Mentor/Supervisor/Student Teacher Triad Conference Checklist

- Exchange contact information and preferences.
- Provide an orientation to the classroom and to the school.
- Review the basic responsibilities of the student teacher and the mentor teacher (see Orientation packet and/or Student Teaching Handbook).
- Review the university requirements and how they fit into the classroom activity.
- Review lesson plan expectations (requirements, implementation, application, & how and when they will be checked).
- Review daily routines, schedules, duties, etc.
- Review possible feedback strategies.
- Review appropriate dress code for the student teacher and talk about professionalism.
- Review the management system for the classroom and the school. Talk about the student teacher’s and mentor teacher’s role in this process.
- Review the substitute policy and the absence policy for student teachers.
- Review all policies and procedures for both the district and school.
- Review the suggested discussion topics on reverse page.
- Set two short-range goals and two long-range goals.

Comments/Notes:
Possible Discussion Topics for the Mentor/Supervisor/Student Teacher Triad Conference

- Where does the student teacher keep their things? Where is his/her work space?
- What time should the student teacher arrive at school? What time should he/she leave? (Contractual time?)
- How does the student teacher get into the school? The classroom?
- How can the student teacher contact the mentor teacher in the case of an emergency?
- What are the school/class procedures during a fire drill, lockdown, earthquake, etc.? What about when an emergency occurs during lunch or between classes?
- What are the expectations for lesson plans?
- How are points for assignments determined?
- What is the mentor teacher’s policy for headings on paper, using pen/pencil/computer, writing on front/back of paper, legibility, late work, missed work, no-name on work, etc.? Should student teacher come up with his/her own policy or adhere to mentor teacher’s policy?
- Student teachers may never act as a substitute; so, what should the student teacher do when the mentor teacher is gone and has a substitute in the class?
- Are there any students with special needs, 504 plans, behavior disorders or concerns, medical issues? How should the student teacher handle those?
- What is the dress code for student teachers?
- What are the school policies or common practices for the following: dress code for students, attendance, tardies, cell phones, computer use, visitors, movement through the hall, lunch, open/closed campus, gum, food in classroom, gang signs, assemblies, etc.?
- What is the behavior plan of the class? Should the student teacher come up with his/her own plan?
- Are there specific materials, textbooks, etc., the mentor teacher expects the student teacher to use? Are there any he/she would like to share?
- What resources are available to the student teacher — library, equipment, school personnel such as counselor(s), special education instructor(s), principal/assistant principal(s), etc.?
- What is acceptable use of school/classroom computer?
- Where and when will mentor teacher and student teacher meet to plan? To discuss performance and concerns?

Comments/Notes: