

III. Mentor Teacher Responsibilities

A. Induction into the Profession

- Familiarizes the intern with the routines and professional expectations of the teaching profession.
- Introduces the intern to other staff members.
- Provides the intern with a copy of or access to a copy of the faculty handbook, student handbook, and the county curriculum guides and manuals/textbooks.
- Fully integrates the intern into the school environment, including the school schedule, school policies and procedures, professional responsibilities, implementation of the full school program, knowledge and promotion of state and national standards (NCLB), special education (IDEA) and other exceptionalities, parent contacts, planning, grading, and classroom management.
- Plans for times that the intern will observe the mentor teaching each of his/her classes before the intern assumes any teaching duties.
- Models best practices in management, assessment, planning for instruction, transitioning delivery of instruction, attending to diverse needs within the classroom, preparing the physical environment, etc. for the intern.
- Plans for times that the intern will observe other teachers in the building.
- Plans a timeline for the intern's gradual assumption of teaching duties. The rate of such assuming of teaching duties rests with the mentor teacher in collaboration with the intern and university supervisor. However, the recommendation is that the intern begins with one class at least by the middle of the second week. Additional classes would then be added regularly until the intern is teaching a full assignment, usually by week five in Practicum I. This process may be accomplished sooner in Practicum II if the mentor and the intern believe it is appropriate. The intern is required to teach a minimum of 10 full days (all classes) in each placement.

[The mentor may have to retain exclusive teaching duties and control of certain classes for which an intern could not assume responsibility. This might include some classes in the following categories: AP, HSA, MSA, or inclusion.]

- Reports any deficiencies in an intern's readiness to assume teaching duties to the university supervisor and the Office of Field and Clinical Experience.
- Completes a formal observation of the intern every week using the Intern/Practicum Teacher Observation Form, reviews the completed observation form with the intern, and provides the intern with a copy of the completed form.

B. Lesson and Unit Planning

- Upholds rigorous oversight and expectations of the intern in planning lessons and units for the classroom.
- Plans the first few lessons in each new area cooperatively with the intern.
- **Approves lesson plans** at least one day **before the lesson is taught by the intern**.
- Initials the lesson plan when it is approved.
- Enforces the use of the lesson plan form on TaskStream by the intern when developing lesson plans.
- Potentially allows the intern to move to a shorter form of planning when ready as determined in collaboration with the university supervisor.
- Ensures that the intern maintains a well-compiled planning notebook.
- Makes certain that the intern integrates student use of technology into at least one lesson.

C. Instructional Methodologies

- Guides the intern through appropriate variations in methods that complement the intern's knowledge, skills, and dispositions.
- Assists the intern in developing a basic professional repertoire of pedagogical approaches that display the intern's own teaching style, not the mentor's.
- Encourages the intern to broaden skills that focus on successful student learning.

D. Content Assessment

- Assesses the intern's knowledge of content demonstrated through the intern's planning and teaching.
- Assesses the intern's incorporation and citation of appropriate Maryland standards and national content standards in his/her lesson plans. If the intern is in a school in West Virginia or Pennsylvania, the appropriate standards for those state are included in addition to the Maryland standards.
- Ensures that the intern meets state, division, and school assessment protocols in lesson planning.

E. Classroom Management

- Aids the intern in developing classroom management skills and style that match the intern's personality, content mastery, and experience.
- Aids the intern in developing classroom management techniques that complement the mentor's system, even if the intern has philosophical differences of opinion regarding the mentor's system.

F. Other Professional Experiences

- Attends the mentor teacher orientation meeting.
- Observes the intern teaching and provides feedback each day.
- Engages in a professional mentor/intern training model that more closely resembles the medical internship model than that of the traditional one-to-one mentor/intern model, which is too limiting to achieve the goals defined in the Maryland Redesign of Teacher Education.
- Exposes the intern to the complete range of experiences associated with the professional job by allowing the intern to observe other teachers and/or to assist with or participate in other duties within the school and at extracurricular activities.

G. Intern Evaluation

- Works with the university supervisor and the intern to complete a collaborative (3-way) mid-point evaluation and a final evaluation of the internship during each 10-week internship period.
- Completes the internship evaluation form and a competency form individually before meeting for the collaborative evaluation.
- Understands that an intern assessed as unsatisfactory in any area on the assessment instrument (in the final evaluation) will not pass the internship.
- Gives assessment of NA without penalty to certain items on the form that may not be applicable to a particular intern during the evaluation period.
- Understands that should a consensus be unattainable the internship grade (Pass/No Pass) ultimately rests with the university supervisor.
- Understands that at the mid-point evaluation, an unsatisfactory rating in any area must be followed with a written plan of remediation that is signed by the mentor, supervisor, and intern, and each retains a copy of the plan of remediation.