Mentor Teacher Training Handbook

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Introduction to UCCSTeach

Thank you for your commitment in mentoring with the UCCSTeach program here at the University of Colorado Colorado Springs. Our program allows students interested in the teaching secondary mathematics and science the opportunity to gain experience in classroom from their very first course. By the time students complete the UCCSTeach program, they will be well prepared to teach mathematics or science at the secondary level.

The UTeach model, UCCSTeach’s parent program from University of Texas at Austin, was created to address the needs of the U.S. failing to produce and retain sufficient numbers of qualified math and science teachers to keep America internationally competitive. The U.S. will continue to need qualified math and science teachers with strong content knowledge to help students reach their potential and fill STEM (science, technology, engineering, & math) careers.

The UTeach program aims to recruit and train math and science teachers and transform the way universities prepare teachers. UTeach produces teachers who are confident and competent in their subject matter. This pace-setting program was developed at the University of Texas at Austin in 1997 and has proved such a success that the model is being replicated nationwide by the National Math and Science Initiative (NMSI) in conjunction with the UTeach Institute.

UCCSTeach allows a student to receive a bachelor’s degree in the student’s area of concentration, along with the opportunity to obtain a secondary mathematics or science teaching certification. This increases UCCSTeach students’ job opportunities upon completion of their program. A key component to UCCSTeach is the focus on using inquiry-based instructional methodologies. This reform approach to teaching helps increase classroom engagement and has been shown to be a much more effective approach to instruction than the traditional lecture style of delivery.

Overall, the goal of UCCSTeach is to prepare the next generation of mathematics and science teachers who will help transform education into a much more engaging and enriched learning environment.

UCCSTeach steeps mathematics and science majors in real-world teaching experience beginning from the first course. Five courses require various early field teaching experiences intended to introduce UCCSTeach students to effective math and science teaching through inquiry-based lesson design. These courses are taught by experienced master teachers who know firsthand the challenges of teaching math and science in public schools. These courses put students in local elementary, middle, and high school settings where they observe and teach inquiry-based lessons. This immersion into the challenging world of teaching helps students understand the teaching profession.

UCCSTeach is a collaborative program shared by the College of Education and the College of Letters, Arts, and Sciences. This collaboration is intended to ensure content knowledge within UCCSTeach students. Department Chair for the various content areas supported by UCCSTeach are highly engaged in developing degree plans and following the progress of UCCSTeach students. Additionally, UCCSTeach has an Advisory Board made up of state educators, district administration, university representatives, classroom teachers, and industry representatives.
The diversity of this board helps keep UCCSTeach connected to stakeholders impacted by the program’s students.

The most important stakeholders to UCCSTeach students are mentor teachers. Due to the number of field experiences required throughout the duration of the UCCSTeach program, mentor teachers have a tremendous responsibility in the learning and professional growth of UCCSTeach students. The remainder of this packet focuses on the roles and responsibilities of mentor teachers and provides insights on how to be more effective in this role. The following information is based on current research in the field of mentoring and is intended to help ensure the highest quality of graduates from the UCCSTeach program.
Introduction to Mentoring

Many developed nations around the world, including France, the Netherlands, and Turkey, rely upon mentors to pass their knowledge and skills about the teaching profession on to pre-service teachers. This mentoring process typically takes place as part of a field experience where pre-service teachers learn the day-to-day processes needed to become effective educators. The problem with this practice has been that most teacher education programs do not always establish clear goals for mentors. As suggested by Hudson, “mentoring programs need to focus on specific objectives for developing…teaching practices” (p. 139). Hudson’s work represents the foundation for our mentor training as it will focus on Hudson’s five-factors of effective mentoring.

Definition of Terms

The following terms are used throughout the University of Colorado Colorado Springs (UCCS) education programs and are referred to in this document.

- **Clinical/Mentor Teachers** are certified classroom teachers responsible for supervising pre-service teachers involved with a teacher preparation program. Mentor teachers are responsible for assisting university supervisors in developing the professional growth of pre-service teachers during field experiences. Mentor teachers may be responsible for helping in the evaluation and assessment of pre-service teachers based upon the type of field experience.

- **Field Experiences** are determined by the course(s) in which UCCS pre-service teachers are currently participating. These field experiences range from classroom observations to student/apprentice teaching. The goal is for students to gain practical school and classroom experiences while working under the guidance of a mentor teacher.

- **Pre-service Teachers** are student/apprentice teachers who are currently participating in a teacher certification program. They are responsible for completing defined field experiences based on the program which they are enrolled. Student/apprentice teachers will be guided by a supervisor from UCCS and a mentor teacher.
Preparing Mathematics Teachers

Mathematics is often viewed as a complex and difficult subject. Due to this common belief, much effort has been placed on changing mathematics education over the past 15 years to improve understanding for students across diverse populations and improve overall perceptions on learning mathematics\(^4\). The primary problem is most mathematics educators use methods they learned when they were in school despite evidence showing those methods as being ineffective\(^4\). Ma, an educational researcher, considered teachers who used the same instructional methods they experienced in school as stuck-in-a-rut leading to failure\(^4\).

The key to preparing pre-service teachers to be more successful in the classroom and move away from the traditional methodologies is to guide pre-service teachers in methodologies connected to education reform\(^3\). To support growth in reform-based methodologies, researchers advocated for a longer and more collaborative practicum between pre-service and in-service teachers\(^4\). Additional practice and exposure to reform-based instruction under the guidance of a practicing professional will increase the likelihood of the pre-service teacher subscribing to the reformed methodologies.

