



**Luttrill & Pearl Payne
School of Education**

**Mentor Teacher & Supervisor
2023-2024 Handbook**

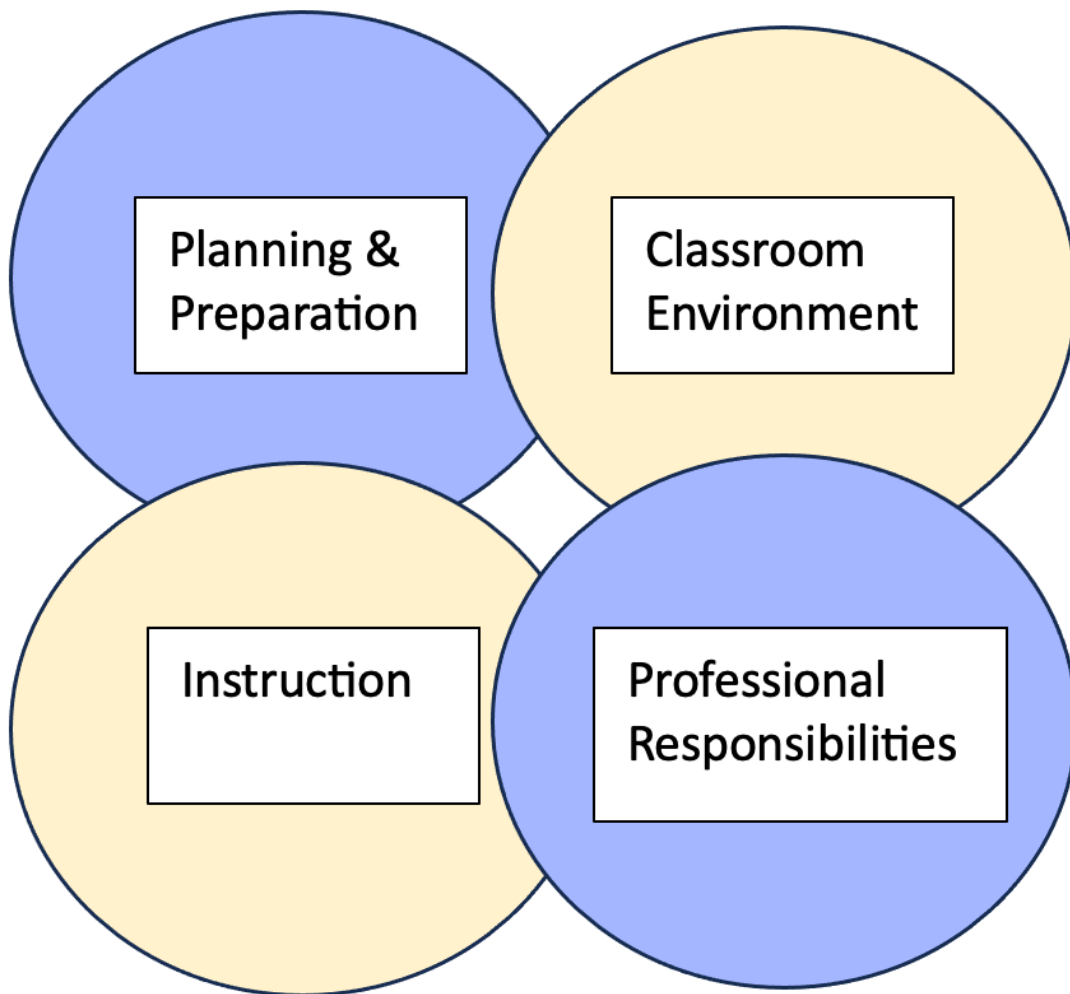


Table of Contents

<i>Mission Statements</i>	3
<i>Matrix of Responsibilities</i>	4
<i>Roles and Responsibilities</i>	6
Mentor Teachers.....	6
University Supervisors	7
<i>Partnership Agreement</i>	8
<i>Teacher Resident Placement and Attendance</i>	9
Length of the Student Teaching Day.....	9
OPE Meetings (Residency 1 and 2).....	9
Teaching Hours	9
<i>POP Cycle Observation Overview</i>	10
<i>POP Cycle Informal Observation Overview</i>	12
<i>Substitute Policy and Agreement Form</i>	13
<i>Appendix A: Partnership Agreement</i>	14
<i>Appendix B: Clinical Activities Cheat Sheet</i>	16
<i>Appendix C: Emergency Contact Form</i>	19
<i>Appendix D: Consent to Use Image(s) and Recordings</i>	20

