



MENTOR ROLES AND RESPONSIBILITIES NEW CREDENTIAL HOLDERS

IMPORTANT: If you are supporting mentees in **more than one** NCSOE program, please review the Mentor Roles and Responsibilities for each of the additional programs. Although most of your duties as a Mentor are the same no matter which NCSOE program your mentee is participating in, the **program specific requirements will differ**.

ROLE OF THE MENTOR

Deliver individualized coaching, mentoring, support, and guidance to Candidate(s) assigned in the *North Coast Designated Subjects Program* in accordance with the California-approved Career Technical Education (CTE) or Adult Education Standards.

Provide “just in time” (as needed) support for Candidates, in accordance with the Individual Development Plan (IDP) for year 1 and Individual Learning Plan (ILP) for year 2, along with longer-term analysis of teaching practice and guidance to promote enduring professional skills.

Facilitate Candidates’ growth and development through modeling, guided reflection on practice, and feedback on classroom instruction.

MENTOR RESPONSIBILITIES

Include, but not limited to:

1. Registration and Enrollment

- New Mentors must complete and submit the **Mentor Application** to the district and upload the document to their NCSOE account; an updated application is due once every 3 years for returning Mentors.
- New and returning Mentors complete the Designated Subjects **online enrollment process** (www.ncsoe.org) for the new program year.
- NCSOE works with sites and districts to identify and assign a Mentor to each participating teacher within the **first 30 days** of the participating teacher’s enrollment in the program (matching the Mentor and participating teacher according to credentials held, grade level and/or subject area, as appropriate to the participant’s employment).
- Mentor’s set a goal-setting meeting to complete the Individual Development Plan (IDP) or Individual Learning Plan (ILP) in collaboration with your Candidate(s) and with input from your Candidate’s employer (site administrator) **within the first 60 days of enrollment of each inquiry/semester**. The IDP and ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

2. Required Participation and Professional Learning

Designated Subjects provides Mentors with Mentor training when they initially assume their role (**The Launch**) and multiple, ongoing opportunities to acquire and enhance their knowledge and skills (*Mentor Academies* or other choice training as outlined in the program Handbook and/or Course Catalog) as required by the State of California.

Mentor training is differentiated based on the Mentor’s time of service: **New** (first year), **Returning** (second and third year), and **Experienced** (four years and beyond). **New Mentors** must complete 3, state-required foundational Mentor Academies over the course of their first year (see Course Catalog for descriptions). After 5 years of service, **Experienced Mentors** review the foundational courses by serving as a “buddy” to a new Mentor and attend those training sessions with the new Mentor.

Required participation and professional learning includes:

- **Meet weekly with your Candidate(s)** for a minimum of 1 hour each week.
- Complete a **Mentor Self-Assessment**.
- Complete the annual online welcome, **The Launch**, within 2 weeks of enrollment (via Canvas, NCSOE’s online school).
- Attend the required Mentor professional development trainings, including **The Launch, Orientation, Sharecase**, and **3 additional Mentor Academies or professional trainings of choice***.

*Mentors with accredited training from organizations outside of NCSOE may qualify for equivalency for the 3 additional professional trainings (6 hours). Verification of this training that includes dates within the current school as well as a description are needed to determine alignment between program standards and the training received. Full or partial equivalency may be granted. Mentors interested in this option should contact their Program Coordinator or the NCSOE Regional Director/Program Lead for Teacher Induction.

Note: Your Mentor stipend may be prorated due to absences from required trainings or lack of program completion/requirements.

3. Support Activities of the Candidate(s)

- **Support Candidate(s) in accumulating evidence of professional growth** in relation to the CTE or Adult Education standards, Industry Sector Standards, Common Core State Standards, site/district standards, performance levels for students, the *Teacher Performance Expectations (TPE)* or *California Standards for the Teaching Profession (CSTP)*, and credential standards.
- **Complete support activities such as providing resources, connecting to colleagues, etc.**
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 Designated Subjects 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.
- **Use program documents** as guidance for requirements, deadlines, etc. A review of the Designated Subjects Handbook is highly encouraged for an overview of program supports, guidelines and policies, and will answer many questions Mentors and Candidates may have.
- **Regularly review (at the end of each month) Candidate(s)'s IDP or ILP submissions, prior** to the Candidate (s) submitting to the Designated Subjects Program at the end of the inquiry (term).
- **Conduct classroom observations** a minimum of once each term and provide specific feedback to Candidate(s); a Quick Observation within the first 30 days enrollment of the Candidate's classroom should be included.
- **Facilitate and participate in Candidate(s)'s observations of other classes/colleagues**, if possible (check with district for guidelines). Provide model lessons for Candidate, if possible.
- **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).
- **Complete local and/or state program survey activities.**
- **Provide additional assistance** to Candidate(s), when needed.
- **Notify District or Program Coordinator** if Candidate fails to submit documents on time or is encountering other challenges.