

## ***The Mentor Teacher***

***The Mentor Teacher is selected jointly by the St. Mary's County Public Schools (SMCPS) administration and the St. Mary's College of Maryland (SMCM) Department of Educational Studies Master of Arts in Teaching (MAT) Program. The Mentor Teacher must be certified in the same field in which the Intern seeks certification, be a tenured teacher with an Advanced Professional Certificate (APC), have at least five successful years as a teacher, and be willing to accept the responsibilities of supervising an Intern. Selected Mentor Teachers will demonstrate:***

- instructional, leadership, interpersonal, and organizational skills
- knowledge, skill, and experience with SMCPS curriculum and instructional strategies as well as with SMCPS policies and procedures
- satisfactory teaching evaluations (including demonstrated management skills and demonstrated positive impact on teacher learning)
- successful completion of the *Skills for Coaching and Mentoring* course.

***In addition to the requirements above, the following qualities inform the Mentor selection process:***

- Leadership and Professionalism
  - Commitment to life-long learning.
  - Participation and initiative in leadership opportunities.
  - High professional ethics and responsibility.
  - Positive and enthusiastic attitude about their work and the teaching profession.
  - Willingness to share expertise with an Intern.
- Management
  - Classroom routines and procedures are well established and purposeful.
  - Strong organizational skills.
  - Effective time management skills.
  - Creates and maintains an accurate and efficient records system.
- Instruction
  - Knowledge of content and pedagogy is extensive.
  - Highly responsive to students' needs, interests, and questions ensuring success for all students.
  - Engages all students in meaningful learning that is well planned and structured.
  - Reflection on lessons is highly accurate and perceptive.
  - Ability to dialogue about their practice.
- Relationships
  - Highly respectful classroom interactions.
  - Effective communicator.
  - Patient and flexible with students, staff, and parents.
  - Demonstrator of genuine caring for students.

*Please see the St. Mary's County Public Schools (SMCPS) Mentor Handbook provided by the St. Mary's County Public Schools' Professional Development Department for detailed information about the role of the Mentor Teacher in the St. Mary's County Public Schools. In daily practice, the Mentor Teacher is expected to assist Interns in the following areas:*

### **Lesson and Unit Planning**

- Assist the Intern with the writing of lesson and unit plans using the SMCM template that meets College and school/school system requirements.
- Mentors must review and approve weekly lesson plans at least 24 hours in advance but are authorized to set lesson review expectations as they see fit. SMCM requires all interns to prepare detailed lesson plans for any instruction that will be delivered. Interns may not teach without having written a lesson plan in advance.
- Model and share well developed lesson plans.
- Assist the Intern in lesson plan annotation to encourage reflective teaching practice.
- Establish and maintain a regular review of lesson plans, unit plans, and instructional materials and provide suggestions for improvement.
- ***Provide feedback privately after instruction. Imperative feedback during instruction should be provided privately using a note to maintain the intern's credibility with students.***
- Present an example of professionalism at all times and demonstrate superior teaching ability.
- Gradually introduce the Intern to the role of teacher through:
  - observation of themselves as a Mentor Teacher and of other teachers
  - participation in teaching tasks (grading, attendance-taking, etc)
  - initial instructional experiences including co-teaching
  - delegating responsibility for one class or lesson to the Intern.
  - following the yearly **MAT Schedule of Responsibilities**

### **Resources**

- Provide the Intern with appropriate curriculum guides, textbooks, and state-mandated outcomes.
- Compile a packet of orientation materials for the Intern in concert with the principal and site supervisor, which includes rules, regulations, and procedures for the school.
- Arrange for a work area to be made available for the Intern; provide orientation to any school-wide work facilities (e.g., computers, video camera, copier, media center, etc.).
- Introduce the Intern to other faculty, parents, and the students as a member of the school's professional staff.
- Provide opportunities for the Intern to participate in field trips, book fairs, sports events, etc.

### **Assessment**

- Complete, as required, forms to assess Intern's abilities to meet SMCM/school system professionalism standards.
- Maintain a close working relationship with the College Supervisor and share critiques of the Intern's progress. Be available for all observations and share in all observation, Midpoint, and Final evaluation conferences.
- Observe the Intern in the classroom and offer constructive oral and written critiques of the lessons.
- Participate in conferences with the Intern, College Supervisor and/or the Internship Coordinator on a regular basis.
- Seek the services of the Director of Student Teaching in handling any problems or concerns.
- Consult with the College Supervisor in recommending the Internship assessment.

### **Communication**

***Be sure to discuss communication and confidentiality at the start of the internship. Establish norms and procedures for communicating concerns with one another.***