Butte County
Teacher Induction Program

A professional learning network that extends beyond the two-year program

Mentor Guide
BCOE Teacher Induction

Mentor Guide

BCOE Teacher Induction Program Information

- BCOE Induction Program Description........................................page 1
- Induction Vision & Program Goals............................................page 2
- BCOE Induction Program Model..............................................page 3
- BCOE Teacher Induction Program Organizational Chart..................page 4
- BCOE Mentoring Training System.............................................page 5

Participating Teacher Requirements

- Responsibilities........................................................................page 6
- Individualized Learning Plan Visual........................................page 7
- Individualized Learning Plan Outline........................................page 8

Mentor Requirements

- Responsibilities........................................................................page 9
- Confidentiality Policy: Mentors..............................................page 10
- Collaboration Log Purpose.....................................................page 11
- Collaboration Log.....................................................................page 12
- Collaboration Log: Helpful Hints............................................page 13-14
- Mentoring Self-Assessment......................................................page 15-17
- Mentoring Reflection Sheet: Fall & Spring..............................page 18-19

Site Administrator Requirements

- Responsibilities........................................................................page 20
- Confidentiality Policy: Site Administrators...............................page 21

Program Documents

- California Standards for the Teaching Profession (CSTP)............page 22
- Participating Teacher/Mentor Request for Change......................page 23
- Grievance Process Flowchart..................................................page 24
- Grievance Process: Formal Grievance Form..............................page 25

Mentoring Support Material

- Beginning of the Year Support................................................page 26-27
- Consultation Meeting Guide....................................................page 28
- Classroom Observation Guide.................................................page 29-31
Butte County Office of Education prides itself on putting students first and our Teacher Induction Program is definitely no different! Our mission is to support beginning teachers in their first two years of teaching to ensure their professional success and retention in the profession. Through enhanced training, feedback, and guidance from a highly qualified mentor teacher, our participating teachers will establish a system of inquiry and growth based on the California Standards for the Teaching Profession. In addition, our participating teachers will cultivate a professional learning network that will eliminate professional isolation and continue to support them as they progress throughout their educational career. Thus, Butte County Office of Education’s Teacher Induction Program will produce highly qualified professionals who effectively impact student achievement and their school communities.

The research on student achievement overwhelmingly shows that teacher expertise is the most important factor in student learning. Therefore, Butte County Office of Education’s Induction Program offers differentiated professional learning designed to help participating teachers develop their instructional practice as it is targeted to support their individualized learning goals.

This type of learning model fosters our participating teacher’s growth as connected, reflective, on-going learners who will continue to take risks and expand their expertise long after they have completed our induction program. The expectation is that our participating teachers not only gain confidence in their skills to manage their classroom and curriculum, but also establish a learning network that evolves throughout their career.

Our two-year Teacher Induction Program includes the following components:

- Weekly one-on-one assistance to participating teachers by exemplary mentor teachers for purposes of reflecting on instructional practice and analyzing student data
- Goals aligned to their Individualized Learning Plan
- Professional development based on individual needs of participating teachers and identified in their Individualized Learning Plan (ILP)
Vision:

Building upon their Teacher Preparation Program and utilizing their Preliminary Program Transition Plan, participating teachers will experience enhanced professional development by participating in a robust, reflective, and individualized induction process. The participating teachers will engage in insightful and growth oriented conversations with experienced colleagues about the delivery of effective practice with the goal of increasing student learning. They will chart progress through the Continuum of Teaching Practice based upon their knowledge, development, and abilities as they are aligned with the California Standards for the Teaching Profession, California State Content Standards, and the Teacher Induction Standards.

Program Goals:

With the support of high-quality mentoring, collaboration, and accountability systems, the Butte County Office of Education will:

- Retain beginning teachers through job-embedded, interactive and practical professional learning
- Develop teachers who participate in on-going learning related to effective instructional practices, content standards, and differentiation in order to meet the diverse academic and socio-emotional needs of their students
- Support participating teachers in developing a reflection and analysis process that changes their instructional practices in order to increase student achievement
- Recommend eligible teachers for a California Clear Teaching credential
- Address the California Standards for the Teaching Profession by utilizing the Individualized Learning Plan as a roadmap for the participating teacher’s work during the induction program

<table>
<thead>
<tr>
<th>California Standards for the Teaching Profession</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 1: Engaging &amp; Supporting All Students in Learning</td>
</tr>
<tr>
<td>Standard 2: Creating &amp; Maintaining Effective Learning Environments</td>
</tr>
<tr>
<td>Standard 3: Understanding &amp; Organizing subject Matter for Student Learning</td>
</tr>
<tr>
<td>Standard 4: Planning Instruction &amp; Designing Learning Experiences</td>
</tr>
<tr>
<td>Standard 5: Assessing Student Learning</td>
</tr>
<tr>
<td>Standard 6: Developing as a Professional Educator</td>
</tr>
</tbody>
</table>
BCOE Teacher Induction Model

Butte County Office of Education
Where Students Come First!
BCOE Teacher Induction Organizational Chart

Superintendent
Tim Taylor
Program sponsor responsible for approval.