Mission Statements

The Lutrill & Pearl Payne School of Education's mission is:

- To offer courses and educational experiences to prepare undergraduate students to assume positions as teachers.
- To offer courses, educational experiences, and guidance in preparing graduate students to assume instructional, counseling, supervisory, administrative, research and support positions in a range of educational environments (P-20).
- To engage in and disseminate research and scholarship to improve instructional processes and outcomes.

The Office of Professional Experiences' mission is:

- To ensure high quality clinical experiences that prepare candidates to assume positions as educators for all Louisiana communities.
- To develop, promote, and sustain partnerships to improve candidate preparation.
- To collect, analyze, and disseminate data for the purposes of continuous program improvement.

(Approved by the Teacher Education Council - 6.14.18)

Matrix of Responsibilities

Responsibility	Mentor	University Supervisor
Lesson Plans		
Monitor very closely the daily lesson plans, content, and activities	Mentor	
Provide feedback on written lessons to candidates (after early submission)	Mentor	
Review lessons after revisions have been made before teaching occurs	Mentor	
Provides general information about lesson plan development	Mentor	University Supervisor
Judge lesson planning ability	Mentor	University Supervisor
Residency Assignments		
Provide feedback and guidance in the developing Professional Growth Plan	Mentor	Supervisor
Provide feedback and guidance in the developing Student Learning Targets (EOY)	Mentor	
Unit Plan (If Applicable)		
Closely monitor the lessons in the unit	Mentor	
Oversee the implementation of the unit	Mentor	
Guidance in developing the unit plan as Required by LSU		University Supervisor
Punctuality and Attendance		
Document punctuality and absences	Mentor	
Monitor punctuality and absences		Supervisor
Hours		
Monitor hours to judge progress toward meeting hourly and full day requirements	Mentor	Supervisor
Sign off on hours weekly	Mentor	
Teaching and Feedback		
Two full formal POP Cycles: preconference, lesson observations, post-conferences, dispositions, and written feedback (see POP Cycle documents) each semester.	Mentor	Supervisor
One informal observation each semester		Supervisor
Model effective lesson development and teaching	Mentor	
Daily observations of candidate's teaching	Mentor	
Daily oral feedback given to the candidate	Mentor	
Outside Observations (If applicable)		
Assist the students in setting up outside observations	Mentor	Supervisor
Allow candidates release time to complete outside	Mentor	
Assess written observation reports		Supervisor
Assessment		
Assess candidate's lesson plans	Mentor	

Assess the unit plan	Mentor	Supervisor
Monitor the completion of and assess the depth of reflective writings		Supervisor
Complete candidate's mid-semester and final evaluation (Content Evaluation Rubric) (If applicable)	Mentor	Supervisor
Cohort Meetings		
Create syllabus with cohort meeting dates and topics (Appendix syllabus example)		Supervisor
Establish a time and location for the cohort meetings		Supervisor
Set the cohort agenda, including topics for discussion and readings		Supervisor
Share with university supervisor recommended topics of discussion for cohort meetings	Mentor	
Release the candidate to attend cohort meetings	Mentor	
Collaboration and Communication		
Discuss the progress and concerns of the candidate throughout the residency	Mentor	Supervisor

Roles and Responsibilities

Mentor Teachers

Outstanding teachers, who meet the state criteria for hosting Teacher Residents, are recommended to the Office of Professional Experiences by school administrators. Teachers who are currently hosting candidates, members of professional organizations, professors who work with teachers through grants and field experiences, and school district personnel often serve as sources of leads for potential Mentor Teachers.

