Mentoring and the Supervising Practitioner

Since the supervising practitioner/mentor teacher works closely with the student on a daily basis, their relationship is an essential part of the mentoring process. The supervising practitioner/mentor teacher provides not just a sink or swim apprenticeship where students are expected to carry out the established program of the classroom. Our model is what Zeichner calls an "educative practicum" that helps prospective teachers take control of their own professional development in a long career of continued learning rather than aiming to be successful only in the immediate context of the practicum. This means that supervising practitioners/mentor teachers play an important role not only in sharing their professional expertise but also in openly examining their own teaching practices in light of what students bring from their personal experiences and course work at the College. As such, the supervising practitioners/mentor teachers act as teacher educators along with the College supervisors and faculty.

The supervising practitioner comes to know the student's strengths and weaknesses. The student looks to the supervising practitioner for example, guidance, and evaluation throughout the semester. As trust builds and the student becomes more a part of the classroom, the opportunity for constructive feedback will increase and become more meaningful.

The list below includes ideas and suggestions for supervising practitioners that we hope will encourage the development of a relationship that fosters openness to ongoing evaluation, risk taking and growth. We suggest that supervising practitioners

1. Welcome the student into the site by introducing her/him to the key personnel and providing a tour of the building. Note location of exit doors, offices professional lounges, bathrooms, cafeteria and the like;
2. Exchange home telephone numbers with the student teacher;
3. Set up a schedule for regular weekly conferences with the student in addition to ongoing, informal communication. A predetermined weekly conference provides a time to evaluate and discuss the student’s work, to plan ahead, hear or voice concerns. It is the student's responsibility to inform the college supervisor of the set schedule.

Child Life Evaluation

Evaluation Forms

WHEELOCK COLLEGE
CHILD LIFE 350 – ROLE OF THE CHILD LIFE SPECIALIST

Supervisor’s Evaluation of Field Work at the End of the Semester
(To be handed in by student to instructor)

Student’s Name: ____________________________________________
Date: ______________
Name of ________________________________________________
Placement: _______________________________________________________________________________________

Staff Completing this Form __________________________ Title _____________________

In evaluating the student’s performance, please use the following rating scale:

<table>
<thead>
<tr>
<th>1 below standard</th>
<th>2 beginning standard</th>
<th>3 satisfactory</th>
<th>4 above average</th>
<th>5 outstanding</th>
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Student’s Overall Rating:
1 2 3 4 5

Total hours at this site __________

I. Describe the student’s tasks in your program:

II. WORK WITH CHILDREN:

1. Engages children in developmentally appropriate activities: 1 2 3 4 5
2. Displays genuine enthusiasm in working/playing with children: 1 2 3 4 5
3. Appears comfortable relating to children of various ages: 1 2 3 4 5

III. RELATIONSHIP WITH ADULTS:

1. Student interacted/engaged any adults who accompanied children in an appropriate manner: 1 2 3 4 5
2. Worked cooperatively with other professionals in site setting (i.e. doctors, nurses, teachers, clerks, etc.) 1 2 3 4 5
3. Accepted direction & suggestions for improvement in a positive manner: 1 2 3 4 5
IV. PROFESSIONAL RESPONSIBILITY:

1. Consistently followed through with:
   a. Arriving on time
   b. Notifying in advance of need to be absent
   c. Making up missed time
   d. Completing site assignments

2. Displayed:
   a. Professional demeanor
   b. Autonomy
   c. Problem-solving skills
   d. Flexibility
   e. Interest in this site

V. GENERAL COMMENTS:

1. Student’s strengths, special contributions, abilities:

2. Student’s areas needing improvement or special attention:

3. Additional comments?

Signature ____________________________________________

Thank you for your support and assistance with this student’s placement.