Preparing Science Teachers

Science education is quickly changing as a result of technology and new scientific discoveries\(^3\). Rapid changes in science education have prompted many science organizations (i.e. National Science Education Standards, National Research Council, American Association for the Advancement of Science) to argue for more authentic science learning to take place in science classrooms\(^3,27\). Many teachers identify authentic learning as hands-on; however, researchers recommended that science teachers enact curriculum that models real-world scientific work\(^3\).

The emphasis here is that students learn about science while they are actively engaged in real scientific processes. The unfortunate truth is that most science teachers do not embrace authentic learning in science and resort to instruction driven by textbooks\(^27\). This suggests that teacher preparation programs need to place a higher level of emphasis on teaching pre-service teachers about current reform efforts and improve their ability to facilitate reform-based science in their classroom\(^3\). One primary focus of this reform is on Constructivism. Many current teachers do not understand how to effectively implement Constructivist Learning Theory\(^29\). Therefore, a need exists to ensure that pre-service teachers understand how Constructivism should be implemented in their classrooms and that they have effective models (mentor teachers) from which to learn.
Mentoring in Inquiry-Based Instruction

Effective mentoring of pre-service teachers in inquiry-based instruction is highly dependent upon the attitude and perception of the mentee. Many mentor teachers do not fully understand inquiry-based instruction. The lack of understanding of inquiry-based instruction from the mentor’s perspective makes changing attitudes and perceptions of mentees much more difficult. This idea promotes the need for mentor teachers to have a stronger foundation in inquiry-based instruction before they are able to work with and help modify attitudes and perceptions of their mentees. The following few paragraphs establish what inquiry-based instruction is and how to be more effective in helping prepare successful inquiry-based opportunities for pre-service teachers.

Inquiry-Based Instruction

Inquiry-based instruction is a reformed method of teaching that shifts learning in the classroom from being teacher-led to student-centered. This method of instruction is based upon Constructivist theory in which teachers guide students through the learning process. Marra stated, “from a learning perspective, constructivism tells us that meaning making is intimately connected with experience” (p. 139). Hudson suggested:

Constructivism holds that learning is a process of building up structures of experience where prior knowledge and experiences scaffold new understandings. ‘We do not create meaning. We construct meaning,’ bringing together objectivity and subjectivity. In this way, constructivists move from ‘simplicity and generality to relative complexity and specificity’ (p. 140).

Armosky indicated learners deal with changes in equilibrium “when perturbations (confusion) occur urging the learning to blend new information into existing ideas” (p. 59). Teachers who subscribe to this instructional method provide students with enough foundational knowledge that the student is able to search out and discover the full meaning of the learning on their own. This discovery process increases the overall understanding of the content and the likelihood of information recall later on in life. However, it was argued that foundation knowledge was not enough for significant learning to occur. Instead of understanding and remembering knowledge, knowledge needed application, integration (connecting ideas), a human dimension (learning about oneself), caring (developing new interests and values), and last, learning how to learn.

Authentic learning is an important concept associated with significant learning experiences as stated above. Pedagogical practices associated with inquiry-based learning are unique. Since Constructivist learning theory places much of the learning in the hands of the students, everything from lesson design to classroom management must be considered. A study on authentic learning put inquiry-based learning into a five-level hierarchy. Level one is the lowest of the levels. Here, student perform basic hands-on activities while completing low-level reading and/or writing assignments. The second level uses computer simulations, or other such models, to help students experience learning in an almost real-world scenario.
Level three often includes aspects of level two; however, the teacher asks guiding questions that lead to a deeper level of investigation on the part of the students. At the fourth level, the teacher provides a question to the students in which the students must develop and implement their own investigation in order to answer the question. The final level of the hierarchy is termed authentic learning. Here, students identify their own problems, develop their own investigations, and produce their own solutions as a result of their investigations. Each stop of this hierarchy puts more and more of the responsibility of the learning in the hands of the students. As this process unfolds, students gain a deeper and much more enriched understanding of the content.

Several researchers have recommended educational reform which requires teachers to spend more time focusing on inquiry-based instruction rather than the typical lecture and presentation of factual information. However, most research shows teachers are ill prepared to effectively implement inquiry in their classroom. One concern that ties directly to this idea is professional development aimed at helping teachers learn effective inquiry techniques do not promote instructional change. If inquiry is to become an integral part of everyday instruction, then changes need to be made in professional development that will lead teachers to embrace inquiry-based instruction. One way to influence instructional change is to train mentor teachers who are already skilled in the implementation of inquiry and can provide appropriate support to help others implement inquiry into their classroom instruction.
Five-Factors of Effective Mentoring

Pre-service teachers rely on their mentors to impart the skills and knowledge necessary to be successful in the classroom. Several researchers defined pre-service teachers as practicing students experiencing the problem-solving skills necessary to teach while exploring if teaching is the right career choice. To support this exploration of the teaching profession, the mentoring process must be highly structured to help guide pre-service teachers, or the mentee, through the practice teaching experience. Hudson’s belief of highly structured experiences helped him develop a five-factor model designed to establish clear goals for mentors to better guide them to effective mentoring. Hudson’s five-factor model includes personal attributes, system requirements, pedagogical knowledge, modeling, and feedback. Most of Hudson’s research using his five-factor model has focused on mentees evaluating how their mentors did in each of these five areas. The following sections provide a detailed understanding of each of Hudson’s five-factors and include tools and assessments to help facilitate the mentoring process with Pre-service teachers.

Personal Attributes

Some researchers suggested that an effective mentor must possess professional attributes that lead to motivating and supporting their mentee. These personal attributes include a strong foundation in content knowledge, effective communication skills, and the ability to help their mentee be reflective on their practice. One study researching Hudson’s five-factors concluded about 90% of mentees in their study agreed that mentors did a great job of being positive and supportive of the mentees teaching efforts. On the other hand, the same study found that only 17% of the mentees in the study believed that their mentor truly listened to the mentee during their reflective period and aided in personal growth. This large gap could potentially have a negative effect on the growth of a Pre-service teacher if the perception is the mentor is not sincerely engaged in an active relationship with the mentee during their personal reflection.

