

Initial Responsibilities

- Provide the following information for your teacher candidate as soon as possible:
 - Class roster and seating arrangement (if applicable)
 - Class Schedule
 - Behavior plan
 - FERPA expectations
 - Emergency plan
 - Student and Faculty handbooks
 - Grade level/Course curriculum resources
 - Copies of student and teacher textbooks and other instructional material
 - Access to available technology
 - Any other procedural information pertaining to the classroom or building
- Provide a work space in your classroom for your teacher candidate. A name sign outside your door might also be helpful in encouraging students and colleagues to see the teacher candidate as another teacher in the room.
- Clarify expectations for start and end times at your school. Teacher candidates are expected to adhere to the hourly expectations of the school day as determined by your teacher contract.
- Introduce your teacher candidate to school administrators, faculty, and staff. Arrange a tour of the building to include the location of the main offices, library, and computer labs; book, supply, and equipment rooms; and student records, attendance, counseling, special education and other student service offices. Review procedures for making or requesting copies and supplies.
- Conduct an orientation with your teacher candidate to review classroom routines, communication expectations, and discipline management plans as well as building policies for daily routines, communication, discipline, and emergency procedures.
- Review with your teacher candidate your semester overview and year-long plan. Discuss how you will work together to gradually increase the teacher candidate's classroom leadership. See weekly plan and co-teaching recommendations in the Suggested Schedule for Internship Graduated Responsibility in the WMU Handbook.
- Identify any responsibilities your teacher candidate can take on right away and look to take on within the weeks to come. See weekly plan and co-teaching recommendations in the Suggested Schedule for Internship Graduated Responsibility in the WMU Handbook.
- Assist the teacher candidate in an introduction to your students. If applicable, review and approve your teacher candidate's introductory letter to parents.
- Plan ahead to be a resource of support and information. Recognize that some candidates will need more coaching and development than others. If you need assistance or resources related to mentoring and coaching of your teacher candidate or if you feel your candidate requires more support, in any area at any time, please contact your WMU clinical instructor and/or the Office of Clinical Experiences.

Ongoing Responsibilities

- Attend regular mentor meetings with your WMU clinical instructor. Inform the Office of Clinical Experiences if more support or information is needed.
- Discuss with your teacher candidate the school's special education program, referral, evaluation, IEP processes, and Response to Intervention (RTI). Assist candidate in observing other teachers who work with these students and processes. Also, provide information on K-12 student record management systems.
- Include teacher candidate in relevant building communications, department, team, and faculty meetings, professional development opportunities, parent/teacher conferences, and other school sponsored events.
- Provide your teacher candidate with a copy of your weekly plans; discuss your lesson plan procedure; and preview the school's system for documentation of these plans. Meet regularly to co-plan, co-teach, and guide your teacher candidate toward self-planning and teaching.
- Review and provide feedback on your teacher candidate's WMU required lesson plans (understanding that teacher candidates need more detailed lesson plans than seasoned teachers):
 - Specific and measurable goals and objectives
 - Content to be covered and materials to be used
 - Methods and plan for presenting lesson with consideration of pacing
 - Assessment strategies
 - Plan for differentiated instruction
- Regularly observe and debrief with your teacher candidate regarding their contributions to the classroom or co-taught lessons as well as their presentation of their own lessons. Provide frequent and ongoing feedback and guidance in developing self-analysis skills.
- Assist student in the identification and collection of essential data for student learning, but also student behavior. What can student behavior tell us that assessment data can't about our own teaching as well as student learning?
- Share suggestions and ideas and encourage creative thinking to support the development of instructional practices. Suggest ways to improve preparation, pacing, management, etc.
- Complete a midterm evaluation with your teacher candidate. Form is available in Tk20. Review the results of the midterm with your teacher candidate. In the case any area is rated as "Ineffective", work with the clinical instructor and candidate to develop a Plan for Improvement.
- Communicate any concerns or questions with WMU.

Final Responsibilities

- Complete the teacher candidate's Final Evaluation through Tk20. Review the results with your teacher candidate.
- Complete MDE online program evaluation.
- Assist your candidate in concluding their internship and relationships with students. Consider writing a letter of recommendation for your teacher candidate.