Assistant Superintendent of Educational Support
Michelle Zevely
Responsible for oversight of the Teacher Induction Program.

Director of Professional Learning
Tracey Allen
Responsible for the day-to-day operations of the Induction Program. Designs program content, calendar and/or delivers professional development, recruits and retains mentors, and regularly manages budget. Responds to all requests from the Commission for data within the time limits specified and updates contact information annually. Places new candidates and recommends Induction Candidates who have completed all program requirements for recommendation of Clear credential.

Senior Credential Analyst
Dawn Christensen
Monitors Induction Candidate credentials. Receives recommendations for Induction Candidates who have completed all program requirements from the Director of Professional Learning. Completes final processing and recommendation of Clear credential to the California Commission on Teacher Credentialing.

Induction Program Advisory Committee
District Liaisons, California State University, Chico Liaison, Human Resource Representative, Fiscal Services Representative
Meets 4-5 times throughout the year to analyze participant data, advise on program revision, and provide relevant context for enrolled candidates.

Butte County School Districts & Charter Schools
All first year Mentors will participate in three initial trainings at the beginning of the year, while year two Mentors will participate in two days of initial trainings at the beginning of the year. Ongoing professional development for mentors is provided throughout the year based upon their mentoring growth plan and individualized needs.
Participating Teacher Responsibilities

Responsibilities:

1. **Advisement:** District staff notifies eligible candidates about the BCOE Induction program and professional credential requirements within 30 calendar days of the start of the initial teaching contract and secures signatures on the Butte County Teacher Induction Advisement Form, to be placed in the Participating Teacher's personnel file as proof of advisement.

2. **Enrollment:** Complete the Butte County Teacher Induction Participating Teacher application.

3. **Mentor:** Each Participating Teacher is assigned to work with a Mentor. The Mentor advises the participating teacher about his/her involvement in the Induction Program, provides formative feedback about participation in and progress toward completion of the program, and supports the Participating Teacher in accumulating evidence of professional growth for the ILP. Please see the Individualized Learning Plan Outline for further information regarding the ILP.

4. **Meetings/Professional Development:**
   a. Participating Teachers meet with Mentors a minimum of one hour per week. Mentor and Participating Teacher maintain a monthly Collaborative Log to document their ongoing activities.
      i. The Collaborative Log must be signed and submitted to BCOE Induction staff monthly. Attendance records are maintained by BCOE Induction staff and should be reviewed regularly for accuracy.

5. **Formative Assessment:** With the guidance of their Mentor, Participating Teachers complete formative assessments, including the Growth Goals on the ILP and the Inquiry Action Plan. Mentors also observe lessons to gather formative assessment evidence. Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

6. **Online Survey(s):** It is the responsibility of the Participating Teacher to complete an annual survey for the Butte County Teacher Induction Program.

7. **Completion:** It is the responsibility of the Participating Teacher to accumulate evidence of reflective practice, to document professional credential requirements, to compile evidence in his/her Google Site and, at the end of the program, to organize this evidence in support of an application for a California Clear Credential. The Butte County Teacher Induction Program supports and facilitates this process. Only those Participating Teachers who have met all requirements will be recommended for a Clear Credential. The Individualized Learning Plan is transportable, enabling teachers to move from one Induction Program to another. The verification form is used to track and verify completion and is submitted to the Butte County Teacher Induction Program bi-annually.
   a. Induction Candidates must attend an End-of-the-Year Celebration at the end of Year 1 and Year 2

8. **Mentor/Participating Teacher Pairing:** Contact the BCOE Teacher Induction Program Director if either party is dissatisfied with the pairing.

---

Participating Teacher's Signature __________________________ Date __________________________
Individualized Learning Plan

Collaboratively Designed with Participating Teacher, Mentor and Site Administrator

Our participants begin their two-year journey by identifying their strengths and areas of growth within the Continuum of Teaching Practice as this will guide their Individualized Learning Plan. Through enhanced training, feedback, and guidance from a highly qualified mentor, our participating teachers will establish a system of inquiry and growth based on the California Standards for the Teaching Profession.

In addition, they will cultivate a professional learning network that will ultimately eliminate professional isolation and continue to support them as they progress throughout their educational career.

Participating Teachers will share their growth in all six CSTPs during an Exit Interview at the conclusion of the 2-year induction program journey.
The Individualized Learning Plan (ILP) addresses the California Standards for the Teaching Profession (CSTP) and provides a roadmap for the participating teacher’s induction work. The plan is collaboratively developed by the participating teacher and mentor, in consultation with the site administrator, within the first 60 days of the participating teacher’s enrollment in the induction program. The Individualized Learning Plan is guided by the preliminary program transition plan and is intended to be a living document, and modified as needed in response to the changing needs of the participating teacher. The Individualized Learning Plan includes the following:

**Goal Setting & Reflection:**

Within the first 60 days of enrollment, mentors collaborate with participating teachers to set and reflect on their ILP goals using the following processes:

- Consultation Meeting
  - Participating Teacher, Mentor & Site Administrator
- CSTP Pre-assessment
  - Determine two focus standards for areas of growth
- Collaborative Assessment (fall)
  - Choose one essential element in each of the two focus standards
- ILP Growth Goals
  - Based upon the two essential elements chosen
- Mid-Year Review
  - Reflect on ILP and modify, as needed
- Collaborative Assessment (spring)
  - Based upon same essential elements chosen in the fall
- End of Year Reflection on ILP & CSTP Summary

**Inquiry Action Plan:**

Mentors guide participating teacher in developing an Inquiry Action Plan (IAP). The Inquiry Action Plan investigates specific strategies to help meet the ILP goal(s) and demonstrate evidence of CSTP implementation.

