North Coast Teacher Induction Program

MENTOR ROLES AND RESPONSIBILITIES

Role of the Mentor

- To provide "just in time" support for Candidates, in accordance with the Individual Learning Plan (ILP), along with longer-term analysis of teaching practice and guidance to promote enduring professional skills.

- To facilitate Candidates' growth and development through modeling, guided reflection on practice, and feedback on classroom instruction.

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

Mentor Responsibilities (but not limited to):

1. **Registration:**
   - Complete the Mentor application.
   - Complete the NCTIP online registration process on the North Coast School of Education (NCSOE) website (www.ncsoe.org).
   - Complete the Individual Learning Plan (ILP) in collaboration with Candidate(s) and site administrator(s) within the first 60 days of enrollment.

2. **Required Participation:**
   - Complete the annual NCTIP's online Mentor Orientation Training within two weeks of enrollment (via the NCSOE profile page).
   - Attend all Mentor professional development trainings, including the online Mentor Orientation and Professional Development Series of monthly break-outs. Consider the NCTIP's **Professional Coaching & Mentoring Series** training, an *optional* workshop available as a three-hour training or a fifteen-hour series eligible for college credit.
   - Attend and actively participate in the two-year cohort of monthly Professional Development Series with Candidate(s). Attendance records are maintained by NCTIP and are based on monthly sign-in sheets. *Mentor pay may be prorated due to absences.*
   - Meet weekly with 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:**
   NCTIP provides Mentors with professional development when they initially assume their role (*online Mentor Orientation Training*) and offers multiple, ongoing opportunities to acquire and enhance their knowledge and skills (embedded *Professional Development Series during break-outs*). To further develop their practice, Mentors can attend the *Professional Coaching and Mentoring Series*. These trainings guide the Mentor to:

- o Effectively coach and mentor Candidate growth and development along the Continuum of Teaching Practice;
- o Understand the best practices in adult learning;
- o Identify and respond to diverse needs of Candidate(s);
- o Engage in reflective conversations about teaching practice;
- o Assist Candidate(s) in understanding the local context for teaching;
- o 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;
- o Use evidence from formative assessments fairly and equitably;
- o Support the Candidate(s)'s goal setting and development of an Individual Learning Plan (ILP);
- o Discuss with Candidate(s) the requirements for completion of the program and procedures for obtaining a California Clear credential;
- o 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
- o Appropriately use the mentoring instruments and processes of the formative assessment system, including monitoring issues of bias and fairness, in conducting formative assessment.

4. **Activities:**
- o 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.
- o Review Candidate(s)'s written evidence/ePortfolio submissions, **prior** to submitting to NCTIP.
- o Use the Mentor Overview page as guidance.
- o Complete support activities.
  *Note: All formative assessment information is confidential and is the property of the Candidate and NCTIP. Candidates may share as much or as little as desired with his/her site administrator, 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 Candidate(s) at his/her request. This is a critical aspect of the trust building needed to develop effective working relationships.*
- o Conduct classroom observations a minimum of twice each year (once in Fall, once in Spring) and provide specific feedback to Candidate(s). A Quick Observation in the Fall should be included.
- o Facilitate and participate in Candidate(s)'s observations of other classes/colleagues. Provide model lessons for Candidate, if possible.
- o Schedule the Mid-Year Check-in Meeting with the site administrator and Candidate, keeping the administrator apprised of program requirements and activities, and sharing the Mentor Self Assessment as to how Mentor is supporting Candidate(s).
- o Complete local program survey activities.

- o Provide additional assistance to Candidate(s), when needed.
- o Notify Program Coordinator if Candidate fails to submit documents on time or is encountering other challenges.

5. **Compensation:**
Mentors are compensated for their time and expertise. The NCTIP supports this compensation by sending funds ($1,250 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 the District Coordinator, Program Coordinator or Executive 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:**
   - o **Extended Ed Units:**
     Teachers who participate in the NCTIP may be eligible to receive Extended Education Units through Humboldt State University (HSU), the University of the Pacific (UOP), or Simpson University (SU) 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, and Mentors may benefit as well. Each district has specific policies about using units for movement on the salary schedule. Check 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.

   - o **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 NCSOE website (www.ncsoe.org). Verification of Completions for CTIP can be obtained from the regional office.