The personal attributes connected to effective mentoring move beyond what is brought to the relationship by the mentor. The successes and failures that occur as a result of the mentees ability to grow as an instructional professional have a profound effect on mentors. Mentoring is a time intensive process that often opens the door for the mentor to become emotionally connected to their mentee. A mentee’s failure to meet expected requirements during the mentorship can lead the mentor to doubting their own abilities as a teacher. However, when a mentoring experience is successful, mentors have a much better global perspective on teaching and tend to show improvement in their teaching abilities.

Personal Attributes Checklist

- Supportive
- Comfort in communications
- Attentive
- Instill confidence
- Instill positive attitudes
- Assist in reflection
System Requirements

Each school and school district has standard requirements that must be followed. These requisites include everything from curriculum to documentation of student learning. Being an effective educator requires more than just learning to teach in the classroom. Pre-service teachers must be able to understand the aims, curriculum, and policies that are established in the school and/or district. Pre-service teachers must understand all school and district practices, goals, and procedures. This reality emphasizes the need for mentors to “demonstrate comprehensive knowledge of their school districts’ philosophies, priorities, needs, and operating procedures and policies” (1994, para. 7). Darling-Hammond elaborated on this by suggesting that Pre-service teachers need to be aware of the wide-range of rules, regulations, and policies that guide how curriculum is enacted in the classroom. These guidelines may help pre-service (non-certified) teachers learn to treat students ethically and morally in accordance to law. Mentors who invest significant time helping their mentees understand the complexities of various system requirements increase the likelihood of a new teacher being successful at implementing departmental, school-wide, or district level initiatives. System requirements and personal attributes represent the first two factors of Hudson’s five-factors of effective mentoring. Pedagogical knowledge represents the third factor.

System Requirements Checklist

- Discuss aims/standards
- Outline curriculum
- Discuss school/district policies

Pedagogical Knowledge

Abbitt defined pedagogical knowledge as the “nature of teaching and learning, including teaching methods, classroom management, instructional planning, assessment of student learning, etc.” (p. 282). Effective classroom teachers are able to facilitate an enriched learning experience while maintaining order in their classroom. This well-balanced display of pedagogy includes specific skills related to teaching content, classroom management, lesson and curriculum planning, and student goal setting. Hudson’s work found, despite seeming to be obvious content to share with a mentee, most mentors did not adequately facilitate learning for pedagogical knowledge. This led Hudson to suggest mentors need more in-depth training on how to better facilitate pedagogical learning for their mentees. Sobkin and Belova stated, “When speaking of pedagogical education, it is necessary to emphasize that in addition to the specialist’s subject training…a role that is no less important is played by the humanities component of general education” (p. 27). In other words, these researchers believed that the art of teaching content was just as important as the content being taught.

Mentor teachers should have a wealth of knowledge based upon practical experiences which help facilitate a learning environment where expert content is translated into understandable pieces. Along with this, mentor teachers must be willing to work with and help mentees understand pedagogy. If the willingness to help a mentee grow in their pedagogical
expertise does not exist, then the findings of Hudson will continue to be an issue as mentors neglect the need to help develop pedagogical knowledge.

**Pedagogical Knowledge Checklist**

- Guide lesson preparation
- Assist with timetabling
- Assist with classroom management
- Assist with teaching strategies
- Assist in planning
- Discuss implementation
- Discuss knowledge
- Provide viewpoints
- Discuss questioning techniques
- Discuss assessments (formative/summative; formal/informal)
- Discuss problem-solving

**Modeling**

Strong mentors are able to model the many complex aspects associated with the teaching profession. Competent mentoring includes the practice of developing a rapport with students, creating hands-on lesson plans, and effective classroom management. In his research, Hudson found that most mentees felt that their mentors did not effectively model many aspects of teaching, especially classroom management. As a result, many pre-service teachers revert back to using strategies that they experienced as students. Aleccia argued that mentor teachers must “have their own house in order” (p. 87) to be effective at training pre-service teachers. The significance here is highly skilled teachers are the most important factor for improving student achievement. Additionally, many classroom teachers are required to teach a wide-range of student abilities. This increases the need for pre-service teachers to learn from experienced teachers how to meet the needs of diverse learners. Pre-service teachers who work with mentors who provide effective modeling are better equipped to prepare meaningful lesson plans, provide enriched academic and social learning environments for students, and are better at meeting the needs of diverse learners.

**Modeling Checklist**

- Model rapport with students
- Display enthusiasm
- Model a well-designed lesson
- Model content teaching
- Model classroom management
- Model effective teaching strategies
- Demonstrate hands-on/cooperative instruction
- Use syllabus language/vocabulary
Feedback

Generally speaking, the process of providing feedback to an individual learning how to effectively complete a task is essential to professional growth\textsuperscript{10}. In a case of medical students learning to complete comprehensive medical reports, in-depth verbal and written feedback was shown to be highly effective in producing quality results; however, most faculty members observed in this particular study were found not to provide in-depth feedback \textsuperscript{37}. Hudson’s research demonstrated the same findings. Mentees in classrooms where mentors provided in-depth verbal and written feedback on lesson plans and lesson instruction showed greater growth than mentees who received little or no feedback. “Mentors can foster evaluation in protégés who may be unable to get clear pictures of their own abilities” (p. 28)\textsuperscript{38}. Sullivan further explained that mentors are able to use their own experiences to help identify the strengths and weaknesses of the mentee. The feedback provided by the mentor allows the mentee to grow as a professional based upon objective, real-world insight\textsuperscript{38}. Feedback is also essential for pre-service teachers to develop as independent learners by promoting self-reflection\textsuperscript{12}.

