



**MARYVILLE**  
— **COLLEGE** —

# **Educator Preparation Program Clinical Mentor Handbook**

Spring 2023

**The Division of Education fosters professional educators  
to intentionally impact individuals, groups, and  
communities of the world.**

Version: Spring 2023

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## **Welcome**

Thank you for your service in preparing our future educators. The capstone clinical practice will be one of the most challenging yet rewarding experiences for you and the teacher candidate. Research shows that active mentoring by the clinical mentor during the student teaching experience is a critical component of educator preparation. The faculty and staff at Maryville College are committed to our teacher candidates and, with your support, know each one will have successful experiences.

This handbook is designed for teachers who are mentoring teacher candidates pursuing initial teacher licensure for Elementary, K-12, and Secondary Education. Candidates are aware that the Maryville College Educator Preparation Program has the right to make programmatic changes as necessary to remain in compliance with the Tennessee Department of Education. Teacher candidates are responsible for knowing current requirements of their specific area of licensure.

Maryville College teacher candidates are required to submit a TN TBI Background Check and proof of liability insurance prior to the start of clinical practice.

## Division of Education Directory

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## **Clinical Practice Information**

- A teacher candidate is required to spend a minimum of one semester, usually 15 weeks, in a full-day classroom.
  - Candidates will follow the calendar of the school system in which they are placed.
- A teacher candidate should have teaching experiences in at least two classrooms in different environments.
  - Secondary: Clinical practice cannot include teaching AP courses.
- It is expected that the teacher candidate's start date and daily schedule follow the clinical mentors schedule. Tardiness or leaving early can result in dismissal from the clinical placement. Candidates may not leave the school campus at any time during the day unless requested and approved by the Maryville College Supervisor. Candidate's should make appointments (doctor, dentist, etc.) outside of school hours
- A teacher candidate is expected to be at school for the hours required for the clinical mentor and to participate in required faculty activities such as faculty and/or grade level meetings.
- Teacher candidates must record absences on the official MCEPP form. Unreported, excessive, or unexplained absences may result in dismissal from the clinical placement or an extension of clinical practice.
- Teacher candidates are required by the State of Tennessee to complete edTPA during the clinical practice experience. Candidates will teach a unit that includes video recordings, lesson plans, formative and summative assessments, and analysis of instructional strategies, differentiation, and classroom management.
- Clinical practice is not compatible with holding down another job or taking additional courses beyond EDU 352.
- A teacher candidate is responsible for transportation to and from the assigned clinical site.

## **Required Courses and Seminars**

- All teacher candidates are enrolled in EDU 352 Senior Study II while completing their clinical placement. Candidates are required to attend all class meetings (Mondays, 4pm-6pm). Candidates should be on time and to stay for the entire class meeting. Failure to attend may cause a candidate to repeat EDU 352.
- Teacher candidates are required to attend an orientation meeting at the beginning of the clinical placement. Candidates are notified through MC email of the date and time.

## The Clinical Mentor

As a Clinical Educator, you have the ability to share your experience and knowledge and to serve as a coach, collaborator, and advocate. You have specific knowledge that cannot be replicated in the college classroom. You understand the contextual factors that influence your students' learning. You can plan, facilitate, and manage lessons to maximize student learning. And, you are adept in the art of questioning to uncover student thinking. Recent research shows that (to be most effective) mentoring and coaching must occur during student teaching in the context of PK-12 classrooms (Darling-Hammond & Baratz-Snowden, 2007). In addition, the clinical mentor should be able to use both coaching and consulting techniques based on the needs of the teacher candidate. This requires a shift in the mentor-mentee relationship.

We promote:

- Clinical mentors and teacher candidates engaging in research based co-teaching models during clinical practice/student teaching.
- Clinical mentors and teacher candidates collaboratively designing specific instructional lessons to meet the differing academic needs of PK-12 students.
- Teacher candidates providing differentiated instruction in the classroom (i.e., work with exceptional students).
- Teacher candidates working with several teachers during the clinical practice (i.e., a teaching team).
- A mentor-mentee relationship based on cognitive coaching and focused on using student learning data to engage the mentee in thinking and problem solving.

We strongly suggest that the clinical mentor and teacher candidate begin co-planning and co-teaching at the beginning of the clinical practice. A variety of co-teaching models (refer to Co-Teaching Fundamentals handout) should be used during the placement with the teacher candidate assuming the lead role as soon as it is feasible.

NOTE: While a specified time of solo teaching is no longer a requirement, we strongly recommend that the teacher candidate be allowed to have teaching time on their own.

