



**Mentoring Pre-Service
Teachers, Early Career
Teachers and Teacher
Leaders**

**FACULTY OF
EDUCATION**
A Short Course



higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA



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Word of welcome

Dear Mentor Teacher

Thank you for your willingness to share your talents and time as mentor teacher for either student teachers (pre-service), early career teachers or teacher leaders. Without your expertise and commitment to working with pre-service teachers, university work integrated learning programmes could not function as they do and early career teachers might be lost because of lack of support. During the past years, the influence of school mentor teachers has continued to be the primary factor that contributes to the ultimate success of our student teachers as they grow into effective, professional teachers. As a mentor you provide critical support in preparing future educators as you model best practices and provide the authentic environment needed for these student teachers to develop as teachers. The role you perform as a mentor is unique in the preparation process because it is in your classroom, with the guidance of you and your learners, that the student teachers will apply all that has been learned and further develop his/her own effective teaching strategies.

The purpose of this short course is to provide you with information, techniques and tools that will maximize your experience as a mentor teacher. This short course also provides professional development materials designed to further develop your mentoring skills as you raise your level of awareness as to the most effective ways to guide and facilitate the mentoring experience to maximize benefits for all partners. What you do makes a difference! An effective teacher employs essential research-based instructional strategies, effective classroom management techniques and classroom curricular design in a fluent, seamless fashion. This short course is designed to support you, the mentor, by providing an overview of the process as well as a description of requirements/expectations as we work together to develop culturally and ethically sensitive teachers prepared to improve the achievement of all learners.

It is hoped that you will find the information in this short course helpful as you work with your student teachers during their teaching practice or with beginner teachers as part of their induction. Please do not hesitate to call the Mentor Office for assistance in any way.

Yours sincerely

Mrs Florrie Makaku
Mentor Manager

Rationale

The term 'mentor' is used in this short course to describe a knowledgeable, experienced, and highly proficient teacher who works with and alongside a student teacher or less experienced colleague – quite closely at first but this gradually diminishes as the student teacher becomes more capable and confident. Mentors know a great deal about teaching and learning, learners, parents and the school, which often leads to a kind of practical wisdom that can't be printed in a book – this knowledge and know-how is invaluable to student teachers and early career teachers.

This short course assumes that you, the reader, are an accomplished teacher with a broad range of tried and tested teaching strategies combined with a well-developed understanding of the subjects you teach. It assumes that you already work well with colleagues and now want to further develop or deepen your skills and capacity to mentor student teachers and/or early career teachers or teacher leaders.

This means the practices referred to in this short course, drawn from research, are offered for reflection and as options to be considered and adapted rather than simply implemented. The ideas represent opportunities to think about and experiment with your practice and to expand your professional repertoire. This should lead to an approach to mentoring that is appropriate to you, your circumstances and the student teachers or early career teachers you are supporting.

The ideas discussed in this short course are a collection of ideas developed by various educational stakeholders, and those offered in the research literature on mentoring. They are designed to guide mentor teachers (MTs) in their work with student teachers, early career teachers or teacher leaders and to provide stimulus for discussion among mentor teachers regarding the deepening and improvement of their own mentoring practices.

Mentor Office Contact Information

Mentor Office

Manager	Mrs Florrie Makaku
Office telephone	(018) 285 2208
Email address	23022019@nwu.ac.za
Building and Office nr	Building B5; Room G10
Consulting hours	Please make an appointment via email.

Mentor office administrative assistant	Mrs L. Crafford
Office telephone	(018) 285 2394
Email address	22223797@nwu.ac.za
Building and Office nr	Building B5; Room G10
Consulting hours	Please make an appointment via email.

Mentoring support

University Mentor	
Office telephone	
Email address	
Building and Office nr	
Consulting hours	

eFundi and Google Classroom learning environment support

Technology Advisor	
Office telephone	
Email address	
Building and Office nr	
Consulting hours	

How to communicate in your mentorship short course

1.1 eFundi Platform



This is our **PRIMARY** means of communication. Please ensure that you visit your eFundi site at least **ONCE** a day! This site contains:

- All Mentorship documentation;
 - Mentorship Portfolio;
- Resources (e.g., reading material, PowerPoint slides, etc.)
- All urgent announcements!
- Dropbox (e.g., for uploading video and audio files, etc.)

1.2 Email



The mentorship team can communicate with you by sending a personal email.

1.3 WhatsApp Group

At the beginning of the course you will be given a link on eFundi that will allow you to join the WhatsApp Group of the University Mentor. Joining this group enables you to ask questions related to the content of the short course and the completion of the portfolio.

1.4 Google Classroom

Study materials

The prescribed textbook for this short course is:

- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.

Submission guidelines

1. By Hand

Building B5; G10

2. Courier

Mentorship Office

Corner of Esselen and Malherbe Streets

Building: B5, Room G10

Potchefstroom

2531

3. Postal address



Mentorship Office

North-West University

Building B5; Office

Private Bag X6001

Internal Box 539

Potchefstroom

2520

4. Online

Upload all files to your personal folder in Dropbox on eFundi.

Short course outcomes

Upon completion of this short course you should be able to:

- Understand and apply the fundamental principles of how student teachers grow and develop through practice.
- Use various tools (i.e., conceptual frameworks) to support your interactions with student teachers, early career teachers and teacher leaders.
- Participate in reflective forum discussions.
- Develop mentoring tools to facilitate the mentoring process with student teachers.
- Understand and apply core elements of the mentoring process (i.e., building a trusting relationship, provide opportunities to grow professionally through experience, including co-planning and co-teaching experiences, coaching, and encouraging reflection).
- Use the concepts and tools to support student teachers from year 1 to year 4.
- Use the concepts and tools to support early career teachers and teacher leaders.

Assessment requirements

In order to successfully complete this short course, you should submit an evidence-based portfolio which contains evidence to demonstrate your competence related to:

- How student teachers develop through practice
- How to establish mentoring relationships
- How to engage student teachers
- Co-planning and co-teaching
- Coaching
- Reflection
- How mentoring develops from initial, through intermediate and continuous levels as well as for early career teachers and teacher leaders.

Portfolio assessment rubric guide

Rating Scale	Percentage	Descriptor The mentor teacher:
4 Exceeds Expectations	80-100%	<ul style="list-style-type: none"> • Demonstrates evidence that is consistent and thorough. • Includes evidence of research, clear connection of theory to practice or demonstration of originality, sophisticated discussion of potential impact of work, and whether scholarly contributions have been accounted for. • No revision required; rich, insightful, in-depth and elaborate; • Establishes and maintains purpose throughout; • Accurate, relevant, and thorough.
3 Meets Expectations	70-79%	<ul style="list-style-type: none"> • Demonstrates effective and appropriate evidence of the criteria. • Criteria met with few errors and do not deter from accuracy and/or meaning; • Focussed, effective, and relevant.
2 Approaching Expectations	60-69%	<ul style="list-style-type: none"> • Provides partial and inconsistent evidence of the criteria. • Significant gap in understanding, although an attempt was made; • Unelaborated with several errors present.
1 Does Not Meet Expectations	50-59%	<ul style="list-style-type: none"> • Provides minimal and ineffective evidence of the criteria. • Minimal understanding; only small portions are addressed; • Response is limited, incorrect, missing, random, weak, and/or ineffective.