Feedback Checklist

- Observe teaching for feedback
- Provide oral feedback
- Review lesson plans
- Provide evaluation on teaching
- Provided written feedback
- Articulate expectations

Summarizing the Five-Factors of Effective Mentoring

The relationship that develops between a mentor teacher and their pre-service mentee must be centered on confidence and trust. Without confidence and trust, mentees have a tendency to avoid seeking professional guidance from their mentor for fear of seeming incompetent\textsuperscript{15}. Effective mentors possess “appropriate professional attributes, knowledge, good communication skills and motivation” (p. 1543)\textsuperscript{16}. Anderson and Shannon further define effective mentors as being supportive, nurturing, encouraging, model effective practices, and promote professional development\textsuperscript{26}. All of the effective characteristics mentioned here are summarized most effectively by Hudson’s five-factors. Mentors who are able to collaboratively work with their mentee through personal attributes, system requirements, pedagogical knowledge, modeling, and feedback are able to effectively impact the professional growth of the mentor’s pre-service mentee.
Conclusion

Mentors have played a substantial role in the personal and professional development of mentees since ancient history. While the prevalence of the mentor-mentee relationship has fluctuated in many career fields since that time, mentors have played an important part in the development of essential skills across many diverse fields. Presently, many developed nations rely on mentor teachers to provide pre-service teachers with guidance as they prepare to enter the teaching profession. Supported by Hudson’s five-factor model of effective mentoring, this literature review aimed to identify characteristics to support effective mentoring in secondary math and science classrooms where pre-service teachers use inquiry-based instruction. The literature review demonstrated that many practicing teachers struggle with inquiry-based instruction. Professional development and training are necessary to ensure that mentor teachers are able to effectively mentor pre-service teachers in proper inquiry-based lesson design and implementation. While Hudson’s five-factor model of effective mentoring is beneficial to many areas of mentoring pre-service teachers, this review pointed to a need in research on how effective mentoring can be done for inquiry-based instruction in secondary math and science classrooms.
Field Experiences: Expectations and Responsibilities of the Mentor Teacher

The UCCS College of Education is excited to be working with teachers and schools from across the Colorado Springs area. Each mentor teacher plays an important role in helping UCCS education students grow as pre-service teachers. Because of the importance mentor teachers are to UCCS education programs, it is necessary for the following expectations and responsibilities to be followed.

Expectations

The early field experience student expects:

• The opportunity to learn by observing your teaching;
• Assistance in learning to plan for instruction;
• Provision of specific suggestions for improvement;
• Recognition of demonstrated improvement and strengths;
• Awareness that he or she is a beginning teacher and should be evaluated at the preprofessional level; and
• A willingness to listen.

The university supervisor expects:

• A positive attitude in working for the benefit of the early field experience student;
• A commitment to follow university and departmental guidelines in structuring the early field experience student’s placement;
• If required, reporting of the early field experience student’s progress;
• Early alert about any problems;
• Mutual confidence and open communication regarding the early field experience student’s progress including any formal evaluations; and
• Support in ensuring the early field experience student’s timely completion of responsibilities.

Responsibilities

• Plan for the arrival of the early field experience student.
• Welcome the early field experience student.
• The initial days of field experience are crucial for the early field experience student. Each mentor teacher should ensure that the early field experience student feels welcome.
• Introduce the early field experience student into the classroom.
• The early field experience student should be introduced to the students in a way that encourages them to respond to the early field experience student as a classroom teacher.
Field Experiences: Things to Discuss with Pre-service Teachers

Field experiences are valuable to the development of professional knowledge and skills associated with the school and classroom environment. Therefore, the following represent key ideas associated with the school and classroom environments that should be discussed with students you mentor. The depth to which each is discussed will vary based on the type of field experience in which your mentee is participating.

**Help Identify School Personnel**

<table>
<thead>
<tr>
<th>Principal</th>
<th>Head Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal(s)</td>
<td>Guidance Counselor(s)</td>
</tr>
<tr>
<td>Attendance Clerk(s)</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>Data Processor</td>
</tr>
<tr>
<td>Nurse</td>
<td>Media Specialist/Clerk</td>
</tr>
<tr>
<td>Cafeteria Manager</td>
<td>Custodian(s)</td>
</tr>
<tr>
<td>Your Mentor</td>
<td>Department Chair/Team Leader</td>
</tr>
<tr>
<td>Special Education Contact</td>
<td>Other Department/Team Teachers</td>
</tr>
<tr>
<td>Other Important Individuals</td>
<td></td>
</tr>
</tbody>
</table>

**Key Phone Numbers**

<table>
<thead>
<tr>
<th>School</th>
<th>School FAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor</td>
<td>Other Department/Team Members</td>
</tr>
<tr>
<td>Emergency Numbers (School/District)</td>
<td>Other School Specific Numbers of Importance</td>
</tr>
</tbody>
</table>

**Where…**

<table>
<thead>
<tr>
<th>is the faculty lounge?</th>
<th>IEP?</th>
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</thead>
<tbody>
<tr>
<td>is a private telephone?</td>
<td>AIP?</td>
</tr>
<tr>
<td>are the faculty restrooms?</td>
<td>IPDP/PDP?</td>
</tr>
<tr>
<td>are the student restrooms?</td>
<td>RtI Meeting?</td>
</tr>
<tr>
<td>is the faculty dining room?</td>
<td>PBS/PBIS?</td>
</tr>
<tr>
<td>is the mailbox?</td>
<td>504 Plans?</td>
</tr>
<tr>
<td>is the teacher workroom?</td>
<td>Child Study Team Referrals?</td>
</tr>
<tr>
<td>are duty locations around campus?</td>
<td>Cum Folders?</td>
</tr>
</tbody>
</table>