Selection Criteria

According to the Louisiana Bulletin 996 Policy Statement, beginning September 1, 2020, the teacher of record shall be required to hold a provisional Mentor Teacher ancillary certificate or a Mentor Teacher certificate in accordance with LAC 28:CXXXI (Bulletin 746). The mentorship must include intensive supports, including co-teaching, collaborative planning, and observation and feedback sessions.

Responsibilities of the Mentor Teacher

- to ensure the safety and welfare of pupils. Teacher Residents are not allowed to be in the classroom without their Mentor Teacher
- to ensure that pupils receive effective instruction
- to inform the Teacher Resident(s) of all parish and school policies regarding classroom management and discipline
- to mentor and supervise the Teacher Resident in collaboration with the University Supervisor/Clinical Faculty
- to collaborate with the Teacher Resident in planning, and teaching, and share classroom materials with the Resident Teacher when appropriate
- to guide and support the Teacher Residents in gradually assuming teaching responsibilities, from a preliminary period of observation and participation, to full time teaching for a minimum of 15 days
- to review, provide feedback/recommendations and approve all lesson plans prior to teaching (Teacher Residents should not be allowed to teach until lesson plans have been approved.)
- to observe the candidate's teaching and provide ongoing feedback (written and oral) to the candidate and the university supervisor/clinical (written feedback varies by program)
- to provide regular updates to the University Supervisor/Clinical Faculty regarding the progress and/or concerns about growth and development of Teacher Resident(s) *with particular regard to areas requiring immediate attention, such as punctuality, attendance, preparedness, lack of ability, etc.*

- to collaborate with the University Supervisor/Clinical Faculty in evaluation processes (both informal and formal) per program requirements
- to document the candidate's punctuality and attendance and report the information to the University Supervisor/Clinical Faculty in a timely manner
- to contact the University Supervisor/Clinical Faculty and/or the Office of Professional Experiences if problems arise

University Supervisors

University Supervisors members are accomplished professionals in their area of certification and are trained to use the SOE Resident Teacher assessment tools and in mentoring teachers and Resident Teachers. Their knowledge, teaching experience, and expertise benefits candidates through feedback during observations and during Reflective Practice cohort seminars. In addition to serving as the guide and facilitator of discussions for cohort seminars, University Supervisors support candidates by conferring with the Mentor Teacher in assessing a Resident Teacher's needs and abilities.

Responsibilities of the LSU University Supervisor/Clinical Faculty

- Act as a liaison between the participating school and the School of Education, conferring with the Mentor Teacher and school administrators throughout the practicum, as well as when requested by the Teacher Resident, the Mentor Teacher, principal, or other school personnel
- Collect and submit feedback from the Mentor Teacher to the Office of Professional Experiences
- Collaborate with Mentor Teacher on POP Cycle formal evaluations of the Teacher Resident's performance
- Conduct formal observations of Resident Teacher and provide written feedback to Teacher Resident, Mentor Teacher and Office of Professional Experiences
- Confer with Resident Teacher following each classroom observation
- Collaborate with the Mentor Teacher in identifying areas of improvement for candidates in danger of failing the practicum
- Organize and facilitate the cohort seminars for the Teacher Residents

Partnership Agreement

Establishing a trusting relationship is vital for the mentor-mentee relationship. Together the mentor and novice teacher experience collaborative professional learning through their ongoing reflection, dialogue, engagement in the feedback process, and willingness to inquire about one another's practice.

You and your Mentor Teacher need to establish a Partnership Agreement. The Partnership documents come from the Louisiana Department of Education Mentor Training. These can be found on the Teacher Resident's LSU Moodle pages. These documents will help guide the conversation and craft the Partnership Agreement. Once it has been completed and signed by the Mentor and Teacher Resident, please submit the agreement to Moodle.

Teacher Resident Placement and Attendance

Teacher Residents begin their residency the first day of residency site's official school system calendar (**not LSU**). It is important that you make prior arrangements to meet this requirement. Please note that the first day may vary by school system; you will need to refer to the school system calendar that is attached to the placement email. However, you must contact your Mentor Teacher to confirm the teacher in-service dates prior to the beginning of school. Teacher Residents must secure housing and transportation prior to the public-school year beginning.