Short course overview

Gut, Beam, Henning, Cochran and Knight (2014) recommend that mentors alter their mentoring style's as mentees grow in their professional capacities. For example, student teachers in their early teaching practice experiences (i.e., year 1 and year 2) may benefit more from being told than being asked. Later, as their actions are further informed by additional experience, a less direct approach may stimulate their thinking and encourage more independent decision making. Thus, mentor teachers should adjust their approaches to fit the developmental level of their mentees. This is the approach taken in the book that has been prescribed for this short course.

This course covers the entire developmental continuum for pre-service teachers (e.g., from year 1 to year 4 of a Grade R diploma, a BEd degree, etc.) to early career teachers (e.g., induction) and teacher leaders. The approach is made possible because of the practice-based focus on learning to teach that as course presenters we support. The emphasis on practice-based experiences in the school setting during teaching practice (clinically-based experiences) has increased "the importance of the already critically important role of mentor teachers" (Henning et al., 2019).

The focus in this short course is on mentoring across a career-long developmental continuum. It is, therefore, important that mentor teachers should understand how teachers grow and develop through practice. In addition, Henning et al. (2019) state that a significant distinction between the mentoring of student teachers versus in-service teachers is the amount of control each has over their classrooms. Practicing teachers are present and in charge of their classrooms every day; in contrast, student teachers often are only part-time occupants of the classroom with limited opportunities to teach. Thus, a significant consideration is engaging student teachers in the mentor teacher's classroom. Learning through practice enables student teachers to rehearse and refine their skills in anticipation of leading their own classrooms. Further, a practice-based approach provides a link between pre-service and in-service teaching. An unbroken connection can be made from skills learned during teacher preparation through the early career years of teaching.

Terminology used in this short course



Authentic Assessment

Darling-Hammond and Snyder (2000) identify four characteristics of authentic assessments of teaching: 1) the assessments sample the actual knowledge, skills, and dispositions desired of teachers in real teaching and learning contexts; 2) the assessments integrate multiple facets of knowledge and skill used in teaching practice; 3) multiple sources of evidence are collected over time and in diverse contexts; and 4) assessment evidence is evaluated by individuals with relevant expertise against an agreed upon set of standards that matter for teaching performance (see Performance-based assessment).

Briefing

Briefing can be defined as orientating a person to an experience, which includes the instructions, goals and rules within which participants in the activity can achieve their goals (Pearson & Smith, 1986).

Clinical practice

Student teachers' engagement in the pedagogical work of the profession of teaching in authentic educational settings. It is closely integrated with initial teacher preparation coursework and supported by a formal school-university partnership. South African terminology includes teaching practice.

Collaboration

This occurs when those involved in teaching practice work together as partners to achieve the shared goal of developing the knowledge, skills and competencies which student teachers need while ensuring the best outcomes for learners during the process. This is underpinned by the sharing of knowledge and learning, the building of consensus and the improvement of skills critical to the success of teaching practice for student teachers.

Community of practice

Learning which happens in a situated context is called situated learning. According to Lave and Wenger (1991:29-30), a situated learning space is one where learning and its application takes place in the same location. This usually happens with a group of people who are willing to work together and are prepared to support each other's learning. Situated learning as proposed by Lave and Wenger is a theoretical description of learning in a community of practice (Lave & Wenger, 1991:29). Lave and Wenger (1991:29) illustrate this by stating "learners inevitably participate in communities of practitioners and that the mastery of knowledge and skill requires newcomers to move toward full participation in the sociocultural practices of a community". In other words, this type of learning is influenced by socialisation and simulation. So the traditional method of transferring knowledge is not desirable within situated learning. However, a movement towards a context where

a group of people come together (community) to enquire and solve a problem is the focus giving rise to the community of practice.

Continuum of teacher education

This refers to the formal and informal educational and developmental activities in which teachers engage as life-long learners during their teaching career. It encompasses initial teacher education, induction, early and continuing professional development.

Core teaching practices

Foundational teaching practices that are essential to the practice of teaching and the development of learners.

Curriculum framework

A set of guidelines defining and explaining what a curriculum is required to be like or to contain. A curricular framework is therefore not, as such, a curriculum. It sets the directions, standards and limits or boundaries of possible curricula. In other words, it is the guidelines for the construction of actual curricula.

Co-planning and Co-teaching

Co-planning and co-teaching involves the mentor teacher and student teacher working together to plan, conduct and evaluate the learning activities for the same group of learners. It generally involves teachers teaching the same learners at the same time, although this is not always the case.

Debriefing

Debriefing can be defined as a purposeful reflection which can be undertaken by an individual or group (Pearson & Smith). It is a process where group members can discuss and work through ideas, issues, feelings or concerns which are generated by individuals within the group (Horsfall, 1990). Debriefing is not regarded as therapy or counselling, or as a vehicle for a 'gripe' session, or just having a chat. In order to be an effective educational activity, debriefing needs to be based upon specific learning intentions and be a regular activity that is closely linked to experiential learning. Debriefing is based on the premise that there is a positive connection between exposure to a practical experience and the process of learning from the experience after it has occurred (Lederman, 1984).

Dispositions

The values, commitments, and professional ethics that influence behaviours toward learners, families, colleagues, and communities and affect learners' learning, motivation, and development as well as the teacher's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. For example, they might include a belief that all learners can learn, a vision of high and challenging standards, or a commitment to a safe and supportive learning environment.

Diverse/Diversity

The inclusion of differences based on race, gender, disability, age, national origin, colour, economic status, religion, geographic regions and other characteristics. Achieving diversity requires respect of differences, valuing differences, supporting, encouraging and promoting differences, and affirmation initiatives, such as recruitment, placement, and retention.

Functional Schools

Functional schools are schools which consistently strive to ensure that their learners achieve their full potential, despite challenging conditions that may exist. These are schools which understand the role that they need to play to support the development of the student teachers that they host, and which show commitment to playing this role (DHET, 2018:20).

Initial Teacher Education (ITE)

ITE refers to the foundation stage of learning to be a teacher when student teachers are engaged in a recognised teacher education programme provided by a Higher Education Institution.

Learners

Learners are at school (i.e., Grade R to Grade 12) and should be distinguished from students or student teachers (i.e., university).

Mentoring

In mentoring, one colleague supports the skill and knowledge development of another, providing guidance to that individual based on his or her own experiences and understanding of best practices (Hudson, 2012).

Mentor teacher

A mentor teacher is a teacher in the partnership school who supports and guides the student teacher and who acts as a point of contact between the university and the school. In the intermediate phase, a student teacher may be placed in a number of different classes and may, therefore, have a number of different mentor teachers across a number of subject areas. In such circumstances, one teacher may take on a liaison role, seeking feedback from other mentor teachers and acting as the point of contact for the principal and university tutor/mentor.

