



## PEDL Mentor Handbook



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Dear Mentor,

Thank you for agreeing to work with our teacher candidate during their DLiTE/Fastrack Program. This Handbook is designed to give you history and information on our program.

We are grateful for your willingness to work with our candidates.

## **PEDL History:**

***PEDL***- PEDL stands for Professional Education Distance

Learning. PEDL includes the education programs that are offered through the Center for Extended Learning (CEL) at BSU. PEDL will no doubt continue to grow as future demands increase.

***DLiTE***- At the turn of the millennium, Bemidji State University started working on designing one of the first online teacher licensure programs in the nation. In the fall of 2002, the first cohort met at the Perpich Center for Arts Education in the Twin Cities and started their journey to become licensed teachers. The program was called DLiTE- Distributed Learning in Teacher Education because the courses were not all online but had DISTRIBUTED delivery methodologies – including Face-to-Face three times per year. Over the years, the hybrid DLiTE model has proven itself the most effective delivery model; this is particularly important for providing teacher licensure access to the underserved who do not have the option to terminate their employment or attend a traditional education program.

The DLiTE program is an online/hybrid, cohort-based elementary, education teacher licensure program that spans six semesters. Those who complete the program will earn a Bachelor of Science Degree in Elementary Education.

Nearly all of the courses in the PEDL programs are offered in a hybrid format, which means a portion of each class is conducted face-to-face at Anoka-Ramsey Community College three times each year, while the remainder is completed online. It is a mandatory requirement for students to meet in person at the beginning of each semester to start their courses and then again at the end of each semester to present final projects or take final examinations.

**FasTrack-** In 2006 the Minnesota Department of Education opened a “Portfolio Alternative Pathway to Licensure” office and collaborated with BSU to assist teacher candidates with previously earned degrees. Teacher candidates could apply their previous degree with the already developed Standards of Effective Practice (SEP) pedagogy sequence. Once the SEP courses were complete, the MDE recommended the candidate for licensure. In 2012, the licensure pathway was altered. The initiative was changed to the FasTrack PostBac to be offered as graduate level and now provides overview and licensure for FasTrack students. The Professional Education department works with the university content departments and recommends for the following licenses.

<b>Chemistry (9-12)</b>	
<b>Earth &amp; Space Science (9-12)</b>	<b><u>Physical Education (K-12)</u></b>
<b>Life Science (9-12)</b>	<b><u>Health (5-12)</u></b>
<b>Physics (9-12)</b>	<b><u>Social Studies (5-12)</u></b>
<b>General Science (5-8) Endorsement</b>	
<b>Communication Arts &amp; Literature (5-12)</b>	<b><u>Special Education (K-12)</u></b>
<b>Mathematics (5-12)</b>	<b><u>Library Media Specialist (with St. Cloud)</u></b>
<b>Technology Ed. (with St. Cloud)</b>	

## Mentor Information

### *Mentor Qualifications:*

To qualify as a Teacher Mentor, the individual must:

- DLiTE - Currently be teaching in a K-6 Classroom in a public school and hold a standard license in the area in which the teacher candidate is seeking a license. DLiTE mentors must hold a Minnesota K-6 or 1-6 Elementary License.
- FasTrack - Currently be teaching in a Secondary Classroom in a public school and hold a current standard license in the content area. For instance, a candidate seeking a Chemistry license must work with a mentor who is licensed in the area of Chemistry.
- FasTrack Special Education candidates may choose a mentor at either the elementary or the secondary level as long as the mentor is licensed in the area of specialization. For instance, a candidate seeking an SLD license must work with a mentor who holds a standard SLD license.

Each semester we offer mentors a \$125 stipend for working with our teacher candidates. We also offer the mentor teacher opportunities to participate in one-hour online webinars to earn CEU during the semester. There are four webinars offered each academic year, which would equal four CEU’s in total if the mentor attended every session.

