

Dear _____,

Thank you for meeting with us on November 18. We appreciated the opportunity to share the changes in our professional experiences procedures due to revisions in our accreditation standards.

Enclosed is a packet of forms for you to distribute to potential mentors. The suggested changes have been made, and an information sheet was developed. We would appreciate your distributing these forms. We have also enclosed postage-paid addressed envelopes for the return of the forms.

Again, we appreciate your willingness to work with us to provide strong placements for our students. Your role is critical in our efforts to prepare effective teachers, and we recognize your contribution to their preparation.

Sincerely,

Director of Professional Experiences

CAEP

Primary Mentor Responsibilities

Mentors:

- participate in pre-placement activities (interviews, meetings with the University Supervisor, etc.) designed to support the placement process and to participate in mentor training.
- must (a) be recommended by their principal or supervisor, (b) have the appropriate licensure/certification, and (c) have at least three years successful teaching experience. National Board for Professional Teaching Standards (NBPTS) teachers and those with masters' degrees are preferred.
- conduct both formal and informal observations of the Candidate and complete the appropriate evaluation form. They meet regularly with the Candidate to provide constructive feedback and make suggestions preparing a midterm and end-of-quarter evaluation of the Candidate.
- participate in an annual survey related to UC Programs and the mentoring experience.
- provide candidates with a variety of experiences with students, including small groups, individual work, and team teaching, and must ensure the Candidate is supported during guided practice
- communicate with the University Supervisor regarding the Candidate's professionalism, teaching, lesson quality, and communication skills.
- verify the Candidate's record of attendance.
- may need to participate in the development of a remediation plan for a Candidate who needs to improve his/her practice. This remediation plan may address a wide range of issues, such as tardiness, inappropriate dress or behavior, poor quality organization, management, or teaching. Documentation of specific instances and incidents must be in writing.

Mentor Self-Nomination Form

Name: _____ Date _____

School: _____ Grade Taught _____

Address: _____

Telephone: _____ E-mail _____

Current Ohio Teaching Certificates/Licenses

Education
BA/BS Institution: _____ Year: _____
MA/MS/MAT Institution: _____ Year _____

Have you completed Pathwise or other mentor training? Yes _____ No _____

What do you feel have been your recent professional accomplishments?

Signature: _____ Principal Signature: _____

Dear (teacher name):

Mentor teachers play a key role in the preparation of our students. You have been recommended by your principal as a teacher who would be an effective mentor.

We have enclosed an information sheet, self-nomination form, and postage-paid addressed envelope. We would appreciate your completing the form, requesting your principal's signature, and returning it to us as quickly as possible. Kindergarten practicum placements are made during winter quarter, and fall primary grade placements are made in the early spring.

Thank you for your assistance. You play a key role in the preparation of our students, and we are looking forward to collaborating with you.

Sincerely,

Director of Professional Experiences