Length of the Student Teaching Day

The public-school calendars and the LSU calendar will guide the student teaching practicum schedule. Teacher Residents will follow the P-12 school holiday schedule rather than the LSU holiday schedule. The Resident is expected to follow the arrival-departure schedule required of the school faculty in the school where they are placed, as well as participating in before and after-school planning sessions as required of their Mentor Teacher. Residents are expected to participate in as many professional activities at the school site as possible, including faculty meetings, workshops, and conferences. With the mutual consent of the faculty team, the resident should also participate in extracurricular activities.

Because of the length and demands of the day, the resident should limit non-school related work during the semester. Employment must not interfere with the practicum in any way including planning sessions, cohort and faculty meetings, and seminars.

OPE Meetings (Residency 1 and 2)

Every Teacher Resident must attend all OPE meetings throughout the residency (semester 1 and 2). Each meeting will review residency requirements and provide unique professional development experiences. These professional development opportunities are tailored to support the residency experiences. These gatherings are also intended to provide information to satisfy state mandated in-service requirements and to provide residents the opportunity to reflect upon the practicum experience by dialoguing with university faculty, guest speakers, and peers.

Teaching Hours

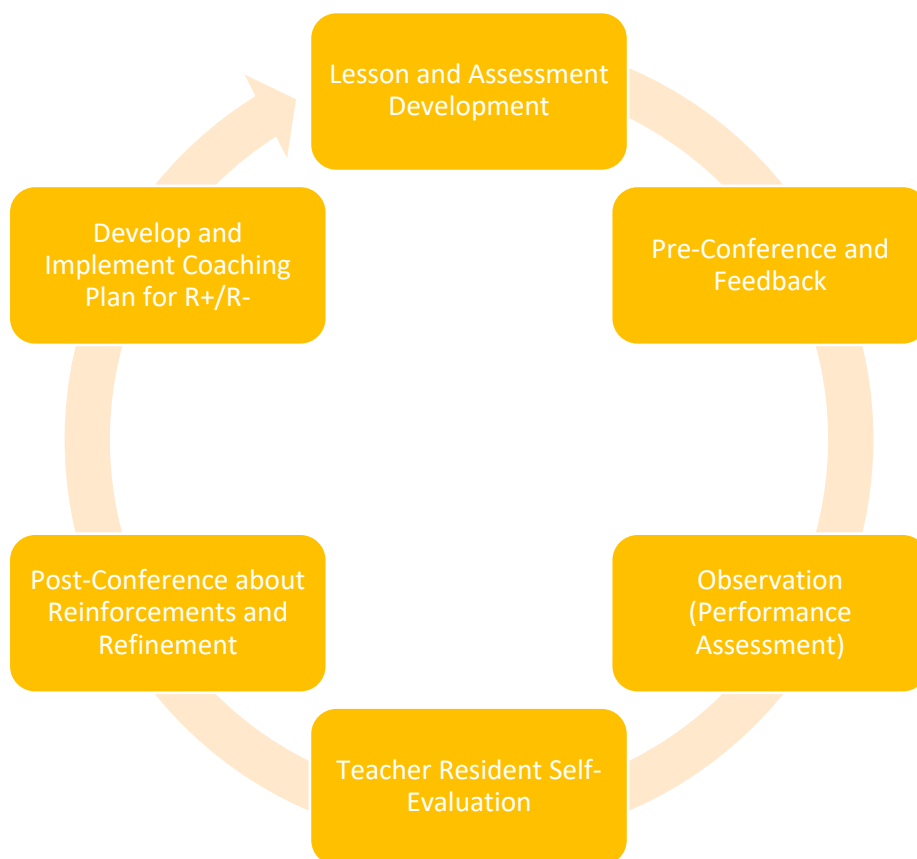
The Teacher Resident must submit their log of hours each week. The Qualtrics survey divides residency activities into observation, participation, and teaching. Be sure to review the Teaching Cheat sheet (Appendix A) to understand what qualifies as teaching. The Teacher Resident must follow their Program's Teacher Residency Agreement where it states how many teaching hours must be earned for each residency and the days of the week they must be at their placement.