Communications: Each semester you will receive a letter from the professors outlining the course requirements for the mentor and the teacher candidate. The mentor coordinator (Lisa Schmitz) will send a general information email, with

the professor letters attached. This email is sent 2 weeks after the semester starts. If you do not receive an email please let your teacher candidate know, so we can insure we have the correct email.

*To receive your stipend at the end of the semester, you will need to complete some forms with BSU as a “new employee”. You will be receiving an email from Lynn Johnson ([Lynn.Johnson@bemidjistate.edu](mailto:Lynn.Johnson@bemidjistate.edu)) to confirm your acceptance as a mentor and with additional details on the next steps.*

*The message from Lynn will ask you to watch for an email from [Noreply@MinnState.edu](mailto:Noreply@MinnState.edu) with a link included to fill out necessary new hire information such as your name, address and phone number. Please complete this as soon as possible as it will affiliate you with BSU and initiate your account for your stipend payment.*

*Please note you will only need to complete this intake process the first semester as a mentor. Once you have completed this process, you will automatically receive your stipend at the end of EACH semester you serve as a mentor. If you have any questions about the forms or the intake process, please reach out to [Ashleigh.Haugen@Bemidjistate.edu](mailto:Ashleigh.Haugen@Bemidjistate.edu).*

**Special Education Mentors for Fastrack Candidates:** *Mentors working with FasTrack SPED candidates will only receive a stipend the semesters in which their mentees are taking ED-prefix course that include field experience hours (ED 5100, ED 5110, ED 5350, ED 5780). Mentors will not be able to receive a stipend when taking only SPED prefix courses. For most SPED candidates, mentors will receive stipends for two semesters.*

**Please contact Lynn Johnson with any questions about the completion of these forms.**

Phone number – 218-755-2068

Fax number – 218-755-4604

Email – [ljohnson@bemidjistate.edu](mailto:ljohnson@bemidjistate.edu)

Mailing address – Extended Learning

Bemidji State University  
1500 Birchmont Dr NE #4  
Bemidji, MN 56601

### ***What are a mentor’s responsibilities and duties?***

- Taking part in interviews conducted by the mentee that relate to course content for that semester.
- Being observed by the mentee for specific assignments relating to the content being studied in each semester including, but not limited to, teaching and managing classroom duties and student behavior.
- Encouraging and allowing the mentee to help in the mentor’s classroom in many ways such as correcting papers, designing and putting up bulletin boards, assisting students during or after instruction individually or in small groups, managing small or large groups in transition to other places in the building, etc. Essentially, the mentor may ask the teacher candidate to engage with students and help with or perform classroom duties and routines typical for that classroom and student population.
- Helping plan and giving constructive feedback on mentee’s teaching one or more lessons in the mentor’s classroom each semester (both small and large group).

- Acting as a liaison for helping mentee set up observations in other classrooms in the building.
- Providing constructive feedback to the teacher candidate for teaching and instructional delivery.
- Signing the fieldwork log at the end of each semester.
- Contacting the mentor coordinator with any concerns: Lisa Schmitz, [lschmitz@bemidjistate.edu](mailto:lschmitz@bemidjistate.edu)

## **Problem Solving Steps:**

If your mentee expresses concerns about the program, consider the professional expectations on yourself as a teacher, and advise the student to respond using similar professional courtesy. For instance, some general rules we encourage all students to follow are:

Assume "best intentions" and work to solve problems rather than exacerbate them.

Ask yourself: Where could I go to learn what I need to know right now?

- Print materials that were distributed at F2F
- Review the syllabus
- Review the Content page of the course
- Review the "overview for the week" if there is one posted
- Page/phone/email a friend in the class and see if they can clarify the assignment -Post a question in the "Ask the Teacher" section

Obviously, it does not help when you are unhappy about something to mull over your frustration repeatedly with multiple parties. Assume you can solve the problem--and go directly to the person with whom you are having the frustration. However, keep in mind that when you have tried to solve a problem on your own, and are still feeling frustrated, it is probably best not to use electronic communication where tension can easily be misunderstood. If you are feeling emotional, pick up the phone and call -- or email a note to the instructor and request a phone call.

