

Establishing the Professional Relationship

The internship experience provides a unique opportunity for collaboration between a mentor-mentee. Unlike other scenarios where the two individuals must find time to work together, the internship places both in the same classroom over a prolonged period of time and engagement. This extended time together should reflect the following mentoring aspects:

- **Helping the candidate build professional relationships**
 - Setting up communication procedures and creating a work space
 - Developing a vision of good teaching
 - Creating an ongoing conversation around the internship
 - Connecting them to the building teachers and other personnel
 - Encouraging their active participation in school/district-based professional learning communities (team meetings, workshops, etc.)
 - Developing effective communication strategies for working with parents/guardians and managing difficult situations
 - Encouraging collaboration and team-building
 - Working with others in a respectful, caring, and professional manner that always reflect honesty and confidentiality
 - Appropriately handling situations that violate the Code of Professional Conduct
 - Listening with compassion and empathy

- **Promoting Reflective Practice**
 - Fosters desire to learn, growth, develop practice – remaining open to new ideas and learning
 - Use coaching practices to promote reflective thinking, such as:
 - Probing for information
 - Asking open-ended questions
 - Listening for underlying concerns
 - Reading body language
 - Shift role from coach, collaborator, consultant to meet candidate's needs
 - Conducts observations, collects data, provides useful feedback
 - Provides feedback about classroom climate, instruction, planning, delivery, and assessment
 - Assists candidate with pre-professional growth plan
 - Engages regularly with candidate to reflect, plan, model thinking, promote problem solving

- **Deepens Content and Pedagogy Knowledge**
 - Deepens content knowledge, theory, and pedagogy
 - Demonstrates use of technology effective in promoting student learning
 - Aligns instruction based on student learning data and needs

- Understands diverse student needs and how to personalize instruction
- Uses strategies to create a classroom community of tolerance and acceptance
- **Responds to Culture and Contexts**
 - Adjusts approach to support candidate in variety of school cultures and climates
 - Assists candidate in understanding school/district culture and policies
- **Establish Methods for Positive Interactions**
 - Use eye contact and calm voice
 - Use non-confrontational attributes (words, gestures, and physical position)
 - Use third-person references for sensitivity (eg: “the test questions reflected”...; instead of “your test was”)
 - Choose word and voice choice carefully when trying to coach or consult with your candidate
 - Coach – prompting and guiding
 - Consultant – definitive, based on knowledge base, policy
 - Use paraphrasing
 - Summarize what you think you heard
 - Acknowledge, clarify (re-focus)

Prompting Reflection

Initially, your candidate will be overwhelmed with the ease in which you manage all daily routines and activities. To help them develop, you will want to coach the candidate through models, prompts, and inquiry.

"Meta-thinking" to model the decision-making

Because so much of what happens in teaching is guided by thinking and decision-making occurring in the teacher's head during teaching, it can be helpful to candidates if their CT can develop the habit of thinking out loud, both during teaching and during planning conferences with the candidate. Some suggested prompts include:

- What factors are you weighing in your mind as you make adjustments to plans during teaching?
- What experiences are you calling on?
- What priorities are you juggling?

Additional prompts for use during coaching may include:

During Planning:

- What do you mean by having the instructional goal of “write well?” Can you give me an example of student writing not meeting this goal?

- How do you plan to introduce the lesson? What will you say? Will you use any props?
- What is your lesson going to be about?
- As you see the lesson unfolding, what will students be doing?
- What do you see yourself doing to produce those student outcomes?
- What will you want me to look for and give you feedback about?
- What will you look for in students' reactions to know if your directions are understood
- As you envision the opening of the lesson, how long do you anticipate that it will take?

During Reflecting:

- As you reflect back on the lesson, how do you feel it went?
- What did you see students doing (or hear) that made you feel that way?
- What do you recall about your own behavior during the lesson?
- How did what you observed compare with what you planned?
- How did what you planned compare with what you did?
- As you reflect on the goals for this lesson, what can you say about your students' achievement of them?
- What were you aware of that students were doing that signaled you to change the lesson?
- What evidence or ideas do you have to explain why some students performed as you had hoped while other did not?
- What did you do (or not do) to produce the results you wanted?
- As you reflect on this discussion, what big ideas or insights are you discovering?
- As you plan future lessons, what ideas have you developed that might be carried forth to the next lesson or other lessons?
- As you think back over our conversation, what has this session done for you? What assisted you? What could I do differently in future sessions?

General Prompt Ideas:

- Ask candidate to compare lesson goals, activities, and assessments for alignment
- Prompt candidate to anticipate teaching strategies and decisions and concerns
- Ask candidate to clarify lesson goals
- Prompt candidate to summarize their decision making out loud – as if talking to themselves
- Ask candidate to think about the evidence of student achievement
- What do you think you did to help make things go so well?
- Could you use any of those strategies again sometime?
- What has been going on in the classroom when behavior was not a concern?
- The last time we talked, you expressed concern about the upcoming lesson. How did that go?

Linking Coursework

In addition to the plan-teach-reflect mentoring, candidates may need to be reminded of the resources they acquired while engaging in their program coursework. As such, UICs and CTs are encouraged to ask students to think about what they learned in their program coursework and to review lessons, plans, and techniques that may apply to their internship classroom.