



SOUTHWESTERN
AN OREGON COMMUNITY COLLEGE

Childhood Education & Family Studies

Field Experience/Practicum

FORMS FOR MENTOR TEACHERS

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Forms also available on our website:

<http://www.socc.edu/childhood>





Field Experience

Application for Placement Form

Childhood Education and Family Studies Program

Student Teacher's Name: _____

Telephone: (____) _____ Email Address: _____

If you are not completing your hours at Educare in Coos Bay, you must:

1. Obtain permission from your Field Experience Course Instructor by completing and submitting this completed form.
2. Submit the Mentor Teacher Letter (completed by the mentor teacher) to your instructor.
3. Submit the Field Experience Application for Placement Form (completed by both the participant and the mentor teacher).

Site Information for Field Placement

Name of Site: _____

Name of Potential Mentor Teacher at Site: _____

Address of Site: _____

Telephone for mentor teacher: (____) _____

Email Address for mentor teacher: _____

Signed _____ Date: _____

Student Participant

Mentor Teacher (date)

Course Instructor (date)

Welcome Letter for Mentor Teacher

Dear Colleague,

Thank you for taking the opportunity to consider placement as a mentor teacher and placement site for one of our Childhood Education & Family Studies field experience teacher candidates.

Southwestern Oregon Community College (SWOCC) Childhood Education & Family Studies (CE FS) certificate and degree programs require the successful completion of field experience (practicum) courses to ensure that teacher candidates have the skills required to be effective and professional early childhood practitioners in the field.

All distance field experience teacher candidates must be listed on the Criminal History Registry as required by your state's certification regulations, attend an online seminar, participate in reading and journaling, assess children based on anecdotal recordings, and work directly with you and children to complete each field experience course.

Field experience may also include developing a portfolio on one child in the classroom over the term, and developing lesson plans to be implemented in the classroom. Teacher Candidates must complete 66 or 132 hours in your classroom during the term. Assessment is completed by you, the mentor teacher, halfway through the placement and at the end of the placement.

Additionally, the course instructor evaluates the teacher candidate by either visiting the placement site or having the teacher candidate submit video recordings of his or her participation in the classroom.

In district (Coos Bay) teacher candidates complete these requirements at our on-campus Educare facility. Out of district teacher candidates must complete the field experience requirements for their CE&FS program in an approved site that will allow them the opportunity to complete all of the field experience hours, audiovisual recordings, and presentations.

As a Mentor Teacher you agree to provide a placement site where the teacher candidate would be able to work as a member of your teaching team to complete the required field experience elements. You will agree to supervise the student (teacher candidate) while he or she is completing field experience classroom participation requirements.

Student assignments during the field experience will include anecdotal recordings of the children in your classroom. The teacher candidate should be viewed as an asset to your class and as an additional adult focused on the needs of the children.

As a Mentor Teacher you also agree to meet weekly with the candidate, complete two evaluations of the teacher candidate at the middle and near the end of the eleven-week term. It is the student's responsibility to submit these forms to you and your responsibility to submit them to the instructor. Students must receive an 85% or higher on these evaluations in order to pass the field experience courses. Your feedback is important to us as we strive to promote only competent, knowledgeable teacher candidates who have the ability to apply what they have learned. With your continued help, our degrees in early care and education will continue to stand for excellence in the field.

Some teacher candidates may require more time to develop skills that support them in becoming more capable and prepared for the next step in their educational journey. We encourage you to communicate any concerns you might have with us and in your evaluations.

Please feel free to contact us if you have any questions or concerns. We will reach out to you throughout the term to provide support and clarification. Your participation is a necessary and valuable support to teacher candidates who are pursuing their education to become the future educators of our children. Thank you for your consideration and willingness to help shape future teachers of young children.

SWOCC Field Experience Instructors,

Taya Noland – Director, Family Center, Email: taya.noland@socc.edu

Dan Birkovich – Supervising Teacher, Email: dbirkovich@socc.edu

Dr. Rosengarden – Associate Professor, Email: Maidie.rosengarden@socc.edu

Mentor Teacher Expectations

The mentor teacher is the qualified preschool classroom teacher who supervises the teacher candidate during field experiences. Dan Birskevich is the mentor teacher at The Family Center. Mentor teachers for other approved field experience sites must be pre-approved by the course instructor.