**What is a(n)/are…**

**How to…**

<table>
<thead>
<tr>
<th>get a substitute?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>notify the mentor/principal/secretary when absent?</td>
<td></td>
</tr>
<tr>
<td>obtain general school supplies; obtain subject specific materials?</td>
<td></td>
</tr>
<tr>
<td>get teacher editions/resources and student textbooks?</td>
<td></td>
</tr>
<tr>
<td>check out audiovisual equipment and other technologies?</td>
<td></td>
</tr>
<tr>
<td>Get A/V or other technology assistance?</td>
<td></td>
</tr>
</tbody>
</table>
What about…

Sign-in/out procedures
Grades and grade books
Discipline policies and referrals
Subject area curriculum guide(s)
Homework policy
Teacher dress code
Student progress reports
After school activities
Special activity transportation
Religious holiday restrictions
Procedures for written parent communications
Visitors on campus
Classroom snacks/food policies
Attendance policy
Lack of or broken furniture
Parent conferences
Report cards

Special needs students
Lesson plans and plan books
Photo/video restrictions (privacy)
Student textbooks
Student hall passes
Student dress code
Arranging for guest speakers
Field trip procedures
Holiday and/or celebrations
Abuse/neglect procedures
Copyright procedures
Professional development
Tardy policy
Student lockers
Leaving campus (personal and with students)
Substitute lesson plans
Emergency procedures (codes)

Important Times

Teacher’s day begins at:  
Student’s day begins at:  
Regular bell schedule is:  
Faculty meetings are:

Teacher’s day ends at:  
Student day ends at:  
Early dismissal/late start schedule is:  
Team/department meetings are:

Lunch/Breakfast Procedures

Student procedures  
Cost for students:  
Lunch starts at:  
Teacher procedures  
Cost for teachers:  
Lunch ends at:

Discuss Procedures For…

Attendance  
Arrival  
Restroom  
Pencil sharpening/material gathering  
Late assignments  
Clinic

Tardies  
Dismissal  
Drinks  
Turning in work  
Make-up work  
Moving from location to location
What Do These Emergency Codes Stand For (may differ from school to school)?

<table>
<thead>
<tr>
<th>Color</th>
<th>Emergency Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td></td>
</tr>
<tr>
<td>Green</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td></td>
</tr>
<tr>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Evacuation Procedures

What to do and where to go for each type of emergency
Post/locate exit map and procedures near door
Door identification cards
Emergency evacuation locations
School contact information and communication during emergency
Other school specific information

What Are The Specific Procedures For The Following?

<table>
<thead>
<tr>
<th>Emergency</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tornado</td>
<td>Fire</td>
</tr>
<tr>
<td>Lock down</td>
<td>Bomb threat</td>
</tr>
<tr>
<td>Severe storms</td>
<td>Other</td>
</tr>
</tbody>
</table>
Checklist for Mentor Teachers

Many mentor teachers like checklists to assist in identifying their duties and responsibilities. This checklist, covering the mentor teacher's role in the student’s field experiences, will prove helpful to both inexperienced and experienced mentor teachers. It is recommended that this checklist be reviewed by the mentor teacher prior to the arrival of the pre-service teacher as well as periodically throughout the field experience. If you can answer yes to most of these items, you are adequately meeting your responsibilities as a mentor teacher.

Preparing for the Coming of the Student Teacher

I Have:

1. Familiarized myself with all the available background information on my pre-service teacher
2. Worked with my principal and with other staff and faculty to make my student teacher feel welcomed and accepted
3. Prepared my class (or classes) for the coming of "another teacher" who will have the same authority as I have in the classroom
4. Arranged for a desk or table, mailbox, parking space, roll and plan book, computer access and other basic necessities for my student/apprentice teacher, if needed
5. Contacted my pre-service teacher prior to his or her arrival and have shared instructional information and material
6. Prepared a collection of pertinent information and material that my pre-service teacher will be working with early in the program. (Examples might include: county and school policy statements, class routines, school-wide forms, manuals and texts, report card, long-range and short-range plans, etc.)
7. Made tentative plans for my pre-service teacher's early observation of other teachers, initial teaching and participatory experiences, and orientation to the school building

Observations

I Have:

1. Helped my pre-service teacher identify specific competencies to look for throughout all observations of teaching
2. Provided my pre-service teacher with time to examine data from the academic records of the students he or she will be working with to become familiar with the various services the school provides (administrative, guidance, ESOL, ESE, library, technology, health, etc.)
3. Observed my pre-service teacher very closely during his or her first participatory and teaching experiences, attempting to identify any difficulties
4. Observed my pre-service teacher consistently throughout the entire experience to provide continuing, specific feedback and evaluation

Planning for Teaching
I Have:

1. Provided my pre-service teacher with the opportunity to study my own long-range and daily plans
2. Helped my pre-service teacher develop plans for his or her early teaching experiences
3. Followed the practice of cooperative development of lesson plans for each new phase or class as my pre-service teacher assumes additional responsibility
4. Examined my pre-service teacher's lesson plans, daily throughout the program, and have given my student teacher feedback about them
5. Encouraged my pre-service teacher, throughout the program, to evaluate his or her own plans immediately after using them with a particular focus on student learning aligned with the state standards

Conferences

I Have:

1. Set a definite time daily/weekly to confer with my pre-service teacher
2. Made conferences both reinforcing and correcting classroom practices with site professor
3. Encouraged my pre-service teacher to ask questions and discuss all observed teaching

Teaching

I Have:

1. Provided a gradual induction into teaching for my pre-service teacher
2. Planned early teaching experiences for my pre-service teacher that promise maximum chance of success
3. Considered the demonstrated readiness of my pre-service teacher in determining the amount of responsibility he or she assumes throughout the program
4. Allowed my pre-service teacher the flexibility to choose his or her own teaching methods, so long as those methods did not impede student learning
5. Encouraged initiative and creativity on the part of my pre-service teacher

Evaluation

I Have:

1. Provided on-going evaluation making sure my pre-service teacher knows exactly where he or she stands in relation to strengths and weaknesses in instruction
2. Given my pre-service teacher both specific suggestions for improvement and specific praise for his or her successes
3. Given my pre-service teacher opportunity to reflect on and evaluate his or her own teaching in relation to student learning.

