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.)*

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 for more information.

> **Mentoring**
>
> *Makes a Difference*

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*)
- May attend professional development with Candidate/ Intern/Permit Holder (not required)
- Review Candidate evidentiary ePortfolio 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 required, 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." ~ 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
Standard 2: Components of Mentoring Design	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: • Provide multiple opportunities for the Candidate/Intern to demonstrate growth in the CSTP/TPE • Work in consultation with site administration and the Candidate/Intern to address CSTP/TPE growth via individualized goals identified in the Individual Learning Plan (ILP) • Provide "just-in-time" ("on the spot") mentoring support and longer-term analysis of the Candidate's/Intern's teaching practice
Standard 3: Designing and Implementing Individual Learning Plans (ILP) within the Mentoring System	Mentors work with site administration and the Candidate/Intern to develop and Individual Learning Plan (ILP)/individual goals that: • Reflect growth of understanding and practice of the CSTP (Candidates) or TPE (Interns) • Are inquiry-based • Provide opportunities to practice and refine teaching practice • Include professional development and support opportunities • Include Mentor support and guidance • Describe how outcomes will be met and provides for planned reflection • Include the practice of reflection on effectiveness via data analysis • Provide opportunities to connect with a larger professional community • Include feedback on classroom instruction • Include collaboration between the Mentor, Candidate/Intern and site administration in setting job-embedded goals and identifying resources and support • Include resources to accomplish job-embedded goals, including planned time as a Mentor-Candidate/Intern team and observation of peers • Are reviewed periodically by the Mentor and the Candidate/Intern and adjusted as needed
Standard 4: Qualifications, Selection and Training of Mentors	Mentors are provided with ongoing training and support through online and in-person professional development that includes, but is not limited to: • Coaching and mentoring • Goal setting • Use of appropriate mentoring instruments (i.e., TPE, CSTP, CTP, NTC Continuum of Mentoring Practice) • Best practices in adult learning • Support for individual mentoring challenges • Reflection on mentoring practice • Opportunities to engage with mentoring peers in professional learning networks

What are the California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE)?
These are the standards used by the California Department of Education and the Commission on Teacher Credentialing 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). Mentors receive ongoing support and training through professional development where they gather for specialized instruction and practice of concepts learned in their online training as well as exposure to new information and opportunities.

Mentor Responsibilities

- ☐ Complete the *Mentor Online Orientation*
- ☐ Attend the *NCSOE Orientation* at the beginning of Induction with their Candidate/Intern/Permit Holder
- ☐ Attend 3 Mentor Academies of their choice throughout the Fall, Winter, and Spring
- ☐ Attend the *NCSOE Sharecase* at the end of each year of Induction with their Candidate/Intern/Permit Holder
- ☐ Attend – as an optional opportunity for growth and support – other professional development described below
- ☐ The *Professional Coaching and Mentoring Series* (PCMS) is an optional opportunity for Mentors to develop and practice support strategies.

Mentor Online 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)
> - Next Steps

NCSOE Orientation

Mentors attend a face-to-face Orientation with their Candidate(s)/Intern(s)/Permit Holder(s) that sets the stage for the Induction experience, highlighting the research-based theoretical framework of APTRA (Assess, Plan, Teach, Reflect, Apply) used to work with action research in the classroom, and covering program components and roles and responsibilities. Interns/Permit Holders explore the Teaching Performance Expectations (TPE) and Candidates investigate the California Standards for the Teaching Profession (CSTP), standards used to learn about the art of teaching.

Mentor Academies

After completion of the initial and starting Orientations, Mentors choose and pre-register in advance through the NCSOE system for three Academies to attend throughout the year (Fall, Winter, Spring). A menu of choices is available.

List of Mentor Academy Topics

Additional topics may be included based on participant surveys.

- Adult Learning
- Cognitive Coaching and Coaching Conversations (Reflection, APTRA, Difficult Conversations, Learning-Focused Conversations)
- Collaboration with School Community (Colleagues, Paraeducators, Parents, Families, Volunteers)
- Developing Knowledge of Mentoring
- Effective Teaching Practices
- Engaging Administrators (The Mid-Year Check In Meeting)
- Equity and Access in the Classroom
- Goal Setting and Developing Strong, Relevant Action Research Inquiry Questions
- Personal Bias

- Providing Emotional Support to Teachers
- Providing Instructional Support
- Providing Teachers with Institutional Support
- Social Emotional Learning/Trauma-Informed Teaching
- Supporting Student Learning
- The Art of Observation and Providing Targeted, Constructive Feedback
- Using Assessment Instruments to Guide Instruction (Scales to measure progress)
- Using Resources with Planning
- Working with Interns and Permit Holders

NCSOE Sharecase

Mentors attend a face-to-face Sharecase with their Candidate(s)/Intern(s)/Permit Holder(s) to reflect upon the school year and their growth as an educator. The completion of the Candidate's Individual Learning Plan (ILP) and/or the Intern's Bridge Document is the main focus for Candidate(s)/Intern(s)/Permit Holder(s) to examine their teaching practice, share their experience, collaborate with colleagues, and engage in a broader professional community. Mentors share their Mentor Self-Assessment in relation to how they've supported their Candidate(s)/Intern(s)/Permit Holder(s).

Other Professional Development Opportunities

In addition to ongoing support and development, Mentors are invited to attend other professional development opportunities with or without their Candidate/Intern to further develop their mentoring craft. These sessions are offered throughout the region (face-to-face and/or live streaming) and include, but are not limited to, the following topics:

- Classroom Organization and Management Program (COMP)
- **CSTP 1** – Engaging and Supporting All Students in Learning
- **CSTP 2** – Creating and Maintaining Effective Environments for Student Learning
- **CSTP 3** – Understanding and Organizing Subject Matter for Learning
- **CSTP 4** – Planning Instruction and Organizing Subject Matter for All Students
- **CSTP 5** – Assessing Students for Learning
- **CSTP 6** – Developing as a Professional Educator
- Ensuring Access and Equity for All Learners

- Legal and Ethical Issues in Teaching and Learning
- Minimizing Bias and Using Culturally Responsive Pedagogy
- Social-Emotional Learning/Trauma-Informed Teaching
- Technology Tips & Techniques for Optimal Teaching and Learning
- Time Management
- Understanding the Individual Learning Plan (ILP)
- Universal Design Learning
- Other topics as determined by participant survey

Professional Coaching and Mentoring Series *(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 non-partnering agencies outside of NCSOE for a fee.)*

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

- Steven Spielberg

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	
PCMS 1: Building the Mentor Role *Foundation of Mentoring (Online)* • Becoming Energized • Adult Learning Theory Discovery	**Series Topics** • Qualities of Supporting Teachers with a Learning-Focus in Mind • Different Types and Approaches of Coaching • Purposeful and Reflective Conversations
PCMS 2: Building the Mentor Practice *Practice Mentoring (In-person)* ∉ Effective Listening ∉ Triad Coaching Activity	• Communication Tools (i.e. listening, empathy, pausing, paraphrasing, probing for clarity and specificity) • The Art of Question-asking Toward Inquiry
PCMS 3: Extending the Mentor Practice *Fieldwork (Self-guided)* • Independent practice TBD with options and pre-approval (i.e., blogs, book studies, video coaching, reflection writings)	• Interactive Coaching and Role-plays that allow participants to coach (and be coached) by fellow mentors