



**Teacher Builder.com**

Advanced Learning & Knowledge

Online Alternative Teacher Certification

**TeacherBuilder.com**  
**Mentor Program**  
**Mentoring Handbook**



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## **Program Overview**

This alternative certification program is one of the first private web-based program in Texas to be approved by the State Board of Educator Certification (SBEC). The concept was developed by experienced individuals associated with the teacher preparation who are aware of the inconvenience of traditional face-to-face training models. Traditional teacher preparation programs make it inconvenient, if not impossible, for students far from training sites to meet their internships requirements. In addition to the time spent at each session, some students are driving several hours to attend required training while maintaining a full-time job. TeacherBuilder.com provides an easy to use and convenient alternative consisting of high-quality teacher preparation courses that interns complete on their own time schedule and from the comfort of their home, office or nearest internet access point. For more information, please feel free to call us at 1-877-822-1144 or you can visit [www.teacherbuilder.com](http://www.teacherbuilder.com) for more information.

## **Office Locations:**

### **Rio Grande Valley**

#### **Teacher Builder- Brownsville**

624 N. Expressway Suite #4  
Brownsville, TX 78521

Phone: 956-277-1787  
Fax: 956-383-0911

#### **Teacher Builder- Edinburg**

301 E. Cano St  
Edinburg, TX 78539

Phone: 956-277-1787  
Fax: 956-383-0911



## **Roles and Responsibilities of TeacherBuilder.Com Mentor**

Effective mentors have a strong knowledgebase and demonstrated skills in their field. Their work demonstrates superior achievement. The mentor is an experienced master teacher who has been carefully matched with the candidate by the district or school principal. The special, unique relationship between the mentor teacher and the candidate is a quintessential association that will significantly influence the professional development of the candidate. By agreeing to supervise the candidate, the mentor teacher will share his/her expert knowledge, skill, instructional materials and ideas, and time to the benefit and professional growth of the candidate. The mentor teacher will model best practice, have high expectations of the candidate, and determine the candidate's professional responsibilities and obligations before, during, and after the school day. The mentor teacher will review and critique the candidate's unit and lesson plans, materials, and assessments and continuously engage in dialogue with the candidate by offering candid, constructive feedback and advice regarding the candidate's strengths and needs. In addition, the mentor teacher will notify the university field supervisor in an early and timely manner if additional assistance is needed in mentoring the candidate. The mentor teacher is a respected, professional partner to whom the candidate and TeacherBuilder.com are sincerely grateful.

Skilled mentors:

- Must complete the online training module before first classroom observation of intern. Information on this requirement can be obtained by your district or by contacting your mentee. Your mentee will place a request to his or her certification officer for access to an online training module, for you.
- Must submit evidence of completion of mentor training to [ccardenas@teacherbuilder.net](mailto:ccardenas@teacherbuilder.net).
- Must observe the intern for a minimum of two (2) times the first semester and once the second semester using the TBC observation form.
- Must maintain frequent communication with the program supervisor on the progress of the intern, especially if concerns exist;
- Must submit observation forms to [ccardenas@teacherbuilder.net](mailto:ccardenas@teacherbuilder.net);
- Mentors must do a minimum of three (3) observations;

The observation forms may consist of district approved forms or forms provided by TeacherBuilder.

TeacherBuilder observation forms are provided at the end of this handbook.



## Mentor Observation Time Schedule

**1<sup>st</sup> Observation** must be conducted within the 1<sup>st</sup> six weeks of the interns' teaching assignment start date with students.

**2<sup>nd</sup> Observation** must be conducted within the 1<sup>st</sup> semester of the interns teaching assignment start date with students.

**3<sup>rd</sup> Observation** must be conducted in the 2<sup>nd</sup> semester of the interns teaching assignment start date with students.

**NOTE: Proof of mentor training and observation forms are to be sent to:**

**Certification Officer, Cristina Cardenas at [ccardenas@teacherbuilder.net](mailto:ccardenas@teacherbuilder.net) .**

## **What does the Mentor teacher need to know and be able to do?**

The Mentor:

