

INTERN MENTOR ROLES AND RESPONSIBILITIES

ROLE OF THE INTERN MENTOR

Provide “just in time” support for Interns along with longer-term analysis of teaching practice and guidance to promote enduring professional skills.

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

Deliver individualized coaching, mentoring, support, and guidance for Intern(s) assigned in *The North Coast “Be A Teacher” Intern Program* in accordance with the California-approved Program Standards.

INTERN MENTOR RESPONSIBILITIES

Not limited to the following.

1. Registration

- 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 **NCSOE online enrollment process** (www.ncsoe.org) for the new program year.
- Set a goal-setting meeting to address what activities will meet the **Intern Support and Supervision (ISSP) required hours** and how the Intern will log weekly ISSP hours. (144 Support Hours and 45 EL Support Hours are required of the Intern each year.)

2. Required Participation and Professional Learning

NCSOE 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 Intern(s)** for a minimum of 1 hour each week.
- Complete a **Mentor Self-Assessment (all 3 parts)**.
- 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 Intern Support and Supervision.

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

3. Support Activities of the Intern(s)

- **Support Intern(s) in accumulating evidence of professional growth** in relation to the Common Core State Standards, site/district standards, performance levels for students, the *California Teacher Performance Expectations*, and credential standards.
- **Use the Intern Support and Supervision Program (ISSP) To Do List** as guidance.
- **Complete support activities.**

*Note: All formative assessment information is confidential and is the property of the Intern and NCSOE. Interns may share as much or as little as desired with his/her site administrator, but district personnel shall **not** use information generated through the Intern Program for evaluation or employment purposes. Mentors are asked to maintain this confidentiality and to only discuss information about the Intern(s) 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 year (once in Fall, once in Spring) and provide specific feedback to Intern(s). A Quick Observation in the Fall of the Intern's classroom is recommended.
- **Facilitate and participate in Intern(s)'s observations of other classes/colleagues**, if possible (check with district for guidelines). Provide model lessons for Intern, if possible.
- **Schedule the Mid-Year Check-in Meeting with the site administrator and Intern**, keeping the administrator apprised of program requirements and activities, and sharing the Mentor Self-Assessment as to how Mentor is supporting Intern(s).
- **For Year 2 Intern Mentors: Participate in developing the Individual Development Plan** with the Intern, and the Intern's Practicum Supervisor.
- **Complete local and/or state program survey activities.**
- **Provide additional assistance** to Intern(s), when needed.
- **Notify District Coordinator or Program Lead/Coordinator** if Intern is encountering other challenges.

4. Compensation

- **Mentors are compensated for their time and expertise.** NCSOE supports this compensation by sending funds (\$1,250 per Intern - Multiple/Single Subject, Special Education) 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 NCSOE to release funding to the district, **Mentors must meet all program requirements.** Funds may be adjusted according to level of participation and/or program completion, including attendance at meetings and required training as well as the Mentor Self-Assessment. If you have questions about your compensation, please talk to your District Coordinator and/or Program Lead/Coordinator.

5. Reassignment of a Mentor

- If, for any reason, a Mentor and Intern are not working together effectively, please **inform the District Coordinator, Program Lead/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 Lead/Coordinator.