

CARDIFF SCHOOL DISTRICT  
**TEACHING REFLECTION & INDUCTION**  
**(TRI) MENTOR / LEAD**

**DEFINITION:**

Under the direction of the superintendent or designee, the Teaching Reflection & Induction (TRI) Mentor/Lead provides leadership of the program within the District as well as support and mentorship to identified induction candidates by implementing the requirements of the North Coastal Consortium Teacher Induction Program. The program aligns with the California Induction Program Standards, the California Standards for the Teaching Profession, and California Professional Credential requirements.

**TYPICAL DUTIES:**

- Coordinate with the District to identify program candidates and provide program updates as needed
- Attend Advisory Committee meetings
- Attend the monthly TRI Mentor Lead meetings
- Coordinate with any additional district mentors and participating teachers, as needed
- Provide “just in time” induction candidate support, guidance, and assistance leading to effective professional practices
- Maintain a collaborative log of meetings (an average of not less than one hour per week) with each induction candidate
- Guide and assist induction candidate(s) throughout two years with the development and implementation of an Individual Learning Plan (ILP), with emphasis on developing career-long habits of reflection and inquiry to retain quality educators
- Keep track of induction candidate(s)’ ILP progress and support as needed
- Attend monthly program delivery meetings with induction candidates
- Support candidate(s) in growing professionally in the California Standards for the Teaching Profession (CSTPs) via engagement in continuous cycles of improvement (inquiry)
- Participate in and complete documentation as necessary (including milestone reflections, collaborative logs, and surveys)
- Participate in relevant professional development activities that facilitate growth as a mentor and support understanding of program requirements
- Serve as the professional development liaison that connects teacher candidates to appropriate professional learning opportunities
- Participate in program evaluation and data collection
- Model effective instructional skills and the habits of a reflective practitioner
- Collaborate and communicate with the Teaching Reflection & Induction Coordinator, leads, other mentors, and experienced colleagues to assist with candidate support
- Respond to requests for information from the program coordinator

- Perform related tasks as assigned

## **EMPLOYMENT STANDARDS:**

### **Knowledge of:**

- Self-assessment skills, reflective practice, and the process of inquiry
- Familiarity with the California Standards for the Teaching Profession (CSTP)
- Methods, practices, theories, and standards pertinent to the specific assignment
- Basic instructional methods and techniques
- Skills aligned with grade-level practices
- Classroom management techniques and appropriate disciplinary actions
- Health and safety practices
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Operation of office equipment and other equipment pertinent to the specific assignment
- Educational expectations based on the Common Core State Standards
- Best practices in instruction across assigned content areas
- Best practices in second language acquisition
- Research and current trends related to student achievement, differentiated instruction, and research-based instructional practices that promote effective learning environments
- Best practices of and applications of technology to teaching, learning, and assessment

### **Ability to:**

- Maintain confidentiality and use discretion
- Work with adult learners
- Develop a trusted, meaningful, supportive working relationship with induction candidate(s)
- Support and encourage new members of the teaching profession
- Show demonstrated ability in teaching and knowledge of the curriculum
- Provide effective instruction to groups of students in a learning environment
- Monitor and discipline student behavior according to approved policies and procedures
- Understand and follow oral and written instructions
- Maintain a safe, clean, and orderly learning environment
- Learn the procedures, functions, and limitations of assigned duties
- Communicate effectively with children and adults
- Work well with students, school staff, parents, and others
- Modify instruction in response to evaluation of formative and summative achievement data
- Be sensitive to the needs of children and parents of different ethnic, cultural, educational, and economic backgrounds
- Exhibit strong interpersonal skills using tact, patience, and courtesy
- Exhibit strong organizational skills
- Operate instructional and office equipment, including computers and associated software

## **EDUCATION/EXPERIENCE:**

Valid California Multiple Subject Teaching Credential/CLAD or equivalent; additional credentialing in special education is desirable. At least three years of full-time classroom teaching experience is required. Prior successful experience as an induction candidate, former mentor, or master teacher is desirable.

### **PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is regularly required to sit, use hands to finger, handle, or feel objects, tools, or controls, speak, and listen. The employee is frequently required to walk, reach with hands and arms, climb or balance, and stoop, kneel, crouch, or crawl. The employee is occasionally required to stand. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

### **WORK ENVIRONMENT:**

The noise level in the work environment is usually moderate. Exposure to climatic elements; intermittent noise; frequent interruptions; potential for contact with blood-borne pathogens and communicable diseases.