Guidelines for Mentor Teachers

The mentoring of new colleagues is a responsibility in every profession. In the field of education, university faculty and inservice teachers must work carefully together to provide instructional input and practicum experiences that are designed to guide and support preservice students toward rewarding and productive careers.

The content practicum is the “methods” portion of the USU Elementary Education undergraduate teacher preparation program. The purpose is two-fold: first, students are introduced to instructional strategies in the curriculum areas of mathematics, reading, writing, science, and social studies in their on-campus methods courses; and second, students are allowed to “try out” these strategies under the guidance of mentor teachers and USU faculty during the practicum experience—all in preparation for student teaching.

The amount of teaching by each is determined with the mentor teacher depending on the classroom schedule, instructional activities, students’ needs, and other factors. It is important to remember that students are also completing assignments for their methods courses and should not be overloaded with too many additional practicum expectations.

The evaluation form is to be completed at the conclusion of the student’s practicum experience and given to the student. In order to fill out the final evaluation form, it is necessary to also refer to the Preservice Teacher Evaluation Rubric on which the phrases not effective, developing, approaching, and preservice proficient are defined. When the form has been completed and signed by the mentor teacher and the student, the student will then deliver the evaluation to the University Supervisor on or before the last day of practicum.