- I. Has theoretical and practical knowledge of teaching and learning for both adults and children.
  - a. Understands learning in both children and adults
  - b. Identifies the range of learning and performance problems and successes
  - c. Models specific strategies with diverse students to overcome learning and performance problems and encourage success
- II. Understands the theoretical and practical aspects of mentoring, observation of novice educators, and provides feedback.
  - a. Stays in frequent contact with the novice
  - b. Provides professional guidance for the novice
    - i. Identifies a range of problems and successes
    - ii. Provides strategies for improvement
  - c. Provides specific feedback to the novice in a timely manner for professional improvement or growth
- III. Understands the functions and methods of K-12 public and private schools.
  - a. Models professional ethics, classroom discipline strategies, and time management techniques
  - b. Models various teaching strategies with diverse students in K-12 schools
  - c. Models lesson planning, material selection, and assessment of K-12 students
  - d. Models professional communication skills with colleagues, parents, students, and community members
  - e. Guides the novice in understanding school culture
- IV. Is responsible in executing his or her professional responsibilities.
  - a. Models best practices in the classroom
    - i. Models maintenance of accurate records
    - ii. Models advocacy for students
    - iii. Models service to the school
    - iv. Models reflection
    - v. Models continued professional; development
    - vi. Models flexibility
  - b. Provides frequent informal coaching for the novice
  - c. Communicates with the novice, the field supervisor, and the campus principal about the progress of the novice.

**Mentor/ Intern Checklist**

Mentor \_\_\_\_\_ Grade Level/Subject area \_\_\_\_\_

Mentor \_\_\_\_\_ Grade Level/Subject area \_\_\_\_\_

School \_\_\_\_\_ Academic Year \_\_\_\_\_

<p><b>Orientation</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Attend new teacher orientation (if applicable)</li><li><input type="checkbox"/> Review all applicable handbooks, emergency procedures, Code of Ethics</li><li><input type="checkbox"/> Establish/ log meeting times with intern</li><li><input type="checkbox"/> Introduce technology systems, resources</li></ul>	<p><b>Building</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Introduce to intern to staff</li><li><input type="checkbox"/> Demonstrate equipment (copy machines, smart board, etc)</li><li><input type="checkbox"/> Discuss telephone procedures, intercom system</li><li><input type="checkbox"/> Show how to obtain classroom supplies</li><li><input type="checkbox"/> Obtain textbooks, manuals, curriculum guides</li><li><input type="checkbox"/> Give tour of the building, parking areas, etc.</li><li><input type="checkbox"/> Discuss school lunchtime routine</li><li><input type="checkbox"/> Discuss supervisory duties/ procedures</li></ul>
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<p><b>Classroom</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Assist with room preparations</li><li><input type="checkbox"/> Review Response to Instruction/ Intervention Screeners</li><li><input type="checkbox"/> Share organizational system for grades, homework, parent communications. Etc.</li><li><input type="checkbox"/> Review time schedules, expectations &amp; activities for the first day with students</li><li><input type="checkbox"/> Review effective teaching methods of a lesson</li><li><input type="checkbox"/> Assist with planning for the first few weeks of school</li><li><input type="checkbox"/> Explain Back to School night and Open House procedures</li><li><input type="checkbox"/> Review daily tasks of attendance, lunch count and recess, etc.</li><li><input type="checkbox"/> Discuss organization of parent volunteers in the classroom</li><li><input type="checkbox"/> Discuss budget procedures, review budget selections</li><li><input type="checkbox"/> Assist in developing &amp; implementing classroom management strategies</li><li><input type="checkbox"/> Discuss importance of documenting each student portfolio record</li><li><input type="checkbox"/> Explain the importance of accurate recordkeeping (gradebook, attendance)</li><li><input type="checkbox"/> Discuss procedures for new students who enroll/withdraw</li><li><input type="checkbox"/> Acquaint intern with SPED referral procedures and pertinent forms</li><li><input type="checkbox"/> Help establish a substitute teacher folder</li></ul>
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When conducting observations:

- pay close attention to who is doing the bulk of the thinking.
- check to see if intern is asking questions that require more than a rote response.
- check to see if intern is posing what if questions, asking follow-up questions that demand elaboration, and pushing students to dig deeper and go beyond the surface answer.
- check to see if intern is proposing interesting problems where the answer is not always so obvious and neat, and then scaffolding students to figure out the solution on their own.

If the intern is asking simplistic and leading questions, elaborating on students' answers rather than pushing the students to go deeper, or solving problems while students watch, then the teacher is doing the thinking and not the students.

Recommendations:

- don't immediately look on the board to see the posted objective.
- try to get a sense of the objective from the instruction itself.
- once you think you have come upon the objective, only then look at the posted objective or essential question on the board.
- look to see if the instructional strategies – from the warm-up, to the direct instruction, to the assignments and assessments – matches and moves students towards the objective.

The focus of instruction is not what teacher teaches but what the students learn. The closure of every lesson should focus on what the learner has learned not what the teacher has taught.

The question is, how does the intern know that the students have learned and mastered the lesson unless there is some type of formative assessment—quiz, test, or activity.





