



# North Coast School of Education The Mentoring System



## The Important Role of the Mentor

New teachers participating in one of the North Coast School of Education's (NCSOE) credentialing programs are assigned a **Mentor** by the district to guide, assess, and assist them in meeting the complexities of their job and completing NCSOE's program requirements. **This partnership is the most important aspect of NCSOE's programs.**



Mentors provide critical support in guiding new teachers with subject/content knowledge, lesson planning, and reflection. They help orient their Induction Candidate(s), Intern(s) and/or Permit Holder(s) to the school community and teaching profession while providing personalized "just in time" support that assists new teachers with immediate daily needs (i.e., behavior issues, parent issues, etc.), creating a smooth transition from the theoretical learnings of teacher preparation coursework to the realities of the classroom.

Building a trusting relationship is essential. Mentors build this rapport by creating an environment free of judgment, maintaining confidentiality, and providing support that invites honest, open dialogue and reflection. *(Note: Mentors do not evaluate their Candidate(s)/Intern(s)/Permit Holder(s), nor is it part of their role to share evaluative information with administration.)*

*"The program is not only to improve teaching practice, but also to support teachers with professional and procedural challenges."  
~ Margaret, Nevada County*

NCSOE Mentors are eligible to receive a stipend after program-year completion. This stipend is based on attendance, specific Mentor documentation, and completion of required duties. Check with your District Coordinator for the stipend amount paid by your district.

Mentors supporting a Teacher Induction Candidate are eligible to purchase college credit for successful completion. Visit [www.ncsoe.org](http://www.ncsoe.org) for more information.

## The Mentor's Duties

Each Mentor meets with his/her Candidate/Intern/Permit Holder for a **minimum of one hour per week** to plan, problem-solve, provide "just in time" and deeper analysis and reflection on teaching practice. In addition to the weekly meetings, Mentors:

- Facilitate growth and development via modeling, guided reflection on practice, and feedback on classroom instruction (*CTC Induction Program Standard 4*)
- Connect Candidate/Intern/Permit Holder with resources to support professional growth in individual areas of focus (*CTC Induction Program Standard 4*)
- Support development and reflective practice on Candidate/Intern/Permit Holder's individual goals (*CTC Induction Program Standard 4*)
- Attend all professional development with Candidate/Intern/Permit Holder
- Review Candidate evidentiary portfolio submissions required for credential recommendation
- Schedule and attend the Mid-year Site Administrator Check-In with Candidate/Intern/Permit Holder
- Complete Mentor Self-Assessment
- Share Mentor Self-Assessment with Administrator and Candidate/Intern/Permit Holder at Mid-Year Check-In
- Observe the Candidate/Intern/Permit Holder once in the Fall (including quick observation) and once in the Spring, as well as assist with observations of colleagues, if possible
- Support Candidate/Intern/Permit Holder in the Reflective Growth Process
- Attend ongoing NCSOE mentor trainings
- Notify Program Coordinator if Candidate/Intern/Permit Holder fails to submit documents or is encountering other challenges

*"It is inspiring to work with a new teacher and [the program] encouraged me to continue to be my best."  
~Rosemary,  
Mendocino County*



## NCSOE's Mentoring System and the State Standards

In response to [California Commission on Teacher Credentialing's \(CCTC\) program standards](#), adopted in October 2016, NCSOE enhanced their mentor program to create a Mentoring System that combines research-based practices, professional development opportunities and training in order to strengthen the Candidate/Intern/Permit Holder–Mentor relationship and improve new teacher success and retention.



The following chart illustrates how NCSOE addresses CCTC's program standards:

