

MENTOR/INTERN PROGRESSION SUGGESTED TIMELINE

Early Stages (Methods Intern)

- Mentor is the primary lead voice and intern observes/assists students providing support.
- Intern assumes lead voice for simple elements (i.e. attendance, homework collection, warm-ups).
- Intern leads for second or third iteration of lesson. Mentor observes/assists students providing support.

Later Stages (Teaching Intern)

- Intern becomes the primary lead voice.
- Intern initiates planning conversations and assumes all documentation.
- Mentor focuses on individual student's needs.
- Mentor leaves room selectively.



A Mentor's Guide

Mentoring in a Collaborative School Setting



For important resources
and forms visit

www.salisbury.edu/pds

Contact Us

Stacie Siers, SU PDS Coordinator
sesiers@salisbury.edu
410-677-5042

Paul Gasior, SU Field Experience Coordinator
plgasior@salisbury.edu
410-543-6277

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EFFECTIVE MENTORING

Introduction

This brochure has been developed as a brief guide for you as the mentor teacher in preparation for hosting a Salisbury University intern. Whether this is your first intern or your 10th, each experience offers new challenges and new opportunities for you to grow as a mentor and as an educator.

One way Salisbury University has been able to aid mentors and interns in making the most of their time together is through the model of co-teaching in a collaborative atmosphere.

What Is Co-teaching?

Co-teaching is defined as a mentor teacher and a student intern collaborating together in the planning, delivery and assessment of instruction. Our main focus is to prepare the next generation of educators while simultaneously enhancing pre-K-12 student learning.

In the past, the “student teaching” experience involved a teacher turning over his or her classroom to an intern after a few days or weeks. Today, both mentor and intern remain engaged in the instructional process throughout the experience, maximizing student learning.

As the mentor you will be the person who provides support, ideas, help, advice and understanding for the intern, and co-teaching encompasses all these ideas and much more. Benefits of co-teaching include:

- lower student-to-teacher ratio
- increased ability to differentiate
- decrease in behavior issues
- professional growth and rejuvenation
- potential for more ambitious and/or creative lessons

Use this brochure as a tool with your intern to help make the internship experience positive and rewarding.



CO-TEACHING INSTRUCTIONAL MODELS

These four co-teaching models allow the mentor teacher and the intern to assume various roles during instruction. A variety of co-teaching strategies can be implemented for each model. Using these strategies interns gain teaching confidence and management techniques. Classroom students benefit from two teachers engaged simultaneously in the instructional process.

Supportive Teaching

When one teacher is the lead instructor and the other teacher provides support for individual students and observes particular behaviors.

Strategies: graze and tag, proximity, conferencing, strategic pull-out, one-on-one ...

Complementary Teaching

When one co-teacher enhances the instruction provided by the other co-teacher.

Strategies: record and edit, demonstrations, simulations, activity/lab set-up and break down, technology assistance, modeling ...

Parallel Teaching

When two or more teachers work with different groups of students in different sections of the classroom.

Strategies: tiered instruction, stations, cooperative learning, literature circles ...

Team Teaching

When both teachers are actively engaged in the instruction and the management of the class.

Strategies: role playing, cooperative learning, think-alouds, staged arguments, games ...

MENTOR RESPONSIBILITIES

- Promptly sign and return your contract to Salisbury University.
- Provide constant feedback (oral and written) to the intern daily.
- Remain engaged in all aspects of instruction throughout the experience.
- Complete mid-term and final evaluations online and on time.

Mentors Oversee

- **welcome gestures** (e-mail, letter, phone call, banner)
- **introductions** to faculty, staff, parents and students as your **co-teacher** (not a university student)
- **prepare work space** with supplies
- **provide a map** of the school and a tour
- **supply important school contact numbers**
- **discuss school expectations** (principal's vision, dress code, arrival and departure times)
- **provide schedules** (classes/subjects, planning time, duties, meetings, after-school activities)
- **supply handbooks** (county, school, classroom)
- **furnish curricular materials** (textbooks, manuals, teacher guides, VSC)
- **provide class roster(s) and seating chart(s)**
- **supply incidentals** (copier info, supplies, faculty room, restroom, parking, technology, media)
- **discussing school and class procedures** (fire drill, crisis plan, delay schedules, behavior policies, management strategies)



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