## Roles and Responsibilities

**Clinical Mentors** play a critically important support role in the clinical practice experience. Mentoring is a professional assignment and Clinical Mentors should fulfill the following responsibilities:

- Attend an orientation session at the beginning of the clinical placement semester;
- Co-plan with the teacher candidate and provide feedback on the process;
- Co-teach with the teacher candidate, utilizing various co-teaching models;
- Give specific feedback in the form of observed data and question to promote reflection (i.e., asking the teacher candidate to explain the reasoning behind classroom decisions or posing situations that require the teacher candidate to apply new learning)
- Regularly discuss the following with the teacher candidate: identifying curriculum standards and objectives, selecting instructional materials and teaching strategies, diagnosing learner needs and differences, evaluating student progress, discussing the classroom management plan, and communicating school acculturation;
- Provide suggestions when the teacher candidate does not have the resources to address a situation;
- Communicate regularly with the Maryville College Supervisor to identify candidate needs, to plan assistance strategies, and to discuss candidate growth;
- Initiate timely contact with Maryville College Supervisor regarding situations requiring immediate attention;
- Contact the Maryville College Supervisor if there are concerns about the success of the teacher candidate;
- Participate in a midterm conference with the teacher candidate and Maryville College Supervisor to identify Reinforcement and Refinement Objectives and discuss Professional Behaviors;
- Complete a TEAM Summative Evaluation at the end of the teacher candidate's experience;
- Complete a final evaluation of the teacher candidate's Professional Behaviors.

The **Maryville College Supervisor** serves as the primary contact person. The Supervisor's assignment incorporates **at least** the following responsibilities:

- Coordinates formal evaluation(s) with the teacher candidate, collects observation forms and lesson plan, and provides formative feedback in a timely manner;
- Observes and coaches the teacher candidate in improvement of teaching performance and in other aspects of professional development;

- Monitors progress related to successful completion of the clinical practice requirements as outlined in the syllabus;
- Coordinates midterm and final conferences (consisting of Clinical Mentor, teacher candidate, and Supervisor);
- Communicates with school personnel regarding the teacher candidates' experiences;
- Acts on concerns or issues needing immediate intervention or response;
- Contacts the Field Experience Coordinator and the Division Chair if there are concerns about the success of the teacher candidate. Teacher candidates that may not succeed in clinical practice must be notified at midterm;
- Determines the teacher candidate's final grade.

The **Maryville College Content Area Supervisor** will work closely with those students seeking teacher licensure in a K-12 or secondary program area. The Content Area Supervisor takes on the following supervisory activities:

- Meets with and observes teacher candidates in the K-12/secondary placement;
- Coordinates formal evaluation(s) with teacher candidates (2 total), collects lesson plan and ancillary materials, and provides feedback in a timely manner;
- Submits Observation forms to the Maryville College Supervisor in a timely manner;
- Emphasizes subject matter competence in all evaluations.

The **Principal** of the primary placement school has responsibility for overseeing the mentor - mentee relationship and may assist in evaluating the teacher candidate. The principal (or designee) should carry out the following responsibilities relative to the clinical practice:

- Coordinate and assist Clinical Mentors with the teacher candidate's experiences;
- Assist in orienting teacher candidates;
- Observe the teacher candidate and provide constructive feedback, when possible.

## **Student Learning & Licensure (SLL) Data System**

Student Learning & Licensure (SLL) is an online data collection and assessment system. Once fully implemented, the system will assist the Educator Preparation Program (EPP) in measuring learning goals and objectives. By collecting data at various points across teacher licensure programs, the EPP will be better able to analyze summative data for accreditation and program improvement, and demonstrate alignment among state and national education standards.

We are implementing SLL this academic year and appreciate your patience as the Data Coordinator becomes more familiar with the system.

At the end of the teacher candidate's experience in placement #1, Clinical Mentors will complete two summative evaluations in SLL.

1. Final evaluation of the candidate's Professional Behaviors
2. Final evaluation of the candidate's readiness to teach (TEAM rubric)

The Data Coordinator will provide account set-up and log-in information along with detailed instructions at a later date.

## **edTPA Information for Clinical Mentors**

### **What is edTPA?**

edTPA is a performance-based, subject-specific assessment that measures a teacher candidate's ability to plan and teach 3-5 consecutive lessons and assess student learning throughout each lesson.

### **What role do I play in edTPA?**

There are several things you can do to help your teacher candidate be successful on edTPA:

- Give the teacher candidate opportunities to teach prior to their edTPA lessons and provide feedback on their teaching. Recording their lessons will give them the practice they need for recording their edTPA lessons.
- Provide the candidate with information regarding the students that they are teaching (IEPs, 504's underperforming students, or gifted)
- Discuss the edTPA lesson plans and assessment data with the teacher candidate (ex: resources, instructional strategies, activities, etc)

### **Other Information**

Our teacher candidates are working under a deadline for edTPA. They will need to start discussing dates and content for teaching immediately upon arriving in your classroom.

Lessons that include student-to-student interactions are best.

Teacher candidates are required to film all lessons. They will provide a video release form for your students' guardians to fill out.

### **Need More Information?**

Please do not hesitate to contact me with any questions.

[Tracy.Wulf@maryvillecollege.edu](mailto:Tracy.Wulf@maryvillecollege.edu)

There are links to edTPA website on our Resource page.

## **Resources**

[Co-Teaching Fundamentals](#)

[EdTPA](#)

[Maryville College Professional Dispositions with Indicators](#)

[TEAM General Education Rubric](#)