The number one issue students have their first semester is organization. Students who might have done well just "holding everything in their own head" in the past may be overwhelmed now that they must juggle their work, family, social life, and multiple courses.

## **Organization is the Key**

Most students do better when they:

1. Use a calendar -- map it all out and write in anticipated due dates to start and meet deadlines on long-term projects.
2. Use three-ring binders for each class -- invest in cheap ink cartridges and print out the main documents of every class so you can check off things as you complete them.
3. Block out time for school -- don't try and squeeze it into the little parts of the day that are free, make a regular schedule of time that is devoted to school projects and students are granted privacy by family/friends/coworkers to get the work done. Consider that it may be better to *get up early* than stay up late doing schoolwork. Although everyone has their own biorhythms, we all get tired and, for many, work can go much more slowly in the dark of night!

## If you realize the mentorship isn't working for mentor, what can you do?

Our hope for DLiTE candidates is they will have the same mentor for 5 semesters and for our Fastrack candidates they will have their mentor for 3 semesters. However, we know things can change for teacher candidates and for mentors.

Please know that if you feel that your relationship with the teacher candidate isn't positive or productive, or you have a position change and you are no longer working in the classroom, our teacher candidate will need to find a new mentor. If you aren't comfortable letting them know, we can assist in the transition for the teacher candidate. We would ask that you contact Lisa Schmitz [lisa.schmitz@bemidjistate.edu](mailto:lisa.schmitz@bemidjistate.edu) 952-949-0059 if you are not going to continue with our teacher candidate.

**Student Teaching:** The clinical office will find a student teaching placement for our candidates, in another grade level or building. If you would like to continue working with your mentee, that is possible. However, as you know it is best to have multiple experiences throughout the teacher preparation process and having another teacher work with the candidate can be beneficial.

Below is a chart which outlines the amount of time our teacher candidates should be in the mentor's classroom:

### Mentor Hours for DLiTE: (Elementary)

Semester I 20 hours / 10 hours for Ed Psychology and 10 hours for Educational Foundations

Semester II 20 hours / 15 hours for Pedagogy and 5 hours for PE Methods

Semester III 30 hours/ 15 hours for Social Studies Methods and 15 hours for LA I

Semester IV 30 hours/ 15 hours for Math Methods, 15 hours for Science Methods and 0 hours for LAII

Semester V 30 hours/ 5 hours for Adaptations and Management and 15 hours for LAIII

Semester VI Student Teaching students are placed by clinical office in a new setting for student teaching

### Mentor Hours for FasTrack: (Secondary, SPED, K-12)

Semester 1: 20 hours/ 10 hours for Ed Psychology and 10 hours for Educational Foundations

Semester 2: 20 hours /15 hours for Pedagogy and 5 hours for Adaptations and Management (up to 45 if taking methods coursework during semester 2)

Semester 3: 20 hours /20 hours for Content Area Reading (or up to 35 if taking methods coursework during semester 3)

<b>FasTrack Hours</b>	SEP	Methods
<b>*SPED students hours be the same Sem 1 and Sem 2 but will vary after Sem 3</b>		
Sem 1 Foundations	10	
Sem 1 Ed Psych	10	
Sem 2 Pedagogy	15	

Sem 2 Human Relations		
Sem 2 Adaptions	10	
Methods: Semester 2 or 3*		20 (may be more depending on licensure area)
Sem 3 Content Area Reading		20
Sem 3 - 5400 Health/D ugs		
Sem 3: Professional Teacher		
	50 hours	35 hours
Final Semester = Student Teaching, 16 weeks full time teaching		

\* Take methods course(s) when offered, we prefer that student takes the methods course during semester 3, but if not offered plan to take semester 2 (PE has two methods courses; Science has two methods courses if also earning the 5-8 endorsement).