CTC PROGRAM STANDARD	NCSOE MENTORING SYSTEM
<b>Standard 2: Components of Mentoring Design</b>	<p>One of the goals of the Mentor is to strengthen their new teacher's professional practice and contribute towards their retention in the teaching profession. NCSOE does this by having Mentors:</p> <ul style="list-style-type: none"> <li>• Provide multiple opportunities for the Candidate/Intern to demonstrate growth in the CSTP</li> <li>• Work in consultation with site administration and the Candidate/Intern to address CSTP growth via individualized goals identified in the Individual Learning Plan (ILP)</li> <li>• Provide "just-in-time" ("on the spot") mentoring support and longer-term analysis of the Candidate/Intern's teaching practice</li> </ul>
<b>Standard 3: Designing and Implementing Individual Learning Plans (ILP) within the Mentoring System*</b>	<p>Mentors work with site administration and the Candidate/Intern to develop and Individual Learning Plan (ILP)/individual goals that:</p> <ul style="list-style-type: none"> <li>• Reflect growth of understanding and practice of the CSTP</li> <li>• Are inquiry-based</li> <li>• Provide opportunities to practice and refine teaching practice</li> <li>• Include professional development and support opportunities</li> <li>• Include Mentor support and guidance</li> <li>• Describe how outcomes will be met and provides for planned reflection</li> <li>• Include the practice of reflection on effectiveness via data analysis</li> <li>• Provide opportunities to connect with a larger professional community</li> <li>• Include feedback on classroom instruction</li> <li>• Include collaboration between the Mentor, Candidate/Intern and site administration in setting job-embedded goals and identifying resources and support</li> <li>• Include resources to accomplish job-embedded goals, including planned time as a Mentor-Candidate/Intern team and observation of peers</li> <li>• Are reviewed periodically by the Mentor and the Candidate/Intern and adjusted as needed</li> </ul> <p><small>* Teacher Induction Candidates work on ILPs while Interns work on individualized goals.</small></p>
<b>Standard 4: Qualifications, Selection and Training of Mentors</b>	<p>Mentors are provided with ongoing training and support through online and in-person professional development that includes, but is not limited to:</p> <ul style="list-style-type: none"> <li>• Coaching and mentoring</li> <li>• Goal setting</li> <li>• Use of appropriate mentoring instruments (i.e., TPE, CSTP, CTP, NTC Continuum of Mentoring Practice)</li> <li>• Best practices in adult learning</li> <li>• Support for individual mentoring challenges</li> <li>• Reflection on mentoring practice</li> <li>• Opportunities to engage with mentoring peers in professional learning networks</li> </ul>

### What are the California Standards for the Teaching Profession

The California Standards for the Teaching Profession (CSTP) are the standards used by the California Department of Education and the Commission on Teacher Credentialing. The CSTP are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice.

## About NCSOE's Mentor Professional Development

NCSOE provides Mentors with invaluable professional development opportunities to improve their coaching and mentoring skills and better support the success of their Candidate(s)/Intern(s)/Permit Holder(s).

The *Mentor Orientation* (an online training) and the *Professional Development Mentor Break-outs* (provided as part of the NCTIP Professional Development) are required, while the *Professional Coaching and Mentoring Series* is an optional opportunity to develop and practice support strategies.

### **Mentor Orientation** (required online training)

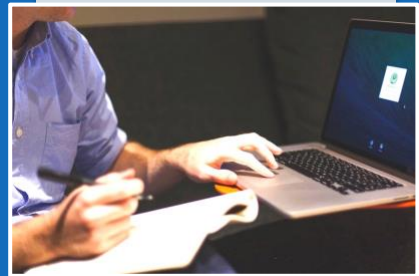
The online *Mentor Orientation* provides Mentors with foundational training and principles about serving as a Mentor in a NCSOE program. **Mentors are required to complete this online course within the first two weeks of registration.**

#### **MENTOR ORIENTATION TOPICS**

- ◆ Who are Mentors?
- ◆ What does it mean to be a Mentor?
- ◆ Why be a Mentor?
- ◆ How do Mentors Support Novice Teachers?
- ◆ Now What?
- ◆ Goal Setting
- ◆ The Individual Learning Plan (ILP)  
*(Teacher Induction Mentors only)*
- ◆ Next Steps

*“The delicate balance of mentoring someone is not creating them in your own image, but giving them the opportunity to create themselves.”*

*- Steven Spielberg*



## Professional Development Mentor Break-outs *(Teacher Induction Mentors only)*

During NCTIP Professional Development, Mentors receive ongoing support and training through *break-out sessions* where Mentors gather for specialized instruction and practice of concepts learned in their online training as well as exposure to new information and opportunities. The following provides a road map of this training:

