentor Teacher _____ Date _____

Intern Observed _____ Start Time _____ End Time _____

Brief description of the activity observed:

Strong points of the lesson (list at least two):

Suggestion(s) for improvement:

Was it obvious that the lesson was well planned?	Yes	No	N/A
Was class time used efficiently and effectively?	Yes	No	N/A
Were disciplinary problems handled appropriately?	Yes	No	N/A
Was the lesson goal (objective) clear?	Yes	No	N/A

Comments:

Mentor Signature

Intern Signature

TMATE
Mentor Evaluation of the Intern in Relation to TMATE Program Goals
(Evaluation Remains Confidential)

(Turned in to the TMATE Office at the end of the program)

The statements below reflect the goals of the TMATE program.

Intern _____ Date _____

Your judgment will help us evaluate the effectiveness of the program. Please evaluate the intern in accordance with your district's norms and expectations by circling the number that best describes the intern's performance in the areas listed below.

-
- 1 = Unacceptable performance
 - 2 = Less than satisfactory performance
 - 3 = Good performance
 - 4 = Excellent performance
-

- | | | | | |
|--|---|---|---|---|
| 1. Has a strong working knowledge of subject matter and effectively communicates subject matter to students | 1 | 2 | 3 | 4 |
| 2. Utilizes a variety of teaching strategies (including cooperative learning and teaching for critical thinking) | 1 | 2 | 3 | 4 |
| 3. Actively engages students in the learning process | 1 | 2 | 3 | 4 |
| 4. Maintains a cooperative and positive learning environment | 1 | 2 | 3 | 4 |
| 5. Recognizes the cultural diversity of learners and utilizes cultural differences to enrich learning | 1 | 2 | 3 | 4 |
| 6. Modifies instruction according to the unique needs of special student populations | 1 | 2 | 3 | 4 |
| 7. Uses assessment to evaluate student achievement and to guide instruction | 1 | 2 | 3 | 4 |
| 8. Utilizes instructional technology and media to enhance instruction | 1 | 2 | 3 | 4 |
| 9. Communicates effectively with parents. | 1 | 2 | 3 | 4 |
| 10. Makes a positive impact on student achievement | 1 | 2 | 3 | 4 |

Please feel free to provide any additional comments (use the back if necessary):

Signature _____

Please return to the TMATE office by the due date indicated on the TMATE calendar.