

Exhibit 5.3.c Policies and Practices to Assure Clinical Faculty Meet Unit Expectations

Note: The Unit has no clinical faculty; rather, in-service teachers who meet the qualification listed in Exhibit 3.3.c and who are recommended by the school principals are engaged to mentor the candidates. The mentors are paid a stipend and must receive satisfactory or above ratings on the mentor evaluation forms (attached here) to be a mentor in following terms.

Policies

1. A school mentors must meet all the requirements (specified in Exhibit 3.3.c and in all handbooks.)
2. School mentors must be recommended by the principals of their schools.
3. School mentors must attend the mentor training provided by the College of Education.
4. A school mentor must score satisfactory or above on evaluations by the university supervisor and the candidate to be a mentor in a future term.
5. A school mentor must complete all responsibilities as detailed in the mentor requirements (Exhibit 3.3.c).

Mentor Teacher Evaluation Form

(to be completed by the candidate and by the university supervisor)

Student Teacher/Intern Program Area _____ Date _____

Supervising Teacher's Name _____

Rating: 3 = Exemplary 2 = Satisfactory 1 = Unsatisfactory

_____ Observations were timely and helpful.

_____ Observations were objective and fair.

_____ Helpfulness and support were provided consistently.

_____ Conferences were constructive and insightful.

_____ Feedback on my reflections was helpful.

_____ Knowledge of teaching is demonstrated consistently.

_____ Feedback on my lesson plans supported my growth as a professional.

_____ Feedback on my teaching supported my growth as a professional.

_____ Professional behavior was modeled consistently.

Would you recommend that additional student teachers be placed with this mentor teacher?

_____ Yes _____ No

Comments _____

Return to: Program Coordinator
 College of Education
 Qatar Universit

Confidential Mentor Evaluation -- Masters in Special Education Program

(to be completed by the intern and by the university supervisor).

1=not at all
4=extensive

	1	2	3	4
1) The mentor had experience at an advanced level in special education or had been a leader in education in a position that requires decisions related to special education.				
2) The mentor offered rich and diverse experience in the focus area.				
3) The mentor was accessible and contributed a sufficient amount of time to mentoring.				
4) The mentor offered helpful feedback.				
5) The mentor was supportive and positive.				

Confidential Mentor Evaluation -- Masters in Educational Leadership Program

(to be completed by the intern and by the university supervisor).

1=not at all

4=extensive

	1	2	3	4
6) The mentor had knowledge and experience in school leadership/				
7) The mentor offered rich and diverse experience in the focus area.				
8) The mentor was accessible and contributed a sufficient amount of time to mentoring.				
9) The mentor offered helpful feedback.				
10) The mentor was supportive and positive.				