Observation

Observation is the action or process of carefully watching someone or something. Classroom observation refers to formal or informal observation of teaching while it is taking place in a setting / learning environment. Observation is used as a tool to help support the student to develop their professional knowledge as well to contribute to their understanding and development of students' professional learning and development.

Parent

The term “parent” denotes parents and legal guardians of learners in partnership schools, placement schools or teaching schools.

Partnership

Partnership refers to the processes, structures and arrangements that enable the partners (e.g., universities, provinces, districts, schools, teachers, etc.) involved in teaching practice to work and learn collaboratively in teacher education.

Performance-based Assessment

In a performance assessment, rather than choosing among pre-determined options, student teachers must construct an answer, produce a product, or perform an activity. Performance-based assessments include innovative ways of assessing student teacher knowledge and skill as well as their formative impact on student teacher learning and instructional practice. Examples include: Structured portfolios require student teachers to submit specific artifacts of teaching with standardized prompts that require direct responses. These artifacts and responses are then scored in a standardized way by trained raters or trained mentor teachers using a common assessment tool, usually a rubric.

Portfolio

The term portfolio is used in this short course to denote an instrument which is used by the student teacher to document his or her work, to support the process of reflection on his or her practice and to identify areas in which he/she may need support or guidance. The portfolio also facilitates student teachers to become more conscious of the theories and assumptions that guide their practice, and provides a basis for collaborative dialogue about teaching. An accumulation of evidence about individual proficiencies, especially in relation to explicit standards and rubrics, used in evaluation of competency as a student teacher or in another professional school role. Contents might include learning from practice and learning in practice assessments and tasks used for instructional or workplace-based purposes such as projects, journals, and observations by university tutors, videos, comments by mentor teachers, and samples of learner work.

Reflection

Reflection is an integral part of the learning process. It includes the ability to reflect on one's actions to engage in a process of continuous learning. Reflection is a means of thinking which is focused, intentional and purposeful, and aims to deepen the student teachers understanding and to inform further thought and action. Put simply, reflection is essential to convert a life experiences into a learning experience as critical attention should be given to the practical values and theories which inform everyday actions, by examining practice.

Reflective journal

A reflective journal will aid student teacher learning, as it is a personal record of a student teacher's learning experiences. It is a space where student teachers can record and reflect upon their observations and responses to situations, which can then be used to explore and analyse ways of thinking.

Reflective learning

Reflective learning - is a way of allowing student teachers to step back from their learning experience to help them develop critical thinking skills and improve/inform future performance (teaching and learning opportunities) by analysing their experience.

Student teacher

A student teacher is a student who is engaged in a programme of initial teacher education.

Teacher

The term "teacher" denotes a teacher registered with the South African Council for Educators (SACE).

University Tutor/Mentor

A University Tutor is a person engaged by a university to support and mentor student teachers and evaluate their practice while they are on teaching practice.

Work Integrated Learning

WIL refers to an educational approach that aligns academic and workplace practices for the mutual benefit of students and workplaces. The learning-in-practice, workplace-based component of WIL for teacher education qualifications mostly take place in classroom and school settings, but could also include a small component of service learning in community settings. It is the responsibility of the institution offering the qualification to formally arrange WIL opportunities for students, in line with the requirements of the qualification as described in the MRTEQ. This implies developing mutually beneficial partnerships with schools. The workplace-based (i.e., teaching practice) component of WIL must be structured, supervised, integrated into the learning programme, spread across the learning programme and it must be formally assessed.

Workplace-based Placement

The exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace. Workplace-based placement is designed to give the student teacher an opportunity to learn about teaching and learning, to gain practice in teaching, to apply educational theory in a variety of teaching and learning situations and school contexts and to participate in school life in a way that is structured and supported. It replaces the term "teaching practice" and more accurately reflects the nature of the experience as one encompassing a range of teaching and non-teaching activities.

STUDY UNIT 1: TEACHER DEVELOPMENT



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Discuss a framework for teacher development based on three broadly accepted precepts of teacher development:
 - development in context,
 - development toward complexity, and
 - development of teacher thinking
- Apply these precepts to the context in which you teach and indicate how you can help student teachers or early career teachers develop complexity in their practice, and promote their thinking and reflection

Study material



- **Chapter 1**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Login to eFundi and join the discussion forum. Share your ideas on the following:
 - How does one learn to teach?

- What differences do you see between first year student teachers and fourth year student teachers?
- What changes have you seen in student teachers during their teaching practice periods with you?
- Based on what you have read in chapter 1 and what you have learnt from your discussions with your fellow course participants, reflect on the following:
 - What is unique about the context in which you teach?
 - How can you use your context to promote the development of student teachers?
 - How does teachers' practice change over time?
 - How can you help student teachers develop complexity in their practice?
 - How can you promote student teachers' thinking and reflection?
 - Share key points in your development as a teacher. What is most important for student teachers to learn?

Assessment: What to include in your portfolio of evidence



- Write a 500 word (**do not exceed 500 words**) reflection on the questions formulated in the reflection section above.
- Copy of Assessment Rubric 1.



Summary of the main learning points

Student teachers learn to teach in a specific context through recursive cycles of practice and reflection that lead to gradually increasingly more complex teaching abilities and more highly developed teacher thinking.

Assessment rubric 1: Competence – Reflection on Teacher Development

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

STUDY UNIT 2: ESTABLISHING THE MENTORING RELATIONSHIP



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Formulate an opinion on the importance of mentor teacher and student teacher/early career teacher (i.e., mentee) mismatch or fit.
- Develop an orientation guide to orientate student teachers or early career teachers to the school and classroom.

Study material



- **Chapter 2**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Review the Mentor-Mentee Match Interview Protocol questions in Chapter 2. Revise the questions to better serve your learners, classroom and personal mentoring style.
- Examine the Orientation Guide example in Chapter 2, plus the additional examples in Appendix A. Use these examples to create your own Orientation guide. You may create a guide that applies only to your classroom, or you can create a standard one for your school that other mentor teachers can use as a starting place for their own Orientation Guides.

- Plan a meeting with the student teacher that has been accepted for placement in your school or classroom or schedule a session with the early career teacher. What will you share with the student teacher/early career teachers about your learners, your classroom, and the way you implement the curriculum? Make an audio recording of your conversation.
- Login to eFundi and discuss with your fellow course participants whether you think having student teachers complete a questionnaire indicating their skill sets is a good idea. Motivate your point of view.



ASSESSMENT: WHAT TO INCLUDE IN YOUR PORTFOLIO OF EVIDENCE

- A copy of your Mentor-Mentee Match interview protocol questions.
- A copy of your orientation guide.
- An uploaded audio recording of what you shared with the student teacher in terms of your learners, your classroom and the way you implement the curriculum.
- A copy of Assessment Rubric 2.
- A copy of Assessment Rubric 3.