Personal and Professional Relations with My Pre-service Teacher
I Have:

1. Respected the personal integrity of my pre-service teacher
2. Accepted my pre-service teacher as both a student and a fellow professional
3. Encouraged my pre-service teacher to express his or her opinions and ideas, and to discuss freely any problems of a professional nature
4. Assisted my pre-service teacher in developing suitable professional attitudes and relationships

Classroom Management and Discipline

I Have:

1. Instructed my pre-service teacher in methods of classroom management
2. Given my pre-service teacher my full support when it was necessary for him or her to take disciplinary action
3. Encouraged my pre-service teacher to try his or her own ideas for maintaining discipline
4. Assisted my pre-service teacher in such a way that he or she will not "lose face" when classroom problems occur

Other Considerations

I Have:

1. Encouraged my pre-service teacher to observe and participate in extracurricular and community/parent activities
2. Helped my pre-service teacher learn to manage the routine tasks of a teacher by keeping a register, recording grades, carrying out special duties, securing resource materials, and using technology for instruction and classroom management
3. Arranged, early in the program, a conference with the principal, so that my pre-service teacher may learn about the school's philosophy of education and what is expected of its teachers
4. Helped my pre-service teacher become familiar with the characteristics and resources of the school and of the community from which the pupils are drawn
5. Helped my pre-service teacher learn about the school's curriculum and how it is organized for instruction
Getting to Know You Form: Mentor

Complete this form and share it with your student/apprentice teacher. This information will help establish a foundation in which personal connections might be built as well as provide important information to support your collaboration with the student/apprentice with whom you will be working.

Name: _________________________

Phone Number (best number to be reached at for emergencies): __________________
Time frame to call: ________________
Email address: ________________

Educational Background:

College(s) attended: __________________________________________________________

Major/minor: __________________________________________________________________

Professional Experience:

Schools, grade levels, and subjects taught:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

Other work experiences:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________

Professional organizations, clubs, and/or school based activities you have participated or managed:
1. __________________________________________________________________________
2. __________________________________________________________________________
3. __________________________________________________________________________
4. __________________________________________________________________________
5. __________________________________________________________________________
Professional Story: How did you get here?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Professional Goals:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Personal Information:

Activities, hobbies, and/or interests:

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

Travel or other unique experiences:

1. __________________________________________

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

Any Other Information to Share:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Getting to Know You Form: Student/Apprentice Teacher

Complete this form and share it with your mentor teacher. This information will help establish a foundation in which personal connections might be built as well as provide important information to support the collaboration between you and the mentor with whom you will be working.

Name: __________________________

Phone Number (best number to be reached at for emergencies): __________________
Time frame to call: __________________
Email address: ____________________

Educational Background:

College(s) attended prior to attending UCCS: __________________________

Major/minor: __________________________

Professional Job Placement:

The grade level(s) and subject(s) most interested in teaching:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

Previous work experiences:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

Professional organizations, clubs, and/or school based activities in which you have participated:

1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________
5. __________________________________________
Professional Story: Why do you want to be a professional educator?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Professional Goals:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Personal Information:

Activities, hobbies, and/or interests:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

Travel or other unique experiences:

1. ________________________________________________________________
2. ________________________________________________________________
3. ________________________________________________________________
4. ________________________________________________________________
5. ________________________________________________________________

Any Other Information to Share:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Student/Apprentice Teacher Evaluation

Student/Apprentice Teacher’s Name:____________________________________________________

Please complete this evaluation form for the student/apprentice teacher who presented/taught
lessons in your classroom. This information is valuable to help the student/apprentice teacher
grow as a developing teacher. Please be honest with your responses.

Rating Scale: 1=Rarely 2=Once in a while 3=Sometimes 4=Most of the time 5=Almost always

If you have not observed or experienced an individual statement, please leave the statement
blank. Additionally, space is provided for you to explain your score to better help the
student/apprentice grow professionally.

1) The student/apprentice teacher is prepared for daily lessons.
   1   2   3   4   5

2) The student/apprentice teacher demonstrated a strong knowledge of their subject.
   1   2   3   4   5

3) The student/apprentice teacher developed activities and assignments that focused on inquiry
and were meaningful to student learning.
   1   2   3   4   5

4) The student/apprentice teacher created learning activities which provided options for a
variety of learning styles and academic learning needs. These activities help all learners have
the opportunity to learn
   1   2   3   4   5

5) The student/apprentice teacher provided clear directions/instructions for all learning activities
and assessments.
   1   2   3   4   5

6) The student/apprentice teacher managed learning time well.
   1   2   3   4   5

7) The student/apprentice teacher provided feedback on assignments and assessments in a
timely manner.
   1   2   3   4   5
8) The student/apprentice teacher’s feedback was meaningful and helped me understand the material better.

   1    2    3    4    5

9) The student/apprentice teacher encouraged all students to participate and be active in learning.

