Meet with the candidate at the school site prior to the first day of instruction.

Introduce the candidate to faculty and staff and involve him/her in preparations for the first day.

Explain what will happen on the first day with students.

Review the Mentor Teacher Folder. Note the candidate course and fieldwork schedule. Set up a regular schedule for attendance.

Create a set of Norms (cooperatively) that will set expectations for punctuality, professionalism, and communication. Please refer to the samples in the folder.

Provide opportunities for the candidate to observe, participate, assist and teach.

Model collaboration, effective planning, instruction and management strategies, and, when time permits, discuss these strategies with the candidate.

Direct the candidate to begin participating – they can assist students during independent or group work time and provide one-on-one assistance for designated students.

Provide opportunities for the candidate to conduct routine activities such as bringing the students into the classroom, dismissing them to recess, taking children to the library, conducting opening routine, calendar, daily oral language, spelling tests, and reading aloud.

Provide opportunities for the candidate to complete coursework assignments, as outlined in the Course Goals document.

Provide feedback to the candidate in terms of professional communication and conduct, relationships with students, and competence in collaboration, planning, instruction, assessment and reflection.

You will receive an online survey from the coordinator and asked to complete it by December 6th. It will ask you to evaluate the candidate’s progress.

I will invite you to attend a Mentor Teacher meeting this quarter. In addition I will be scheduling a “learning walkthrough” to become knowledgeable about your classroom environment and the student teacher’s observation experiences. I am always available to conference with mentor teachers who have questions, concerns or comments.

Thank you! ☺

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