



TEACHER INDUCTION PROGRAM MENTOR AGREEMENT

Teacher Induction Program | California State University, Fullerton

Applicant: Please have your mentor complete and sign this form and send the completed form to eiptip@fullerton.edu for review.

Mentor: 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 the form and submit the completed form to eiptip@fullerton.edu.

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

Mentor

Mentor Email

Mentor Signature

Mentor School Name

Mentor Subject Area

Mentor Grade Level

Participating Teacher (Mentee) Name

Participating Teacher Email

Date

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:

- Yes No
- Collaboratively developing the ILP each semester in accordance with the New Teacher's professional goals and needs;
 - Supporting the process of teacher inquiry through the completion of the ILP;
 - Connecting the New Teacher with available resources to support their professional growth and accomplishment of the ILP;
 - Reviewing the ILP with candidates at the end of each semester and making adjustments as needed.

2. Supporting the design, implement, and reflection of classroom practice through the TIP POP Cycle of Classroom Observation, including:

- Yes No
- Conducting at least one POP Cycle of classroom practice each semester;
 - Facilitation of the New Teacher's growth and development through modeling, guided reflection on practice, and feedback on classroom instruction;
 - Assuming the role of a "cognitive coach," to help the New Teacher improve instructional effectiveness by becoming reflective about teaching
 - Collaboratively planning the POP Cycle for pre-observation, observation, and post-observation;
 - Identifying appropriate strategies for instruction, assessment, and classroom management; and
 - Providing feedback on the POP Cycle lesson plan, classroom implementation, and evaluation of outcomes.

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:

Yes No

- 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:

Yes No

- a. Identifying dedicated time for regular mentor and candidate interactions, observations of colleagues and peers by the candidate, and other activities contained in the ILP;
- 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:

Yes No

- 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:

Yes No

- 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.