**Analysis of Student Work:**

Participating Teachers and Mentors analyze student work in relation to their ILP focus. The results of this analysis are used to differentiate instruction for all students.

**Lesson Planning:**

Participating Teachers and Mentors plan lessons that address both content standards and students’ varied learning needs.

**Observations:**

Mentors conduct a minimum of two observations each year. The focus for observations is selected collaboratively by the Participating Teacher and Mentor. Mentors use a variety of observation tools and facilitate a reflection conference to set next steps.
Mentor Responsibilities

I understand that my work as a mentor is crucial to the success of the Butte County Office of Education’s Teacher Induction Program. I agree to assume the following responsibilities for ensuring the successful implementation and operation of the Induction Program.

Responsibilities:

1. Participating Teacher: Each Mentor is assigned work with a Participating Teacher for the two years of the Induction Program. The Mentor advises the participating teacher about his/her involvement with the Induction Program, provides formative feedback about participation in the progress toward completion of the program, and supports the Participating Teacher in accumulating evidence of professional growth for the ILP. Please see the Individualized Learning Plan Outline for further information regarding the ILP.

2. Meetings/Professional Development:
   a. Mentors meet with their Participating Teacher a minimum of one hour per week and are required to attend professional development opportunities throughout the year. Mentor and Participating Teacher maintain a monthly Collaborative Log to document their ongoing activities.
      i. The Collaborative Log must be signed and submitted to BCOE Induction staff monthly. Attendance records are maintained by BCOE Induction staff and will be reviewed regularly for accuracy.
   b. Participate in three days of mentor training in your first year as a mentor or two days for experienced mentors.
   c. Participate in the end-of-year Professional Growth Celebration.

3. Formative Assessment: The Mentor guides the Participating Teacher’s formative assessments, including the Growth Goals on the ILP. Mentors also observe a minimum of two lessons to gather formative assessment evidence. Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.

4. Online Survey(s): It is the responsibility of the Mentor to complete an annual survey for the Butte County Teacher Induction Program.

5. Confidentiality: Respect confidentiality between the Mentor and Participating Teacher. Please see the confidentiality information sheet for further information.

6. Completion: The Mentor assists the Participating Teacher in accumulating evidence of reflective practice and compiling evidence for the Participating Teacher’s Google Site.

7. Mentor/Participating Teacher Pairing: Contact the BCOE Teacher Induction Program Director if either party is dissatisfied with the pairing.


Mentor’s Signature ___________________________ Date ___________________________
Guidelines for Confidentiality

Mentors

- Work together toward the common goal of successful teaching and learning, by developing effective relationships with the site administrator and participating teachers in the following ways:
  - Collaborate with site administrators to help participating teachers incorporate district/school goals into the teacher's Individualized Learning Plan and Inquiry Action Plan
  - Schedule a meeting with site administrators at the beginning of the ILP process to talk about the work that will be completed with Participating Teacher
  - Introduce self, explain the mentor role, and talk about the goals of the mentor-participating teacher relationship
  - Explain the rationale for confidentiality and support to site administrators in the importance of this relationship
  - Provide schedules of participating teachers meeting times, training dates, etc., to site administrators and office staff as necessary
  - Schedule meetings as necessary with site administrators to check in regarding participating teacher support, invite comments from site administrators regarding areas for focus as it pertains to the ILP and school site goals/initiatives, etc.
  - Coach participating teachers on ways to build strong relationships with their site administrators
  - Assist participating teachers in seeking out resources from department chairs, team leaders, curriculum specialist without discussing details of participating teachers performance
  - Discuss concerns about participating teachers with site administrators when students' well-being or physical safety is at risk, laws are being broken, or if actions would negatively impact the school
- Respect the confidentiality between mentors and participating teachers and understand how it builds a community of trust

Mentors should not:

- Offer confidential information about participating teachers to site administrators
- Discuss the performance of one teacher with another
- Advocate with site administrators for participating teachers employment status
- Participate in the evaluation process
California Teacher Induction Program

The Butte County Office of Education Teacher Induction Program provides a strong support system for mentors as they guide their teachers toward mastery of the California Standards for the Teaching Profession. The Teacher Induction Program Preconditions, Common Standards and Program Standards clearly outline the requirements of all induction programs in California to ensure that all participating teachers/mentors are receiving the needed support to flourish. Our BCOE Teacher Induction Program must contain the following components:

- Be based on a sound rationale informed by theory and research
- Provide multiple opportunities for teachers to demonstrate growth in the California Standards for the Teaching Profession
- Include the development of an individualized learning plan based on needs of the teacher
- Provide mentoring support for teachers that include both “just in time” and longer term analysis of teaching practice to help teachers develop enduring professional skills
- Contribute to the teacher’s future retention in the profession

Monthly Collaboration Log

All mentors must meet with their participating teacher for a minimum of one hour per week and document this mentoring support on the Monthly Collaboration Log available on the BCOE Teacher Induction website. The collaboration log helps guide the mentor/teacher meeting time and provides documentation regarding next steps, celebrations, challenges, and opportunities for both “just in time” and longer term analysis of teaching practice.

