

**TEACHERS** *for*  
**TOMORROW**

# Mentor Teacher Manual

## Introduction

Welcome to the Teachers for Tomorrow program which is an initiative of the Division of Teacher Education, School of Education and Human Services at Bob Jones University. The main purpose of this course is to acquaint high school students with a number of aspects of being a professional educator and the Christian teacher's potential role in changing lives through the ministry of teaching. A variety of tools such as readings, discussions, and practical projects/experiences are used to achieve this purpose. Please remember that this program is designed to be a survey of the field of education, especially through the eyes of a teacher. Our desire is that at the end of the program, the students enrolled will have an understanding of what it means to be a teacher and may prayerfully consider teaching as their life's ministry.

It is important that as the mentor teacher at your Christian school you have an understanding of the various components of the program as well as the different people involved. This manual is designed to provide an overview of the program and to help you understand your responsibilities. Please remember, however, that if you have any questions or concerns throughout the year that you feel free to contact the Teachers for Tomorrow facilitator. Our goal is to serve beside you as we provide this educational experience to your students.

Bob Jones University uses CANVAS as the learning management system to present the Teachers for Tomorrow program. CANVAS is password protected so that only individuals with permission may have access to the Teachers for Tomorrow curriculum. The Teachers for Tomorrow facilitator will assist in providing students and mentor teachers with login instructions.

## Program Personnel

There are a number of people who will be working together to make this program successful, and it is important that you understand the role of each individual.

### *Teachers for Tomorrow Facilitator*

This is the person who is facilitating the program from the campus of Bob Jones University. The facilitator will be your point of contact when you have any questions about the program. The following are the responsibilities of the program facilitator:

- To send a weekly lesson plan to the mentor teacher on the Friday before the following week begins. This lesson plan will provide an overview of the week's topic and assignments. The lesson plan will also contain any announcements for you and/or the students.
- To interact with participating students from your school on a weekly basis. From time to time the facilitator will participate in the students' discussion posts.
- To virtually answer any questions that the student may have through the Facilitator's Office in CANVAS.
- To assess all student work using the rubrics that are posted in the program.
- To check with the mentor teacher about missing student work or other student concerns.

- To discuss and solve other issues with the mentor teacher that may come up throughout the year.
- To calculate and submit grades to the academic office of the Christian school at the end of each semester.

### *Mentor Teacher*

This is the person that has been designated by each Christian school to oversee the Teachers for Tomorrow program. This is the person who will be the primary contact with the Teachers for Tomorrow facilitator. The following are the responsibilities of the mentor teacher:

- To work with the school administrator to recruit students for the program.
- To help students register for the program through the Teachers for Tomorrow portal.
- To meet with the students participating in the program on a weekly basis to discuss the presentation as well as learning activities. Mentor teachers are encouraged to view the weekly presentations, so they are aware of what the students are learning.
- To follow-up with students who are not completing their assignments or get behind.
- To locate classroom teachers in the school where students can complete their required field experience.
- To assign students as a teacher's aide to a classroom teacher.
- To regularly check with the classroom teacher on the student's progress as a teacher's aide.

### *Classroom Teacher*

This is the person who teaches at the Christian school and is willing to have a student be an aide in his/her classroom during the program. The following are the responsibilities of a Classroom Teacher:

- To provide opportunities for the student to be involved in his/her classroom. This could include things like grading papers, tutoring, teaching a short lesson, playing a game, putting up a bulletin board, etc.
- To work with the student in helping him/her complete weekly learning activities for the Teachers for Tomorrow program.
- To be willing to share experiences with the student and to encourage him or her about the teaching profession.

### *Content Presenter*

This is the person who has prepared a weekly presentation on an education related topic as well as created the activity, discussion post and quiz that is related to the topic. The content presenters all have current or previous experience in Christian education. In addition to the content, the presenters share their biography as well as a short video about why they chose to be a Christian school teacher. Students should be encouraged to read these biographies and view the videos.

While the content presenters do not have any official role other than the creation of the material for their week, they will be invited to interact with the students (if their schedule permits) on the Teachers for Tomorrow Facebook page.

### **Components of a Typical Week in the Teachers for Tomorrow Program**

#### *Educational Topic Presentation*

The Teachers for Tomorrow program consists of 28 weeks of content (14 weeks in the fall semester and 14 weeks in the spring semester). The following is a list of topics for each semester:

#### Fall Semester

Week	Topic
	Introduction to the program
1	Why Be A Teacher?
2	Historical Foundations of Education
3	Characteristics of a Great Teacher
4	Classroom Organization
5	Classroom Environment
6	Classroom Management
7	What is Curriculum?
8	Biblical Worldview
9	Technology Integration
10	Using Mobile Technology (Apps)
11	Understanding Student Diversity
12	Students With Special Needs
13	Parent Communication
14	Teacher/Student Relationships

