

## CHECKLIST FOR MENTOR TEACHERS

The following checklist provides suggestions for use by mentor teachers

### Before the teacher candidate arrives:

- |  |   |
|--|---|
| _____ Inform the students and parents, when possible                         | _____ Explain your method of classroom or laboratory management and discipline, and review the district's policy and philosophy about these items |
| _____ Collect materials for the teacher candidate to use                     |   |
| _____ Set aside desk and workspace for the teacher candidate                 | _____ Assist in arranging observations of other teachers  |
| _____ Outline basic teaching responsibilities for the teacher candidate      | _____ Give the teacher candidate informal opportunities to adjust to being in front of the class  |
| _____ Have a copy of the class schedule for the teacher candidate            | _____ Explain your methods of testing and grading, recordkeeping, and reporting to parents  |
| _____ Review teacher candidate's background information                      | _____ Help the teacher candidate become familiar with the location and the operation of equipment   |
| _____ Verify teacher candidate's arrival with principal                      | _____ Provide the opportunity for the teacher candidate to work with individual students  |
| _____ Duplicate class lists and seating charts                               | _____ Share curriculum and review educational goals   |
| _____ List days of special schedules and days on which school will be closed |   |

**During the first week:**

- \_\_\_\_\_ Orient the teacher candidate to the school, school personnel, support services, students, and community
- \_\_\_\_\_ Arrange a meeting with the principal and the teacher candidate
- \_\_\_\_\_ Share school rules, regulations, policies (give the teacher candidate the teacher handbook and calendar)
- \_\_\_\_\_ Discuss expectations for the teacher candidate with respect to:
  - \_\_\_\_\_ Confidentiality
  - \_\_\_\_\_ Working hours
  - \_\_\_\_\_ Procedures to follow in case of illness
  - \_\_\_\_\_ Personal property
  - \_\_\_\_\_ Procurement of supplies
  - \_\_\_\_\_ Other general responsibilities
- \_\_\_\_\_ Confer with the teacher candidate daily
- \_\_\_\_\_ Provide daily feedback on the teacher candidate's performance
- \_\_\_\_\_ Check and initial the teacher candidate's lesson plans at least two days in advance of their use

**During the second week:**

- \_\_\_\_\_ Explain developmental characteristics of the age group
- \_\_\_\_\_ Explain unique characteristics of individual students and how these characteristics directly affect their learning
- \_\_\_\_\_ Permit the teacher candidate to accept more and more teaching responsibilities
- \_\_\_\_\_ Check and initial the teacher candidate's plans before the lessons are presented
- \_\_\_\_\_ Provide the teacher candidate with opportunities to observe and assist in parent conferences
- \_\_\_\_\_ Demonstrate a variety of teaching techniques
- \_\_\_\_\_ Alert the principal and the university supervisor of significant problem areas which the teacher candidate is experiencing
- \_\_\_\_\_ Provide both written and oral feedback to the teacher candidate frequently
- \_\_\_\_\_ Confer with the teacher candidate daily
- \_\_\_\_\_ Assist the teacher candidate in fulfilling the practicum requirement

**During the remainder of the experience:**

- \_\_\_\_\_ Demonstrate a variety of teaching techniques
- \_\_\_\_\_ Promote self-evaluation of lessons by the teacher candidate (This reflection will help him/her to develop a perception of his/her strengths and weaknesses)
- \_\_\_\_\_ Give the teacher candidate an opportunity to accept full responsibility for the class/schedule
- \_\_\_\_\_ Encourage increasingly independent lesson plan development by the teacher candidate
- \_\_\_\_\_ Continue informal daily evaluations noting the teacher candidate's strengths and weaknesses
- \_\_\_\_\_ Assist the teacher candidate in developing skills to analyze his/her teaching performance, techniques and strategies
- \_\_\_\_\_ Commend the teacher candidate for his/her strengths
- \_\_\_\_\_ Permit the teacher candidate freedom to try his/her own ideas and techniques; reassure the teacher candidate that just because a technique failed, it was not necessarily due to poor judgment or an inadequate instructional strategy or technique
- \_\_\_\_\_ Demonstrate techniques which will help the teacher candidate remediate weaknesses
- \_\_\_\_\_ Confer with university supervisor throughout the term and in preparing the final teacher candidate evaluation
- \_\_\_\_\_ Complete and share your final evaluation with teacher candidate and university supervisor