

Mentoring Strategies

Mentoring preservice and student teachers is rewarding and challenging. To support mentors, we hope the following suggestions and tools will be useful.

- Use dialogue journals (hard copy or Google Docs) to share feedback, questions, comments, concerns, etc.
- Set goals for professional development. Set a timeline for goal fruition.
- Use co-teaching. Check out [Six Approaches to Co-Teaching](#)
- Ask questions to support teacher candidates. Jim Knight (2018) wrote *The Impact Cycle*. In a blogpost titled Great Questions for Instructional Coaches, linked [here](#), Knight provides [a list of questions](#) to support coaches or mentors in guiding adult learners.
- Check out <http://mycoachescouch.blogspot.com/> created by Dr. Vicki S. Collet, Associate Director, NWA Writing Project; Associate Professor, University of Arkansas, 2020-2022 Fulbright Global Scholar:
 - [Coaching Attributes](#)
 - [Listen First](#)
 - [Good Things Happening](#)
- We recommend the following books to student teachers:
 - Lemov, D. (2015). *Teach like a champion 2.0: 62 techniques that put students on the path to college*. Jossey-Bass.
 - Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher* (5th ed.). Harry K. Wong Publications, Inc.
 - Wong, H. K., & Wong, R. T. (2018). *The classroom management book* (2nd ed.). Harry K. Wong Publications, Inc.
- Use the [teacher candidate's evaluations](#) to guide questioning and feedback. The form is available on the next page.



Student Teacher Evaluation

Evaluation Period:

Directed Teaching in Elementary/Secondary Schools (EDD-421/435/518)

<u>Term:</u>	<u>Student Teacher:</u>
<u>Evaluator Role:</u>	<u>Student UMID Number:</u> _____
<u>University Supervisor:</u>	<u>School District:</u>
<u>Cooperating Teacher:</u>	<u>Assigned School:</u>

Standards Met:	4 = Independent	3 = Emerging	Standards Not Met:	2 = Developing	1 = Unsuccessful
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DOMAIN 1: PLANNING AND PREPARATION	Evaluation
1a. Demonstrates knowledge of content and pedagogy.	
1b. Demonstrates knowledge of students.	
1c. Sets instructional outcomes.	
1d. Demonstrates knowledge of resources.	
1e. Designs coherent instruction.	
1f. Designs student assessments.	

PLANNING AND PREPARATION COMMENTS:

PLANNING AND PREPARATION GOALS:

DOMAIN 2: CLASSROOM ENVIRONMENT	Evaluation
2a. Creates an environment of respect and rapport.	
2b. Establishes a culture for learning.	
2c. Manages classroom procedures.	
2d. Manages student behavior.	
2e. Organizing physical space	

CLASSROOM ENVIRONMENT COMMENTS:

CLASSROOM ENVIRONMENT GOALS:

DOMAIN 3: INSTRUCTION	Evaluation
3a. Communicates with students.	
3b. Uses question and discussion techniques.	
3c. Engages students in learning.	
3d. Uses assessment in instruction.	
3e. Demonstrates flexibility and responsiveness.	

<u>INSTRUCTION COMMENTS:</u>
<u>INSTRUCTION GOALS:</u>

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	Evaluation
4a. Reflects on teaching.	
4b. Maintains accurate records.	
4c. Communicates with families.	
4d. Participates in the professional community.	
4e. Develops professionally.	
4f. Shows professionalism.	

<u>PROFESSIONAL RESPONSIBILITIES COMMENTS:</u>
<u>PROFESSIONAL RESPONSIBILITIES GOALS:</u>

Evaluator's Signature _____

Date: _____

Student Teacher's Signature: _____

Date: _____

If you have suggestions or questions regarding the resources available here, please contact CEHHS-OSS@umich.edu.

Bibliography

Blahus, R. A. (2019). *Becoming an intentional cooperating teacher*. Fulton Books, Inc.

Radford, C. P. (2017). *Mentoring in action: Guiding, sharing, and reflecting with novice teachers*. Corwin.