

FAR EAST CONTRA COSTA COUNTY TEACHER INDUCTION PROGRAM SUPPORT PROVIDER MENTORING GROWTH & REFLECTION PLAN

Purpose:

Mentoring is the backbone of the Teacher Induction Program. Well trained mentors support candidates to successfully complete the state's induction program. That is why mentor training is such an important component of the program, as laid out by the California Commission on Teacher Credentialing (CTC) and is a large part of the accreditation standards.

“Standard 4: Qualifications, Selection and Training of Mentors

. . . . 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 mentor and candidate growth and effectiveness”*

"Standard 6: Program Responsibilities for Assuring Quality of Program Services

The program must regularly assess the quality of services provided by mentors to candidates, using criteria that include candidate feedback, the quality and perceived effectiveness of support provided to candidates in implementing their Individualized Learning Plan, and the opportunity to complete the full range of program requirements. Induction program leaders must provide formative feedback to mentors on their work, including establishment of collaborative relationships. . . . "

In order to support Mentor growth as well as meet program requirements, this year Mentors will be setting a mentoring growth goal and reflecting on their mentoring practice.

[Link to full document here](#)

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Mentor Growth & Reflection Plan Timeline:

August/September: Beginning of Year Reflection & Setting Growth Goal

- Read through the [Mentor Practice Standards](#). Notate on the growth plan your initial level in each of the 5 areas of mentoring using the [Support Provider Continuum of Effectiveness](#).
- Complete Areas of Strength & Areas of Growth at the bottom of the plan.
- Choose one of the 5 Mentor Standards to focus on this year.
- Set a mentoring goal for yourself connected to your chosen standard.
- Turn in Beginning of Year Growth & Reflection Plan to Canvas by _____

January/February: Mid-Year Reflection & Growth Plan

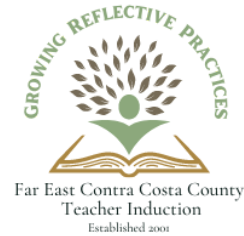
- Reflect on your mentoring over the first months of the year, focusing on your goal and focus standard.
- Using the original copy you made for the beginning of the year, complete the mid-year reflection in your growth plan by sharing the progress you have made towards your mentoring goal and what you want to continue to do and/or change in your mentoring practice for the remainder of the year.
- Turn in Mid-Year Growth & Reflection Plan to Canvas by _____

April/May: End of Year Reflection & Growth Plan

- Reflect on your mentoring over this year, focusing on your goal and focus standard.
- Using the original copy you made for the beginning of the year and used for mid-year, complete the end of year reflection in your growth plan by reflecting on the progress you have made towards your mentoring goal, your growth as a mentor, and what the Induction program should offer to contribute to support you as a mentor.
- Turn in End of Year Growth & Reflection Plan to Canvas by _____

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Name:		Candidate Name:	
YOUR School Site:		Candidate School Site:	
YOUR Grade Level/Subject Area:		Candidate Grade Level/Subject Area:	

Self-Assessment – Support Provider Continuum of Effectiveness (NTC Mentor Practice Standards)

		Emerging	Exploring	Applying	Integrating	Innovating
Develop as an instructional leader to advance mentoring, the teaching profession, and equitable outcomes for all students	Beg. of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	End of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deepens and maintains own knowledge of rigorous content standards, social emotional learning, learner variability, and	Beg. of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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culturally responsive pedagogy.	End of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creates and maintains collaborative, respectful, instructionally focused mentoring partnership to foster beginning teacher ownership of continuous improvement or practice and advance the learning of every student.	Beg. of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	End of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engages school leaders and instructional leadership team in providing partnership to advance beginning teacher effectiveness and the learning of every student.	Beg. of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	End of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Builds beginning teacher capacity to advance equitable learning by providing rigorous, standards-aligned instruction that meets the needs of every student.	Beg. of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	End of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Builds beginning teacher capacity to advance equitable and inclusive learning by providing an environment that meets the diverse academic, social, and emotional needs of every student.	Beg. of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	End of Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas of Strength: <i>(What areas of the mentoring standards do you have previous experience with? What aspects of mentoring do you feel will be easy for you? In what ways do you feel accomplished? What is your biggest accomplishment with students that you feel</i>						

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<i>you will be able to share with your candidate?)</i>	
Areas of Growth: <i>(What areas of the mentoring standards do you have the least experience with? What aspects of mentoring do you feel you will need the most support around? In what ways do you feel you need to grow? What are you most excited to learn?)</i>	
Mentoring Standard of Focus: <i>Choose one of the above standards to focus on this year . Explain why you chose that standard to focus on.</i>	
Mentoring Goal: <i>Create a goal for yourself based upon the mentoring standard of focus you choose for your mentor Growth and Reflective plan this year.</i>	

Support Provider – Mentoring Practice	
Mid-Year Reflection: Click here to enter a date.	End-of-Year Reflection: Click here to enter a date.
<i>What have you learned so far with your mentoring practice? How are you progressing with your goal? What questions do you have and/or what support do you need at this time?</i>	<i>What was the impact of the implementation of your plans on your mentoring practice? Did you achieve your mentoring goal? What was the impact on your mentee's teaching practice? What are your next steps as you continue your professional growth in this area?</i>

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