The students need to have a clinical log signed by their mentor each semester. (Please see resources for the form)

### ***Mentor Support:***

If something arises with the teacher candidate and the mentor one of the people listed below will be able to help with the questions or concern.

- Mentor contact person: Lisa Schmitz [lschmitz@bemidjistate.edu](mailto:lschmitz@bemidjistate.edu) Phone: (952) 949-0059
- DLiTE advisor Lisa Krall [Lkrall@bemidjistate.edu](mailto:Lkrall@bemidjistate.edu) Phone: (218) 755-2068  
FasTrack advisor, Dr. Jessamay Pesek [JPesek@bemidjistate.edu](mailto:JPesek@bemidjistate.edu) Phone: (218) 214 - 0582
- Didn't receive Stipend payment? Angela Coan [Angela.Coan@bemidjistate.edu](mailto:Angela.Coan@bemidjistate.edu) 1-800-852-7422
- Questions about DLiTE or FasTrack, Program Manager: Mirlande Erickson [DLiTE@bemidjistate.edu](mailto:DLiTE@bemidjistate.edu) or [Fastrack@bemidjistate.edu](mailto:Fastrack@bemidjistate.edu)  
Phone: (800) 723-3567 Direct: (763) 433-1484

### **Disposition-**

We will ask you to fill out a disposition during your mentee's time in your classroom.

Dispositions for DLiTE (elementary) done during semester 1, 3 and 5. (see resources for disposition form). Dispositions for Fastrack (secondary, SPED and K-12 license) are done during semesters 1, 3 (see resources for disposition form.)

At Bemidji State and PEDL, we evaluate teacher candidate's professional dispositions. Professional dispositions are the principles or standards that underpin a teacher's success in the classroom. They are the values, commitments, and professional ethics that govern how a teacher acts with students, families, colleagues, and communities.

The disposition form is used throughout your field experiences & student teaching. The objective of the disposition is to evaluate the teacher candidate's progress throughout their experience.

While candidates want to score at the top of the disposition form, we are really most interested in seeing their growth. As you know teaching is a process that is forever evolving. Our goal is to see growth in our candidates. While our goal is to see continuous improvement, we also review the dispositions to see where candidates may not be performing as expected. This gives us an opportunity to help remediate our candidates. Your candor is appreciated and important for our candidates.

## **Learning Curve**

**Understandably, students often experience a steep learning curve their first few semesters in our program! Students may report feeling overwhelmed with the amount of work it is to be back in school (students should estimate 18 hours a week of work the first semester at six credits). Adult learners generally have full lives before they return to school--adding another 18 hours of work to an already full week is not easy to do!**

The first semester is particularly challenging for those students that have not been online learners in the past. In addition to the stress of being students again (on top of their already full lives), they may find that they have lots of technical learning to do and need to enhance their computer literacy or capabilities to be successful in the program.

Be assured that it does get easier for most learners and we have multiple scaffolds in place to help them find their way including The Virtual Assembly, Cohort Chat Rooms, Accessible Faculty, and Assigned Advisors.

## **Just Add Water**

Mentoring is an art, just like teaching. You can likely remember your own start in this profession and recognize that you see the classroom differently now than you did those first few months and years.

Pre-service teachers go through a roller coaster of emotions as they try to determine if they "have what it takes" and can "do the right thing." It can all seem very easy from the seat of the observation deck -- and then they get their first chance to fly and the reality of how hard it is to juggle SO many decisions and factors simultaneously sets in!

Our goal is to develop reflective teacher candidates; we encourage you to ask students questions in response to their questions to you! Moreover, provide opportunities, as appropriate, for them to try their hand at some mini-lessons. For instance, this first semester perhaps they could teach a small group, introduce part of a lesson, organize a display in your room, or help you to grade an assignment.

