

Mentor Handbook

CSUF | Extension and
International Programs



Fall 2024

Created by Dr. Loretta Donovan

Program coordinator

ldonovan@fullerton.edu

Table of Contents



Mentor Roles and Responsibilities

Description of roles and responsibilities as outlined by CTC

Mentor Training and Support

Outline of training and support from the CSUF Induction Program

Mentor Evaluation

Overview of the Mentor evaluation process for CSUF Induction Program Mentors



Program Overview

Description of course sequence and expectations of Teacher Induction Candidates

Mentor Resources and Activities

Resources to support you as a CSUF Teacher Induction Program Mentor



Standards Overview

Summary of all 6 CSTPs

Mentor Roles and Responsibilities

The Induction program assigns qualified mentors and provides guidance and clear expectations for the mentoring experience based on the program's design. Qualifications for mentors must include but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- Possession of a Clear Teaching Credential
- Ability, willingness, and flexibility to meet candidate needs for support
- Minimum of three years of effective teaching experience

Guidance and clear expectations for the mentoring experience provided by the program must include but are not limited to:

- Providing "just in time" support for candidates, in accordance with the ILP, along with longer term guidance to promote enduring professional skills
- Facilitation of candidate growth and development through modeling, guided reflection on practice, and feedback on classroom instruction
- Connecting candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically reviewing the ILP with candidates and making adjustments as needed
- **NOTE – Schools or Mentors cannot use mentoring activities or induction program coursework for work related evaluation purposes.**

From CTC Teacher Induction Program Preconditions and Standards (2016). <https://www.ctc.ca.gov/educator-prep/teacher-induction>

Mentor Training and Support

The program must provide ongoing training and support for mentors that includes, but is not limited to:

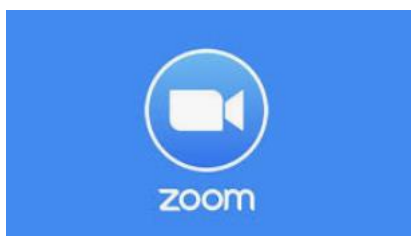
- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks
- Program processes designed to support candidate growth and effectiveness

The **CSUF Teacher Induction Program** offers training and support for mentors through a range of mediums.



This website includes 5 modules designed to support new or continuing mentors in the mentor role. Mentors who complete all five modules (approximately 5 hours) will earn a Certificate of Completion.

As a mentor for a Cal State Fullerton Teacher Induction Program Candidate, you are charged with supporting the candidate as an educator but also partly as a program candidate. Being a mentor to an adult is different from being a teacher to a K12 learner. This site is intended to provide you with resources and opportunities to best support your teacher candidate.



Dr. Loretta Donovan, Program Coordinator will hold monthly Zoom meetings for 'just in time' Mentor Support. These monthly meetings will be opportunities for asking questions, general support from Loretta and other mentors, and just in time support on course modules. Check your email for dates, times, and topics.

Mentor Evaluation

CTC requires that the program **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,
- 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.

The **CSUF Teacher Induction Program** allows Induction Candidates several opportunities to evaluate their mentor:

Induction candidates will complete a survey at the end of each semester.

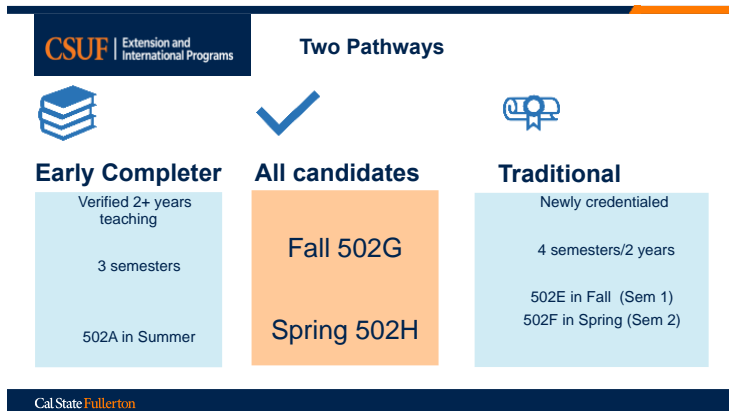
Items on the survey are aligned to the mentor roles:

- My mentor was available to provide just in time support for my ILP
- My mentor's support this semester positively impacted my professional growth
- My mentor facilitated my growth and development through modelling
- My mentor facilitated my growth and development through guided reflection
- My mentor facilitated my growth and development through feedback on my classroom instruction
- My mentor shared resources to support my growth and complete my ILP
- My mentor gave me specific feedback on my ILP
- My mentor was flexible with when we could meet
- My mentor has a positive attitude about teaching
- My mentor shared tips and tricks to improve my teaching



Dr. Loretta Donovan, Program Coordinator and Teacher Induction Candidates will have open communication through which candidates will also be given opportunities to evaluate the mentor.

