



Office of Field Experience

Mentor Teacher Resources

Tips for being a successful mentor

- [8 Qualities of a Great Mentor Teacher](#)
- [How to Be \(or Find\) a Truly Great Teaching Mentor](#)
- [7 Tips for Mentoring a Student Teacher](#)
- Ask for support - Utilize the expertise of your student's university field supervisor or instructor
- Fill out the [Focus of Concern Form](#) if you are concerned about the dispositional, instructional, or behavior skills of your candidate.

Compensation: Your payment should be dispersed by the end of the term. Contact Jan Case (Janice.Case@cwu.edu) with compensation-related questions or concerns.

Online teaching resources

- CWU [online teaching resources](#) – This guide focuses on communication, student privacy, video production, copyrights, and resources specific to elementary and secondary educators.
- [Remote learning tasks](#) – an extensive list of activities that can be completed online.
- [6 Tips for Mentoring New Teachers During Distance Learning](#) (Edutopia, 2020)

Ideas for your first meeting

- **Share your expertise:**
 - Discuss what you have learned about being an effective teacher.
 - Describe your preferred classroom management style.
- **Example questions to ask your student teacher:**
 - What teaching techniques and skills do you want to practice through this placement?
 - What are you looking forward to as this placement begins?
 - What questions do you have?
- **Create roles and expectations:**
 - Review the expectations outlined in the relevant course overview (see below).
 - Discuss the roles of your field experience student in the classroom. Will these roles remain the same or change throughout the quarter?
 - Share district policies that relate to the student's role.
 - Discuss any other expectations (ex: cell phone use, professional dress).
- **Establish a schedule and communication plan:**
 - Determine start and end dates.
 - Discuss the days and hours when they will participate each week.
 - Will you meet outside of class hours to plan and debrief? (Depends on course)
 - Will you email, text, or talk on the phone to communicate needs?
 - Between what hours of the day and week will you communicate with each other?
 - Set a date to review expectations and progress toward learning goals.

Course and Program Information

Field Experience (EFC 330):

- [Course Overview](#)
- [Handbook](#)

Student Teaching (EFC 480):

- [Course Overview](#)
- [Handbook](#)

Masters of Arts in Teaching Three Quarter Internship:

- [Program Overview](#)
- [Roles and Expectations](#)
- Internship placement contributes to requirements for the following course series:
 - Clinical Practice I (EDU 572)
 - Clinical Practice II (EDU 573)
 - Clinical Practice III (EDU 574)

Practicum courses:

- [Intro to the Teaching Profession](#) (ELEM 292)
- [Culture and Society](#) (ELEM 392)
- [Differentiation](#) (ELEF 493)
- [Inquiry –based Learning](#) (ELEM 494)
- [Professional Engagement](#) (ELEM 495)