POP Cycle Observation Overview

The POP Cycle for Resident Assessment and Coaching

This is a brief overview of the Pre-Conference, Observation, Post-Conference (POP) Cycle. It is completed by the resident, school-based Mentor Teacher, and the LSU University Supervisor. The University Supervisor will use the **POP Cycle Scoring Guide** (see **POP Cycle Scoring Guide**) to evaluate the Teacher Resident two times a semester (see *Student Teacher Calendar* for dates). The POP Cycle begins with a pre-conference with the Supervisor, Mentor, and Teacher Resident. The Performance Assessment observation then occurs. During this time, the Supervisor and Mentor both observe, script, and complete the Performance Assessment Observation Rubric separately (see *POP Cycle Scoring Guide -3* for the rubric). Then, the Supervisor and Mentor come together to consult and determine singular scores per criterion and determine the areas for refinement (R+) and reinforcement (R-) with supporting feedback. The Teacher Resident will also complete a self-assessment using a recording of the lesson that will be referenced at the post-conference. The POP Cycle documents will be sent to you as a separate attachment.

The POP Cycle for Teacher Resident Development



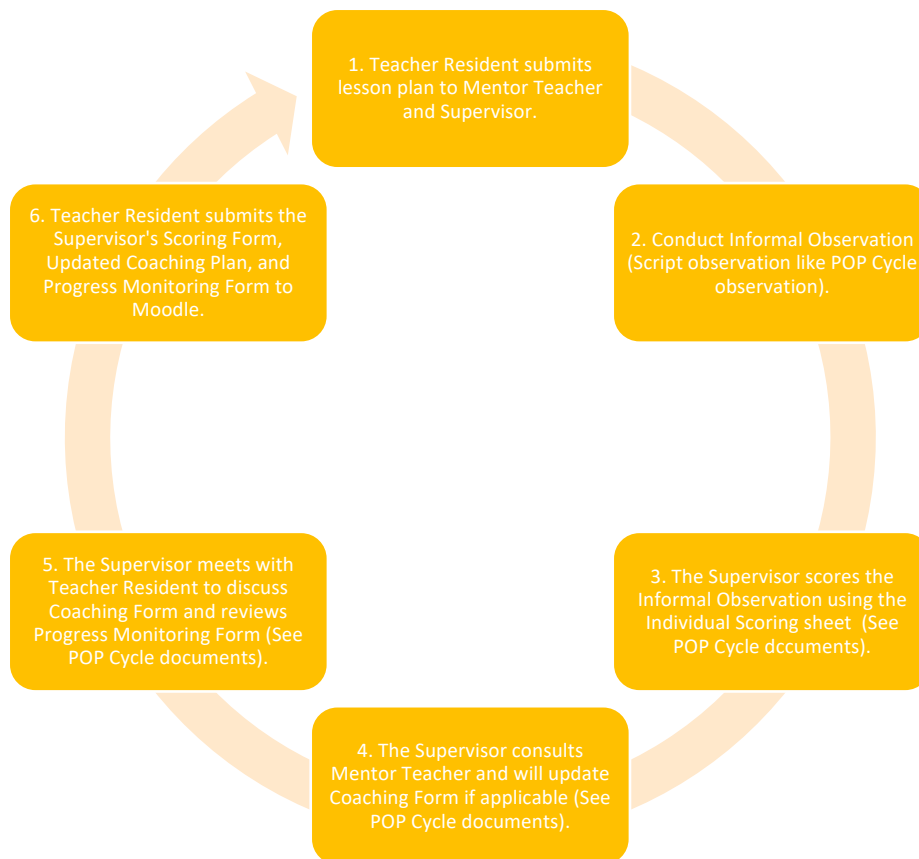
Using the self-assessment, the Teacher Resident initiates the post-conference discussion by sharing her/his self-assessed areas for reinforcement (R+) and refinement (R-). If the R+ and R- are not aligned to the domain criteria selected by the Supervisor and Mentor, then a discussion will be necessary to reconcile differences (See ***POP Cycle Reconciled Scoring Form***). If the R+ and R- are the same as the Supervisor and Mentor, the post-conference can proceed to developing the coaching plan (See ***POP Cycle Coaching Plan Form***) in which the Mentor provides specific actionable feedback and sets goals with the Teacher Resident. The resident turns in a ***POP Cycle Progress Monitoring*** form in prior to the next preconference observation meeting. The Mentor and University Supervisor will discuss the progress the resident has made on their previous coaching points.