Summary of the main learning points

- Strategically pairing mentor teachers and their mentees is critical to a successful mentoring experience.
- Taking time to orient student teachers to the expectations of the school, classroom and teacher is crucial.
- An orientation guide creates a smooth entry into the classroom for the student teacher/early career teacher, allowing them to be a more immediate support in meeting the needs of the learners in the classroom.
- The orientation guide gives mentor teachers a way to explicitly hold student teachers/early career teachers accountable during their time in the classroom.
- A student teacher questionnaire allows mentor teachers to realistically and appropriately identify tasks and set goals with student teachers that are closely aligned with their skill sets.

Assessment rubric 2: Competence – Orientation Guide

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

Assessment Rubric 3: Audio-recording – Sharing Information

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Components: Audio recording					
<i>Planning</i>	The script is well-written and original				
	The audio recording adheres to the specified time frame: minimum 3 minutes / maximum 4 minutes				
	Logical progression of ideas				
<i>Content</i>	Clearly states the purpose and stays on topic				
	Content is organised and summarises the main idea (directives)				
	Demonstrates awareness of listener's needs				
<i>Narration and delivery</i>	Speaks clearly and fluently with appropriate vocabulary and information				
	Uses tone, speed and volume as tools				
	Narrator appears comfortable and well-rehearsed				
Total out of 36					

Passing Score: A score of 19.0 or greater on the rubric is required for successful completion.

STUDY UNIT 3: ENGAGING STUDENT TEACHERS



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Discuss how you will engage student teachers in your classroom during teaching practice.
- Identify core teaching practices within your classroom.
- Organise the teaching practices in a developmental sequence.
- Discuss the factors that may affect the developmental sequence of teaching practices.

Study material



- **Chapter 3**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Login to eFundi and join the discussion forum. Share your ideas about the following topics:
 - How do you engage student teachers in your classroom during teaching practice?

- How do you maximise opportunities for student teachers to interact with learners?
- How fast should you move student teachers forward in learning new skills?
- Brainstorm a list of ways that you can involve student teachers in the classroom.
- Then organise those activities in a developmental sequence that would gradually introduce student teachers to increasingly more complex teaching behaviours. Include a list of these activities in your portfolio – differentiate the activities according to what you think student teachers in year 1 through to year 4 should be able to do progressively.
- How would you adapt your sequence based on differences in individual student teachers?
- How would you adapt your plan based on the needs of your learners and the curriculum (i.e., CAPS) you are teaching?
- Review the activities described in the Developmental Curriculum for Clinical Experiences (in Chapter 3) as well as the Interactions Matrix.
 - Which activities are most relevant to your student teacher’s teaching practice experience?
 - Reflect on your application of a tool such as the Interactions Matrix.



Assessment: What to include in your portfolio of evidence



- Include a list of the activities you would involve student teachers in – differentiate the activities according to what you think student teachers in year 1 through to year 4 should be able to do progressively.
- A copy of your reflection on the usefulness of the Developmental Curriculum as well as the Interactions Matrix.
- A copy of Assessment Rubric 4.
- A copy of Assessment Rubric 5.



Summary of the main learning points

- Engaging student teachers in a classroom increases the learning of the learners in the classroom while simultaneously providing strong teacher preparation.
- Practice-based teacher education programmes are constructed around the development of core teaching practices and high-leverage teaching practices.
- Decompositions involve breaking down teaching practice into smaller more manageable components that can be individually mastered and gradually integrated into more complex teaching practices.
- A developmental continuum for teaching practice experiences supports reprioritising and reorganising coursework requirements so that they align with the reality of the classroom.
- An interactions matrix is designed to move student teachers towards working with more learners, incorporating more planned activities and fostering increased autonomy.

- The use of high leverage teaching practices are supported by rubrics that provide language for giving detailed feedback to student teachers. Thus, they can examine the quality of student teacher performance more thoroughly than the developmental continuum.

Assessment rubric 4: Competence – Developmental Sequence of Activities

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

Assessment rubric 5: Competence – Curriculum Development & Interactions Matrix

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

STUDY UNIT 4: CO-TEACHING



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Identify co-teaching strategies relevant for student teachers.
- Discuss and give examples how you might use co-teaching approaches to gradually provide your student teacher with more responsibility and autonomy.
- Use the Conceptual Framework for Co-Teaching to devise a plan for co-teaching in your classroom.

Study material



- **Chapter 4**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Login to eFundi and join the discussion forum. Share your ideas about the following topics:
 - In what ways can you work as a partner with your student teacher to improve your learner's learning?
 - How might student teachers provide added value to your work?

- How can you use co-teaching to gradually lead student teachers to higher-level skill development?
- Give specific examples of how you would adapt your teaching methods to engage student teachers. How would you introduce student teachers to a series of co-teaching strategies that would enable them to become increasingly comfortable in the classroom? How would you change co-teaching activities as student teachers become more adept in their practice?
- Video record your own example of a co-teaching experience with a student teacher. Include the purpose of the lesson, a description of the co-teaching strategies used, any data collected, and your reflection. Your recording should not be longer than 5 minutes.

Assessment: What to include in your portfolio of evidence



- A critical discussion of how you would approach co-teaching.
- A copy of your video recording and all the evidence to support the co-teaching experience you created with the student teacher (upload to eFundi under Dropbox)
- A copy of assessment rubric 6.
- A copy of assessment rubric 7.



Summary of the main learning points

- In a co-teaching model, mentor teachers work in partnership with student teachers to improve learners' learning.
- Co-teaching occurs in various formats, as described by Cook and Friend's (1995) six strategies for co-teaching.
- Mentor teachers can use a co-teaching model to provide continuous practice, modelling, and feedback to student teachers within a single classroom.
- Co-teaching strategies may proceed from the simpler formats of co-teaching in the earlier stages (e.g., Year 1 and Year 2) to more complex co-teaching approaches as the student teachers gain more professional knowledge and skills and the relationship deepens.

