



COAST COMMUNITY COLLEGE DISTRICT
invites applications for the position of

MENTOR TEACHING INTERNSHIP with EXPERIENCED SUPPORT (T.I.E.S.) PROGRAM

STIPEND: \$500.00

OPENING DATE: August 27, 2018

CLOSING DATE: September 21, 2018

DURATION: Spring 2019 semester (January 28, 2019-May 25, 2019)

DEFINITION

A mentor in the T.I.E.S. Program will collaborate with a teaching intern: a current graduate student or employee in the mentor's discipline who has expressed interest in teaching at the community college level. Through the mentor/intern relationship, mentors will help their interns gain first-hand observational and guided instructional experience; insight into course and lesson planning, student engagement techniques, and best practices for classroom management; and opportunities to shape and connect with the community college culture. The following responsibilities further describe the position:

MENTOR RESPONSIBILITIES

1. Serve as a positive role model, resource, and guide for the intern.
2. Introduce the intern to the community college environment: students, colleagues, organization, job responsibilities, and extracurricular opportunities.

3. Participate in a brief, pre-semester orientation on Friday, January 25, 2019.
4. Allow the intern to attend one of your course sections throughout the duration of the semester. As mentors and interns agree, there may be flexibility for interns to attend multiple sections.
5. Communicate respectfully and effectively with the intern; regularly share needs, expectations, and ideas.
6. Meet with the intern for a minimum of 30 minutes per week using a mode or modes agreed upon by both parties: in person, on the phone, by email, over Skype, etc.
7. Collaborate with the intern to prepare course and/or lesson plans.
8. Help the intern prepare to teach a minimum of two 20-minute lessons for your students. Debrief about the lessons with the intern.
9. Create opportunities for the intern to interact with students; this may include conferencing with students in class or in office hours, leading small- and large-group discussion, and/or facilitating study or review sessions.
10. Collaborate with the intern to develop and/or strategize about student assessment techniques, including grading methods.
11. Allow the intern to observe and develop strategies for engaging students and for managing the classroom.
12. Help the intern understand the role of campus and/or department-wide committee service by inviting them to attend at least one college-, division-, or department-wide meeting.
13. Strategize with the intern about promoting an inclusive environment in the classroom in which all participants' ideas, cultures, and identities are valued and respected.
14. Engage the intern in discussions about cultural humility and equity in relation to community college students, faculty, staff, and administrators.
15. Help the intern identify the roles that various campus offices and individuals play in student and employee success.
16. Heighten a sense of belonging to the community college faculty culture through regular and open dialogue with the intern about these subjects: prioritizing professional responsibilities, avoiding burn out, managing time and work/life commitments, and locating opportunities for professional growth.
17. Discuss opportunities for career development with the intern: review application and interview strategies.

MENTOR ROLES VERSUS INTERN ROLES

1. Grading: While mentors and interns should discuss grading methods, teaching interns should never be expected to grade materials on behalf of the mentor.
2. Observed Teaching: Interns are required to prepare – in concert with the mentor – and execute at least two 20-minute lessons for students. However, interns should never be expected to teach on the mentor's behalf in an unsupervised format (i.e. a mentor may not treat the intern as a substitute instructor).

PROGRAM ELIGIBILITY

Applicants must meet these qualifications to be considered:

1. Mentors must be full-time, tenured faculty at a CCCD college by the start of the semester during which they will serve as a mentor.
2. Mentors must be positive role models for their teaching interns. Thus, faculty with outstanding teaching reputations – among students, colleagues, and supervisors – will be given priority in the selection process.
3. Applicants must be sensitive to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, employees, and potential employees.

RECRUITMENT PROCESS

Completed Mentor Interest Forms must be submitted before midnight on **September 21, 2018**. Materials submitted after the deadline will not be considered for the upcoming semester.

A select number of interested parties will be invited to serve as mentors. Selection will be based on (1) connections to disciplines of special interest; (2) demonstrated sensitivity to and understanding of diverse academic, socio-economic, lifestyle, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds in community college environments; (3) compatible schedules; and (4) job prospects in the field at the time.

Interested parties will be notified of their status by mid-December.

PAYMENT PROCESS

Mentors who complete the Program requirements receive a \$500 stipend with the final payroll of the Spring semester at the end of May. Failure to complete the assigned performance responsibilities may result in nonpayment.

APPLICATION REQUIREMENTS

To be considered for mentor positions in the T.I.E.S. Program, candidates must submit the Mentor Interest Form, which can be accessed on the [T.I.E.S. link for the Office of Equity, Inclusion, and Compliance website](#). Completed forms must be submitted before midnight on September 21, 2018.

Please send questions and completed Mentor Interest Forms to Sacha Moore, District Coordinator of Equity, Inclusion, and Compliance, at smoore@gwc.cccd.edu. Thank you for your interest in the T.I.E.S. Program!