Program Overview



502A (Early Completers)	<ul style="list-style-type: none"> CSTP Self Assessment and Proficiency All CSTPs Self Assessment
502E	<ul style="list-style-type: none"> CSTP Self Assessment and Proficiency Lesson plan and observation AI for teaching and learning Introduction to teacher inquiry
502 F	<ul style="list-style-type: none"> CSTPs in Action Action Research
502G	<ul style="list-style-type: none"> CSTP Self Assessment and Proficiency Lesson plan and observation Action Research
502H	<ul style="list-style-type: none"> CSTP Self Assessment and Proficiency Action Research and Reflection

Cal State Fullerton

Course Structure

- Canvas
- 12 weeks with 6 two-week modules
- Equity and Inclusion in the classroom
- Self assessments - CSTPs (initial, mid, end)
- Community of learners
- AI and teaching
- Mentor time
 - 1 hour per week
 - Observation of teaching
 - Lesson planning feedback
 - Sharing resources and just in time support

CSUF | Extension and International Programs

CALIFORNIA STATE UNIVERSITY
FULLERTON
COLLEGE OF EDUCATION

The Mentor
Teacher colleague or CSUF faculty
Administrator or program assigned

Cal State Fullerton

Mentor Resources and Activities

Contact Extension and International Programs

- ☆ HR questions
- ☆ Payment
- ☆ Contracts
- ☆ Mentor and Admin agreements

Contact Loretta for:

- ☆ Induction Candidate Issues
- ☆ Scheduling issues
- ☆ Program questions
- ☆ Training requests



Mentor Resources - People

As a mentor, your primary resources are the Program Coordinator, Dr. Loretta Donovan and Extension and International Program TIP Coordinator, Courtney Marsac.

Mentor Resources- Websites

Mentor resources are also available on the Mentor Training Website and the CSUF Induction Program Website

Mentor Activities

Each week, the mentor and induction candidate will meet for mentor support. Dr. Loretta Donovan will provide guidance for the mentor weekly activities.

Mentor Activities	Module Topic and Student Activities	Zoom Meetings
<p align="center">Module 4 Learner Diversity and Lesson Implementation October 21- Nov. 3</p> <p align="center">Complete Mentor log each week</p>		
<p>Week 7</p> <ul style="list-style-type: none"> Together with your mentor, look at https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/cstp-2009.pdf (pages 9-11 CSTP 3). Pay attention to the bulleted list for each element. <ul style="list-style-type: none"> Discuss if the mentor or another teacher at the school uses technology to perform any of these tasks. For example, how might they use tech to support ELs. Also share the content from Module 4 in which we give you ideas for how to use technology for CSTP 3. Get input on which activities you might try that would help you meet your growth goals for this semester even if you are not focusing on CSTP 3. Does your school have subscriptions to any useful technology websites or apps that would help you with CSTP 3? <p>Complete mentor log</p>	<p>Week 7 - CSTP 3 and Technology</p> <ul style="list-style-type: none"> COMPLETE one activity connecting CSTP 3 to ISTE standards AND one activity connecting CSTP 4 to ISTE standards from the next tab. Be selective in thinking about growth and your CSTP self evaluation from the end of 502F last semester. WORK ON updating Portfolio (CSTPs 3 and 4) IMPLEMENT ILP (optional but before end of week 10) <p>Week 6 - CSTP 4</p> <ul style="list-style-type: none"> Updating CSTP self assessment (CSTPs 3 and 4) IMPLEMENT ILP (optional but before end of week 10) 	<p>fullerton.zoom.us/my/lorettadonovan</p>

Standards Overview

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/2024-cstp.pdf>

The **2024 California Standards for the Teaching Profession (CSTP)** are:

CSTP 1: Engaging and Supporting All Students in Learning

Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning

Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social-emotional knowledge and skills required to become competent and resourceful learners.

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students

Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social-emotional development.

CSTP 5: Assessing Students for Learning

Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.

CSTP 6: Developing as a Professional Educator

Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership

Contact Information

Contact Extension and
International Programs

eiptip@fullerton.edu

Loretta

email - ldonovan@fullerton.edu

Voxer- lcdonovan

CSUF | Extension and
International Programs

 CALIFORNIA STATE UNIVERSITY
FULLERTON
COLLEGE OF EDUCATION