Assessment rubric 6: Competence – Co-teaching

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

Assessment rubric 7: Competence – Video recording of Co-teaching

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
<p>Collecting the Video: Did the mentor teacher</p> <ul style="list-style-type: none"> ▪ Select and prepare a teaching example that illustrates a co-teaching strategy? ▪ Collect evidence of learner learning associated with the video? ▪ Select a teaching video associated with a high level of learner engagement and thinking? 	<p>The video does not have an example of a co-teaching strategy. The purpose for collecting and analyzing the data is not clear, and there is no evidence of student learning associated with the video. There is no clear connection between the video and high level student thinking.</p>	<p>The mentor teacher selects a video with at least one example of a co-teaching strategy, but the purpose for collecting and analyzing the teaching video is somewhat ambiguous. The evidence of learner learning is tangentially related to the teaching video, thus limiting the analysis. The video selected is marginally connected to high level learner thinking.</p>	<p>The mentor teacher selects a video with one or more examples of co-teaching strategies and has stated a purpose for collecting and analyzing the teaching video. The evidence of learner learning is related to the teaching video and lends itself to analysis. The video selected has a clear connection with high level learner thinking.</p>	<p>The mentor teacher demonstrates an exceptional awareness of co-teaching strategies and has stated a clear purpose for collecting and analyzing the teaching video. The evidence of learner learning lends itself well to analysis and provides significant insight into the teaching. The video selected has a very strong connection to high level learner thinking, including a variety of rich examples.</p>	
<p>Describing Instruction: Did the mentor teacher. . .</p> <ul style="list-style-type: none"> • Describe the teaching activities in the video accurately? 	<p>The mentor teacher provides an incomplete, very general description of his/her teaching performance that relies on unsupported generalizations and inferences. The mentor teacher does not demonstrate an understanding of the difference between fact and</p>	<p>The mentor teacher provides an incomplete but somewhat accurate description of his/her teaching practice. The description is organized based on preconceived ideas about teaching, rather than reflecting the shape of the evidence. The mentor teacher has a limited</p>	<p>The mentor teacher provides an objective, detailed description of his/her teaching performance. The mentor teacher understands the difference between fact and inference. The mentor teacher refrains from making judgments about the data</p>	<p>The mentor teacher provides a detailed, accurate, objective, and thorough description of his/her teaching performance. The mentor teacher possesses a deep understanding of the difference between fact</p>	

<ul style="list-style-type: none"> • Describe the learning activities in the video thoroughly? • Describe the teaching and learning activities in the video objectively before drawing inferences? 	<p>inference and quickly jumps to unsupported conclusions about his/her teaching.</p>	<p>experience and understanding of the difference between fact and inference.</p>	<p>before it is carefully and systematically reviewed. The description is carefully organized based on the findings from a systematic review of available information.</p>	<p>and inference. The mentor teacher refrains from making judgments about the data until all the facts have been carefully reviewed and organized so the greatest possible insight can be achieved.</p>	
<p>Teaching Inferences: Did the mentor teacher</p> <ul style="list-style-type: none"> • Make inferences based solely on the information in the video? • Make inferences that are consistent with the objective descriptions of teaching and learning activities? • Make inferences that can lead to improved instruction? 	<p>The mentor teacher does not demonstrate an ability to build inferences from facts. Inferences are not connected to the data and are not supported by evidence of mentor learning. The mentor teacher demonstrates a limited capacity for using the teaching video for identifying points for improvement.</p>	<p>The mentor teacher demonstrates a limited ability to build inferences from facts. Inferences are not strongly connected to the data and are not well supported by evidence of mentor learning. The mentor teacher demonstrates a limited capacity for using the teaching video for identifying points of improvement.</p>	<p>The mentor teacher is able to use the teaching video to develop inferences about his/her teaching. The inferences are based on evidence from the video and are consistent with the evidence of mentor learning. The mentor teacher's knowledge of teaching practice enables him/her to use the teaching video to identify teaching practices that could be improved.</p>	<p>The mentor teacher demonstrates an exceptional ability to use inductive processes to build inferences from facts. The inferences have a strong logical foundation in the video data and are supported by the evidence of mentor learning. The mentor teacher also demonstrates an extensive knowledge of teaching practice that enables him/her to identify points for improvement.</p>	

<p>New Teaching Strategies: Did the mentor teacher</p> <ul style="list-style-type: none"> • Use the inferences from the analysis to propose specific changes to future lesson planning and instruction that would address individual and collective learning needs? • Justify the use of the new strategies based on the data available through the professional video? • Justify approaches using knowledge of child/adolescent development and theory and/or research? 	<p>The mentor teacher uses misguided inferences to suggest changes that are unrelated or minimally related to data in the teaching video, or the evidence of mentor learning. There is a weak connection between the data associated with the teaching video and the newly developed strategies. The mentor teacher demonstrates little knowledge of related theories of child/adolescent development.</p>	<p>The mentor teacher proposes changes that are focused primarily on improving directions for learning tasks or task/behavior management. There is use of the teaching video to construct strategies that lead to higher level mentor thinking. Minimal consideration is given to child/adolescent theories of development.</p>	<p>The mentor teacher is able to develop new teaching strategies based on his/her analysis of the teaching video. These strategies are well aligned with the data and are justified by the teacher mentor teacher's knowledge of child/adolescent development, theory, and research.</p>	<p>The mentor teacher possesses an exceptional ability to use inferences to devise new teaching strategies. These strategies pay special attention to increasing mentor engagement and mentor thinking. They are strongly supported by the video evidence, evidence of mentor learning, and the child/adolescent development research literature.</p>	
<p>Total out of 16</p>					

Passing Score: A score of 9.0 or greater is required for successful completion.

STUDY UNIT 5: COACHING



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Review a video record of a student teacher teaching a high leverage task (meeting with a parent) and use a rubric to evaluate his/her performance.
- Make an audio recording of the feedback that you provide.

Study material



- **Chapter 5**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Login to eFundi and join the discussion forum. Share your ideas on the following:
 - How do you know student teachers have learned all the skills involved in teaching?
 - How accomplished should they be when they begin teaching?
 - What should be expected of them as student teachers?

- How do you determine what feedback to give to student teachers?
- How do you know student teachers are profession ready?
- Review the video recording of a student teacher teaching a high leverage task and use the provided rubric to evaluate his/her performance. Include a reflective narrative of your assessment of the student teacher.
- Make an audio recording of the feedback that you provide.

Assessment: What to include in your portfolio of evidence



- Include the marked rubric that you used to assess the recording of a student teacher implementing a high leverage practice.
- Include a reflective narrative of your assessment of the student teacher.
- Include the audio recording of the feedback that you would provide to the student teacher after the session.
- A copy of assessment rubric 8.
- A copy of assessment rubric 9.



Summary of the main learning points

- There are three opportunities for mentoring: planning, observing and reflecting conferences.
- Examples of responses to student teachers include questioning, silence, acknowledgements, paraphrasing, clarifying, structuring, and providing data and resources.
- Questions and responses were integrated into three approaches to guiding interactions with student teachers: support and challenge, leading and pacing, and building receptivity.
- Essential aspects such as coaching dispositions and modelling positive behaviours for student teachers were discussed.