Helpful Hints for Completing the Collaboration Log

This guide is provided to support the mentor as they facilitate their weekly meetings with their teacher and contains additional discussion points to further the Individualized Learning Plan progress and growth with the California Standards for the Teaching Profession.
Monthly Collaboration Log

<table>
<thead>
<tr>
<th>Mentor Teacher's Name:</th>
<th>Participating Teacher's Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Hour(s):</td>
<td>Hour(s):</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Hour(s):</td>
<td>Hour(s):</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Hour(s):</td>
<td>Hour(s):</td>
</tr>
<tr>
<td>Month of:</td>
<td>Total Hours</td>
</tr>
</tbody>
</table>

Collaboration/Support Summary

Celebrations/Successes:  Challenges/Concerns:

Participating Teacher’s goals for the next month, based on work with Mentor:

Mentor’s next steps to support participating teacher:

Consulting:

Collaborating:

Coaching:

Signature of Mentor:  Signature of Participating Teacher

Directions: A minimum of four hours must be recorded each month by the Mentoring Teacher.
BCOE Teacher Induction

Mentor Guide

Monthly Collaboration Log

- Meet weekly for a minimum of one hour.
- Discuss and complete what is relevant and important for the Participating Teacher and Mentor. The mentor should strive to balance the conversation between addressing the Participating Teacher’s “Just-In-Time” needs and concerns, supporting the completion of the Individual Learn Plan (ILP), and developing a deeper understanding of the CSTP’s.
- Record notes in the Collaboration Log that summarizes conversations.
- The Collaboration Log is a joint partnership between the Mentor and the Participating Teacher.

<table>
<thead>
<tr>
<th>Mentor Teacher’s Name:</th>
<th>Participating Teachers Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Hour(s):</td>
<td>Hour(s):</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Hour(s):</td>
<td>Hour(s):</td>
</tr>
<tr>
<td>Date:</td>
<td>Date:</td>
</tr>
<tr>
<td>Hour(s):</td>
<td>Hour(s):</td>
</tr>
</tbody>
</table>

Month of:  
Total Hours

Celebrations/Successes: are a great way to start your weekly conversations. They set a positive tone for your meeting and focus attention on things that are going well in your Participating Teacher’s instruction. List celebrations and successes throughout the year, BCOE Teacher Induction Program can celebrate with you.

Challenges/Concerns:

Discuss the Participating Teacher’s Immediate Needs and concerns. For example:

1. Student behaviors
2. Curriculum
3. Site issues & upcoming site events
4. Parent and colleague communication
5. Review of student work
6. Grading & report cards
7. Any other topics important and relevant to the participating teacher

Participating Teacher’s goals for the next month, based on work with Mentor:

1. Discuss any additional resources and support the Participating Teacher may need from other colleagues.
2. The Mentor needs to coordinate the support.
3. List the person that will be supporting the Participating Teacher, their role (i.e. instructional coach, Reading Specialist, Educational Specialist, Psychologist, etc.), and the support that will be provided.
4. List the resource provided (articles, videos, book, etc.) and the purpose it will serve.
5. Communicate any questions, comments, or concerns you feel are important to share with our program staff.

Mentor’s next steps to support Participating Teacher:

Discuss the support the participating teacher will need during the upcoming week. Record the specific support the Mentor will provide to meet the participating teacher’s needs.

List notes to help the Mentor prepare for upcoming weekly meeting(s) (resources to bring, information to share, district forms or documents to complete, strategies to explain, etc.)
## BCOE Teacher Induction
### Mentor Guide

### Consulting: Some Strategies to Use When Consulting:
- Think Aloud about your own ‘What & Whys’
- Offer a Menu
- Produce an Idea Bank
- Conduct a Model (labeling the critical attributes)
- Review Videos of Teaching
- Reference & Highlight mentoring

### Collaborating: Some Strategies to Use When Consulting:
- Brainstorm
  - Reasons
  - Ideas
  - Solutions
  - Interventions
- Co-Plan
- Co-Teach
- Become Study Buddies
- Conduct Action Research
- Explore Case Studies

### Coaching: Some Strategies to Use When Coaching
- Maintain a Nonjudgmental Stance
- Inquire ... About
  - Successes
  - Concerns
  - Whatever your colleague brings up
- Reflect on Growth Goals

### Additional discussion points based upon the ILP and CSTP

Discuss the Participating teacher and Mentor’s progress in the completion of the Individual Learn Plan (ILP).

1. Share what you feel is important for the trainer to know about your ILP progress.
   a. What has been accomplished?
   b. What are you learning?
   c. What are your next steps in completing the ILP?
   d. What support is needed and from whom?
   e. What are some roadblocks?
   f. What preparation needs to take place to begin or complete the next phase and who is responsible? (Mentor? Participating Teacher? Administrator?)

