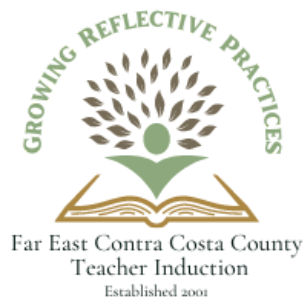


Induction Mentor Overview



As part of the California Teacher Induction program all induction candidates -teachers who are working to clear their credential- are matched with a job alike veteran teacher who is chosen because of their exemplary teaching and communication skills. Induction Mentors meet weekly with the participating teacher to collaboratively assess teaching practice in relation to the *California Standards for the Teaching Profession* and to provide “just in time” support, as well as longer-term analysis of teaching practice to help candidates develop enduring professional skills.

Induction mentors will support their induction candidate in setting professional goals, aligned with the California Standards for the Teaching Profession, to meet the individual needs of the participating teacher. Participating teachers, with the support of their Induction Mentor, work to improve their teaching practice and deepen their reflective process that connects to all aspects of teaching. The Induction Mentor observes the participating teacher and gives non-evaluative feedback. Collaboratively they strive to improve classroom practice and student achievement. Mentors attend professional development quarterly to improve and expand knowledge of how to meet the needs of their induction candidate as well as complete a mentor growth and reflection plan. Mentors are able to earn units from U Mass Global University for this work.

Below is a description of the important aspects and duties of the Induction Mentor

- Support Participating Teachers by providing guidance, informal and formal classroom observation, assistance, and information that leads them to effective professional practice
- Meet with Participating Teachers for a minimum of one hour per week
- Be an integral part of a supportive triad consisting of a Participating Teacher, Mentor and Site Administrator
- Support your Participating Teacher in the documentation of their progress toward CSTP mastery and ILP goals in the Induction Plan.
- Support your Participating Teacher in developing their Inquiry Action Cycle(s) and collaboratively document evidence of growth from this cycle with your Participating Teacher
- Communicate questions or concerns about the Induction program to the Induction Coordinator
- Complete Mentor Growth and Reflection Plan which includes reflecting quarterly on practice and submitting accompanying paperwork
- Participate in the program evaluation process and comply with consortium reporting procedures
- Participate in required Induction Consortium activities for Induction Beginning Teachers.
 - Full-Day in-person training for all new mentors or mentors who have not been a mentor since 2019
 - Beginning of Year Orientation- 90 Minute meeting in person 3:45-5:15
 - Mentor Training- Quarterly 3 hour training per year. Option to do during the school day or after school
 - Fall and spring ½ day observation of Candidate
 - 1:1 Mid-Year Review meeting with Induction Coordinator and Candidate- takes place January/February
 - End of Year Colloquium- 90 Minute meeting in person 3:45-5:15
- Attendance at all meetings is mandatory- if the mentor is unable to attend any mentor trainings, a meeting will be held with the Induction Coordinator and a stipend may be withheld, and/or program participation may be terminated.