



Newark Teacher Induction Program

What is an Induction Mentor?

If a mentor participated as a PT or CC in BTSA or BTSA Induction in previous years, they'll note that Induction today is different. There are no CFASST or FACT required documents to complete. The Induction experience is focused on demonstrating mastery on the California Standards for the Teaching Profession (CSTP) through an Individual Learning Plan (ILP).

It is important for the mentor to know the language of the preconditions and standards that describe and define the new induction program and the roles and responsibilities of the mentor.

Induction Preconditions:

1. Each Induction program must be designed to provide a **two-year, individualized, job-embedded** system of **mentoring, support and professional learning** that begins in the teacher's first year of teaching.
2. The Induction program must identify and assign a mentor to each participating teacher within the **first 30 days** of the participant'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.
3. Each Induction program must assure that each participating teacher receives an **average of not less than one hour per week of individualized support/mentoring** coordinated and/or provided by the mentor.
4. Goals for each participating teacher must be developed within the context of the Individual Learning Plan (**ILP**) **within the first 60 days** of the teacher's enrollment in the program.
5. The Individual Learning Plan must be designed and implemented **solely for the professional growth and development** of the participating teacher and **not for evaluation for employment purposes**.



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Program Standard 4: Qualifications, Selection, & Training of Mentors

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the **context and the content area** of the candidate's teaching assignment
- Demonstrated commitment to **professional learning and collaboration**
- Possession of a **Clear Teaching Credential**
- **Ability, willingness, and flexibility** to meet candidate needs for support
- Minimum of **three years of effective teaching** experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "**just in time**" support for candidates, in accordance with the ILP, along with **longer-term guidance to promote enduring professional skills**
- Facilitation of candidate growth and development through **modeling, guided reflection on practice, and feedback on classroom instruction**
- **Connecting candidates with available resources** to support their professional growth and accomplishment of the ILP
- Periodically **reviewing the ILP** with candidates and making adjustments as needed

The program must provide ongoing training and support for mentors that includes, but is not limited to:

- **Coaching and mentoring**
- **Goal setting**
- Use of appropriate **mentoring instruments**
- **Best practices in adult learning**
- **Support for individual mentoring challenges, reflection** on mentoring practice, and **opportunities to engage with mentoring peers in professional learning networks**
- **Program processes** designed to **support candidate growth** and effectiveness

What are the roles of a mentor?

Each Induction candidate in the Newark Teacher Induction program is paired with a mentor. Throughout the Induction process the mentor will assist and support the



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Induction candidate in self-reflection, self-assessment of teaching practice, and will help the teacher expand their repertoire of professional practice. A mentor in Newark Teacher Induction Program demonstrates flexibility in the three mentoring stances: *consult*, *collaborate* and *coach*. The mentor adapts the level of support and guidance to the needs of the candidate. The mentor engages the candidate in reflective conversations to support the candidate in analyzing data & evidence about his/her teaching practice for the purpose of continued growth and development. The mentor uses *paraphrasing*, *wait time*, and *questioning* to develop the habits of reflection and analysis. Through observation, the mentor provides non-evaluative and factual evidence of the candidate's instructional practice. They also coordinate additional mentoring opportunities from other experts, coach/es, and/or specialist/s.

The mentor's role may be described as a mirror that reflects the candidate's practice. The Induction candidate's role with the mentor is an important aspect of success throughout the Induction program and often fosters long-term friendships. The induction candidate and his/her mentor will collaborate, problem-solve, plan together as colleagues, and reflect on professional practice. The mentor will assist the candidate in the completion of all Induction program requirements. *The quality of these pursuits is reliant on a trusting relationship that is built on **confidentiality** and a commitment to the goals of the program.*

What are the responsibilities of a mentor?

- Collaborate on the development of the *Individualized Learning Plan (ILP)* within sixty (60) days.
- Provide guidance and/or support through the **Individual Learning Plan (ILP)** process an average of sixty (60) minutes each week. Mentor will record every interaction on a *Mentor Log*
- Conduct classroom observations as needed to develop the ILP.
- Coordinate the support of the Candidate and ensure an average of no less than sixty minutes (60) each week of mentoring activities.
- Attend all professional growth activities for Mentors that include: *Mentor Workshops* and *Colloquium*, and *Mentor Foundations* (on the first year as a mentor).
- Complete the *Mentor Activity Log* which is reviewed monthly.
- Participate in program evaluations including a self-assessment, *Mentor Descriptions of Practice*, *Program Effectiveness Survey* and *Mentor Log*



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- Attend Mentor workshops as scheduled. Each session will provide an introduction and/or practice on mentoring skills. It is also a forum for mentors to collaborate and/or consult with peer mentors.
- Collaborate and communicate regularly with the program director to ensure successful support and implementation.

