

MENTOR TEACHER RESPONSIBILITIES AND COMPENSATION

Undergraduate, 9-month ETEP, and Fourth-Semester 2-Year ETEP Interns

QUALIFICATIONS	<ul style="list-style-type: none"> ● Certified and demonstrates strong practice in the appropriate area of certification and 3 years of experience ● Respected by peers as being an effective teacher who models the knowledge and skills reflected in the <i>Maine Teaching Standards</i> ● Is willing and interested in sharing the classroom, mutual learning and reflection, allowing the intern to explore different teaching strategies ● Employs both short and long-term planning, is well versed in, and utilizes the district curriculum and state learning standards ● Has a positive, collaborative, and supportive disposition
MENTOR TEACHER RESPONSIBILITIES	<p>Our programs rely on experienced teachers in the field who are willing to nurture and support the growth of pre-service teachers. It is through a solid foundation of understanding of educational theory and research, balanced with development of pedagogical knowledge that interns can grow into professionals who are prepared to meet the demands placed on teachers today. A mentor teacher serves as a model, a guide and a coach in helping interns plan, teach, assess and reflect on their practice.</p>
GETTING THE INTERN SETTLED	<p>Mentor teachers are responsible for introducing interns to members of the school community including but not limited to, administrative staff, the department head, the guidance and support staff, and the teaching team. The mentor teacher should also be sure that the intern is aware of school norms and policies, both written and unwritten.</p> <p>Mentors are asked to create a place in the classroom where the intern can store materials and have a workspace.</p>
CURRICULUM, PLANNING, TEACHING	<p>The mentor teacher should explain the overall plan of the course of study for each class and should inform the intern of curricular and assessment objectives as determined by the teacher, teaching team, department and the school district.</p> <p>The mentor teacher should supply the intern with copies of the teacher's course guides, textbooks and teacher's manual, reference books, professional books, magazines and journals, and other types of teaching aids.</p> <p>Mentors and interns should identify a weekly meeting time where they can review any questions that may have arisen and reflect on any important learning that has occurred in the subsequent week.</p>

<p>CONFERENCES</p> <p>Entry/Goal Setting</p> <p>Mid-Semester (semester 1 only)</p> <p>End of Internship 1</p> <p>End of Internship 2</p>	<p>Supervisor, mentor and intern meet face-to-face or online to review internship timelines, assessment system, program policies and the intern's goals for the semester at the beginning of each placement.</p> <p>Supervisor, mentor & intern meet face-to-face or online to review documentation/evidence for <i>Maine Teaching Standards</i> and intern's goals.</p> <p>Intern sets goals for Lead Teaching.</p> <p>Supervisor, mentor & intern meet face-to-face or online to review the intern's progress toward the <i>Maine Teaching Standards</i>. The mentor teacher should consider her/his formal and informal observations of the intern to date. The group reviews goals for next placement.</p> <p>Supervisor, mentor & intern review the intern's progress toward the <i>Maine Teaching Standards</i>. The mentor teacher should consider her/his formal and informal observations of the intern to date.</p> <p>No face-to-face meeting is required unless the intern is on an Action Plan.</p>
<p>FORMAL OBSERVATIONS</p>	<p>The mentor teacher is responsible for conducting two formal observations, one of which should be during the intern's lead teaching.</p> <p>The observations should include pre- and post-conferences.</p> <p>The mentor teacher should provide the intern with a copy of the notes taken during the observation as well as a written summary of the lesson including strengths and areas for improvement.</p>
<p>PROFESSIONAL PRESENTATIONS</p>	<p>The mentor teacher attends his or her intern's final portfolio presentation in May.</p>
<p>RECOMMENDATION LETTERS</p>	<p>Upon successful completion of the internship, the Intern may ask his/her mentor teacher for a letter of recommendation.</p>
<p>ACTION PLANS</p>	<p>See Academic Policies section of the Internship Handbook.</p>
<p>BENEFITS & COMPENSATION</p>	<p>Mentor teachers will receive a Teacher Certification Internship Appointment Letter explaining the mentor responsibilities and the benefits. Mentor teachers receive a \$350/semester honorarium. Interns donate 3 substitute days for mentor teacher professional development needs (<i>see substitute teaching policy for more details</i>).</p>