   1    2    3    4    5

10) The student/apprentice teacher followed through with what he/she said.

    1    2    3    4    5

11) The student/apprentice teacher allowed all students to share their viewpoint even when the student/apprentice teacher may not have agreed. He/she respected the opinions of the students.

    1    2    3    4    5

12) The student/apprentice teacher established and maintained a safe learning environment, both physically and emotionally.

    1    2    3    4    5

13) The student/apprentice teacher accepted responsibility for mistakes made and provided appropriate fixes to those mistakes.

    1    2    3    4    5

14) The student/apprentice teacher demonstrated respect to students and showed an enjoyment for working with students in class.

    1    2    3    4    5

15) The student/apprentice teacher helped address student questions and concerns in a timely manner.

    1    2    3    4    5

16) The student/apprentice teacher demonstrated strong, fair, and consistent discipline in the classroom.

    1    2    3    4    5
17) The student/apprentice teacher modeled what was expected of students inside and outside of the classroom.

18) Identify 3 statements from above and explain the strengths of the student/apprentice teacher in those three areas?

19) Identify 3 statements from above and explain how the student/apprentice teacher could improve in these areas as a developing teacher?

20) Please provide any other additional comments.
### Formative Evaluation: Bloom’s Taxonomy Frequency

Use the following frequency table to identify the level of questions the student/apprentice teacher is asking students. This can be used for lessons and/or written assessments. The aim of this evaluation form is to help improve the quality of questioning used throughout a unit.

<table>
<thead>
<tr>
<th>Bloom Level</th>
<th>Definition</th>
<th>Verbs</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Remember/recall previous learning.</td>
<td>Arrange, Define, Describe, Duplicate, Identify, Label, List, Match, Memorize, Name, Order, Outline, Recognize, Relate, Recall, Repeat, Reproduce, Select, State</td>
<td></td>
</tr>
<tr>
<td>Comprehension</td>
<td>Demonstrate an understanding of the facts.</td>
<td>Classify, Convert, Defend, Describe, Discuss, Distinguish, Estimate, Explain, Express, Extend, Generalized, Give example(s), Identify, Indicate, Infer, Locate, Paraphrase, Predict, Recognize, Rewrite, Review, Select, Summarize, Translate</td>
<td></td>
</tr>
<tr>
<td>Application</td>
<td>Apply knowledge to actual situations.</td>
<td>Apply, Change, Choose, Compute, Demonstrate, Discover, Dramatize, Employ, Illustrate, Interpret, Manipulate, Modify, Operate, Practice, Predict, Prepare, Produce, Relate, Schedule, Show, Sketch, Solve, Select, Summarize, Translate</td>
<td></td>
</tr>
<tr>
<td>Analysis</td>
<td>Break down objects or ideas into simpler parts and find evidence to support generalizations.</td>
<td>Analyze, Appraise, Breakdown, Calculate, Categorize, Compare, Contrast, Criticize, Diagram, Differentiate, Discriminate, Distinguish, Examine, Experiment, Identify, Illustrate, Infer, Model, Outline, Point out, Question, Relate, Select, Separate, Subdivide, Test</td>
<td></td>
</tr>
<tr>
<td>Synthesis</td>
<td>Compile component ideas into a new whole or propose alternative solutions.</td>
<td>Arrange, Assemble, Categorize, Collect, Combine, Comply, Compose, Construct, Create, Design, Develop, Devise, Explain, Formulate, Generate, Plan, Prepare, Rearrange, Reconstruct, Relate, Reorganize, Revise, Rewrite, Set up, Summarize, Synthesize, Tell, Write</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>Make and defend judgments based on internal evidence or external criteria</td>
<td>Appraise, Argue, Assess, Attach, Choose, Compare, Conclude, Contrast, Defend, Describe, Discriminate, Estimate, Evaluate, Explain, Judge, Justify, Interpret, Relate, Predict, Rate, Select, Summarize, Support, Value</td>
<td></td>
</tr>
</tbody>
</table>

Referring to the frequency table above, what are the strengths of the lesson/assessment in terms of Bloom’s Taxonomy?

Referring to the frequency table above, how could the lesson/assessment be improved in terms of Bloom’s Taxonomy?
Formative Evaluation: Verbatim

During the student/apprentice teacher’s lesson, record questions and/or directions word for word. The aim of this evaluation form is to help improve the quality of questioning and/or directions provided throughout a lesson.

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Formative Evaluation: Student Interaction Tracking

Use the space below to draw a seating chart of the classroom. As the student/apprentice teacher interacts with students (calls on a student or talks with a student at their desk) during the lesson, place a tally mark next to the student with whom the student/apprentice teacher interacts. The aim of this evaluation form is to help ensure equality throughout a lesson.
Formative Evaluation: Student/Apprentice Teacher Progress Evaluation

This evaluation should be completed periodically throughout the apprentice teaching experience or at the end of any early field experiences for student teachers. This evaluation should reflect the work done by the student/apprentice teacher up to the evaluation point and should serve to guide any conversation with the student/apprentice. The aim of this evaluation form is to help identify strengths and weaknesses for the student/apprentice teacher.