POP Cycle Informal Observation Overview

Between the 2 formal observations, the University Supervisor will complete an informal observation to monitor your progress and update the coaching form from the first formal observation. The purpose of an informal observation is to give teacher residents the opportunity to demonstrate their teaching skills and receive feedback in a low-stakes environment prior to the more formal POP Cycle observation. During an informal observation, the supervisor is the primary coach and provides feedback and support throughout the process.

During the informal observation, the supervisor will be looking for evidence that the Teacher Resident is able to plan, implement, and reflect on their lesson. The focus of the informal observation will be on the Teacher Resident's ability to demonstrate their understanding of the content area and their ability to engage students in learning.

At the end of the informal observation, the supervisor will consult with the Mentor Teacher for any updates or feedback. The supervisor will meet with the Teacher Resident to discuss the observation, review the Progress Monitoring form, and update the Coaching Plan (if necessary).



Substitute Policy and Agreement Form

Louisiana State University (LSU) Teacher Residents will be permitted to act as substitute teachers during their yearlong residency experience under the Office of Professional Experiences (OPE) conditions outlined below. Substitute Teaching is NOT a program requirement for LSU's year-long experience and do not reflect poorly on the student if they do not participate.

The Teacher Resident...

1. Must complete and sign the LSU Substitute Teaching Authorization Form prior to starting their year-long residency experience and submitted via email to the OPE at ope@lsu.edu. If a Teacher Resident wishes to adjust selections indicated on the Substitute Teaching Authorization Form, the OPE and Coordinator must be notified via email for approval.
2. Must complete all district-based/system-based requirements in order to substitute at the residency site (i.e. application, fingerprinting, background check, W-9, etc.). Teacher Residents should follow the payment guidelines outlined by the employing district/system and confirm all policies with the school system's Human Resource Department.
3. Teacher Residents are permitted to substitute in the Mentor Teacher's classroom or another classroom at the residency school site.
4. Teacher Residents who are in the classroom 60%/80%/100% of the semester are allowed to substitute up to 5 days per semester (If you are in the classroom less than 60%, you will not be allowed to substitute). Teacher Residents must not exceed 10 substitute teaching days for the entire yearlong experience.
5. Must complete the Substitute Teaching Verification indicating that they are serving as a substitute teacher.
6. The Teacher Resident must ensure that the Informal and POP observation lessons do not conflict with a substitute teaching day.

Appendix A: Partnership Agreement



Sample Questions to Guide a Partnership Agreement Conversation

- What do you want to accomplish in our work together?
- What services and support can I provide that will help you accomplish this goal?
- What are our expectations for each other?
- What roles and responsibilities will each of us take?
- What is the best way for us to communicate?
- What technology will we use to communicate?
- When are we generally available or not available to each other?
- When and how often will we meet together?
- How long do we expect our meetings will last?
- Where will we meet?
- When will we work together with students?
- How will we work together with students?
- How long do we expect those classroom experiences will last?
- How will we follow-up on agreements with each other?
- What resources will we need that will be helpful in our work?
- Who will bring those resources?
- What instructional and/or curricula materials will we be using with students?
- How will we ensure we both have access to those materials?
- What student work and data do we want to use to know if we are successful?
- How will we look at student work and data?
- What do you want me to know about your preferences for our work together?
- Do we want to build get-to-know-you activities into our work?
- How will we keep our work together confidential?
- What else do you want to get clarity on?