#### Spring Semester

Week	Topic
1	Instructional Strategies
2	Techniques for Review
3	Assessment
4	Planning a Lesson
5	Preparing to Teach a Lesson
6	Reflecting on Your Lesson
7	Individualized Instruction
8	Teaching Literacy Resources for the Teacher
9	Teaching Critical Thinking
10	Using Games in Teaching
11	21 <sup>st</sup> Century Skills
12	Related Arts/Extracurricular Activities
13	A Teacher's Professional Development
14	Challenges for Teaching Today

The content presenters have prepared two or three videos each week sharing an overview of the topic. The total viewing time for these videos will range from 30 – 60 minutes depending on the week. The purpose of the videos is to expose the students to the topic rather than to dig deep in the content. Mentor teachers are encouraged to view the videos so they can discuss the topic or answer any questions that students may ask.

A study sheet is provided with each presentation. Students are encouraged to complete the study sheet while they listen to the presentation. The study sheet is for student use only to aid in the other learning activities and the quiz which are both due later in the week. They will not be collected during the program. Students should be encouraged to listen to the topic presentations over the weekend or early in the week of each lesson.

### *Learning Activity*

Each week the students will be required to complete a learning activity that is connected to the topic that is being covered. The learning activity will vary from week to week. A template for the students to complete will be available as part of each learning activity. Once the students have completed the template, they will need to upload it using the dropbox connected to the learning activity. The student's submission will be assessed by the Teachers for Tomorrow facilitator using the rubric that is connected to the learning activity. Students should be encouraged to thoughtfully complete the learning activity each week. All submissions should be uploaded by 11:59 p.m. ET on Saturday in order to not receive a late penalty. A 10% penalty will be assessed for any work submitted late. Students will have one week after the due date to submit their work. After that week a grade of zero will be given.

### *Discussion*

Each week the students will be asked to respond to a discussion prompt that is related to the topic. This discussion post should be between 150-300 words in length. This initial discussion post must be posted by Wednesday at 11:59 p.m. ET. On Thursday through Saturday the student should read the discussion posts of his/her classmates and respond to at least two of them. Responses should be made over the course of 2-3 days rather than all in the same day. No posts or responses will be accepted after Saturday at 11:59 ET. The purpose of the discussion is to talk about the topic being taught that week. Student responses should be substantive in nature in order to get full credit. Greater interaction between the students in the class will enhance the discussion experience and make it more profitable. Student discussion responses and interaction with classmates will be assessed using a discussion rubric. Please note that the discussion area of an online course is a community sharing area. As such, all information posted in the discussions area will be viewable by both the facilitator and the other students enrolled in this course.

### *Quiz*

Students will be required to complete a ten-question quiz over the content covered during the week. Students are encouraged to wait until the end of the week to take the quiz. Students may refer to their handouts and/or notes while taking the quiz, but they may not seek help from any other person. Students will have ten minutes to complete the quiz. At the conclusion of the time the quiz will be locked and graded, and then the grade will be uploaded to the grade book. Once a quiz

has been started, students will not be permitted to pause time. Once the time has concluded students will not be permitted to change their answers.

### *Field Experience Reflection*

An important component of the Teachers for Tomorrow program is the student's field experience. Each week the student is expected to spend a minimum of two hours in the classroom of a teacher in your school. At the conclusion of each week the students will be expected to complete a field experience reflection using the template that can be downloaded. Students should download the template early in the week since there will be topic related questions where the student may need to get input from his/her classroom teacher. Once the students have completed their field experience reflection, they will need to upload it in the appropriate dropbox. The field experience reflection is due by 11:59 p.m. ET on Saturday.

### *Semester Project*

Students will complete one major project during the semester which will take between 3–4 weeks to complete. Complete instructions for the project will be provided during the program. Students will be expected to complete all components of the project and upload their finished work by the deadline provided. The project will be assessed using the rubric provided.

Detailed information will be provided in CANVAS which will outline the responsibilities of the students and how the mentor teacher and classroom teacher can assist. Each week the student will need to complete a template outlining their plans and implementation of this project. The classroom teacher will be asked to sign each of these submissions to verify that he/she approves of the student's work and that it is being completed as stated. This project will be graded after the fourth week based on the weekly student submissions. Further information about this requirement will be sent to the mentor teacher and classroom teacher closer to the date when students begin their work.

#### *First Semester Project*

Over a four-week time span, beginning mid-October, the students will be collaborating with their mentor teacher and classroom teacher to design, create and implement some type of student-centered project for the students in their classroom.

#### *Second Semester Project*

Over a four-week time span, beginning mid-March, the students will be collaborating with their mentor teacher and classroom teacher to plan and teach a mini lesson to a group of K-12 students.

## **Student Grouping**

The Teachers for Tomorrow program will be used by Christian schools from all over the world. Students who are participating in the program will be placed in one of three or four groups depending upon enrollment. Please note that if your school has multiple students participating in the program they may not necessarily be in the same group which will give them opportunity to meet and collaborate with students from other Christian schools who are interested in the teaching ministry.