2. Before submitting your ILP, read the Completion Checklist, discuss each item and come to agreement that each item is fully addressed.

3. Share your discussion about the CSTP elements for the purpose of:
   a. identify current placement in CTP
   b. developing the goal for teacher improvement
   c. defining outcome(s) for student learning
   d. reflecting on teaching practice
   e. identifying evidence for observations
   f. discussing the observations
   g. identifying next steps
   h. identifying the Participating Teacher’s growth

4. List the CSTP elements addressed and discussed during the weekly meeting.

5. List the CSTP elements marked in the Continuum of Teaching Practice for the purpose of:
   a. (Pre) identifying current placement in CTP (highlight or underline the descriptions that best match current practice and date it).
   b. (Post) identify the Participating Teachers growth after each ILP (highlight or underline the descriptions that best match current practice and date it).
Mentoring Self-Assessment

What is the purpose of the Mentoring Self-Assessment?
The mentoring Self-Assessment gives our mentors the opportunity to reflect on their strengths, identify areas of growth, set goals and determines supports needed to continue to grow as a BCOE mentor and teacher leader.

How are the results used?
The BCOE Teacher Induction program includes ongoing training and support for its mentors using a variety of professional development platforms, including: face-to-face, book studies, online modules, and professional learning networks. Utilizing information collected from the Mentoring Self-Assessment, BCOE is able to support the continual development of our mentors while ultimately increasing the capacity of our participating teachers and increase student learning.

Directions for Completing the Self-Assessment
During the fall and spring, mentors will complete the Mentoring Self-Assessment and Growth Plan which are located on the BCOE Teacher Induction website. Once the Growth Plan has been completed via the Google Form, the mentor will also complete a reflection form based upon their self-assessment results.
Mentoring Self-Assessment

Directions: The purpose of the mentor/teacher relationship in Butte County Office of Education's Teacher Induction Program is to facilitate and advance the professional learning of each teacher to ultimately increase student learning. Analyzing and reflecting on your own practices and abilities will ensure that you continue to grow and develop as a mentor. The Mentoring Self-Assessment will give you the opportunity to reflect on strengths, identify areas of growth, set goals and determine supports you may need to continue to grow as a BCOE mentor.

Level 4
- Contact between mentor and Participating Teacher is scheduled a minimum of one hour per week, protected from competing demands and meets the mutual needs of the partnership as well as advancing the goals of the district.
- Both the Mentor and the Participating Teacher consistently initiate learning-focused conversations regarding teacher and student learning.
- Encourages ongoing reflection critical thinking, and risk taking to promote collaborative problem solving and improvements in teacher practice, student learning and growth with the CSTP.
- Mentoring interactions promote connection making between instructional practice and students results. Personal learnings are transferred and applied to other content and contexts. These learnings inform future actions.
- Uses a variety of strategies and resources, to respond to the teacher's professional needs and to the diverse learning needs of all students.
- Teaches / models the effective use of technologies and professional learning to advance teacher practice and maximize student learning.
- Supports the Participating Teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.
- Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning that result in improved student learning of content.
- Demonstrates and maintains mentor responsibilities, integrity, trust, respect, and ethical conduct.

Level 3
- The Mentor and the Participating Teacher maintain regular contact and meet a minimum of one hour / week. Collaboration includes joint planning, problem-solving, decision-making and reciprocity of learning results.
- The mentoring relationship is mutually beneficial and information production is equal.
- Learning-focused conversations center on the implementation of curriculum and generally recognized best practice.
- The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities.
- Provides timely access to an array of teaching strategies, resources, and materials that support the diverse learning needs of students.
- Connects new learning with teachers' prior knowledge, interests, needs, and purposes for learning.
- Builds and maintains an effective relationship of trust, caring, respect, and honesty with the Participating Teacher.
- Supports the Participating Teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.
- Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning that result in improved student learning of content.
Mentoring Self-Assessment

Level 2

- Contact occurs as scheduled and satisfies the Participating Teacher’s needs for information
- Throughout the relationship, information production remains high for the Mentor.
- The Mentor conducts conferences employing strategies to fix current problems and add to the Participating Teacher’s list of activities.
- Discussions center on specific episodes and situations. Meeting Participating Teacher’s needs may become time intensive for the Mentor.
- The Mentor provides orientation and introduction to the professional school community.
- Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning.
- Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct.
- Connects new learning with teachers’ prior knowledge, interests, needs, and purposes for learning.
- Builds a positive relationship with the teacher. Engages the teacher in taking responsibility for making changes in practice.

Level 1

- Mentor – Participating Teacher contact is irregular and generally precipitated by a need for information
- The Mentor provides suggestions and advice as requested.
- The Participating Teacher collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty.
- The greatest learnings for the Participating Teacher are within the management domain and generally do not progress to the examination of impact.
- Survival strategies are the emphasis of the Participating Teacher’s learning.
- Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning.
- Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct.
- Builds a positive relationship with the teacher. Engages the teacher in taking responsibility for making changes in practice.
- Supports the Participating Teacher to engage with colleagues, site administrator, and families that promote positive relationships and impact student learning.
**Mentor Responsibilities**

**Reflection (Fall):**

**Directions:** Using information from your conversations with your teacher thus far, their self-assessment on the CSTP 1-6, and the triad meeting with their site administrator, complete the reflection form below and use it as a guiding tool as you support your new teacher.

