Mustang Mentoring Menu

Goal Setting

- Cooperating Teacher and Student Teacher identify specific goals and targets for professional growth and development within a set timeframe.

Role Play

- Student Teacher and Cooperating Teacher engage in simulated scenarios or interactions to practice and develop teaaching skills, strategies, or classroom management techniques.

Resource Gathering

- Cooperating Teacher and/or University Supervisor identifies, collects or curates educational materials, tools, and resources to support teaching and learning for the Student Teacher.

Book/Article Study

- Cooperating Teacher and Student Teacher mutually decide to analyze an educational text to gain insights, deepen understanding, and apply new knowledge to their teaching practice.

Co-Planning

- Cooperating Teacher and Student Teacher work together to plan the lesson.
- Either teaches the lesson.

Scaffolding Planning Support

- Level 1 Student Teacher is allowed to use pre-made lessons.
- Level 2 Cooperating Teacher offers resources and strategies to the Student Teacher for lesson planning.
- Level 3 Student Teacher uses provided resources to independently plan.

Self-Reflection

- Look within to discover areas of growth and areas of strength.
- Share your discoveries with others and encourage others to self-reflect.

Data Analysis

- Together examine and interpret student performance data, such as assessment scores, attendance records, and behavior observations, to inform instructional decisions and improve student learning outcomes.

Observation Menu

Formal Observation

- Planned Observation with submitted lesson plans and written feedback.
- Documentation required.
- Can be virtual.

Informal Observation

- Spontaneous observation with verbal or written feedback after instruction is complete.

Co-Observation

- Record a lesson and watch together.
- Discuss as you watch or take notes and discuss after viewing.

Live Observation

- Immediate and real-time verbal or non-verbal feedback during instruction.

Teaching Model Menu

Modeling Teaching

- Cooperting Teachr (CT) models a lesson as Student Teacher (ST) observes.

Assisting Teaching

- ST or CT takes the lead on instruction while the other assists as/if needed.

Co-Teaching

- ST and CT work together to plan, instruct (tag-team), and assess students in a shared environment. (whole group lesson)

Parallel or Small Group Teaching

- ST and CT Plan the lesson/s and each takes a small group of student to teach at the same time.

Conversation Menu

Pre-Conference

- CT and ST meet before an observation, and discuss expectations, goals, and strategies for the upcoming observation.

Debrief

- CT or US and ST meet to discuss strengths and opportunities for growth following an observation.

Triad Meeting

- ST, CT, and Program US discuss present levels of performance, goals, and progress.

Mustang Mindset

- Conversation in which the CT or US indicates the ST needs to explore strategies to foster resilience, adaptability, and a positive attitude towards prefessional challenges and personal growth.

Actionable Feedback Examples

Classroom Management	•**Observed**: Students were off-task during group work. •**Feedback**: “Try setting clear expectations before group activities. For example, assign roles like ‘recorder’ or ‘timekeeper’ to keep students focused.
Lesson Planning	•**Observed**: The lesson lacked a clear objective. •**Feedback**: “Include a learning goal at the start of each lesson. For instance, ‘Today we will learn how to identify the main idea in a paragraph.’ This helps students understand the purpose.”
Instructional Delivery	•**Observed**: Instructions were unclear, and students seemed confused. •**Feedback**: “Break instructions into smaller steps and check for understanding by asking a student to repeat them back.”
Student Engagement	•**Observed**: Only a few students participated in the discussion •**Feedback**: “Use strategies like ‘think-pair-share’ or interactive elements like polls, movement, or whiteboards to involve more students and keep them engaged.”
Assessment	•**Observed**: No formative assessment was used during the lesson. •**Feedback**: “Incorporate quick checks for understanding, like exit tickets or thumbs up/down, to gauge student learning in real time.”
Feedback	•**Observed**: I heard you say, "good job", "nice work" with little specific feedback. •**Feedback**: “Try to be specific in your feedback to students and relate your feedback to the lesson objectives.”
Professionalism	•**Observed**: Late arrival to school on two occasions •**Feedback**: “Punctuality sets a professional tone. Aim to arrive 10–15 minutes early to prepare and greet students.”
Diverse Learners	•**Observed:** The lesson lacked differentiation for diverse learners. •**Feedback:** "Include tiered activities or choice boards to meet the needs of students at different skill levels."