We are certain you would not have been asked to be a mentor if you were not already good at balancing encouragement, support, and setting high expectations all at the same time! Be sure to hold them accountable for their conclusions and be honest with them when you see areas of weakness. It does not help them any if they do not find out they have problems with projecting their voice until student teaching.



Students will have opportunities to present lessons during our face- to- face classes at the beginning and end of the semester, but you are an invaluable part of helping them improve their classroom "presence" and understanding of "with-it-ness."

Thank you, in advance, for helping these pre-service teachers to blossom!



# Resources

Danielson Evaluation Form  
Clinical Hours Form



**These three forms are also in the D2L shell in the Virtual Assembly**

**Teacher Candidate Professional Disposition Evaluation Form**



**BEMIDJI**  
STATE UNIVERSITY

**DEPARTMENT OF PROFESSIONAL EDUCATION**  
**Disposition of Professionalism for Teachers**

*Bemidji State University's Department of Professional Education is committed to educating teacher candidates who demonstrate professionalism through Dedication, Compassion, Curiosity, and Integrity.*

Teacher Candidate's Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

School Name: \_\_\_\_\_ Grade Level(s): \_\_\_\_\_

Subject(s): \_\_\_\_\_

Dedication/Responsibility	Compassion	Curiosity	Integrity
<ul style="list-style-type: none"> <li>Attendance</li> <li>Meets deadlines</li> <li>Participates in discussions/engaging with students</li> <li>Demonstrates willingness to give and receive help</li> <li>Dresses appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Listens thoughtfully and responds to students, faculty, peers, and cooperating teachers</li> <li>Shows concern and interest in others and follows through</li> <li>Empathetic</li> <li>Flexible</li> <li>Treats people equitably</li> </ul>	<ul style="list-style-type: none"> <li>Takes initiative by asking questions</li> <li>Takes initiative by seeking out own resources and sharing with others</li> <li>Uses feedback to make adjustments for continuous improvement</li> <li>Reflects on learning</li> <li>Open to constructive criticism/critiquing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates academic and personal honesty</li> <li>Completes tasks agreed to/assigned</li> <li>Takes ownership and accepts responsibility</li> <li>Is earnest and sincere</li> <li>Demonstrates perseverance</li> </ul>

For each category, please indicate which level the teacher candidate has demonstrated:

<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)	<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)	<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)	<input type="checkbox"/> Exemplary (Majority) <input type="checkbox"/> Proficient (More than half) <input type="checkbox"/> Developing (Less than half) <input type="checkbox"/> Unsatisfactory (Few, if any)
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If you marked Developing or Unsatisfactory for any category, please explain why:

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If you have any additional concerns about this candidate's professionalism, please detail them on the back of this document.

*Thank you very much for taking the time to work with our teacher candidates and for completing this disposition form.*



# Danielson Evaluation Form:

(This would be used for teacher candidate evaluation after teaching a lesson)



## Bemidji State University Teacher Candidate Observation

Student Teacher: \_\_\_\_\_ Course \_\_\_\_\_

Date \_\_\_\_\_

School/Location \_\_\_\_\_ Grade and Subject \_\_\_\_\_

Mentor \_\_\_\_\_

### Performance Scale:

1	2	3	4	5
Deficient in performance and understanding the concepts underlying components/domain	Deficient in performance and understanding still present, however, candidate is making efforts to improve performance	Demonstrates an understanding of concepts in a domain and attempts to implement elements. However, <i>implementation is not always achieved or successful.</i>	Demonstrates an understanding of concepts underlying the components in a domain and <i>generally implements them well.</i>	Demonstrates specific understanding of concepts underlying components in domain <i>and implements elements consistently at high level</i> ; already shows attributes of accomplished practice.