Rubric: Communicating with a parent

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1
<p>Communication: Did the student teacher</p> <ul style="list-style-type: none"> Clearly, concisely, and objectively describe student performance to the parent(s)? Demonstrate empathy and a desire to help the student be successful? Speak in a clear, understandable manner in language familiar to the parent? 	<p>The teacher student teacher provides an incomplete, very general description of the student's performance. The student teacher does not share examples of student learning and appears judgmental and unsympathetic. The student teacher employs language and ideas that are unfamiliar to the parent, thus inhibiting communication.</p>	<p>The teacher student teacher uses limited evidence of questionable quality to support his/her description of the student's performance. The teacher student teacher demonstrates empathy for the student, but employs some educational jargon and has limited success in communicating the child's performance to the parent.</p>	<p>The teacher student teacher provides an objective, detailed description of the student's performance to the parent. The student teacher's objective treatment of student data and his/her empathetic approach to addressing the parent leads to a positive interaction. The student teacher is careful to explain unfamiliar terms and make sure that the parent fully understands by repeatedly checking for understanding.</p>	<p>The teacher student teacher provides a detailed, accurate, objective, and thorough description of the student's performance. The student teacher is empathetic and makes positive suggestions for improvement. The student teacher carefully explains unfamiliar terms and constantly checks for understanding. The parent is highly receptive to the student teacher and demonstrates that he/she understands the information given to him/her.</p>
<p>Evidence: Did the student teacher</p> <ul style="list-style-type: none"> Use multiple assessments to assess performance? Base his/her teaching strategies on student data? Appropriately distinguish between fact and inference? 	<p>The student teacher's strategies are not strongly connected to the evidence of student learning. The student teacher also demonstrates a limited capacity for using student evidence to develop teaching strategies and makes inferences that are not supported by data.</p>	<p>The student teacher uses one or two assessments to draw inferences about the student's learning. The data analysis leads to limited insight into new teaching strategies with a weak connection to the data. The student teacher makes inferences that have weak support from the data.</p>	<p>The student teacher uses multiple assessments to draw inferences about student learning. The student teacher effectively uses student learning data to develop or select new teaching strategies. These strategies have a strong connection to the assessment data and are based on a systemic treatment of data combined with a developing awareness of teaching strategies.</p>	<p>The student teacher demonstrates an ability to integrate multiple sources of data in order to draw inferences about student learning. The inferences have a strong logical foundation in the evidence of student learning. The student teacher also has an extensive knowledge of teaching practice that enables him/her to select or develop new strategies that address issues identified by the student learning evidence.</p>

<p>Recommendations: Did the student teacher</p> <ul style="list-style-type: none"> ▪ Make recommendations for improvements? ▪ Provide a plan for implementing the recommendations? ▪ Provide a means for assessing and following up on learner behaviour? 	<p>The teacher student teacher fails to build sufficient rapport with the parent, makes recommendations that are not based on evidence of student learning, and communicates with little empathy. As a result, the parent openly displays a lack of confidence in the student teacher's plan for implementing new teaching strategies, assessing the student's learning, and following up on his/her behavior.</p>	<p>The teacher student teacher achieves a minimal level of rapport with the parent. Because evidence of student learning was shared, the parent listens patiently as the student teacher presents a plan for improvement. The plan offers a new teaching strategy, but does not offer a means for assessing the impact of the strategies or following up with the parent.</p>	<p>The teacher student teacher builds a solid working relationship with the parent. Strategies for improvement are presented based on evidence of student learning. The plan describes strategies to be employed in the school setting and also recommends several ways for the parent to become involved. The plan for assessing and following up on student behavior is shared in very clear and understandable language.</p>	<p>The student teacher builds a very high level of rapport with the parent, who appears confident and receptive to the proposed plan. Planned improvements include new strategies that are solidly rooted in evidence of student learning and recommended best practices. Parental input and participation is strongly encouraged and discussed with the parent in very friendly and easily understood language.</p>
<p>Parental Involvement: Did the student teacher</p> <ul style="list-style-type: none"> ▪ Suggest strategies for involving the parent? ▪ Provide a plan to support and follow up with the parent? ▪ Base the plan on available learner data and the research literature? 	<p>The parent is not included in the plan or included only to a very limited degree. There is little follow up communication with parent. The plan is not based on student data and the research literature.</p>	<p>The plan for involving the parent is too complex for effective communication and too time intensive to get sufficient buy-in. The strategies are not informed by parental input and are not adjusted to fit parental circumstances. The follow up is moderately well coordinated with the parent's schedule.</p>	<p>The strategies for involving parents are explicitly articulated and are adjusted to fit parental circumstances. The plan specifies clear goals, appropriate support, and parental input. The follow up is well coordinated with the parent's schedule. The strategies are well aligned with student data and are well supported by the research literature.</p>	<p>The plan for involving the parent is easily understood and very manageable, given the parent's life situation. The strategies are clearly explained, easily understood, and adjusted to fit parental circumstances. The plan specifies a limited number of clear goals, is concisely written, and offers appropriate parental support and input. The follow up is coordinated with the parent's schedule.</p>

Passing Score: A score of 9.0 or greater is required for successful completion.

Assessment rubric 8: Competence – Using a rubric to assess a meeting with a parent

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on the high leverage practice (meeting with a parent).</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on the high leverage practice (meeting with a parent).</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on the high leverage practice (meeting with a parent).</p> <p>, Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on the high leverage practice (meeting with a parent).</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the assignment is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the assignment are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the assignment are addressed minimally, inadequately, and/or not at all.</p>	
Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p>	

	Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	There are no more than five spelling, grammar, or syntax errors per page of writing.	There are more than five spelling, grammar, or syntax errors per page of writing.	There are numerous spelling, grammar, or syntax errors throughout the response.	
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the study unit. The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit. The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit. Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit. No implications for the mentor teacher's overall teaching practice are presented, as applicable.	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion

Assessment Rubric 9: Audio-recording – Feedback on High Leverage Practice

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Components: Audio recording					
<i>Planning</i>	The feedback is presented logically, showing planning in the presentation of the response				
	The audio recording adheres to the specified time frame: minimum 3 minutes / maximum 4 minutes				
	Logical progression of ideas				
<i>Content</i>	Clearly states the purpose and stays on topic				
	Content is organised and summarises the main idea				
	Demonstrates awareness of listener's needs				
<i>Narration and delivery</i>	Speaks clearly and fluently with appropriate vocabulary and information				
	Uses tone, speed and volume as tools				
	Narrator appears comfortable and well-rehearsed				
Total out of 36					

Passing Score: A score of 19.0 or greater on the rubric is required for successful completion.

STUDY UNIT 6: REFLECTION



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Discuss the importance of reflection for teaching.
- Indicate how they would help student teachers develop the skill of reflection.
- Use the DISJ model to generate questions to facilitate a conversation about teaching strategies with student teachers.

Study material



- **Chapter 6**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Login to eFundi and join the discussion forum. Share your ideas on the following:
 - Why is it important for you to reflect as a teacher?
 - How do you teach this skill to student teachers?
 - How can teacher thinking be developed in student teachers?

- What are some of your practices for encouraging reflection in student teachers?
- Why is it important to share your thinking with student teachers?
- Select one of your most familiar lessons. Then imagine you have just taught the lesson and now you are going to model reflection for your student teacher. Illustrate each of the strategies from the DISJ model. Describe some of the occurrences during the lesson, interpret their meaning, strategise for the next lesson, and justify your new strategy using educational theory or research. Finally compose four questions, each one representing one of the DISJ thinking skills, to ask the student teacher about the lesson. Explain how you will help them feel confident about answering your question.

