**WPL6115 – Block Professional Experience**

**MENTOR TEACHER CHECKLIST**

Mentor Teachers play a crucial role in guiding and supporting our Pre-service Teachers. In particular effective mentors:

* model best practice in teaching and learning
* guide Pre-service Teachers in establishing and maintaining professional relationships
* create opportunities for Pre-service Teachers to achieve professional growth through meaningful reflection
* provide constructive feedback in a supportive environment
* monitor Pre-service Teacher’s progress against the criteria for assessment for the professional Experience

Our goal is to encourage Pre-service Teachers to become confident and collaborative educators equipped with the skills and knowledge required to succeed.

University Supervisors work with Mentor Teachers and Pre-service Teachers, as well as other school staff, to enhance the learning, teaching and professional development of our future teachers.

This checklist is a critical step in the collation of evidence and information which will impact on the final outcome of the Professional Experience.

Please complete this checklist prior to the first University Supervisor visit. This document provides the opportunity for Mentor Teachers to reflect on the progress of the Pre-service Teachers and should be used to provide relevant feedback and further comments in all areas, including the wellbeing of your Pre-service Teacher. The criteria are drawn from the Final Evaluation Form and provide an opportunity for Mentor Teachers to inform the assessment process.

We appreciate the expertise you bring to your role and your efforts in supporting our Professional Experience program.

**IN BRIEF**

* Provides specific feedback to inform assessment
* Completed prior to the Interim Report and the Final Evaluation Form
* Includes comment on progress and concerns

**WPL6115 – Block Professional Experience**

**MENTOR TEACHER CHECKLIST**

Pre-service Teacher:       Year level:

School:       Mentor Teacher:

Please indicate the Pre-service Teacher’s progress in each of the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 1: Know Students and how they learn** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
| * Begins to identify learning goals that are matched to student needs and capabilities
* Plans learning experiences that respond to the cultural, linguistic and intellectual abilities of students
* Acknowledges diversity of students’ backgrounds
* Uses teaching strategies that are responsive to all students
 | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  |
| **Standard 2: Know the content and how to teach it** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
| * Uses content knowledge and concepts to structure teaching and learning
* Plans for learning using appropriate curriculum and assessment guidelines
* Applies appropriate literacy and numeracy strategies
* Incorporates the use of ICT to support learning
 | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  |
| **Standard 3: Plan for and implement effective teaching and learning** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
| * Effectively gains student attention and introduces learning experiences
* Plans purposeful and sequential learning experiences using knowledge of student learning and content
* Uses appropriate teaching strategies and resources to promote learning
* Uses clear, expressive, acceptable verbal and non-verbal communication skills
* Incorporates appropriate questioning strategies into teaching
* Modifies plans in response to feedback
* Concludes learning experiences
* Uses various strategies to evaluate the teaching program and own performance to improve teaching and student learning
 | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  |
| **Standard 4: Create and maintain supportive and safe learning environments** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
| * Appropriately engages students in learning
* Demonstrates the ability to organise, allocate and manage time, resources and physical space
* Gives clear and appropriate directions
* Listens to and responds appropriately to student questions, comments and ideas
* Maintains routines and procedures that guide student behavior
* Establishes clear expectations for standards of behavior
* Responds appropriately to off task or inappropriate behaviours.
* Supports student wellbeing and safety
 | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  |
| **Standard 5: Assess, provide feedback and report on student learning** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
| * Plans and implements appropriate assessment strategies relevant to planned learning
* Provides clear, constructive feedback to students
* Uses assessment data to evaluate learning and modify teaching
 | [ ] [ ] [ ]  | [ ] [ ] [ ]  | [ ] [ ] [ ]  | [ ] [ ] [ ]  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Standard 6: Engage in professional learning** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
| * Shows evidence of self-reflection and initiates appropriate action
* Seeks assistance and accepts advice to identify professional learning needs
* Begins to articulate own developing approach and philosophy to learning and teaching
* Applies an understanding of relevant curriculum documentation to all planning
 | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ]  |
| **Standard 7: Engage professionally with colleagues, parents, carers and communities** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
| * Works collaboratively with the Mentor Teacher and colleagues to support the classroom learning program
* Accepts and responds to advice in a positive manner
* Works respectfully and cooperatively with all members of the school community
* Maintains a professional level of interaction
* Adheres to principles of confidentiality
 | [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ]  |
| **ECU Professional Requirements** | Not Evident | Developingwell | Satisfactory Development | Very Well Developed |
|  * Demonstrates professionalism at all times
* Demonstrates a positive commitment to teaching and learning
* Fosters positive relationships and respect for all students
* Shows respect for the ethos of the school and its values
* Displays initiative and enthusiasm in the classroom
* Demonstrates a professional standard in all written communication
* Demonstrates a professional standard in all verbal and

non-verbal communication* Organises Professional Practice documentation appropriately
* Submits learning experience plans within required timeframes and guidelines
* Collaborates with Mentor Teacher and fulfils professional duties as appropriate (e.g. playground duty)
* Maintains a professional standard in conduct, dress, grooming, punctuality and reliability
 | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  | [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  |
| Comment:       |  |  |

Mentor Teacher:       Date: