



**Mentors of Traditional (Non-employed) Full-time Interns
Quick Facts**

- I. Introductions
- II. Your (the Mentor's) Support System
 - A. Role of Liaison – Big picture support in partnership, coaching support for you, ongoing (weekly) checkins with you
 - B. Role of Supervisor – Primarily supports intern; conducts triad, classroom observations and feedback to intern, ongoing support, and first point of contact with any concerns or problems that surface with intern
 - C. Role of University – provides resources; solicits feedback at end of internship; initiates program improvement as needed based on feedback
- III. Intern Details
 - A. Background on your intern's program
 - B. Placement dates for your intern
 - C. Supervisor contact information for your intern
- IV. Responsibilities and Expectations
 - A. General Overview of Your Role and Responsibilities as Mentor
 - 1. Daily Conferencing
 - a) Conference with your intern daily on their progress in key areas – provide written feedback on intern participation at least once weekly. Additional examples of conferencing: Co-planning, discussing a difficult student/scenario and possible solutions, reviewing assessment data, developing IEP goals, co-teaching then debriefing, informally observing intern, reviewing an Internship assignment, etc.
 - b) Feedback is documented by the Intern on the Weekly Timesheet (submitted to Canvas weekly)
 - 2. Review and sign the intern's weekly [timesheets](#)
 - 3. Evaluations
 - a) Level I Evaluation:
 - (1) Non-evaluative and non-graded, not uploaded to Canvas, purely diagnostic, and provides written feedback to the intern and Supervisor
 - (2) Conducted at the mid-point of the semester or placement
 - (a) Placement 1 (for interns in Placement 1): Approx. week of 2/2
 - (b) Placement 2 (for interns in Placement 2: Approx. week of 4/13
 - (c) Mentor may use the N/A column
 - b) Level II Evaluation:
 - (1) Final, formal evaluation completed by the mentor teacher
 - (2) Conducted near the end of the semester or placement
 - (3) Uploaded to Canvas for scoring, factored into final grade



B. Additional Areas of Support

1. Selection of student(s) and content for edTPA focus
2. Identification of a problem/area of need for Action Research Project
3. Timeline of gradual release of teaching responsibilities

V. Resources and Links

- A. [Mentoring Handbook](#)
- B. [Level I and II Evaluation](#)
- C. [NDMU Intern Google Site](#)

VI. Questions, Comments, Concerns

VII. Mentor Training Sign-Off