Assessment: What to include in your portfolio of evidence



- You can include your reflection submission in various formats:
 - Make a video recording of the lesson or section of the lesson that you would like to model reflection OR you can describe the section of the lesson that you would like to model your reflection for the student teacher.
 - Include your commentary and written components in a separate document.
- A copy of assessment rubric 10.



Summary of the main learning points

- Reflection on experience is an important component to developing teacher thinking.
- There are two types of reflection associated with teaching: reflection-in-action and reflection-on-action.
- Reflection-in-action can be fostered by increasing learner engagement, by increasing the number of formative assessments, by talking with learners, and by asking on-the-spot questions of student teachers about teaching experiences.
- Reflection-on-action can be fostered by collecting and examining data associated with one or more teaching episodes, such as video recordings, learner surveys and learner learning data.
- Both types of reflection can be fostered through the DISJ process by asking student teachers to describe, interpret, justify, and strategise their teaching episodes.
- Student teachers' ability to speak about their experiences tends to develop from describing single episodes; to generalising from single episodes into more abstract conceptions of classroom; followed by a greater ability to predict learner responses; and finally, to justify those strategies based on educational theory or research.
- When asked reflective questions, student teachers are able to speak more extensively when they have more experience.

Assessment rubric 10: Competence – Modelling reflection

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

STUDY UNIT 7:

MENTORING PRESERVICE TEACHERS: INITIAL, INTERMEDIATE AND CONTINUOUS PHASE OF TEACHING PRACTICE



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Model how you use strategies of co-teaching, engagement, coaching and reflection to foster professional growth for student teachers at initial level (e.g., Year 1 and Year 2), the intermediate level (Year 3) and the continuous level (Year 4).

Study material



- **Chapters 7, 8 and 9**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Login to eFundi and join the discussion forum. Share your ideas on the following:

- Brainstorm a list of beginning activities for student teachers at the initial level of their teaching practice. Organise examples by the number of learners with whom student teachers are engaged: individual, small group or whole class.
- Relationship building activities offer examples designed to engage student teachers on the first day they arrive in the classroom. Brainstorm a list of activities that you could do with the student teachers to help them build relationships. Then take one from the list and design an activity that will be quick yet help student teachers to get to know learners better.
- Mentor teachers often coach student teachers about issues related to professionalism, such as professional dress, behaviours, ethics and conforming to school policies. Read the following scenarios and decide how to best respond:
 - *A mentor teacher was hosting a new student teacher who was having classroom management issues. This particular student teacher did not have experience with learners who were economically disadvantaged, had behaviour issues, or had discipline problems. Her solution was to yell “Shut up!” at the learners or to get into verbal altercations with them, which only escalated their behaviour.*
 - *A student teacher does not arrive in a timely manner. It happened on the first day of teaching practice and seems to happen fairly regularly.*
- Pick a high leverage teaching practice, and develop a plan for how you would model, ask reflective questions, co-teach, and engage student teachers at the initial level. What task would this lead to next for student teachers, and what reflective questions would you ask?

Assessment: What to include in your portfolio of evidence



- Your responses to the scenarios presented above.
- Your plan for how you would model, ask reflective questions, co-teach, and engage student teachers at the initial level. The tasks this would lead to next for student teachers, and what reflective questions you would ask.
- Assessment rubric 11.



Summary of the main learning points

- At the initial stage of teaching practice, it is important to help student teachers build relationships with the learners and to engage in some beginning activities that introduce them to the classroom environment and build their confidence.
- Mentor teachers retain the lead, employing co-teaching strategies such as one teach, one observe and one teach, one assist.
- Mentors can foster teacher thinking by modelling their teaching practice and articulating their thinking. They can also talk to student teachers about their professionalism, interactions with learners, and teaching.

- At the intermediate level student teachers are involved with developing and presenting single lessons, managing small group work, and assisting individual learners.
 - Co-teaching strategies appropriate for this level include alternative teaching, station teaching, and parallel teaching.
 - High leverage tasks involve teaching individuals and small groups, assisting with the teaching of content knowledge, teaching a repeated activity, and teaching a differentiated lesson. Mentors can promote reflection by modelling teaching behaviours, sharing their thinking with student teachers and asking follow-up questions about their performance.
-
- At the continuous phase of teaching practice, usually the end of year 3 and year 4, continuity is required to fully conceptualise and implement high leverage teaching tasks such as eliciting learner thinking, leading a discussion and developing a new planning unit.

Assessment rubric 11: Competence – Facilitating Professional Growth for Pre-service Teachers

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

STUDY UNIT 8: MENTORING EARLY CAREER TEACHERS



Approximate study time



This study unit should take you approximately 10 hours to complete.

Learning outcomes



Upon completion of this study unit you should be able to:

- Discuss the ways in which you handle classroom management, learner motivation and instruction in your classroom.

Study material



- **Chapters 10 and 11**
- Henning, J.E., Gut, D.M. & Beam, P.C. 2019. Building mentoring capacity in teacher education. A guide to clinically-based practice. New York: Routledge.



DO THE FOLLOWING

- Login to eFundi and join the discussion forum. Share your ideas on the following:
 - How does the first year of teaching (in-service) differ from pre-service teaching (student teachers)?
 - What is critical for beginner teachers to learn so they can be successful?

- What are some important strategies for mentoring beginner or early career teachers?
- What are the primary professional development needs of teacher leaders?
- What do teacher leaders still need to know?
- What kind of mentoring is appropriate for teacher leaders?
- Create a classroom management plan. Include processes for preventative and reactive discipline steps.
- Create a motivational plan that includes an array of motivational strategies employed over an entire year. Try grouping them according to the five MUSIC design principles. Integrate these strategies into a system design by developing a set of intended goals and outcomes.
- Plan, co-design and implement a system (e.g., classroom management, learner engagement, and/or instruction) with the early career teacher you are mentoring.
- Collaborate with your early career teacher to assess the effectiveness of your collaboratively developed system.
- What area of practice would you most like to improve. Discuss with your colleagues. Then design a leveraged change that will initiate an evolution of further changes in your practice.

Assessment: What to include in your portfolio of evidence



- A narrative of the system (e.g., classroom management, learner engagement, and/or instruction) you developed with the early career teacher you are mentoring.
- A reflection on the area of practice that you would most like to improve and how you intend initiating these changes.
- A copy of assessment rubric 12.
- A copy of assessment rubric 13.



Summary of the main learning points

- Learning experientially is about enacting new practices, noticing variations, and generalising about teaching practice.
- Design thinking and action research enhance this type of experiential learning.
- An advantage to design thinking is that it fosters a positive interaction between tacit and explicit thinking.
- Teacher leaders use both processes to unceasingly create new teaching experiences, reflect on them as they move through cycles of learning, and develop new generalisations and concepts about teaching.