The role of the mentor teacher is complex because he/she is responsible for evaluation as well as mentoring. The mentor teacher guides the teacher candidate throughout the experience and is responsible for evaluating. Finally, although the mentor teacher may want to tell the teacher candidate how to teach, he or she will realize that the candidate must experience the challenges of developing a personal teaching style. As a mentor be prepared to spend a few hours observing the student teacher weekly. Are you able to organize your schedule so that you can be in the room when the student teacher is present? The student will probably be submitting video segments of their teaching, will you be available to assist? Will you have time to watch the video segments with the student teacher when they receive feedback from their instructor?

Think carefully about your time and availability – developing teachers need and deserve a rich and thorough mentoring experience. Are you well positioned personally and professionally to mentor?

The mentor teacher can serve best by being a mentor and a guide. Specifically, the mentor teacher's responsibilities include:

- ✓ Accepting the responsibilities required of this role.
- ✓ Communicating with the teacher candidate and the college instructor for an orientation session during the first week of the experience
- ✓ Becoming aware of the purpose of the field experience and the objectives the teacher candidate must meet.
- ✓ Preparing the class for the arrival of the teacher candidate.
- ✓ Orienting the teacher candidate to the school and the community.
- ✓ Providing the teacher candidate with a gradual induction to the teaching responsibilities.
- ✓ Providing the teacher candidate with instructional materials and building and district policies.
- ✓ Creating a positive learning environment that fosters the teacher candidate's personal and professional growth.
- ✓ Supervising and guiding the teacher candidate as he/she develops and implements teaching plans.
- ✓ Acquainting the teacher candidate with the backgrounds of the children, the curriculum and the various types of plans for instruction used in the school.

- ✓ Modeling effective teaching strategies and techniques.
- ✓ Providing continual verbal and written feedback that includes encouragement, constructive criticism and recognition of success.
- ✓ Assisting the teacher candidate in implementing the recommendations following evaluation
- ✓ Keeping written records of all evaluations.
- ✓ Communicate with the course instructor and teacher candidate whenever needed.
- ✓ Keeping the course instructor informed about the teacher candidate's progress and/or encountered problems.
- ✓ Collaborating with the course instructor in preparing and conducting three-way or mid-term and final conferences; and
- ✓ Preparing assessment forms provided by the Course Instructor half way through the term and at the end of the term.

Clearly, there is no single formula for building a relationship with your teacher candidate. But, as a mentor teacher, you will offer constructive criticism and provide guidance to your teacher candidate. Avoid being hypercritical; "preaching" or "dictating" may lead to defensive reactions. A lack of conversation or suggestion by you, on the other hand, may cause your teacher candidate to be discouraged or remain in denial about an issue. If a problem should occur that requires your response, provide feedback only with the view of:

- establishing a "working together on a problem" climate
- encouraging your teacher candidate's effort
- offering the constructive criticism or suggestions **in private**

Furthermore, learn to know your teacher candidate as an individual. Note interests expressed, questions asked, reactions, linguistic patterns, hobbies, book read, use of colloquialisms, and personal feelings. In short, start with the truths. Study who your teacher candidate is, and hopes to be! Accept the fact that your teacher candidate perceives things differently, thus learns to teach differently.

Questions to think about - As a mentor teacher, have you...

1. Encouraged your teacher candidate to demonstrate personal initiative and to think independently?
2. Acquainted your teacher candidate with your overall plans for what is to be learned by your children in you and content to be covered during the semester?
3. Oriented your teacher candidate to effective ways of establishing immediate and long-range goals, and means of accomplishing them through daily planning, weekly planning, "Unit" or ongoing planning, formative and summative evaluation?
4. Clarified responsibilities of your teacher candidate pertaining to the design of lesson plans, and securing and organizing materials needed to teach successfully?
5. Guided your teacher candidate in the acquisition of curriculum materials pertinent to effective teaching and productive learning?

