



## MENTOR FAQs For School Administrators

### What does it mean to be an NCSOE Mentor?

The district assigns each mentee (new teacher) a Mentor who guides, assesses, and assists in meeting the complexities of the job and in completing the requirements of the earning or clearing their teaching credential(s). **This partnership is the most important aspect of the program.**

One crucial responsibility of the Mentor is to establish a trusting relationship with his/her/their mentee. **Mentoring is most effective when the mentee trusts his/her/their Mentor.** Mentors build rapport by creating an environment free of judgment, being completely confidential, and providing support that invites honest, open dialogue and reflection. Remember, Mentors do not evaluate mentees and it is not part of their role to share evaluative information with administration.

*“It is inspiring to work with a new teacher and encouraged me after a very long career to continue to be my best.”*

### What are the duties of a Mentor?

The Mentor meets with the Mentee for a **minimum of one hour per week** to plan, problem-solve, provide “just in time” and long-term mentoring, and to reflect on teaching practice. In addition to the weekly meetings, Mentors are required to:

- Facilitate mentee growth/development via modeling, guided reflection on practice, and feedback on classroom instruction *(CTC Induction Program Standard 4)*
- Connect mentee with available resources to support their professional growth (and, for Teacher Induction Candidates, accomplishments of their Individual Learning Plan *(CTC Induction Program Standard 4)*)
- Support mentee with their work and reflective practice. For Teacher Induction Candidates, periodically review their Individual Learning Plan *(CTC Induction Program Standard 4)*
- Attend professional learning with their mentee (check program guidelines and requirements)
- Participate in ongoing Mentor Training
- Complete a Mentor Self-Assessment
- Schedule and attend the Site/School Administrator Check-In with the mentee
- During Mid-Year Check-In, share Mentor Self-Assessment with Administrator and mentee
- Observe the mentee once in the Fall and once in the Spring, as well as assist the mentee with observations of colleagues, if possible
- Support mentee in the Reflective Growth Process
- Attend optional Mentor/leadership trainings, such as the *Professional Coaching and Mentoring Series* or other professional learning as outlined in mentee’s program plan(s)

### Why be a Mentor?

*“I always learn a lot from my mentee, and it helps me to reflect on my own practice.”*

The mentee-Mentor partnership is the most important aspect of any NCSOE program. Mentors are the critical support system in guiding mentees with subject/content knowledge, lesson planning, and reflection. Mentors help orient their mentee to the school community and to the teaching profession in general. Having a Mentor also allows mentees to have an emotional support system in this difficult stage of their career. Previous Mentors repeatedly express that they also grow as an educator and professional from working with their mentee and NCSOE program.

Most NCSOE programs offer Mentors the ability to purchase University credit for each successfully completed semester of mentoring. For more information, visit our [website](#).

Mentors with NCSOE typically receive a stipend after completion of the program year. The stipend is based on attendance, specific Mentor program requirements, and other required duties. Check with your District Coordinator for the stipend amount paid by your district, if applicable.

### What is a District Coordinator?

Your school district selects one person, a District Coordinator, to be the liaison between the district and NCSOE. Contact your NCSOE District Coordinator for district-related, program questions.

## What is a “just-in-time” Coaching?

In addition to regularly mentoring during the school year, the “just in time”\* component requires the Mentor to be readily available for the mentee’s **immediate daily needs** (i.e., behavior issues, copy machine codes, parent issues, etc.).

\* According to CTC Induction Standards, “Mentoring support for Candidates must include both “just in time” and longer-term analysis of teaching practice to help Candidates develop enduring professional skills” (*Commission on Teacher Credentialing (CTC) Standard 4: Qualifications, Selection, and Training of Mentors*).

## What is the role of the Administrator?

Administrators play the role of both a cheerleader and coach when supporting new educators and their Mentors. Knowing which NCSOE program your teacher(s) or aspiring administrator(s) are in, what those program requirements are, and what resources are available (i.e., [the NCSOE website](#)) is essential. Reviewing the Phases of Teaching (Moir 1999) and how you can support mentees throughout the year is recommended:

- [Setting the Foundation \(August-October\) Infographic](#)
- [Weathering the Storm \(November-January\) Infographic](#)
- [Maintaining Steady Illumination \(February-May\) Infographic](#)

Each NCSOE program typically requires that the Mentor-mentee team meet with an administrator at least once a year in a [Administrative Mid-Year Check-in](#) to hear about the new teacher’s progress. Highlighting what is working is as important as encouraging specific growth areas.

Administrators also support new educators in completing program-specific requirements. According to the CTC and the CA Teacher Induction Program Standards, *within the first 60 days of their enrollment* (CTC Induction Program Precondition 4) Teacher Induction Candidates **work collaboratively and “in consultation with the Site Administrator”** (CTC Induction Program Standard 2) to develop an Individual Learning Plan that is aligned with the Candidate’s job assignment and site/district goals.

It is essential that the superintendent, principal, and district administrators convey to all involved parties that **the credential programs are separate and distinct from the school’s legally mandated teacher evaluation cycle.**

## What is goal setting?

In every NCSOE program, participants have goals for program completion that are directed to supporting their teaching or administrative practice. As an Administrator, knowing program requirements and the goals of your new teachers/Administrators and their Mentors will be helpful in supporting them.

In Intern programs, such as **NCSOE’s “Be A Teacher” Intern Program**, Interns define their goals throughout the program as it relates to developing a mastery of the Teacher Performance Expectations (TPE). Prior to moving into Teacher Induction to clear their Preliminary Credential, Interns complete an assessment of their practice with the TPE that includes areas of growth and strengths.

In **Teacher Induction**, Candidates define their goals over a two-year period, focusing on one or more California Standards for the Teaching Professions (CSTP) per Inquiry. Candidates use the *Continuum of Teaching Practice* to describe and cite specific personal examples of strengths and areas of growth. Throughout the Inquiry, evidence to support the progress is documented on the Individual Learning Plan and submitted to an online ePortfolio in Canvas, NCSOE’s online learning management system.

*“It was good to dig deeper into the CSTP. It helped me in my role as a Mentor.”*

Together with their Mentor and Site/School Administrator, goals are developed for the Teacher Induction Candidate and discussed for participants in other NCSOE programs.

Mentors review program and credential standards with their mentee(s), reflecting on current strengths and areas that he/she/they feel is an area of growth. At least twice a year, Mentors reference these standards in completing classroom observations of their mentees as related to what they are focusing on for the semester of the year.

## What are the TPE, CSTP and CPSEL? How do they correlate to goal setting?

The TPE, CSTP and CPSEL are standards used by the California Department of Education and the Commission on Teacher Credentialing. The CSTP align with the TPE in CA teacher preparation programs; together with the California Professional Standards for Educational Leaders (CPSEL), they 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.

These standards are used for a variety of purposes, including the following:

- To prompt reflection about learning and practice;
- To formulate professional goals to improve practice in support of student learning;
- To guide, monitor, and assess the progress of practice toward professional goals.