NORTH COAST TEACHER INDUCTION PROGRAM
MENTOR ROLES AND RESPONSIBILITIES

ROLE OF THE MENTOR

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.

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

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

MENTOR RESPONSIBILITIES
Not limited to the following.

1. **Registration**
   o 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.
   o New Mentors complete the **NCTIP online registration process** and returning Mentors update your NCSOE account for the new program year on the North Coast School of Education (NCSOE) website (www.ncsoe.org).
   o Set a goal-setting meeting to complete the **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.

2. **Required Participation**
   o Complete the annual NCTIP online training, **The Launch**, within 2 weeks of enrollment (via Canvas, NCSOE's online school, accessed through your NCSOE account).
   o Attend all Mentor professional development trainings, including **The Launch** (mentioned above), **Orientation**, **Sharecase**, and **3 additional *Mentor Academies or professional trainings* of choice** (see differentiated training requirements and guidelines in #3 below). 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.

     Note: Your Mentor stipend may be prorated due to absences from required trainings or lack of program completion/requirements.
   o **Meet weekly with your Candidate(s)** for a minimum of 1 hour each week. Observations and self-assessment activities may increase the meeting time to 2 hours per week.

3. **Professional Development**
   o NCTIP provides Mentors with Mentor training when they initially assume their role (*The Launch online course*) and multiple, ongoing opportunities to acquire and enhance their knowledge and skills (*Mentor Academies or other choice training as outlined in the Course Catalog*) as required by the State of California.
   o 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). Mentors complete a Mentor Self-Assessment that provides requirements and suggestions for training based on these years of service.
   o **New Mentors** must complete 3, state-required foundational Mentor Academies over the course of their first year (see Course Catalog for descriptions).
   o 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.

- Effectively coach and mentor Candidate competency, growth and development along the *Continuum of Teaching Practice*;
- Understand the best practices in adult learning;
- Identify and respond to diverse needs of Candidate(s);
- Engage in reflective conversations about teaching practice;
- Assist Candidate(s) in understanding the local context for teaching;
- Assist Candidate(s) to assess themselves on the *California Standards for the Teaching Profession* and in relation to the Common Core State Standards and curriculum frameworks;
- Use evidence from formative assessments fairly and equitably as guided in the Candidate's ILP growth goals and needs;

- Support the Candidate(s)'s goal setting and development of an Individual Learning Plan (ILP);
- Discuss with Candidate(s) the requirements for completion of the program and procedures for obtaining a California Clear credential;
- 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
- Appropriately use the mentoring instruments and processes of the formative assessment system, including monitoring issues of bias and fairness, in conducting formative assessment as it relates to the Candidate's individualized learning plan.

4. Activities

- **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.
- **Review Candidate(s)'s written evidence/ePortfolio submissions**, **prior** to submitting to NCTIP.
- Use the *Mentor Overview and Roadmap* document as guidance.
- **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.
- **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 of the Candidate's classroom is 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.

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) 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 all program requirements**. Funds may be adjusted according to level of participation and/or program completion, including attendance at meetings and required trainings as well as the Mentor Self-Assessment. 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 Regional Director** regarding a possible reassignment (See *Reassignment*

Policy for additional information).

- o Additional questions regarding your roles and responsibilities should be directed to your county 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 one of our partner universities for Induction work completed each semester (visit the NCSOE website for more information). 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 prior to making this request.
  - In order to receive the extended education units, **Mentors agree to complete all program requirements** as described in the *Roles and Responsibilities,* as well as attendance to professional development provided by NCTIP. 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 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 advanced degrees. Information and a menu of options can be found on the NCSOE website.