Student/Apprentice Teacher: ______________________________________________________
Grade/Subject: _________________________________________________________________
Evaluator: ___________________________________________________________________
Scale: 5=Excellent; 4=Good; 3=Average; 2=Below Average; 1=Poor; N/O=Not Observed

1. Instructional planning 5 4 3 2 1 N/O
2. Instructional skills 5 4 3 2 1 N/O
3. Questioning techniques 5 4 3 2 1 N/O
4. Evaluation techniques 5 4 3 2 1 N/O
5. Develops a positive classroom climate 5 4 3 2 1 N/O
6. Classroom management 5 4 3 2 1 N/O
7. Attitude towards teaching 5 4 3 2 1 N/O
8. Response to constructive criticism 5 4 3 2 1 N/O
9. Professionalism 5 4 3 2 1 N/O
10. Uses appropriate language 5 4 3 2 1 N/O
11. Communicates with students effectively 5 4 3 2 1 N/O
12. Communicates with parents effectively 5 4 3 2 1 N/O
13. Communicates with faculty and staff effectively 5 4 3 2 1 N/O
14. Participates in school activities 5 4 3 2 1 N/O
15. Has a strong grasp of subject matter 5 4 3 2 1 N/O

Comments:
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

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Formative Evaluation: Student/Apprentice Teacher Lesson Evaluation

This evaluation should be completed during a lesson. The aim of this evaluation is to help identify strengths and weaknesses for the student/apprentice teacher while presenting a lesson.

Student/Apprentice Teacher: ____________________________
Grade/Subject: _______________________________________
Evaluator: ____________________________________________

Scale: S=Satisfactory  NI=Needs Improvement  U=Unsatisfactory

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Eye contact</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>2. Voice projection</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>3. Body language</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>4. Appropriate language</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>5. Avoid nervous habits (um, okay, etc.)</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>6. Material prepared and ready</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>7. Developed instructions</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>8. Movement around classroom</td>
<td>S</td>
<td></td>
</tr>
</tbody>
</table>

### Instructional Skills

<table>
<thead>
<tr>
<th></th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Gets students’ attention before beginning lesson</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>10. Purpose of lesson clear</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>11. Writing was legible</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>12. Checked for student understanding</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>13. Provided opportunity for student practice</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>14. Supported students learning</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>15. Provided timely feedback</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td>16. Instructional methods were appropriate</td>
<td>S</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrated a strong understanding of content</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>17.</td>
<td>Provided closure</td>
<td>S</td>
</tr>
</tbody>
</table>

**Questioning Skills**

<table>
<thead>
<tr>
<th></th>
<th>Used differing levels of questions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>Provided closure</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Used probing, clarifying, and redirecting questions effectively</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>20.</td>
<td>Used probing, clarifying, and redirecting questions effectively</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Wait time after questions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>Wait time after questions</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Rephrased questions as needed</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>22.</td>
<td>Rephrased questions as needed</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

**Classroom Management**

<table>
<thead>
<tr>
<th></th>
<th>Effective use of time</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Effective use of time</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Management of physical environment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24.</td>
<td>Management of physical environment</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Monitored student behavior proactively</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>25.</td>
<td>Monitored student behavior proactively</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Appropriate interventions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>26.</td>
<td>Appropriate interventions</td>
<td>S</td>
<td>NI</td>
</tr>
</tbody>
</table>

**Overall Summary**

Lesson/instructional strengths:

Lesson/instructional weaknesses:

**Action Plan** (complete with student/apprentice after conference): What steps will be taken to maintain areas of strength? What steps will be taken to improve areas of weakness?
### Pre-Conference Planning Guide

Student/apprentice teachers are to complete this planning guide prior to meeting with their mentor teacher.

**Student/Apprentice Teacher:** ______________________________________________________

**Date of Lesson:** __________________________________________________________________

**Topic of Lesson:** __________________________________________________________________

1) What are the standards and objectives which will be covered in this lesson?

<table>
<thead>
<tr>
<th>You</th>
<th>Students</th>
</tr>
</thead>
</table>

2) Describe the unit this lesson supports? What prior learning is required of students before beginning this lesson?

3) How will you know that students are ready for this lesson? What type of pre-assessment will be given?

4) List the activities you and the students will engage in during the lesson.

5) How will you assess student learning/understanding during the lesson?

6) List the higher order questions you anticipate asking during the lesson.
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7) Describe any homework or practice assignments you will have students complete and the amount of time expected to complete the assignment.</td>
<td></td>
</tr>
<tr>
<td>8) What materials will be needed for this lesson and accompanying activities?</td>
<td></td>
</tr>
<tr>
<td>9) What modifications/accommodations will be made for exceptional students in your class for any aspect of this lesson?</td>
<td></td>
</tr>
<tr>
<td>10) How does the learning for this assignment prepare students for future lessons?</td>
<td></td>
</tr>
<tr>
<td>11) Are there any specific concerns you have about this lesson or the accompanying activities?</td>
<td></td>
</tr>
<tr>
<td>12) Identify any specific aspect(s) of your lesson you would like your mentor to pay careful attention to while they are observing.</td>
<td></td>
</tr>
<tr>
<td>13) Do you need any specific support from your mentor during the lesson?</td>
<td></td>
</tr>
</tbody>
</table>
**Post-Conference Planning Guide**

Student/apprentice teachers are to complete this planning guide after completing their lesson prior to a final lesson meeting with their mentor teacher.

Student/Apprentice Teacher: __________________________________________________________
Date of Lesson: ________________________________________________________________
Topic of Lesson: ________________________________________________________________

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1)</td>
<td>What do you feel were the strengths of your lesson?</td>
</tr>
<tr>
<td>2)</td>
<td>What do you feel were the aspects of the lesson needing improvement?</td>
</tr>
<tr>
<td>3)</td>
<td>What aspects of the lesson would you keep the same? What aspects of the lesson would you modify next time?</td>
</tr>
<tr>
<td>4)</td>
<td>What was learned from the post-assessment?</td>
</tr>
</tbody>
</table>

Complete the following during your final lesson meeting with your mentor.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5)</td>
<td>What is the topic for your next lesson? What materials are needed to prepare for it?</td>
</tr>
<tr>
<td>6)</td>
<td>When will your next lesson be taught?</td>
</tr>
</tbody>
</table>
References