INQUIRY	MENTOR PROFESSIONAL DEVELOPMENT BREAK OUT	
<b>Inquiry 1 Communication:</b> The Role of Assessment & Feedback	<b>Developing the Growth Mindset &amp; Habits of Mind Through Inquiry and Reflection</b> <ul style="list-style-type: none"> <li>• Mentor Orientation</li> <li>• Developing Knowledge (CCTC Program Standard 3)</li> <li>• Adult Learning Theory</li> <li>• Goal Setting and Feedback: Data Dive and Developing the Mentor Self Assessment</li> </ul>	<b>CSTP 1 – Engaging &amp; Supporting Students in Learning</b> <ul style="list-style-type: none"> <li>• Offering Constructive Feedback to Candidates.</li> <li>• What to Look for in Observations</li> <li>• Personal Bias</li> <li>• Evidence vs. Opinion</li> <li>• Targeted Feedback Cycle: Next Steps Conversation</li> </ul>
	<b>CTSP 2 – Creating &amp; Maintaining Effective Environments for Student Learning</b> <ul style="list-style-type: none"> <li>• Coaching in Action</li> <li>• Building Relationships (CCTC Program Standard 2)</li> <li>• Observation of Colleague</li> <li>• Types of Feedback: Targeted Feedback</li> <li>• Supporting Student Learning (CCTC Program Standard 1)</li> </ul>	<b>CSTP 5 – Assessing Students for Learning (online)</b> <ul style="list-style-type: none"> <li>• Coaching Conversations: Into, Through and Beyond!</li> <li>• Mentoring in Action</li> <li>• Highlight a Coaching Conversation</li> </ul>
<b>Inquiry 2 Collaboration:</b> Developing Professional Cultures of Sharing & Support	<b>CSTP 3 – Understanding &amp; Organizing Subject Matter for Student Learning</b> <ul style="list-style-type: none"> <li>• Mentor-Candidate Collaboration: Providing Instructional Support</li> <li>• Presuming Positive Intent &amp; Powerful Questions toward Collaboration</li> </ul>	<b>CSTP 6 – Developing as a Professional Educator (online)</b> <ul style="list-style-type: none"> <li>• Collaboration in a Healthy Culture</li> <li>• Providing Institutional Support</li> <li>• Professionalism/Code of Ethics</li> </ul>
	<b>CSTP 4 – Planning Instruction &amp; Designing Learning Experiences for All Students</b> <ul style="list-style-type: none"> <li>• Collaboration with School Community</li> <li>• The Mid-Year Check-in Meeting - Engaging Administrators in Induction</li> </ul>	<b>End of Year Reflection &amp; Showcase</b> <ul style="list-style-type: none"> <li>• Support Showcase</li> <li>• Reflect and Share</li> </ul>
<b>Inquiry 3 Connection:</b> From Surviving to Visioning	<b>CSTP 2 – Creating &amp; Maintaining Effective Environments for Student Learning and CSTP 5 – Assessing Students for Learning</b> <ul style="list-style-type: none"> <li>• Mentor Orientation</li> <li>• Developing Knowledge (CCTC Program Standard 3)</li> <li>• Providing Emotional Support</li> <li>• Goal Setting and Feedback: Data Dive and Developing the Mentor Self Assessment</li> </ul>	<b>CSTP 2 – Creating &amp; Maintaining Effective Environments for Student Learning</b> <ul style="list-style-type: none"> <li>• Connecting Candidates to Community</li> <li>• Extending the Coaching Conversation Beyond the Classroom</li> <li>• Effective Coaching</li> </ul>
	<b>CSTP 4 – Planning Instruction &amp; Designing Learning Experiences for All Students</b> <ul style="list-style-type: none"> <li>• Connecting Resources with Planning</li> <li>• Tips for Planning Lessons: Identifying Purpose and Vision, The Why and How of Providing Resources</li> <li>• Mentor Observations</li> </ul>	<b>CSTP 1 – Engaging &amp; Supporting Students in Learning (online)</b> <ul style="list-style-type: none"> <li>• The Complexity of Teaching: Developing Expertise</li> <li>• The 5 Lenses of Teaching</li> <li>• Creating a Vision of High Performance</li> </ul>
<b>Inquiry 4 Relevance:</b> Planning for Long-term Practice	<b>CSTP 6 – Developing as a Professional Educator</b> <ul style="list-style-type: none"> <li>• From Purpose to Planning: Establishing Long-term Goals and Involvement</li> <li>• Promoting Relevancy and Collaboration Between School and Community</li> <li>• Interpersonal Skills with Families</li> </ul>	<b>CSTP 4 – Planning Instruction &amp; Designing Learning Experiences for All Students and CSTP 5 – Assessing Students for Learning (online – part 2)</b> <ul style="list-style-type: none"> <li>• Encouraging Candidates to Seek Out Opportunities</li> <li>• Planning with the Growth Mindset</li> <li>• Providing Assessments &amp; Resources</li> </ul>
	<b>CSTP 3 – Understanding &amp; Organizing Subject Matter for Student Learning and CSTP 1 – Engaging and Supporting All Students in Learning (online – part 1)</b> <ul style="list-style-type: none"> <li>• Planning: Short-term to Long-term</li> <li>• Design Thinking as a Mindset - The Five Phases of the Design Process</li> <li>• Developing Habits of Mind for Good Communication</li> </ul>	<b>End of Year Reflection &amp; Showcase</b> <ul style="list-style-type: none"> <li>• Support Showcase</li> <li>• Reflect and Share</li> </ul>