## **Teachers for Tomorrow Promotion**

### *School Registration*

Schools interested in participating in the Teachers for Tomorrow program should contact the Teachers for Tomorrow facilitator at [education@bjv.edu](mailto:education@bjv.edu) to receive additional information about the program. Registration for the 2022-2023 academic year will begin in May 2022.

### *Student Registration*

The Teachers for Tomorrow facilitator will provide a link to the program portal for student registration. The mentor teacher should make sure that all students are registered for the program no later than Wednesday, August 17, 2022. Further information about student registration will be communicated in a separate e-mail.

## **Field Experience Component**

The field experience component is an integral part of this experience for students involved in the Teachers for Tomorrow program. High school students should be assigned with classroom teachers in their school who will provide them a positive experience. It is possible that the students could be placed with multiple teachers over the course of the year to provide an even broader experience. At a minimum, students should be with their classroom teacher for two hours a week. It will be the responsibility of the mentor teacher to identify the classroom teachers and to make student assignments. Each week the student will be asked to complete a field experience reflection which will communicate the amount of time they spent in their field experience and to reflect on the experience.

## **Student Grades**

Each week student work will be assessed using the rubrics that are available in CANVAS. Students should be encouraged to review the rubrics before submitting their work to make sure they are meeting the TARGET rating. Once student work is assessed, the CANVAS gradebook will be automatically updated with the score for that submission. Quizzes are automatically graded by CANVAS and scores uploaded to the electronic gradebook. Students will be able to see their grades and average at any time. Because of student privacy rights these grades can only be viewed by the mentor teacher and the Teachers for Tomorrow facilitator. The mentor teacher is encouraged to meet with the student at least once a week to check on how they are progressing in the course. The Teachers for Tomorrow facilitator will contact the mentor teacher if a student is doing poorly or not completing his/her work.

## **Dual Credit Opportunity**

Bob Jones University is pleased to award optional dual credit for Ed 100 Introduction to Education for all students who satisfactorily complete both semesters of the Teachers for Tomorrow program. Students must maintain at least a C average in the program to be eligible for college credit. Students who seek college credit will be charged a \$50.00 fee at the time of second semester registration. There will be no refunds of this fee.

## **Elective High School Credit**

The Christian school that is using the Teachers for Tomorrow program as part of their academic curriculum is encouraged to provide elective credit to the student for the work completed. At the

conclusion of each semester, the semester grades will be available for the mentor teacher to share with the Christian school administrator.

### **Teachers for Tomorrow Community**

An important component of the Teachers for Tomorrow program is the building of community among our students. This year students will be connecting with other Christian high school students from across the globe who are interested in the profession of teaching. As a means of becoming better acquainted, students will be involved in weekly discussions on important educational topics with other students in your section. Another means of connecting will be through the Teachers for Tomorrow Facebook site. This site will be a closed group open only to students enrolled in the program, the mentor teachers from each Christian school, and the weekly presenters. Participants are encouraged to share posts and feedback about their experience this year.

During the spring semester all students enrolled in the program will receive a Teachers for Tomorrow t-shirt. Students are encouraged to wear the t-shirt to school activities (when appropriate) to promote the Teachers for Tomorrow program to other students in their school. Mentor teachers should plan to post a group picture of students wearing their t-shirts on the Teachers for Tomorrow Facebook site!

### **Teachers for Tomorrow Completion Certificates**

At the conclusion of the year the Teachers for Tomorrow facilitator will provide certificates for all students who have participated in both semesters of the program. It is suggested that these certificates be presented at your school's annual awards assembly to recognize the effort of your students to build awareness of the program with other students in your school.

### **Feedback**

The Division of Teacher Education would appreciate any constructive feedback on how the program can be improved. Please feel free to share your comments and recommendation to the Teachers for Tomorrow facilitator.

### **Teacher for Tomorrow Facilitator Contact Information**

#### *Facilitator's Office*

Mentor teachers and students can post a question about the program on the facilitator's office in CANVAS. Please remember, however, that the question and the response can be viewed by all students participating in the group. If the question is more of a personal issue it is recommended that this be communicated by e-mail.

#### *Facilitator Contact Information*

Mrs. Ann Carruthers  
[acarruth@bobjonesacademy.net](mailto:acarruth@bobjonesacademy.net)



## **2022/2023 Teachers for Tomorrow Schedule**

The fall schedule for the program will begin on Monday, August 22, and run for 15 consecutive weeks except for the week of Thanksgiving. Please note that students will have access to each week's content on the Friday before. A week will always conclude on Saturday evening at 11:59 p.m. ET.

The spring semester for the program will begin on Monday, January 9, and run for 14 consecutive weeks.

Schools that have unique schedule breaks in their calendar should contact the Teachers for Tomorrow facilitator as soon as possible, so we are able to plan on how to work around these issues.