Domain 1: Planning and Preparation	1	2	3	4	5
<b>A. Demonstrating Knowledge of Content and Pedagogy</b> - Knowledge of content, prerequisite relationships, content-related pedagogy Standards: 4A, 4B, 7B and 7F					
<b>B. Demonstrating Knowledge of Students</b> - Knowledge of characteristics of age group, students' varied approaches to learning, students' skills and knowledge, students' interests and cultural heritage Standards: 3O, 6G, and 8I					
<b>C. Selecting Instructional Goals</b> - Value, clarity, suitability for diverse students, balance Standards: 2E, 3M, 4A and 8H					
<b>D. Demonstrating Knowledge of Resources</b> - Resources for teaching and students Standards: 5Q and 8A					
<b>E. Designing Coherent Instruction</b> - Learning activities, instructional materials, and resources, instructional groups, lesson, and unit structure Standards: 2F, 5R, 7F and 7G					
<b>F. Assessing Student Learning</b> - Congruence with instructional goals, criteria, and standards, use for planning Standards: 8F, 8G, 8H and 8I					
<b>Comments on Domain 1: Planning and Preparation</b>					

<b>Domain 2: The Classroom Environment</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A. Creating an Environment of Respect and Rapport</b> - Teacher interaction with students, student interaction					

Standards: 5H and 5I					
<b>B. Establishing a Culture for Learning</b> - Importance of the content, student pride in work, expectations for learning and achievement Standards: 3Q and 7B					
<b>C. Managing Classroom Procedures</b> - Management of instructional groups, transitions, materials and supplies, performance of non-instructional duties, supervision of volunteers and paraprofessionals Standards: 5E and 5L					
<b>D. Managing Student Behavior</b> - Expectations; monitoring & response to student misbehavior Standards: 5K and 8K					
<b>E. Organizing Physical Space</b> - Safety and arrangement of furniture; accessibility to learning and use of physical resources Standards: 5N and 5O					

<b>Comments on Domain 2: The Classroom Environment</b>					

<b>Domain 3: Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A. Communicating clearly and accurately</b> - Directions and procedures; Oral and written language Standards: 6D and 6F					
<b>B. Using Questioning and Discussion Techniques</b> - Quality of questions, discussion techniques, student participations Standards: 5M, 6H and 6J					
<b>C. Engaging Students in Learning</b> - Representation of content, activities and assignments, grouping of students, instructional materials and resources, structure and pacing Standards: 4E, 5M, and 7F					
<b>D. Providing Feedback to Students</b> - Quality, accuracy, substantive, constructive, specific, timeliness Standards: 2D and 8I					
<b>E. Demonstrating Flexibility and Responsiveness</b> - Lesson adjustment, response to students, persistence Standards: 4H, 4I, 8H, 8K and 9H					
<b>Comments on Domain 3: Instruction</b>					

<b>Domain 4: Professional Responsibilities</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>A. Reflecting on Teaching</b> - Accuracy, use in future teaching Standards: 7G, 7H, and 9J					
<b>B. Maintaining Accurate Records</b> - Student completion of assignments, progress in learning, no instructional records Standards: 8A, 8H, 8L and 10F					
<b>C. Communicating with Families</b> - Information about the instructional program, individual students, engagement of families in the instructional program Standards: 6F, 8M, and 10K					
<b>D. Contributing to the School and District</b> - Relationships with colleagues, service to the school, participation in school and district projects Standards: 5H, 10F, 10J and 10I					
<b>E. Growing and Developing Professionally</b> - Enhancement of content knowledge and pedagogical skill, service to the profession Standards: 8M and 9I					
<b>F. Showing Professionalism</b> - Service to students, advocacy, decision-making Standards: 9I and 10G					
<b>Comments on Domain 4: Professional Responsibilities</b>					

# Practicum Experience Documentation

**Student Name:** \_\_\_\_\_ **Cooperating Teacher:** \_\_\_\_\_

**School:** \_\_\_\_\_ **District:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

Date	Time (ex: 9:15-10:00)	Accumulated Time (ex: .75 )
<b>Total Hours</b>		

**Signature of Cooperating/Mentor Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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