6. Guided your teacher candidate in the selection, organization, development and evaluation of your children's learning experiences?
7. Given your teacher candidate advanced notice when she and he is to teach individuals, small groups of children, and the entire class?
8. Assessed your teacher candidate's interaction with children, including poise, voice modulation, non-verbal communication and even the use of caring language/humor.
9. Evaluated plans, methods, and results of your teacher candidate's teaching and provided constructive criticism and encouragement?
10. Remained in the classroom to evaluate your teacher candidate's competency to teach and carry on the "business" of the class?
11. demonstrated instructional and classroom management techniques for your teacher candidate's benefit?
12. Helped your teacher candidate to identify the achievements and needs of your children?
13. Encouraged your teacher candidate to experiment with new and different curriculum materials and teaching techniques?

If you answered YES, then you are doing the excellent job of as Mentor Teacher and we THANK YOU!



FIELD EXPERIENCE Mentor Teacher Application/Contact Information Form

Childhood Education and Family Studies Program

(3 Pages TO BE FILLED OUT BY THE MENTOR TEACHER, and submitted by the Field Experience Student).

_____ I am interested and willing to be a Mentor Teacher for a teacher candidate form SWOCC's Childhood Education and Family Studies Program.

Name: _____ Title: _____

Email Address: _____

Telephone Number where you can be reached: _____

Mailing Address/City/Zip code: _____

Worksite Qualifications: _____

Number of years' site has been in operation: _____

Please describe type of site below listing how the site is accredited and/or licensed. Please attach a brochure/statement of philosophy/or any other materials that provide information about your site.

I _____ (name of Mentor Teacher) meet the eligibility requirements as follows
(Please check each area on forms below)

PERSONAL

- Affirm ability to relate to people of various racial, ethnic, and socioeconomic backgrounds.
- Knowledgeable about local, state, and national requirements, standards, and guidelines for child care programs serving children age birth through 5 years.
- Familiar with the center where the Teacher Candidate will be observed, and the needs of families and children in the community.

___ **Yes, I meet this requirement.**

CONFLICT OF INTEREST

To promote objectivity and credibility, an individual serving as a Mentor Teacher may:

- Not be working as co-teacher with the Teacher Candidate on a daily basis in the same room or group.
- Not be the relative of a child in the Candidate's care at any time during the assessment process.
- Not be related by blood or marriage or other legal relationship to the Candidate.

___ **Yes, I meet this requirement.**

EDUCATION AND EXPERIENCE

- B.A., B.S., or advanced degree in early childhood education/child development, home economics/child development, from an accredited college or university. Must include 12 semester hours covering children ages birth through 5 years, and,
- Two years of experience in a child care setting serving age's birth through 5 years, including: **1 year** working directly with children in the same age range as the children in Candidate's classroom as a caregiver, teacher, child life worker, social worker, or similar role; and **1 year** of responsibility for the professional growth of another adult.

___ **Yes, I meet this requirement**

Degree(s) & Institution(s):

Work Site for Experience:

I AGREE:

- To allow the Teacher Candidate to work in the classroom.
- To allow the Teacher Candidate to write and share observations and reflective journals about the experience (names will be changed to protect privacy).
- To allow the Teacher Candidate to create a Portfolio of an individual child in the classroom (with parent approval).
- To allow the Teacher Candidate to videotape group and circle time presentations for review by the course instructor (&/or allow access for the SWOCC course instructor to observe the teacher candidate on site if possible).
- To supervise and meet with the teacher candidate during his or her work in my program.
- To complete evaluations of the teacher candidate's work

___ **Yes, I agree to this requirement.**

Signature of Mentor Teacher

Date

Printed Name of Student Teacher/Practicum Student:

Note: Any early care and learning professional who only partially meets the eligibility requirements above may still apply to become a mentor teacher. Candidates who do not meet the requirements may directly email the CE FS Program Director to request approval. Please include a resume, applicable transcripts, and an explanation of the candidate's suitability. Final determinations of eligibility will be made by the CE FS Program Director.