## Intern Support and Supervision Series *(Intern Mentors only)*

NCSOE provides professional development training and support for Mentors serving Interns in our “Be A Teacher” Intern and University-Partnered programs. This support is organized into three parts that take place throughout the school year and focus on helping Mentors work with novice teachers in their first teaching experiences.

INTERN SUPPORT AND SUPERVISION SERIES	
Session	Series Topics
<b>FALL</b> <b>Planting the Seeds for Success</b>	<ul style="list-style-type: none"> <li>• Series Overview</li> <li>• Importance of goal setting and the Mentor-Candidate relationship</li> <li>• Developing the capacity to support the emotional needs of Interns</li> </ul>
<b>WINTER</b> <b>Cultivating Reflective Practitioners</b>	<ul style="list-style-type: none"> <li>• Effective teaching practices</li> <li>• Powerful feedback</li> <li>• Scales to measure progress</li> <li>• Discuss and practice structures and strategies that support <i>learning-focused conversations</i></li> </ul>
<b>SPRING</b> <b>Growing a Solid Community of Teachers</b>	<ul style="list-style-type: none"> <li>• Examine practical and powerful systems that provide Interns with institutional support</li> <li>• Reflection on previously set goals while determining areas for growth in the future</li> </ul>

## Professional Coaching and Mentoring Series (PCMS) *(optional)*

To further develop their practice, Mentors can attend NCSOE’s *Professional Coaching and Mentoring Series (PCMS)*. This workshop is available as a three-hour training or a fifteen-hour series eligible for college credit. Mentors sign up for these optional trainings through NCSOE’s website. *(PCMS is also available to those outside of NCSOE for a fee.)*

*“I feel like I grew as a teacher while helping my Candidate become more effective.”*  
*~Marilyn, Lake County*

PCMS provides experienced educators with the skills and practice necessary to develop their work as Mentors with colleagues. This workshop uses concepts from *Learning-Focused Supervision*, by Laura Lipton and Bruce Wellman, along with other mentoring-based design ideas, and provides strategies that are research-based and proven to be effective for adult learners.

PROFESSIONAL COACHING AND MENTORING SERIES	
	Series Topics
<b>PCMS 1: Building the Mentor Role</b> <i>Foundation of Mentoring (Online)</i> <ul style="list-style-type: none"> <li>• Becoming Energized</li> <li>• Adult Learning Theory</li> <li>• Discovery</li> </ul>	<ul style="list-style-type: none"> <li>• Qualities of Supporting Teachers with a Learning-Focus in Mind</li> <li>• Different Types and Approaches of Coaching</li> <li>• Purposeful and Reflective Conversations</li> <li>• Communication Tools (i.e. listening, empathy, pausing, paraphrasing, probing for clarity and specificity)</li> <li>• The Art of Question-asking Toward Inquiry</li> <li>• Interactive Coaching and Role-plays that allow participants to coach (and be coached) by fellow mentors</li> </ul>
<b>PCMS 2: Building the Mentor Practice</b> <i>Practice Mentoring (In-person)</i> <ul style="list-style-type: none"> <li>• Effective Listening</li> <li>• Triad Coaching Activity</li> </ul>	
<b>PCMS 3: Extending the Mentor Practice</b> <i>Fieldwork (Self-guided)</i> <ul style="list-style-type: none"> <li>• Independent practice TBD with options and pre-approval (i.e., blogs, book studies, video coaching, reflection writings)</li> </ul>	