Mentor/Cooperating Teacher Training-List 5316

University of Texas at Arlington
College of Education & Health Professions
Department of Curriculum & Instruction
Literacy Studies
Thank you for collaborating with UT Arlington in the process of preparing our graduate students/candidates who are seeking Reading Specialist, Master Reading Teacher, and ESL certifications in Texas.

Your role as a mentor/cooperating teacher is critical to the success of our candidates, and we appreciate your contributions.

This presentation is designed to clarify your role as a mentor.
Completion of Training

- This training is required by the Texas Education Agency.

- Please document your completion of the training by following the link at the end of the document.

- Thank you for your efforts in helping us maintain a successful educator preparation program.
The courses of this program of study are aligned with state and national standards.

As a mentor/cooperating teacher, you are working with candidates as they complete practicum requirements of the program.

In a practicum, candidates who are seeking certification(s) work in Texas Education Agency accredited/approved schools to demonstrate being able to apply knowledge. The school can be the school where a candidate is currently teaching.
Texas Administrative Code and NCATE/CAEP

- The requirements of the practicum experiences and your role as a mentor are guided by Texas Administrative Code.

- As stated on the Texas Education Agency website: “All educator preparation programs are governed by Texas Administrative Code rules and monitored for quality by Texas Education Agency Division of Educator Standards. Programs are responsible for implementing current rules, content and best practices as they prepare future teachers and administrators.”

- The requirements of the practicum experiences and your role as a mentor are guided also by NCATE/CAEP or national accreditation standards for Reading Specialist and ESL certifications.
Qualifications of Mentor/Cooperating Teacher

- The mentor should have expertise that can be drawn upon in providing constructive feedback that can contribute to the growth of the candidate.

- The mentor/cooperating teacher an educator who is certified within the United States and currently teaching in a Texas Education Agency accredited/approved school.

- The mentor/cooperating teacher should be a person who wants to mentor the graduate student and is willing to find time to do this.
Requirements of Mentor

- The mentor teacher reads the letter describing the practicum and signs the statement of agreement.
- The candidate is to schedule times to meet for conferences, interviews, and observations that work well for the mentor teacher.
- The candidate also observes and interviews a mentee, and this may be the basis of conferences with the mentor. The mentor may suggest other teachers or educators to observe based upon schedules of those involved.
- The mentor submits an electronic evaluation at the end of the practicum.
Requirements of Practicum

- Candidates are aware of the practicum requirements when they receive a course syllabus, and they are responsible for ensuring that observations are linked with those requirements where they demonstrate being able to apply knowledge in meeting state standards.

- Along with working with a mentor and mentee, candidates work with a field supervisor. The field supervisor is a current or former educator with advanced credentials who is certified with preferably five years of teaching or administrative experience.
Role of Field Supervisor

- In complying with Texas Administrative Code, the field supervisor documents the candidate’s practices observed for 45 minutes.

- After the observation, the field supervisor provides written feedback through an interactive conference of 20 minutes with the candidate.

- The campus administrator and UT Arlington also receive a copy of the written feedback of the Practicum Observation and Conference Form.

- Each item on the Practicum Observation and Conference Form serves a purpose in meeting standards.
LIST 5316 is one of the first courses candidates take.

In LIST 5316, candidates begin to learn about current insights related to concepts of literacy development, assessment and instruction as well as the differing needs of students. Candidates gain in-depth knowledge through courses of their program.
Requirements of Course Practicum: LIST 5316

- Candidates submit weekly reports to describe and document their practicum experiences.

- A field supervisor will observe the candidate one time. This observation will focus upon the candidate providing literacy instruction to students, and the candidate uses a lesson plan provided through the course.

- The mentor teacher does not have to be present but could observe. The mentor should be aware of the field supervisor observation date.

- The literacy instruction provided could be provided to the mentor teacher’s students, the mentee’s students, or it could be instruction provided to the candidate’s students. The instruction could be large or small-group instruction in literacy education.
Requirements of Course Practicum: LIST 5316

- The field supervisor observes the candidate for 45 minutes as the candidate provides literacy instruction to students.

- The 45-minute allocation also needs to make it possible for the candidate to demonstrate applying knowledge of literacy education rather than engaging in other instruction or tasks.

- The 45 minutes should be allocated in ways that are appropriate for the students. For example, the candidate may provide 15-20 minutes of whole-group/whole-class instruction followed by working with small groups or individuals.

- The observation is followed by a 20-minute conference.
Requirements of Course Practicum: State Standards

- The observation and conference for the field supervisor uses is based upon the Reading Specialist standards. Candidates will be expected to demonstrate meeting aspects of the first three standards as they plan and provide instruction for this observation.

- Standard I relates to applying knowledge of the components of literacy: oral language, phonological and phonemic awareness, concepts of print, alphabetic principle, word identification, fluency, comprehension, vocabulary, written language. (A single lesson probably would not address all components, but at least one component would be addressed.)

- Standard II pertains to applying knowledge of assessment and instruction, or being able to provide instruction that is informed by assessment.
Requirements of Course Practicum: State Standards

- Standard III pertains to applying knowledge of how the differing needs of individual students influence their literacy development.

- The candidates are not asked to demonstrate meeting Standard IV because this standard features being a literacy leader or coach which they prepare for throughout the program.

- LIST 5317 is the practicum at the end of the program and all four standards are addressed in the observations for LIST 5317.
Rankings for Meeting Standards

- A candidate is ranked by the field supervisor using the Observation and Conference form. The mentor also ranks the candidate using the Mentor Evaluation form and which is completed at the end of the practicum.

- A ranking of **Approaches Standard** is given because the delivery of the candidate is lacking or not appropriate.

- A ranking of **Meets Standard** is given because the delivery of the candidate demonstrates proficiency.

- A ranking of **Exceeds Standard** is given because the delivery of the candidate demonstrates exemplary application.
Contact Information

Any questions about the process or concerns about the candidate’s performance can be addressed by sending an email to the Program Coordinator.

Dr. Kathleen Tice
Program Coordinator, Literacy Studies
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To complete this training and to verify your agreement to abide by Educator Code of Ethics, please fill out the following survey:

Training and Ethics Survey
https://www.uta.edu/coed/academics/fieldexperience/list-ap-training-survey.php