Checklist for Mentor Teachers

The Admission, Placement and Supervision in Student Teaching Regulation 16 KAR 5:040 uses “Cooperating teacher” to define a teacher who is supervising a student teacher. The U of L College of Education and Human Development (CEHD) uses the term “Mentor teacher” for those teachers who supervise candidates completing methods and early professional experiences. We ask mentor/cooperating teacher to collaborate on the following:

- Review school handbook with U of L student (especially accident and injury protocol)
- Orient U of L student to classroom and school:
  - Daily/weekly schedule
  - Expected time of arrival and departure
  - Dress Code
  - Strategies for grouping students and the grading procedures
  - Behavior management procedures (class/team & school level)
  - Methods of assessment (ex. anecdotal notes, checklists, rubrics, learning descriptions, portfolios, open response questions)
  - Policies
  - Curriculum –KY Academic Standards, District Curriculum Maps, etc.
  - I.E.P.’s & collaborative arrangements
  - Discuss professional expectations of the U of L student in your classroom
- Introduce the U of L student to team, related arts teachers, staff and administrators
- Review and sign the Record of Field Experience Documentation Form for each day candidate is present
- Review Methods Suggested Activities Timeline with candidate and discuss possibilities for completing activities and tasks
- Meet regularly with University Supervisor
- Collaborate with university supervisor to conduct observations as required by each student’s required courses
- Complete formal observation of student teacher using the CEHD required assessment documents
- Collaborate with university supervisor to complete the Disposition Assessment
- Collaborate with University Supervisor to complete a Communication of Concern if the candidate is not ready to student teach or unsatisfactory dispositions
- Collaborate with University Supervisor to complete the Methods Teaching Field Experience Grading Form.

Source: ECEE & MISE Field handbooks rev Fall 2018
Other Recommended Activities

________ Share a child’s cumulative folder

________ Have brief orientation and Q & A discussion prior to the U of L student teaching lessons written by mentor

________ Plan a lesson with the U of L student present, sharing the issues that you consider and explaining your decision-making process. Especially discuss the lesson introduction and closure! Then teach this lesson and analyze it with your U of L student. Later have the U of L student complete the same process with you and provide feedback throughout.

________ Engage in extended reflective conversations throughout the placement (possible topics: philosophy, behavior management, sharing & discussing professional literature, primary program/intermediate levels, team structure, teaming, integrated instruction, professional development).

________ Give the U of L student opportunities and guidance to conference with children through each stage of the writing process, appropriate to your classroom/teams.

________ Give the U of L student experiences working with flexible student groupings.

________ Help the U of L student learn how to take anecdotal records.

________ Assist the U of L student with filling out a report card and/or walk him/her through the process.

________ Discuss possible topics/themes for an instructional sequence

________ Review completed lesson plans prepared by the U of L student prior to observation (how far in advance is at the discretion of the mentor teacher)

Communicate as soon as possible to the supervisor any concerns or issues!