MENTOR TEACHER RESPONSIBILITIES AND COMPENSATION

2-Year ETEP Interns in their first, second, and third semesters

QUALIFICATIONS	<ul style="list-style-type: none"> ● Certified and demonstrates strong practice in the appropriate area of certification and 3 years of experience ● Respected by peers as being an effective teacher who models the knowledge and skills reflected in the <i>Maine Teaching Standards</i> ● Is willing and interested in sharing the classroom, mutual learning and reflection, allowing the intern to explore different teaching strategies ● Employs both short and long-term planning, is well versed in, and utilizes the district curriculum and state learning standards ● Has a positive, collaborative, and supportive disposition
MENTOR TEACHER RESPONSIBILITIES	<p>Our programs rely on experienced teachers in the field who are willing to nurture and support the growth of pre-service teachers. It is through a solid foundation of understanding of educational theory and research, balanced with development of pedagogical knowledge that interns can grow into professionals who are prepared to meet the demands placed on teachers today. A mentor teacher serves as a model, a guide and a coach in helping interns plan, teach, assess and reflect on their practice.</p>
GETTING THE INTERN SETTLED	<p>Mentor teachers are responsible for introducing interns to members of the school community including but not limited to, administrative staff, the department head, the guidance and support staff, and the teaching team. The mentor teacher should also be sure that the intern is aware of school norms and policies, both written and unwritten.</p> <p>Mentors are asked to create a place in the classroom where the intern can store materials and have a workspace.</p>
CURRICULUM, PLANNING, TEACHING	<p>The mentor teacher should explain the overall plan of the course of study for each class and should inform the intern of curricular and assessment objectives as determined by the teacher, teaching team, department and the school district.</p> <p>The mentor teacher should supply the intern with copies of the teacher's course guides, textbooks and teacher's manual, reference books, professional books, magazines and journals, and other types of teaching aids.</p> <p>Mentors and interns should identify a bi-weekly meeting time where they can review any questions that may have arisen and reflect on any important learning that has occurred in the subsequent week.</p>

<p>CONFERENCES</p> <p>Entry/Goal Setting</p> <p>Mid-year (year 1 only)</p> <p>End of Internship - year 1 & End of fall internship in year 2</p>	<p>Supervisor, mentor, and intern meet face-to-face or online to review internship timelines, assessment system, program policies and the intern's goals for the semester at the beginning of each placement.</p> <p>Supervisor, mentor & intern meet face-to-face or online to review documentation/evidence for <i>Maine Teaching Standards</i> and intern's goals.</p> <p>Intern sets goals for spring semester.</p> <p>Supervisor, mentor & intern meet face-to-face or online to review the intern's progress toward the <i>Maine Teaching Standards</i>. The mentor teacher should consider her/his formal and informal observations of the intern to date. The group reviews goals for next year.</p>
<p>FORMAL OBSERVATIONS</p>	<p>The mentor teacher is responsible for conducting two formal observations for the entire first year and two in the fall semester of year 2 - one of which should be during the intern's lead teaching in fall of year 2.</p> <p>The observations should include pre- and post-conferences.</p> <p>The mentor teacher should provide the intern with a copy of the notes taken during the observation as well as a written summary of the lesson including strengths and areas for improvement.</p>
<p>PROFESSIONAL PRESENTATIONS</p>	<p>The mentor teacher will be invited to attend his or her intern's final portfolio presentation in May of the second year.</p>
<p>RECOMMENDATION LETTERS</p>	<p>Upon successful completion of the internship, the Intern may ask his/her mentor teacher for a letter of recommendation.</p>
<p>ACTION PLANS</p>	<p>See Academic Policies section of the Internship Handbook.</p>
<p>BENEFITS & COMPENSATION</p>	<p>Mentor teachers will receive a Teacher Certification Internship Appointment Letter explaining the mentor responsibilities and the benefits. Mentor teachers receive a \$125/semester honorarium for students in their first and second semesters and a \$250/semester honorarium for the third semester (fall of the student's second year). Interns donate 3 substitute days for mentor teacher professional development needs (<i>see substitute teaching policy for more details</i>).</p>