MENTOR AGREEMENT FORM
Teacher Induction Program

Thank you for your willingness to serve as a mentor teacher for a participant in our Teacher Induction Program. Please fill out the form completely, sign, date and submit via Adobe Sign.

More information about the mentor role and responsibilities, please visit https://extension.fullerton.edu/teacher-induction. If you have any questions about the Teacher Induction Program or this form, please email eiptip@fullerton.edu.

Mentor First Name  Mentor Last Name  Mentor Email

Mentor School Name  Mentor School District (if applicable)  Mentor's Credential(s) Held & Grade Level(s)

Participating Teacher First Name  Participating Teacher Last Name  Participating Teacher Email

Please confirm that you meet the following Program Requirements to serve as a Mentor:

Yes  No  Knowledge of the contexts and the content area of the New Teacher’s teaching assignment
Yes  No  Demonstrated commitment to professional learning and collaboration;
Yes  No  Possession of a Clear Teaching Credential;
Yes  No  Ability, willingness, and flexibility to meet the New Teacher’s needs for support;
Yes  No  Minimum of three years of effective teaching experience; and
Yes  No  Approval by the New Teacher’s Site Administrator to serve in the role of Mentor.

Please confirm that you are willing to fulfill the following responsibilities:

1. Supporting the development, implementation, evaluation, and revision of the TIP Individualized Learning Plan, including:
   a. Collaboratively developing the ILP each semester in accordance with the New Teacher’s professional goals and needs;
   b. Supporting the process of teacher inquiry through the completion of the ILP;
   c. Connecting the New Teacher with available resources to support their professional growth and accomplishment of the ILP;
   d. Reviewing the ILP with candidates at the end of each semester and making adjustments as needed. I understand that the Individualize Learning Plan (ILP) is designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

2. Supporting the design, implement, and reflection of classroom practice through the TIP POP Cycle of Classroom Observation, including:
   a. Conducting at least one POP Cycle of classroom practice each semester;
   b. Facilitation of the New Teacher’s growth and development through modeling, guided reflection on practice, and feedback on classroom instruction;
   c. Assuming the role of a “cognitive coach,” to help the New Teacher improve instructional effectiveness by becoming reflective about teaching
   d. Collaboratively planning the POP Cycle for pre-observation, observation, and post-observation;
3. Supporting the collaborative assessment of the New Teacher’s development level on the California Standards for the Teaching Profession Continuum of Teaching Practice, including:
   a. Updating the New Teacher’s development level assessment each semester;
   b. Suggestion evidence to document development levels; and
   c. Clarifying meaning of CSTP CTP language.

4. Providing “just in time” support for the New Teacher, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills, including:
   a. Identifying a minimum of one hour per week for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP (15 hours of mentor support must be provided to the participating teacher and documented each semester);
   b. Supporting consistent practice of reflection on the effectiveness of instruction, analysis of student and other outcomes data, and the use of these data to further inform the repeated cycle of planning and instruction; and
   c. Encouraging and assisting the New Teacher to connect with and become part of the larger professional learning community within the profession.

5. Participation in the Teacher Induction Program professional development, including:
   a. Completion of the Program Orientation;
   b. Use of Program mentoring resources; and
   c. Optional completion of Mentor Badges professional development opportunities.

6. Communicating in a timely manner with the TIP Project Coordinator, including:
   a. Identification of concerns and issues impacting the New Teacher’s successful completion of the program;
   b. Submission of documents verifying Mentor qualifications and responsibilities;
   c. Informing the Program Coordinator of any change in status of the Mentor; and
   d. Concerns or questions regarding the Mentor Online Training.

*Mentors must be selected and assigned within 30 days of the participating teacher’s (mentee’s) enrollment.

*It is the responsibility of the TIP participating teacher to notify the TIP Coordinator and EIP (eiptip@fullerton.edu) and to email us a revised Mentor Agreement form if the mentor information provided above changes while they are participating in the Teacher Induction Program.