<table>
<thead>
<tr>
<th>Strengths of New Teacher based upon CSTP:</th>
<th>Growth Goals Developed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Initial Steps in Coaching/Supporting New Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Next Steps:</th>
<th>Support/Resources Needed to Support the New Teacher’s Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentor’s Signature: ___________________________  Date: ___________________________
**Mentor Responsibilities**

**Reflection (Spring):**

**Directions:** Using information from your conversations with your teacher thus far, their growth with the CSTP 1-6, complete the reflection form below and use it as a guiding tool as you support your new teacher.

<table>
<thead>
<tr>
<th>Strengths/Growth of New Teacher based upon CSTP:</th>
<th>Growth Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Next Steps in Coaching/Supporting New Teacher:**

<table>
<thead>
<tr>
<th>Progress with Individualized Learning Plan:</th>
<th>Support/Resources Needed to Support New Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mentor’s Signature: ___________________________  Date: ___________________________
Site Administrator Responsibilities

The Butte County Teacher Induction Program works with districts and universities to support teachers at various levels of the Learning to Teach Continuum. District partnerships are critical in the effective implementation of program goals. Thank you for your support of this program.

Responsibilities:

1. **Advisement**: Notify eligible candidates about the BCOE Induction program and professional credential requirements within 30 calendar days of the start of the initial teaching contract. Secure signatures on the Butte County Teacher Induction Advisement Form, to be placed in the Participating Teacher’s personnel file as proof of advisement.

2. **Knowledge**: Become familiar with the BCOE Induction Program components, including the development of the Individualized Learning Plan (ILP) and Inquiry Action Plan (IAP).

3. **Meetings**: Consult with the Mentor and participating teacher in a triad meeting, regarding the participating teacher’s ILP goals for the year. Continue to provide support as needed to the participating teacher and mentor regarding site resources, personnel, procedures, and policies as a way to connect them with the school’s learning community.

4. **Supportive Environment**: Facilitate a supportive environment that allows the participating teacher and their mentor access to curricular resources, time to collaborate with colleagues on site and across the county, including possibilities for teacher observations.

5. **Confidentiality**: Respect confidentiality between the Mentor and Participating Teacher. Please see the confidentiality information sheet for further information.

6. **Online Survey(s)**: Complete an annual survey for the Butte County Teacher Induction Program.

7. **Advisory Council**: Participate or send an administrative designee, to the Induction Advisory Council meetings for networking, implementation, compliance, and program evaluation.

---

Site Administrator’s Signature  
Date
Site Administrators

- Work together toward the common goal of successful teaching and learning, by developing effective relationships with mentors and participating teachers in the following ways:
  - Provide input on incorporating district/school goals into an Individualized Learning Plan (ILP) and goals
  - Participate in “triads” with mentors and participating teachers to discuss participating teachers participation in the teacher induction process
  - Inform mentors about school needs, procedures, policies and practices and how best to navigate the school context
  - Schedule meetings with mentors as necessary regarding the support participating teachers are receiving and what help can be offered to mentors
  - Share concerns about participating teachers with mentors that have already been discussed with participating teachers
  - Encourage participating teachers to share written evaluations and/or evaluation debriefs with mentors
- Respect the confidentiality between mentors and participating teachers and understand how it builds a community of trust

Site Administrators should not:

- Discuss the performance of one teacher with another
- Use mentors as liaisons between administrators and participating teachers
- Ask mentors for details regarding interactions with participating teachers
- Ask mentors about strengths or weaknesses of participating teachers
- Ask mentors whether participating teachers should be rehired
<table>
<thead>
<tr>
<th>Standard One</th>
<th>Standard Two</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaging and Supporting All Students in Learning</strong></td>
<td><strong>Creating and Maintaining Effective Environments for Student Learning</strong></td>
</tr>
<tr>
<td>1.1 Using knowledge of students to engage them in learning</td>
<td>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</td>
</tr>
<tr>
<td>1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</td>
<td>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</td>
</tr>
<tr>
<td>1.3 Connecting subject matter to meaningful, real-life contexts</td>
<td>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</td>
</tr>
<tr>
<td>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</td>
<td>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</td>
</tr>
<tr>
<td>1.5 Promoting critical thinking through inquiry, problem solving, and reflection</td>
<td>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</td>
</tr>
<tr>
<td>1.6 Monitoring student learning and adjusting instruction while teaching</td>
<td>2.6 Employing classroom routines, procedures, norms and supports for positive behavior to ensure a climate in which all students can learn</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Three</th>
<th>Standard Four</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Understanding and Organizing Subject Matter for Student Learning</strong></td>
<td><strong>Planning Instruction and Designing Learning Experiences for All Students</strong></td>
</tr>
<tr>
<td>3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum framework</td>
<td>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</td>
</tr>
<tr>
<td>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</td>
<td>4.2 Establishing and articulating goals for student learning</td>
</tr>
<tr>
<td>3.3 Organizing curriculum to facilitate student understanding of subject matter</td>
<td>4.3 Developing and sequencing long-term and short-term instructional plans to support student learning</td>
</tr>
<tr>
<td>3.4 Utilizing instructional strategies that are appropriate to the subject matter</td>
<td>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</td>
</tr>
<tr>
<td>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</td>
<td>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</td>
</tr>
<tr>
<td>3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard Five</th>
<th>Standard Six</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessing Students for Learning</strong></td>
<td><strong>Developing as a Professional Educator</strong></td>
</tr>
<tr>
<td>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</td>
<td>6.1 Reflecting on teaching practice in support of student learning</td>
</tr>
<tr>
<td>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction</td>
<td>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</td>
</tr>
<tr>
<td>5.3 Reviewing data, both individually and with colleagues, to monitor student learning</td>
<td>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning</td>
</tr>
<tr>
<td>5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</td>
<td>6.4 Working with families to support student learning</td>
</tr>
<tr>
<td>5.5 Involving all students in self-assessment, goal setting, and monitoring progress</td>
<td>6.5 Engaging local communities in support of the instructional program</td>
</tr>
<tr>
<td>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning</td>
<td>6.6 Managing professional responsibilities to maintain motivation and commitment to all students</td>
</tr>
<tr>
<td>5.7 Using assessment information to share timely and comprehensible feedback with student and their families</td>
<td></td>
</tr>
</tbody>
</table>
BCOE Teacher Induction Program

