Redefining the Role of the Mentor Teacher

Louisiana Tech University & Lincoln Parish Schools
The Leadership

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Key elements of the TEaM Model include:

- Mentor training and full-year support.
- A new TEaM design of the traditional student teaching triad.
- The development of a new TEaM member, the clinical liaison.
- Mentor/intern co-teaching expectations.
- New school/district leadership TEaM roles in the preparation of new teachers.
- Monthly seminars led by TEaM university/school faculty.
- 9-Month Intern Professionalism Development.

“These 14 volunteer interns are making their mark on our clinical residency design for the future.”

—Dr. Amy Vessel, Acting Director

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Clinical Residency Program

There are countless advantages to this program. Let’s start with the fact that I have become so knowledgeable in the first week of school. I feel I will be more prepared to start a job right after I graduate.

-Laura Davidson, 2015-2016 Intern
The Louisiana Tech University TEaM Model transforms the traditional student teaching triad into a team approach to prepare tomorrow’s educators during a full-year clinical residency program. The TEaM includes university and school partners that collaboratively mentor teacher candidates in the undergraduate early childhood PK-3, elementary 1-5, and elementary 1-5/special education programs as well as the masters in teaching programs.
I wish I had been given the opportunity to participate in a full-year clinical residency. These new teachers are going to be better prepared and more confident in the classroom than traditional student teachers.

-Amy Colvin, Mentor, Cypress Springs Elementary
The TEaM Model History

2014-2015 Cohort 1 Year 1 LA Tech Lincoln Parish Schools (11 interns)

January 2015 Introduced Clinical Liaison Role to Student Teaching Triad

June 2015 Summer Mentor Co-Teaching Institute (included Cohort 2 LA Tech Ouachita & Union Parish)

August 2015 TEaM Model Mentor/Intern Co-Teaching Workshop

2015-2016 Cohort 1 Year 2 TEaM Model LA Tech Lincoln Parish Schools (14 interns)

September 15, 2015 Clinical Residency Research Center

September-October 2015 TPI-US Program Inspection

2015-2016 Cohort 3 TEaM Model Mentor Training LA Tech, Lincoln Parish & Claiborne Parish

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The Clinical Residency is teaching me how to apply what I’ve learned in my classes and giving me the experience to bridge the gap between the college classroom and the elementary classroom.

-Dana Reno, 2015-2016 Intern
The TEAM Model

Teacher Educators & Mentors

- Teacher Intern Team
  - Lead Teacher Intern
  - Teacher Interns

- Mentor Teacher Team
  - Lead Mentor Teacher
  - Mentor Teachers

- School District Team
  - School Principal
  - School Curriculum Coordinator
  - Elementary Supervisor

- University Team
  - Clinical Director
  - Clinical Liaison
  - Methodology Faculty

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The TEaM Model: Key Vocabulary Shifts

The Transformation of Student Teacher

Student Teacher → Intern → Intern LEAD INTERN & INTERNS

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The TEaM Model: Key Vocabulary Shifts
The Transformation of District Support

School Principal

District TEaM
Principal, Teacher Coordinator, Curriculum Strategist, 
& Elementary Supervisor

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The TEaM Model: Key Vocabulary Shifts
The Transformation of University Supervisor

University Supervisor → Clinical Liaison → University TEaM Leadership TEaM, Clinical Director, Clinical Liaison & Methodology Faculty

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The TEaM Model: Key Vocabulary Shifts
The Transformation of Cooperating Teacher

Cooperating Teacher → Mentor Teacher → Mentor TEaM
Lead Mentor & Mentor

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2015 Lincoln Parish School Mentor Teams

Key elements of the TEaM Model include (a) mentor training and full-year support, (b) a new TEaM design of the traditional student teaching triad, (4) the development of a new TEaM member, the clinical liaison, (5) mentor/intern co-teaching expectations, (6) new school/district leadership TEaM roles in the preparation of new teachers, (7) monthly seminars led by TEaM university/school faculty, and (8) 9-Month Intern Professionalism Development.

2nd Year teams
Cypress Springs Elementary
Glen View Elementary

1st year team
Ruston Elementary

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Co-planning has been great! Every time we have a break with no students, we are planning something. We talk about what works and what needs to change. We are always trying new things so our co-planning chart is always changing. I really like how my mentor isn’t afraid to try new things. I’m learning so much!

