

Appendix H

Mentor Teacher Responsibilities

- Read the Internship in Teaching Handbook. This is also available online at <https://www.plymouth.edu/educator-preparation/internship-teaching-overview>.
- Introduce the intern to administrators, faculty members and other school personnel, and help your intern become acquainted with the school and your classroom (see Orientation to Classroom & School lists in [Appendix C](#) of the handbook).
- Discuss teaching philosophy and share resources and materials that you find effective.
- Familiarize yourself with the evaluation rubric and use it as a guide to help the intern create competency-based teaching goals.
- Co-plan and assist in both long-term and short-term planning of lessons and units.
- Agree on a format for formal lesson plans and expect the intern to use it for each lesson they will teach (until lead teaching begins or at your discretion).
- Confer regularly and frequently with the intern. Observe informally and provide feedback daily that requires intern reflection (in conversation or in writing). [Appendix F](#) is a list of reflection suggestions.
- Collect informal observation data regarding the intern's competency goals and for your use during the evaluations.
- Formally observe lessons focusing on your intern's competency goals (see [evaluation rubric](#)).
- As soon as possible after observing a lesson, offer feedback that is both positive and constructive and facilitates reflection by the intern (see [Appendix H](#) of the handbook for a sample form for observation record keeping).
- Work with your intern in developing classroom management skills.
- Work with your intern in developing formative and summative assessment skills to inform teaching.
- Encourage your intern to experiment with researched, best practice pedagogy. This is an opportunity for you to learn with your intern.
- Provide opportunities for the intern to communicate and interact with students' parents/families.
- Interns are expected to assume the role of lead teacher for part of the placement. By this time, the intern should be ready to use a plan book for lesson planning. Formally written plans are not necessary unless the lesson is to be observed or at your discretion.
- During the intern's lead teacher phase, continue to co-teach as best fits the needs of your students.
- Maintain ongoing communication with the university supervisor and make contact if you feel there is a problem that needs attention. It is important to identify a potential problem early so the intern has the opportunity to improve. You may also contact the clinical coordinator at Holmes Center at any time with questions and/or concerns.
- Use Taskstream to complete midterm and final evaluations (see the Taskstream overview in [Appendix J](#) of the handbook). Many mentors find it helpful to print the evaluation to complete as a draft. You may wish to request input from or collaborate with other school staff who have worked with your intern. Plan to meet with your intern to go over each evaluation before or after you have submitted it in Taskstream.
- Mentor teachers are always ultimately responsible for the pupils in their class/es.