- Their familiarity with how teachers learn in classrooms makes them masters of their own experiential learning.
- At this level of teaching, teacher leaders can design teaching and learning environments that foster their own professional development.
- In a more open classroom, learning for both learners and teachers is always taking place.
- Thus, teacher leaders are continually integrating new practice into their existing practice. As a result, they have developed certain aspects of their practice that may not be available for student teachers in the context of other classrooms.
- A complex classroom environment can greatly facilitate the development of teacher candidates through tacit learning.

Assessment rubric 12: Competence – Mentoring Early Career Teachers

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

Assessment rubric 13: Competence – Professional Growth

Criteria	Exceeds Expectations 80-100% 4	Meets Expectations 70-79% 3	Approaching Expectations 60-69% 2	Does not Meet Expectations 50-59% 1	Rating Scale Score
Depth of Reflection	<p>Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are insightful and well supported.</p> <p>Clear, detailed examples are provided, as applicable.</p>	<p>Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are supported.</p> <p>Appropriate examples are provided, as applicable.</p>	<p>Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are unsupported or supported with flawed arguments.</p> <p>Examples, when applicable, are not provided or are irrelevant to the assignment.</p>	<p>Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the study unit.</p> <p>Viewpoints and interpretations are missing, inappropriate, and/or unsupported.</p> <p>Examples, when applicable, are not provided.</p>	
Required Components	<p>Response includes all components and meets or exceeds all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed thoroughly.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response includes all components and meets all requirements indicated in the instructions.</p> <p>Each question or part of the task is addressed.</p> <p>All attachments and/or additional documents are included, as required.</p>	<p>Response is missing some components and/or does not fully meet the requirements indicated in the instructions.</p> <p>Some questions or parts of the task are not addressed.</p> <p>Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the task.</p>	<p>Response excludes essential components and/or does not address the requirements indicated in the instructions.</p> <p>Many parts of the task are addressed minimally, inadequately, and/or not at all.</p>	

Structure	<p>Writing is clear, concise, and well organized with excellent sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than three spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is mostly clear, concise, and well organized with good sentence/paragraph construction.</p> <p>Thoughts are expressed in a coherent and logical manner.</p> <p>There are no more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and/or disorganized.</p> <p>Thoughts are not expressed in a logical manner.</p> <p>There are more than five spelling, grammar, or syntax errors per page of writing.</p>	<p>Writing is unclear and disorganized.</p> <p>Thoughts ramble and make little sense.</p> <p>There are numerous spelling, grammar, or syntax errors throughout the response.</p>	
Evidence and Practice	<p>Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are thoroughly detailed, as applicable.</p>	<p>Response shows evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>The implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>Few implications of these insights for the mentor teacher's overall teaching practice are presented, as applicable.</p>	<p>Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire study unit.</p> <p>No implications for the mentor teacher's overall teaching practice are presented, as applicable.</p>	
Total out of 16					

Passing Score: A score of 9.0 or greater is required for successful completion.

Compilation of Portfolio of Evidence



Mentoring in Teacher Education

Portfolio

Mentor Teacher Information

Initials and Surname: _____

Student number:

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Cellphone number

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School:

Town/City:

Province:

Grade:

OVERVIEW

All the evidence specified for inclusion in the **Portfolio of Evidence** is necessary in order for you to successfully complete the Mentoring Short Course. You are expected to gather the evidence in a methodical and systematic manner and ensure that all evidence is provided. The portfolio of evidence is presented to demonstrate how it matches the specific outcomes, assessment criteria and the underpinning knowledge requirements of the tasks.

Most mentors find that the simplest way to collect their evidence is in a loose-leaf lever arch file or binder. This is called a Portfolio of Evidence. A portfolio can be any shape or size, depending on the type of evidence. However, it is usual to use an A4 ring binder or lever arch folder. The portfolio can also be ring-bound. A portfolio will need to be a well organised, structured collection of all the evidence that has been collected, gathered together and referenced to the tasks. To achieve this, it is recommended that dividers are used between each task and the evidence has been collected, so that the portfolio is easy to work through. Please do not use plastic pockets. The activities in a Portfolio of Evidence are linked to the learning outcomes and assessment criteria for this short course, taking into account opportunities for integrated assessment or for gathering naturally occurring evidence where relevant. Instructions on each activity within this portfolio are clear and unambiguous. Read each instruction carefully to ensure that you provide exactly what is required. You will be given sufficient time for completing tasks and gathering evidence as detailed in this portfolio.

PORTFOLIO OF EVIDENCE CHECKLIST

Evidence to be included in portfolio	Mentor teacher control - signature	University Assessment Team - signature	Rubric Total	Allocated rubric total
Study Unit 1				
A 500 word reflection				
Copy of Assessment Rubric 1.			16	
Total for STUDY UNIT 1			16	
Study Unit 2				
A copy of your Mentor-Mentee Match interview protocol questions.				
A copy of your orientation guide.				
An uploaded audio recording of what you shared with the student teacher in terms of your learners, your classroom and the way you implement the curriculum.				
A copy of Assessment Rubric 2.			16	
A copy of Assessment Rubric 3.			36	
Total for STUDY UNIT 2			52	

Study Unit 3				
Include a list of the activities you would involve student teachers in – differentiate the activities according to what you think student teachers in year 1 through to year 4 should be able to do progressively.				
A copy of your reflection on the usefulness of the Developmental Curriculum as well as the Interactions Matrix.				
A copy of Assessment Rubric 4.			16	
A copy of Assessment Rubric 5.			16	
Total for STUDY UNIT 3			32	
Study Unit 4				
A critical discussion of how you would approach co-teaching.				
A copy of your video recording and all the evidence to support the co-teaching experience you created with the student teacher.				
A copy of assessment rubric 6.			16	
A copy of assessment rubric 7.			16	
Total for STUDY UNIT 4			32	
Study Unit 5				
Include the marked rubric that you used to assess the recording				

of a student teacher implementing a high leverage practice.				
Include a reflective narrative of your assessment of the student teacher.				
Include the audio recording of the feedback that you would provide to the student teacher after the session.				
A copy of assessment rubric 8.			16	
A copy of assessment rubric 9.			36	
Total for STUDY UNIT 5			52	
Study Unit 6				
Make a video recording of the lesson or section of the lesson that you would like to model reflection OR you can describe the section of the lesson that you would like to model your reflection for the student teacher.				
Include your commentary and written components in a separate document.				
A copy of assessment rubric 10.			16	
Total for STUDY UNIT 6			16	

Study Unit 7				
Your responses to the scenarios presented above.				
Your plan for how you would model, ask reflective questions, co-teach, and engage student teachers at the initial level. The tasks this would lead to next for student teachers, and what reflective questions you would ask.				
Assessment rubric 11.			16	
Total for STUDY UNIT 7			16	
Study Unit 8				
A narrative of the system (e.g., classroom management, learner engagement, and/or instruction) you developed with the early career teacher you are mentoring.				
A reflection on the area of practice that you would most like to improve and how you intend initiating these changes.				
A copy of assessment rubric 12.			16	
A copy of assessment rubric 13.			16	
Total for STUDY UNIT 8			32	
TOTAL FOR PORTFOLIO	248			