Participating Teacher/Mentor Request for Change

The Butte County Office of Education Teacher Induction Program strives to provide high-quality mentors for all induction candidates. If, for any reason, a participating teacher or mentor wants to change the participating teacher/mentor match, the following procedure should be followed:

• Participating teacher or mentor communicates a request for a change to the Director of Professional Learning for Butte County Office of Education by completing the Request for Change Form

• The district coordinator or liaison and the Director of Professional Learning for BCOE investigates the effectiveness of the existing participating teacher/mentor match

• If change is determined to be in the best interest of the participating teacher and/or mentor, the district coordinator or liaison and the Director of Professional Learning will work with those involved to provide a smooth transition

• If a change is needed, the BCOE Director of Professional Learning will notify the participating teacher, departing mentor, newly assigned mentor and site administrator of the change in participating teacher/mentor match
Grievance Process

Flowchart

Step 1: Informal Complaint Process
- Participating Teacher and/or Mentor discusses the complaint with the Program Director.

Step 2: Formal Complaint Process
- If the issue is not resolved within the informal process, a written complaint may be filed with the Director of Professional Learning on the Formal Grievance Form.
- After the meeting, the Director of Professional Learning will send a written response to the complainant.

Step 3: Appeal to the Advisory Committee
- If unresolved at Step 2, the complainant may file a complaint with the Induction Advisory Council.
- The Advisory Council will conduct an investigation and meet with the complainant within 10 working days upon receipt of the complaint.
- With 10 working days of the meeting, the Advisory Council will prepare a written response to the complainant.

I, ____________________________, received a copy of the Butte County Teacher Induction Program's Grievance Process on ________________________, I understand that it is up to me to file the complaint and follow the above protocol in order to reach a resolution.

_____________________________  ______________________
Name                                      Date
Grievance Process

Formal Grievance Form

Name of Complainant: ____________________________ Date of Complaint: ____________________________

District: ____________________________ Site: ____________________________

Reason for Complaint:

I hereby file this form to grieve:

The resolution I am seeking is:

__________________________ ____________________________

Signature of Complainant Date

Received by: ____________________________ Date: ____________________________

Next Steps:

Outcome:
Beginning of the Year Support

Ellen Moir, the Director of the New Teacher Center at the University of California, Santa Cruz, has identified the phases of first-year teachers’ attitudes toward teaching. This depiction shows the mental and emotional challenges that teachers may face during their first year of teaching and is a great reminder for mentors as they are supporting their teachers throughout the year.

The following suggestions may be helpful as you plan to support your teacher during those first days of school:

Welcoming Your New Teacher
- Make a welcome basket or gift bag for their classroom
- Invite him/her to stop by your classroom at anytime
- Discourage the new teacher from volunteering for additional duties during the first half of the year
- Leave a little note in their mailbox or on their desk
- If you are at the same school site, sit with her/him at meetings and introduce them to other staff members
- Show them around the campus

Professionalism
- Discuss professional dress, if needed
- Remind the new teacher of confidentiality and to refrain from discussing private issues with students, parents, and/or colleagues in the staff room or other public areas
- Speak professionally about administrative staff, support staff and other teachers
- Discuss the purpose of social media sites and remind them that the community can access all information posted
BCOE Teacher Induction
Mentor Guide

Classroom Set Up
- Help obtain the necessary furniture, supplies and materials for classroom set up
- Explain procedures for attendance, email, voice mail, etc.
- Discuss policies/protocols for bus/hall passes, emergency drills, substitute folders, and schedules for support classes
- Share organizational strategies for instructional materials

