



NORTH COAST SCHOOL OF EDUCATION



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PERMIT HOLDER MENTOR ROLES AND RESPONSIBILITIES

ROLE OF THE PERMIT HOLDER MENTOR

Provide “just in time” support for a Permit Holder, in accordance with a personalized professional development plan developed in partnership with the Permit Holder, to focus on the underlying support needed for the issuance of the permit, along with longer-term analysis of teaching practice and guidance to promote enduring professional skills.

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

Deliver individualized coaching, mentoring, support, and guidance for Permit Holder(s) assigned through Districts and supported by the *North Coast School of Education*.

PERMIT HOLDER 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.
- Complete the **NCSOE online registration process** on the [North Coast School of Education \(NCSOE\)](#) website (www.ncsoe.org).
- **Set a goal-setting meeting** to complete a personalized professional development plan in collaboration with the Permit Holder(s) and with input from the Permit Holder’s employer (site administrator) within the first 60 days of enrollment.

2. Required Participation

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

Consider the NCSOE’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 training or lack of program completion/requirements.

- **Meet weekly with Permit Holder(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

- NCSOE 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.
- 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.
- **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.

All Mentor trainings guide the Mentor to...

- Effectively coach and mentor Permit Holder competency, growth and development along the *Continuum of Teaching Practice or Teacher Performance Expectations*;
- Understand the best practices in adult learning;
- Identify and respond to diverse needs of Permit Holder(s);
- Engage in reflective conversations about teaching practice;
- Assist Permit Holder(s) in understanding the local context for teaching;
- Assist Permit Holder(s) in assessing themselves on the *California Standards for the Teaching Profession or Teacher Performance Expectations* and in relation to the Common Core State Standards and curriculum frameworks;
- Support the Permit Holder(s)'s goal-setting and development of a personalized professional development plan;
- Discuss with Permit Holder(s) the requirements for completion of the program and procedures for obtaining a California Preliminary credential or competency requirements to enter into an Education Preparation Program;
- Establish clear guidelines with site administrators and Permit Holder(s) in the appropriate use of assessment evidence for the purpose of professional growth 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 Permit Holder(s)'s personalized professional development plan.

4. Activities

- **Use the *Permit Holder/Permit Holder Mentor Overview and Roadmap* document** as guidance.
- **Complete support activities.**
*Note: All formative assessment information is confidential and is the property of the Permit Holder and NCSOE. Permit Holders may share as much or as little as desired with his/her site administrator, but district personnel shall **not** use information generated through the Program for evaluation or employment purposes. Mentors are asked to maintain this confidentiality and to only discuss information about the Permit Holder(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 Permit Holder(s). A Quick Observation in the Fall of the Permit Holder's classroom is included.
- **Facilitate and participate in Permit Holder(s)'s observations of other classes/colleagues**, if possible (check with district for guidelines). Provide model lessons for Permit Holder, if possible.
- **Schedule the Mid-Year Check-in Meeting with the site administrator and Permit Holder**, keeping the administrator apprised of program requirements and activities, and sharing the Mentor Self-Assessment as to how Mentor is supporting Permit Holder(s).
- **Complete local and/or state program survey activities.**
- **Provide additional assistance** to Permit Holder(s), when needed.
- **Notify District Coordinator or Program Lead/Coordinator** if Permit Holder is encountering other challenges.

5. Compensation

- **Mentors are compensated for their time and expertise.** NCSOE supports this compensation by sending funds (\$1,250 per Permit Holder) 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 and/or Program Lead/Coordinator.

6. Reassignment of a Mentor

- If, for any reason, a Mentor and Permit Holder 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 county Program Lead/Coordinator.

7. Purchasing University Credit

- Beginning 2020-21, Mentors who participate in NCSOE's mentoring program may be eligible to receive **extended education units** through one of our partner universities for their work supporting a Permit Holder completed each semester (visit the [NCSOE website](#) for more information). Many school districts allow teachers to utilize units to advance on their salary schedule. 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 training provided by NCSOE. Should a Mentor apply for extended education units and be unable to complete their roles and responsibilities or training, 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.