

MENTOR TEACHER Checklist

Mentor Teacher CHECKLIST of paperwork to be RETURNED to the teacher candidate.

- _____ Complete the Mentor Teacher Acceptance/1099 **Stipend Request** form and the W-9 form. Please return this to the Field Service Office ASAP.

- _____ Complete Student Teaching **Observation forms** while observing the candidate formally teaching a prepared lesson. *(Please staple the lesson plan to the observation form)*
 - Elementary/Secondary Mentors – **four** written observations during each 10 or 12-week placement.
 - SPED – Complete **two** observations for the 6-week SPED placement.

- _____ **Mid-Term Evaluation** - It is **required** that the *student teacher* complete a Mid-Term self evaluation in collaboration with their mentor teacher. This is a great tool to facilitate a clinical dialogue with your student teacher. It is **highly recommended** that mentor teachers complete a *separate* Mid-Term Evaluation prior to collaborating with the student teacher. If there are any concerns, the score is below 48 or if there are any 0's please make contact the Teacher Education Supervisor and Field Service Office immediately.

- _____ **Final Evaluation**- A summative evaluation of the student as a pre-service teacher getting ready to enter the job market as a first year teacher. The Student Teaching Final Evaluation will be much easier and more meaningful (with no surprises) if a midterm was implemented. *Doing a mid-term prior to the final provides great opportunity to **measure and celebrate improvement!*** Link will be emailed to you.

Some other responsibilities include:

- Review with your *student teacher* the **Student Teaching Handbook**.
 Sign the student teacher's form stating you have discussed this.
- Conference with student teacher to discuss needs of the PPAT—performance assessment.
- Check and initial the student teacher's **daily accountability log** weekly.
- Planning ahead, setting goals. **Discuss** the student teacher's future **curriculum plans at least a week in advance**. Provide feedback, offer suggestions, and resource information.
- **Facilitate lesson planning**: Model and suggest ideas and resources. Request written **unit and lesson plans**. **Review the student teacher's lesson plans daily**. Make sure they contain the elements of a good lesson plan as outlined in the Student Teaching Handbook. *They should be detailed enough for a substitute to be able to teach from them.* THIS IS THE #1 WEAKNESS OF BEGINNING TEACHERS. Most classroom management issues would be resolved in the process of planning meaningful and creative learning activities with clear objectives.
- Provide and facilitate opportunities for student teacher to **communicate with parents**. Encourage the student teacher to **document** these because *they are evaluated on this*.

With any issue or concern, **EARLY COMMUNICATION AND INTERVENTION IS THE KEY!!!**

Contact the teacher candidate's University Supervisor **OR** Laureen Graves, Field Services Director.

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