Building Relationships with all Stakeholders
- Discuss the importance of keeping parents informed about curriculum, important dates, upcoming events, etc.
- Share communication platforms: newsletters, Remind, email, Twitter, phone calls, etc.
- Obtain a list of key personnel at the school and district, their responsibilities and contact information
- Discuss Back-to-School Night: agenda, presentation ideas, goals, etc
- Introduce new teacher to all staff members, if at the same school site
- Go over policies for working with paraprofessionals
- Share the teacher and/or district handbook
- Share the support services available at the school site
- Discuss methods for preparing for an SST or IEP meeting
- Assist the new teacher with reviewing all IEPs, 504 plans, etc.
BCOE Teacher Induction
Mentor Guide

Consultation Meeting

The consultation meeting between the site administrator, mentor and participating teacher is important to the success of the new teacher. Having knowledge of the school/district goals, policies, and expectations will help the participating teacher gain a better understanding of the school culture and aid in a successful teaching year.

<table>
<thead>
<tr>
<th>School Information</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Vision/Mission Statement</td>
<td></td>
</tr>
<tr>
<td>School Site Goals/Initiatives for the Year</td>
<td></td>
</tr>
<tr>
<td>School-Wide Discipline Procedures</td>
<td></td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td></td>
</tr>
<tr>
<td>Substitute Request Procedure</td>
<td></td>
</tr>
<tr>
<td>School-Wide Attendance Procedures</td>
<td></td>
</tr>
<tr>
<td>Hours to be on Campus</td>
<td></td>
</tr>
<tr>
<td>Available Translation Services</td>
<td></td>
</tr>
<tr>
<td>School-Wide Intervention Programs</td>
<td></td>
</tr>
<tr>
<td>Special Education Service Delivery Model</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Information</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Evaluation Process</td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Expectations</td>
<td></td>
</tr>
<tr>
<td>Accessing Confidential Files (SST, 504, IEP, court papers, etc.)</td>
<td></td>
</tr>
<tr>
<td>Back-to-School Night and Open House Expectations</td>
<td></td>
</tr>
<tr>
<td>Additional Duties Assigned</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Information</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Policy</td>
<td></td>
</tr>
<tr>
<td>Room Environment Expectations</td>
<td></td>
</tr>
<tr>
<td>Available Technology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grading &amp; Communication</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grading Policies</td>
<td></td>
</tr>
<tr>
<td>Expectations for Communicating with Parents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Peer Support: Name</th>
<th>Area of Expertise</th>
</tr>
</thead>
</table>
BCOE Teacher Induction
Mentor Guide

Classroom Observation: Pre-Conference

The following questions may be used by the mentor during the pre-conference/lesson planning session with the participating teacher.

Possible Guiding Questions

- What is the objective of the lesson?
- What is your CSTP focus for the lesson?
- Is this a new concept/content for your students or a review?
- What additional resources, materials, manipulatives, etc. are needed for the lesson?
- What do you want your students to know and be able to do at the end of the lesson?
- How will you share the lesson’s objective with the students?
- How will the students be grouped during the lesson?
- What strategies will you use to engage students in the content and promote active participation?
- How will you incorporate effective DOK questioning in the lesson to promote rigorous thinking?
- How might you provide both corrective and positive feedback during the lesson?

Targeting the Individual Needs of the Participating Teacher

- What would be most helpful for me to focus on during my visit?
- What type of feedback would be most helpful to you?
- Do you have any concerns or challenges with the lesson that you would like to discuss?
- Is there any additional support that you will need for this lesson’s effectiveness?
BCOE Teacher Induction
Mentor Guide

Classroom Observation: Post-Conference

The following questions may be used by the mentor during the post-conference with the participating teacher. The goal of this collaborative meeting is to provide feedback and reflection time for the participating teacher based upon the mentor's anecdotal notes taken on the classroom observation form.

Possible Guiding Questions

- What were the most successful elements of the lesson?
- Were there any surprises in the lesson?
- How did you lesson planning and preparation support these successful elements of the lesson?
- What was the most challenging part of the lesson?
- What did you notice about the following elements of the lesson...
  - Introduction
  - Pacing
  - Student Engagement
  - Rigor and Diversity of Question Types
  - Effectiveness of Direct Instruction
  - Effectiveness of Modeling
  - Effectiveness of Guided Practice
  - Checking for Understanding & Feedback
  - Closure

Targeting the Individual Needs of the Participating Teacher

- What are the next steps?
- What do you want to continue to do the next time you plan a similar lesson?
- What would you change the next time you plan a similar lesson?
- How can I support you with your next steps?
Classroom Observation Form

Collection of Evidence based upon the California Standards for the Teaching Profession.

<table>
<thead>
<tr>
<th>CSTP 1: Engaging &amp; Supporting All Students in Learning</th>
<th>CSTP 2: Creating &amp; Maintaining Effective Environments for Student Learning</th>
<th>CSTP 3: Understanding &amp; Organizing Subject Matter for Student Learning</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CSTP 4: Planning Instruction &amp; Designing Learning Experiences for All Students</th>
<th>CSTP 5: Assessing Students for Learning</th>
<th>Teaching Special Populations &amp; English Learners: Modifications/ Accommodations, SDAIE, Differentiation, Behavior Support Strategies, UDL</th>
</tr>
</thead>
</table>