

CTE Mentorship Expectations

Introduction

The CTE Credential in California is a unique pathway into the teaching profession. It offers high-need districts the opportunity to hire talented and committed professionals, with at least three years of qualified industry experience, to fill critical teaching positions in designated subjects.

Candidates qualify for the preliminary credential by documenting their industry-specific work and applying to the UCLA Extension CTE Credential program. Once UCLA Extension makes the preliminary recommendation, the candidate can immediately begin teaching, while seeking support from their assigned mentor, and enrolling in Early Orientation.

This immediate introduction to the intensive demands of teaching places a special expectation on mentorship. This document highlights the importance of mentors to the development of CTE teachers, especially during their first two years in the classroom. We expect candidates to work closely with their district supervisor to identify a qualified and supportive mentor who is equipped to guide them through the challenges and rewards of a new profession.

Candidate Responsibilities

The UCLA Extension CTE Credential program is designed to support new teachers, build professional capacity, and promote reflection through four core experiences and assessments.

1. **Complete Required Coursework on schedule.** These courses introduce candidates to the theories and practices of teaching and learning, while also providing candidates a chance to practice and assess what they have learned.
2. **Develop an ILP.** In four of your core courses, you will use the Continuum of Teaching to develop an Individualized Learning Plan (ILP) that is revisited and expanded throughout the program.
3. **Coordinate Teaching Observations.** The candidate should schedule one Teaching Observation by their mentor or supervisor based on CTE and TPE Standards for each course.
4. **Complete the Larger School Community (LSC) project.** This project is built into Early Orientation, CTE Foundations, and the Teaching Practicum.

Each of these experiences are embedded in specific places within the courses. It is the responsibility of the candidate to share resources and deadlines with the mentor for the timely completion of each requirement.

UCLA Extension Instructor Responsibilities

Because each of the five core experiences and assessments are rooted in specific courses, the instructor plays an important role providing timely feedback to the candidate and mentor, addressing questions about course requirements, and ensuring the completion and proper uploading of the assignments. The instructor will share contact information with the mentor and meet online as necessary to discuss results of the ILP and/or teaching observations.

Mentor Responsibilities

Mentors guide new teachers through multiple cycles of individualized professional learning and reflection, as well as encourage participation and collaboration within the larger school community. Mentors participate in a collaborative community of practice with their peers to enhance their own skills as mentors and instructional coaches.

Their responsibilities include:

- “Just-in-time” support for day-to-day questions and issues of instructional practice. Facilitation of candidate growth through modeling, guided reflection on practice, and feedback on classroom instruction that will promote enduring professional skills over the long-term
- Conducting each of the 4 teaching observations
- Consultation with the candidate instructor on their self-reflection exercises using the Continuum of Practice and the ongoing development of the ILP
- Assistance implementing an action plan for achieving ILP goals and identifying material resources, people resources, and professional communities that will support the action plan
- Participation in exercises designed to support the mentor’s growth as a mentor, not limited to evaluating video recordings of their interactive sessions with the candidate
- Maintaining communication with site administrator and any other identified school support personnel about the availability of school resources or initiatives that could support the Larger School Community (LSC) initiative
- Participation in the course **Mentoring and Assessing the CTE Teacher** for 1.5 CEUs

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Supervisor (or Site Administrator) Responsibilities

It is the responsibility of the site administrator to select and approve a site-based mentor who meets the criteria set forth below, and who will be a strong fit for the needs of the candidate. Moreover, this supervisor is expected to monitor the candidate and mentor as the program progresses. To every degree possible, the experiences described above should be integrated with school and district professional development programs and aligned to the values and unique conditions of the school.

Mentor Selection Criteria

A site-based mentor teacher must have the following minimum qualifications:

- Provides the best possible match for the candidate based on credentials held, grade level, and/or subject area, as appropriate to the candidate's employment and the credential(s) being cleared
- Holds a valid CA Clear Teaching Credential
- Has a minimum of three years of effective teaching experience
- Has knowledge of the context and content area of the candidate's teaching assignment
- Has adequate time each week for regular, dedicated mentor-candidate interactions (including "just-in-time" support, observing, modeling, and instructional coaching)
- Has adequate time to participate in online mentor orientation preparation and ongoing, online mentor professional development
- Has strong communication and interpersonal skills
- Demonstrates commitment to professional learning and collaboration
- Demonstrates professional integrity and the ability to respect the confidentiality of their position as a mentor
- Has knowledge of state-adopted academic content standards and performance levels for students, and state-adopted curriculum frameworks
- Is reflective about the craft of teaching, and has engaged in ongoing professional development to improve their teaching practice
- Has knowledge of beginning teacher development and has shown a willingness to work with new teachers
- Is willing to share instructional ideas and materials with the candidate
- Is capable and willing to work with the candidate to deepen their understanding of cultural, ethnic, cognitive, linguistic and gender diversity in the classroom
- Is willing to engage in a process of formative assessment of teaching, including non-evaluative, reflective conversations with a candidate to improve teaching practice
- Has familiarity with computer technology, a willingness to use video and online video conferencing as a means of communication and feedback with the candidate, and a willingness to use an online learning environment to participate in mentor professional development

I have read, understand, and support the above document and will fulfill my Responsibility and Role to the best of my ability. With my signature below, I agree to serve in the role:

Candidate Name: _____

Mentor: _____ Signature: _____ Date: _____

Supervisor/Site Admin: _____ Signature: _____ Date: _____