Partnership Agreement Conversation

Mentor Name	
Mentee Name	
Date	

Questions to Discuss	Notes

Appendix B: Clinical Activities Cheat Sheet

Clinical Activities	Description	Notes
Observing	<p>Observing or an Observation is defined as watching and recording impressions of teaching methods/practices used in an educational setting involving a teaching-learning situation.</p>	<p>Observations are typically during the beginning of the first semester.</p> <p>Examples include: Observing your Mentor Teacher conduct a lesson Watching the Instructional Specialist model instructional techniques or exemplar lessons</p>
Participation	<p>Participation is defined as the performance of any phase of a teacher’s responsibilities EXCEPT direct teaching.</p>	<p>Typically, Teacher Residents participate in lessons soon after the first few days of the semester and continue throughout in addition to teaching. The number of participation hours in a day cannot exceed the number of hours Teacher Residents are in the school building or a cohort setting.</p> <p>Stop and ask yourself, “Am I teaching the concept or topic or did the teacher do that and I am now going to help the student?” If your answer is HELP THE STUDENT, then this is participation—NOT TEACHING. If you go straight to the independent practice—activity, worksheet, assignment, etc...—then you haven’t taught anything.</p> <p>Examples include: Assisting the teacher by helping students during independent practice Facilitating a group of students in a discussion Helping individual students on projects or computer-based work Planning with the teacher or others, Attending professional meetings (cohort and seminar), and attendance at conferences should be delineated as participation. Watching the Instructional Specialist model instructional techniques or exemplar lessons</p>

		<p>Any administration of an assessment needs to be categorized as so that we can document how many hours you have experienced with proctoring assessments and/or exams. This can be whole-class, small group, or individual. You must log this on the Administration of Assessments form.</p>
--	--	---

<p>Teaching</p>	<p>Teaching “Teaching” is defined as when residents are directly responsible for instruction. The expectation is that when one is “teaching” he or she has and follows a lesson plan created by the Teacher Resident or the Mentor. Although the ultimate goal is for each resident to assume full responsibility for classroom instruction</p>	<p>Different approaches the resident could employ to count “teaching” hours follow. Whole class instruction Small group instruction Individual instruction or tutoring (paid after-school tutoring CANNOT be included in the teaching log) Team teaching with the mentor teacher and/or a peer Situations in which the resident is directly responsible for leading/guiding/ facilitating students during independent practice, individual projects, or computer-based work Guiding and facilitating students during independent practice, individual projects, or computer-based work Using the Mentor Teacher’s plans to teach an individual or small group (beginning of semester only. Teacher Residents are expected to plan their own lessons) Working with individual students from the assigned class Transitioning from one activity or area to another</p>
-----------------	---	--

	<p>(planning, instructing, disciplining, and evaluating), teaching is not restricted solely to a full-class setting. A variety of approaches to teaching will only allow the resident to assume full responsibility and enrich the practicum experience. All instances of "teaching" must be assigned or requested by the mentor teacher.</p>	<p>Working with students at recess time Planning and teaching lessons to the whole class or small groups Managing centers/stations</p>
--	---	--

Appendix C: Emergency Contact Form

Teacher Resident name _____

Program _____

University supervisor _____

School _____

Classroom teacher _____

Teacher Resident physical address _____

Email _____

Local Phone _____ **Cell Phone** _____

Who should the college contact in case of emergency?

Emergency Contact (Local)

Name _____ **Email** _____ **Phone** _____

Emergency contact (Local)

Name _____ **Email** _____ **Phone** _____

Should a hurricane come into the placement area, what will be your plan of action? Will you remain in the area or will you be leaving the placement area?

Names and contact information of people with whom you are likely to relocate.

Name _____ *Relation* _____ *phone* _____

Name _____ *Relation* _____ *phone* _____

Appendix D: Consent to Use Image(s) and Recordings



School of Education

CONSENT TO USE IMAGE(S) AND RECORDINGS

I (parent/legal guardian's first and last name) _____ authorize the Louisiana State University Teacher Candidate to photograph and conduct audio/video recordings of my child, (child's first and last name) _____, for use in educational portfolios, materials, and assignments related to coursework required by the teacher preparation program.

By signing this document, I consent to the use of these images, audio, and video in a manner consistent with the above reasons. I understand the use of these images, audio, and video will be for educational purposes only.

Child in Photograph(s) and/or Recordings
(Printed Name)

Parent/Legal Guardian of Child
(Printed Name)

Parent/Legal Guardian of Child
(Signature)

Date of Signature

*If you have any concerns or questions related to the use of any image(s) and/or recordings, please reach out to OPE@lsu.edu