**Agreement for Mentor Teachers**      **\*\* Mandatory Field\*\***

**Mentor Name:** \_\_\_\_\_ **TEA ID#** \_\_\_\_\_

**Address:** \_\_\_\_\_ **City:** \_\_\_\_\_

**State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**Email Address:** \_\_\_\_\_

**Campus Name:** \_\_\_\_\_ **District:** \_\_\_\_\_

**Grade Level:** \_\_\_\_\_ **Subject Assignment:** \_\_\_\_\_

**Valid Teaching Certificates:** \_\_\_\_\_

**Intern Name:** \_\_\_\_\_

Mentor Agreement:

I, \_\_\_\_\_, agree to be a mentor for one contract school year. I understand that I must fulfill the obligations as a mentor, listed below:

- Complete necessary mentor training and submit proper documentation solidifying the training,
- Meet with the intern teacher on agreed meeting times,
- Observe the intern teacher, following the designated time schedule, using the provided observation forms,
- Complete necessary documents and turn them in at the designated submission dates.

Training information to be provided by district or Teacher Builder Certification Officer, Cristina Cardenas at (956) 616-3767, [ccardenas@teacherbuilder.net](mailto:ccardenas@teacherbuilder.net).

My signature confirms my understanding and acceptance of all the requirements.

\_\_\_\_\_

Date: \_\_\_\_\_

Mentor Signature

\_\_\_\_\_

Mentor Printed Name

Revised August 16, 2022



**Mentor Commitment/Confidentiality Agreement**

I, \_\_\_\_\_, have agreed to serve as Mentor for \_\_\_\_\_ as part of the TeacherBuilder Mentor Program. I commit to providing guidance and support as outlined in the TeacherBuilder program mentor description. I agree to keep confidential everything revealed, spoken, observed within the Mentor/Mentee relationship except for information regarding the well-being of a student or colleague.

Further, I agree to communicate directly with my mentee and to avoid talking with others about my mentee and I understand that I am not a liaison to the school administration. I commit to listening actively and objectively to information my Mentee shares with me and providing constructive feedback.

\_\_\_\_\_  
Mentor Signature

\_\_\_\_\_  
Date

I, \_\_\_\_\_, have agreed to be mentored by \_\_\_\_\_ as part of the TeacherBuilder Mentoring Program . I commit to meeting weekly with my mentor and fulfilling the requirements of all components of the TeacherBuilder program. I understand that my mentor agrees to keep confidential everything revealed, spoken and observed within the Mentor/Mentee relationship with exception to information regarding the well-being of a student or colleague. I, too, agree to respect the boundaries of the Mentor/Mentee relationship as related to the issues described above. I understand that my Mentor’s responsibility is to serve as an advisor and coach to help me improve my skills as a teacher. I commit to listening actively and objectively to information my Mentor shares with me. Further, I agree to communicate directly with my Mentor and to avoid talking to others about my Mentor. I understand that my Mentor is not a liaison to the school administration.

\_\_\_\_\_  
Mentee Signature

\_\_\_\_\_  
Date



## **Pre-Conference Objectives**

Information obtained during a pre-conference will guide the observation. The intern teacher will describe the purpose and intent of the instruction to be observed. The following document is for your records. There is no need to turn this in, unless you feel it is necessary to be seen by a Teacher Builder supervisor.

The objectives for a pre-conference may be to:

- Build rapport and trust.
- Determine what the intern intends for the lesson.
- Discuss the mentor's objectives for the observation.
- Review the observation form.
- Identify specific areas of instruction to be observed.
- Provide feedback regarding intended lesson plan.

### **Pre-Conference Questions**

What are your instructional objectives for this lesson?

What curriculum outcomes are identified?

What type(s) of assessment is needed for this lesson?

What will the students be doing during this lesson?

How will you know when the instructional objectives are accomplished?

How will you differentiate instruction to meet the needs of all learners?



## **Post-Conference Objectives**

A post-conference presents an opportunity to discuss and analyze the lesson observation. The following document is for your records. There is no need to turn this in, unless you feel it is necessary to be seen by a Teacher Builder supervisor.

The objectives for a post-conference are to:

- Build rapport and trust.
- Provide recall of what happened during the observation.
- Provide collaborative analysis and problem-solving strategies.
- Provide for continuation of effective teaching behavior through coaching.
- Support commitment to continued growth and change.
- Develop the intern's skills in self-analysis.

## **Post-Conference Questions**

How did the lesson go?

What did you feel were some of the more effective parts of the lesson?

Did you achieve the objectives you had planned?

What did you feel did not go as you had intended?