-Destiny Maxwell, 2015-2016 Intern
The TEAM Model

Teacher Educators & Mentors

Constant feedback from the mentors and interns provide the university/district leadership team opportunities to continuously improve the TEaM Model.
Being a mentor is a fabulous opportunity and privilege! Working one-on-one helping to train the interns who will be teaching our students in the future, the students accept them as a teacher and are able to form a valuable relationship with them over a long-term clinical residency.

-Lisa Allen, Ruston Elementary Elementary Mentor

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The TEAM Model: Key Elements

1. Mentor training and full-year support
2. A TEaM design transforming the traditional student teaching triad
3. The development of a new TEaM member, the Clinical Liaison
4. Mentor/intern co-teaching expectations
Clinical Residency Program

My school made me feel like I was a member of their team. The partnership was there before the students ever arrived.

-Dana Reno, 2015-2016 Intern
The TEAM Model: Key Elements

5. New school/district leadership TEaM roles in the preparation of new teachers
6. Monthly seminars or “table talks” led by TEaM university/school faculty
7. On-going professional development opportunities for mentors AND interns through the university/district.
Content planning days are helpful in communicating with other grade levels. Content planning days enable us to see how our grade level content connects to the grade levels above and below us.

-Evelyn Skinner, 2015-2016 Intern
Co-Planning TEAM Model Examples
Cypress Springs Elementary
4th Math & Science

- The story of two mentors & two interns
- Daily group planning (during auxiliary class)
- State pilot - standards-based assessments

Mrs. Barton 4th Math/Science Mentor
Mrs. Risk 4th Math/Science Mentor
Miss Davidson 4th Math/Science Intern
Mr. Levesque 4th Math/Science Intern

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When co-teaching, you know there is always someone there right beside you to support you throughout the entire lesson.

-Kirsten Blake, 2015-2016 Intern
Co-Teaching TEAM Model Examples
Ruston Elementary – 5th Grade ELA
Mrs. McAlpin, Mentor & Miss Reno, Intern

<table>
<thead>
<tr>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• One Teach, One Assist</td>
<td>• Team Teaching</td>
<td>• Parallel Teaching</td>
</tr>
<tr>
<td>Mentor leads lesson</td>
<td>• Mentor and Intern take turns leading sections</td>
<td>• Mentor leads small group</td>
</tr>
<tr>
<td>Intern assists and</td>
<td>of the lesson</td>
<td>• Intern leads small group</td>
</tr>
<tr>
<td>manages students</td>
<td>• Both work together to meet the objectives of</td>
<td>• at the same time</td>
</tr>
<tr>
<td></td>
<td>the lesson and measure student learning</td>
<td>• Sometimes, the mentor differentiates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>instruction with her group.</td>
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</tbody>
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The first few weeks of school were so beneficial because my mentor introduced me to the room as OUR class. She completely set the tone for our classroom and implemented a true co-teaching environment.

-Evelyn Skinner, 2015-2016 Intern
### Co-Teaching TEAM Model Examples

**Glen View Elementary**  
**Kindergarten ELA & Mathematics**

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
</tr>
</thead>
</table>
| • Teaching Stations & Team Teaching  
• Mentor and Intern each lead small group instruction during ELA and mathematics | • Parallel Teaching  
• Mentor leads small group  
• Intern leads small group at the same time teaching same concepts with same strategies  
• Also provides time for performance assessments. | • Parallel Teaching & Alternate, Differentiated Instruction  
• Mentor and Intern lead small groups teaching same concepts  
• Mentor differentiates instruction with her group. |
Co-Teaching is working with one another to become better educators together!

-Laura Davidson, 2015-2016 Intern

Co-Teaching is a partnership between myself and my teacher. I feel a part of every aspect of planning and our day-to-day activities.

-Dana Reno, 2015-2016 Intern
The Mentor

- Is recognized by the school as a teacher leader welcoming interns into the profession.
- Participates in teaching opportunities for teacher candidates at Louisiana Tech through guest speaking in undergraduate courses, sharing expertise at intern team table talks, etc.
- Pursues on-going professional development through bi-weekly clinical liaison meetings with school mentor team, summer mentor training institutes, and graduate mentor university courses.
- Establishes an authentic co-teaching environment for the assigned intern from August to May.
“Help thy brother’s boat across, and Lo! Thine own has reached the shore.” – Hindu Proverb

As a mentor teacher, I’ve come to learn that my role is not just to fill the backpacks of the interns and send them on their way. It’s about taking the journey alongside the intern, overcoming obstacles as a team, and celebrating our accomplishments together.

-Michelle Chauvin, Mentor, Cypress Springs Elementary
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