Newark Teacher Induction is committed to supporting the Mentor by providing each with a three-day *Mentor Foundations* on their first as a Mentor. The *Mentor Descriptions of Practice Reflection and Self-assessment* is completed at the beginning of each year by all mentors. This document identifies areas of mentoring strengths or where Mentors need more support, knowledge and skills. Program leadership plans Mentor Workshops to respond to the identified areas of needs of its Mentors. They receive expert guidance and support from the Leadership Team. Each Mentor receives a stipend per Candidate.

If an Induction candidate feels that her/his Mentor is hindering the ability to complete the Teacher Induction program, she/he may submit a *Reassignment to a New Mentor*. This form is available at the Teacher Induction office or at induction.newarkunified.org

University Graduate Level Units

At the end of each year, mentors are eligible to earn up to four (4) semester units for a fee. Earned units are based on all submitted activities and/or documents received or recorded by the Colloquium. Missing any one requirement reduces the eligible units. Documents and/or activities completed after the Colloquium fulfill the completion of the program requirements but will not be eligible for earned university credit.

Submit all these requirements by the Colloquium!

- Complete the Fall & Spring *Mentor Descriptions of Practice*
- Attendance at all Mentor Workshops including Colloquium
- Complete Fall and Spring *Program Effectiveness Survey*
- Submit *Mentor Logs* monthly

Frequently Asked Questions:

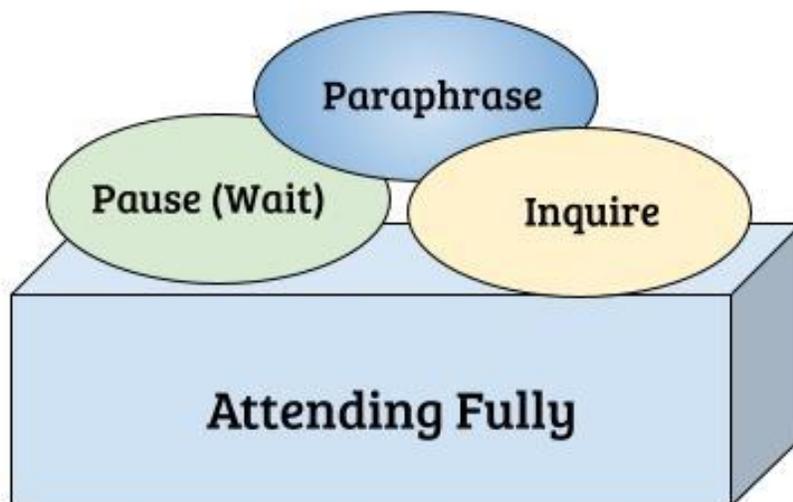
1. What documents will a candidate need to complete? *Individual Learning Plan* and the supporting *Levels of Teacher Development Across the CSTP* (self-assessment tool).



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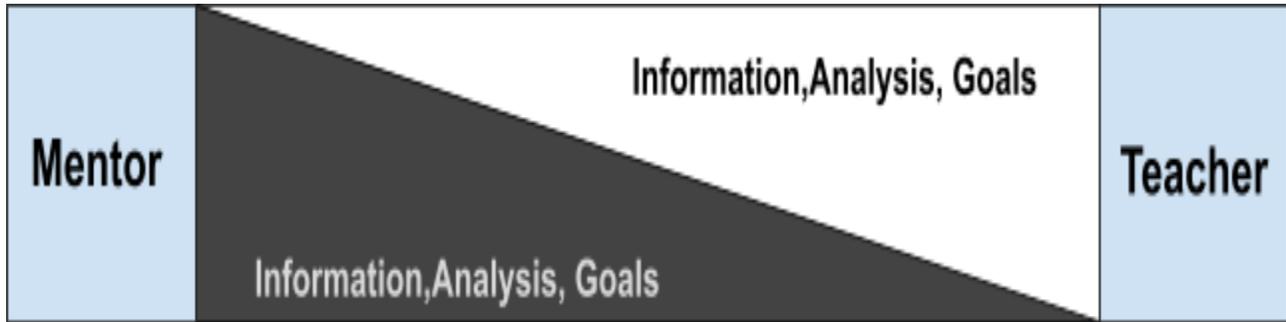
2. What tools will mentors have to support their work? Each mentor has a folder in Google Classroom that contains the following:
 - a. Conversation Guides
 - b. Observation Tools
 - c. Mentor Description of Practice (self-assessment tool)
 - d. The Induction Experience
 - e. Mentor Logs - delivered as a Google Sheet.
3. What do I get for being a mentor?
 - a. Each mentor receives a stipend (plus benefits) per candidate
 - b. Mentors may also be eligible for up to four (4) graduate level units per year which they may purchase through *Courses4Teachers*. Newark Teacher Ind will inform the mentor and *Courses4Teachers* of the eligible units each mentor earns.
4. What is the schedule of the Mentor Workshops?
 - All Mentor Workshops will be held in the Newark DO on a Wednesday at 4:00-6:00 PM.
 - New Mentor Foundations are three full day sessions
 - Colloquium in May from 4:30-6:00 PM

Mentor Resources





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Mentoring Matters, MiraVia LLC



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