If you were to teach the same lesson tomorrow, what would you change or do differently?

Did you make any changes in the lesson as you taught it? How did you decide to make those adjustments?

Teacherbuilder.com A Local Framework for Teaching Professional Practice Walkthrough Form

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Name: \_\_\_\_\_ Period: \_\_\_\_\_ Time: \_\_\_\_\_

<p><b>Domain 1: Planning</b></p> <ul style="list-style-type: none"> <li>• <b>Setting and communicating learning outcomes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Common Board Instructional Practices are present</li> <li><input type="checkbox"/> Students are aware of the learning objective</li> </ul> </li> <li>• <b>Demonstrating knowledge of students</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiated instruction evident</li> </ul> </li> <li>• <b>Designing coherent, student centered, instructional activities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instruction appropriate for all students which includes objective, activity and assignments alignment</li> <li><input type="checkbox"/> Kagan strategies included in the planning</li> </ul> </li> <li>• <b>Designing formative assessments and utilizing the data to tailor instruction</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Formal formative assessment used (data driven)</li> <li><input type="checkbox"/> Formal formative assessment used (inquiry based)</li> </ul> </li> <li>• <b>Demonstrating knowledge of standards and alignment</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Objective includes the "What" and the "How"</li> </ul> </li> </ul>	<p><b>Domain 2: Instruction</b></p> <ul style="list-style-type: none"> <li>• <b>Communicating with students</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Specific Constructive feedback</li> <li><input type="checkbox"/> Holding discussion with students</li> </ul> </li> <li>• <b>Engaging students in learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Facilitating small groups</li> <li><input type="checkbox"/> Peer interaction</li> <li><input type="checkbox"/> Kagan strategies used</li> </ul> </li> <li>• <b>Using questioning and discussion techniques to monitor individual student learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Asking higher order questions</li> <li><input type="checkbox"/> Asking knowledge level or procedural questions</li> </ul> </li> <li>• <b>Demonstrating flexibility and responsiveness with students</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence that the teacher uses intervention</li> <li><input type="checkbox"/> Relearning or re-evaluation of material</li> </ul> </li> <li>• <b>Achieving daily learning objectives</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Evidence of finishing/finished product</li> </ul> </li> <li>• <b>Demonstrating knowledge of content and pedagogy</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Real-world/student interest connections</li> <li><input type="checkbox"/> cross-curriculum connections</li> </ul> </li> </ul>
<p><b>Domain 3: Learning Environment</b></p> <ul style="list-style-type: none"> <li>• <b>Establishing a culture for learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiated instruction evident</li> <li><input type="checkbox"/> Equitable, consistent application of rule</li> </ul> </li> <li>• <b>Creating an environment of respect and rapport</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Respectful behavior/positive regard</li> <li><input type="checkbox"/> Specifying expectations &amp; desired behaviors</li> </ul> </li> <li>• <b>Encouraging positive student learning behaviors and student thinking</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cooperative/collaborative classroom</li> </ul> </li> <li>• <b>Organizing physical space</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Room is pleasant &amp; without clutter</li> </ul> </li> <li>• <b>Utilizing efficient classroom procedures</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Effective material management</li> <li><input type="checkbox"/> Effective time management</li> </ul> </li> <li>• <b>Employing technology and other tools for learning</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Technology enhances the learning &amp; helps achieve the lesson objective</li> </ul> </li> </ul>	<p><b>The students were:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening and responding</li> <li><input type="checkbox"/> Self-directed/Self-initiated/Creating original work</li> <li><input type="checkbox"/> Presenting to class</li> <li><input type="checkbox"/> Working in groups</li> <li><input type="checkbox"/> Completing worksheet</li> </ul> <p><b>The teacher was:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching from the power zone</li> <li><input type="checkbox"/> Specifying expectations and desired behavior</li> <li><input type="checkbox"/> Circulating among students</li> <li><input type="checkbox"/> Asking higher order questions</li> <li><input type="checkbox"/> Lecturing</li> <li><input type="checkbox"/> Sitting or standing behind desk or podium</li> </ul>
<p>Domain 1: Planning Score: ___ Improvement Needed ___ Developing ___ Proficient</p> <p>Domain 2: Instruction Score: ___ Improvement Needed ___ Developing ___ Proficient</p> <p>Domain 3: Learning Environment Score: ___ Improvement Needed ___ Developing ___ Proficient</p>	
<p><b>Post Observation Feedback:</b></p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	

Teacher Name:

Mentor Name:

Principal Name:

Teacher Signature:

Mentor Signature:

Principal Signature: