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| Christina | We are totally digital, but my student teacher has taken over morning meeting/question of the day, and now pulls a small group during independent work time after writing and math. It works really well! She wanted to watch me teach the mini lesson and the practice with a smaller group. Highly recommend |
| Blanca | Since day one, I've made sure my PST knew that it was our classroom, made her feel comfortable, moving around, setting up her area, using materials etc. |
| Carleen | If they do really well, I chose to be a mentor to continue to learn, so it's all good |
| Cecilia | Being an active listener! |
| Adria | Having them help run centers was always a favorite for me!: They get a chance to try out a lesson with a small group, and then improve it with each rotation! |
| Anita | She is getting to know students, some prefer to go to her for small group. She has seen the best and works of me teaching virtually. |
| Carleen | Having them jump in and just encouraging them to try things. When they first start teaching, I don't critique until they have done a few lessons. |
| Jose | I ask questions that makes the teacher think about their own next step. I am really there to guide them, not to tell them what to work on. |
| Irma | Allowing them to organize small groups and make fun lessons. |
| Yvonne | We do check-ins after each learning block and talk about any questions she has about the lesson that she just observed (or if she has any comments about what she would change!). I always try to gauge their confidence and see if they're willing to take on a small part in the next lesson, whether that's small groups or teaching a small part of the whole group lesson. |
| Carmina | I always approach them with assuming best intentions. I try to give feedback in the mode of "I noticed". "I wonder". This way, I give the mentee the opportunity to reflect and see the impact of their action |
| Yadria | making real life conceptions when teaching a lesson. Have students speak in complete sentences. |
| Miriam | Letting her know that it is her class as well and she needs to jump in as much as possible to help our students |
| Carleen | Talking to the class about how they have two teachers |
| Casey | I use honestly, constructive feedback, and show them how to lesson plan step by step if needed. I give them lots of resources and show them where they can find more resources (readworks, mystery science, TPT). I also teach them how to read standards or find the "key concept"! |
| Irma | Small tokens of appreciations like notes, coffee and other small goodies for all |

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| | their hard work. |
| Carmen | made sure children knew that the aide or student teacher were also there teachers too. respect and do your best as you would for me. Make sure the kids know that they are my partners too. |
| Casey | A lot of practical stuff, advice about how to integrate yourself into the school community, communicate with parents, grading tips, etc |
| Carmen | Make sure that I let them know that I am learning from them too! :) |
| Rebecca | I do my reading groups after my morning meeting... I have two groups that are at the same reading level. My student teacher started watching me do the first group with the same story, then she would teach the next group. But after some time, we were planning what we were going to do for those groups together and then she started teaching the first group how she wanted- then would see what I would do with the next group. |
| Carleen | "Thank you for all your hard work, you make our class better" |
| Carmen | in past let them know to take a copy of anything I have to add to their tool kit and supplementary materials. |
| Claudia | giving her notes about her doing a good job with the students. |
| Liana | One thing that I remember being really meaningful from when I was a PST one of my CTs made sure that I came to "candy time" every day during lunch break with him and another teacher. Another CT I had always made sure I was invited to sit at their lunch table in the staff room and proactively introduced me to the other teachers. These really helped me feel like I belonged. |
| Rebecca | Be there for them. Get to know them and be genuinely interested. Give them their props and kudos when they deserve it. They won't get it when they are on their own in the classroom- they need to hear your positive mantras to take with them for their future. |
| Jose | I always show them a video of their teaching and we analyze it together, like an NFL coach |
| Carleen | after we have worked together for awhile, I ask, what would you do differently about the schedule, management, etc. |
| Cecilia | Value her/his ideas! |
| Carleen | Appreciating their 'new' techniques as a learning opportunity |