



North Coast Teacher Induction Program

MENTOR ROLES AND RESPONSIBILITIES

Role of the Mentor

To provide individualized coaching, mentoring, support, and formative assessment guidance for Candidate(s) assigned in the *North Coast Teacher Induction Program* in accordance with the California approved credential program standards.

Mentor Responsibilities (but not limited to):

1. Registration:

- Complete the Mentor application.
- Complete the NCTIP online registration process: <http://www.ncsoe.org>.
- Complete the Individual Learning Plan (ILP) in collaboration with candidate teacher(s) and site administrator(s) within the first 60 days of enrollment.

2. Required Participation:

- Attend all Mentor professional development trainings, including the NCTIP's **Professional Coaching & Mentoring Part 1** training within their first year of service and the subsequent **Professional Coaching & Mentoring Part 2** during the following year of service. Trainings must be renewed within a five-year period.
- Attend and actively participate in the monthly seminars with your Candidate(s). Attendance records are maintained by NCTIP and are based on monthly sign-in sheets. Mentor pay may be prorated accordingly.
- Meet weekly with your Candidate(s) for a minimum of 1 hour each week for two years. Observations and self-assessment activities may increase the meeting time to 2 hours per week.

3. Professional Development: The *North Coast Teacher Induction Program* provides Mentors with professional development when they initially assume their role (*Professional Coaching & Mentoring Part 1*) and offers multiple, additional opportunities to acquire and enhance their knowledge and skills (embedded professional development at seminars and *Professional Coaching & Mentoring Part 2*). These trainings guide the Mentor to:

- Identify and respond to diverse needs of Candidate(s);
- Engage in reflective conversations about teaching practice;
- Assist Candidate(s) in understanding the local context for teaching;
- Assist Candidate(s) to formatively assess themselves on the *California Standards for the Teaching Profession* and in relation to the Common Core State Standards and curriculum frameworks;
- Use the evidence from formative assessments fairly and equitably;
- Support the Candidate(s)'s development of an Individual Induction Plan (IIP);
- Discuss with Candidate(s) the requirements for completion of the program and procedures for obtaining a California Clear credential;

- Establish clear guidelines with site administrators and Candidate(s) in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment; and
- Appropriately use the instruments and processes of the formative assessment system, including monitoring issues of bias and fairness, in conducting formative assessment.
- **Part 1** topics include: trust building, The Coaching Mindset, dialogue vs. discussion, paraphrasing, & probing for clarity and Specificity.
Part 2 topics include: a review of topics in part 1 and added an interactive coaching and listening section that allows participants to coach, and be coached by, a fellow Mentor.

4. **Activities:**

- Support Candidate(s) in accumulating evidence of professional growth in relation to the Common Core State Standards, site/district standards, performance levels for students, the *California Standards for the Teaching Profession*, and credential standards.
- Review Candidate(s)'s written evidence, prior to submission.
- Use the Mentor Overview page as guidance.
- Complete support activities. *Note: All formative assessment information is confidential and is the property of Candidate and the NCTIP. Candidates may share as much or as little as desired with his/her principal but district personnel shall not use information generated through the Induction Program for evaluation or employment purposes. Mentors are asked to maintain this confidentiality and to only discuss information about the Candidates at his/her request. This is a critical aspect of the trust building needed to develop effective working relationships.*
- Conduct classroom observations a minimum of twice each semester and provide specific feedback to your Candidate(s).
- Facilitate and participate in your Candidate(s)'s observations of other classes. Provide model lessons for your Candidate, if possible.
- Schedule the Mid-Year check-in meeting with the site administrator and your Candidate, keeping the administrator apprised of program requirements and activities.
- Complete local program survey activities.
- Provide additional assistance to your Candidate(s), when needed.

5. **Compensation:** Mentors are compensated for their time and expertise. The *North Coast Teacher Induction Program* supports this compensation by sending funds (\$1,200 per clear credential Candidate - Multiple/Single Subject, Special Education and Designated Subject - and \$800 per Intern) DIRECTLY to the school district, county office of education, Non-Public School, and/or Independent Charter School (private schools are not state funded). In order for the NCTIP to release funding to the district, Mentors must meet their obligations. Funds may be adjusted according to level of participation, including attendance at meetings and required trainings (see *Attendance Policy* for additional information). If you have questions about your compensation, please talk to your District and/or Program Coordinator.

6. **Reassignment of a Mentor:**

If for any reason a Mentor and Candidate are not working together effectively, please inform your District Coordinator, Program Coordinator or Regional Director regarding a possible reassignment (See ***Reassignment Policy*** for additional information). Additional questions regarding your roles and responsibilities should be directed to your Program Coordinator.

7. Purchasing University Credit:

- **Extended Ed Units:**

Teachers who participate in the *North Coast Teacher Induction Program* may be eligible to receive Extended Education Units through Humboldt State University (HSU) and University of the Pacific (UOP) for coursework completed each semester. Many school districts allow teachers to utilize units to advance on their salary schedule. This is especially beneficial to teachers who are just beginning their career, but Mentors may benefit as well. Each district has specific policies about using units for movement on the salary schedule. Check your district policy regarding units and implications for moving over on the salary schedule.

In order to receive the extended education units, Mentors agree to complete the requirements as described in the Roles and Responsibilities. Should a Mentor apply for extended education units and be unable to complete their Roles and Responsibilities, he/she will receive an incomplete and will not receive the units until he/she is able to fulfill all of the requirements.

It is the Mentor's responsibility to verify with the University that the requested units have been recorded properly and the Mentor's responsibility to request transcripts directly from the University.

- **Graduate Level Units:**

NCTIP partners with other colleges and universities to provide credit options for Mentors in the California Teacher Induction Program (CTIP) leading to advance degrees. Information and a menu of options can be found on the website at www.ncsoe.org. Verification of Completions for CTIP can be obtained from the regional office.