

**Directions:** Print form, complete, sign, and email a scanned or photo image of document to [fotip@fullerton.edu](mailto:fotip@fullerton.edu).

<b>Mentor</b>	<b>Mentor Email</b>	<b>Mentor Signature</b>
<b>Mentor School Name</b>	<b>Mentor Subject Area</b>	<b>Mentor Grade Level</b>
<b>New Teacher</b>	<b>Email</b>	<b>Date</b>

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

<input type="checkbox"/> YES <input type="checkbox"/> NO	• Knowledge of the contexts and the content area of the New Teacher's teaching assignment;
<input type="checkbox"/> YES <input type="checkbox"/> NO	• Demonstrated commitment to professional learning and collaboration;
<input type="checkbox"/> YES <input type="checkbox"/> NO	• Possession of a Clear Teaching Credential;
<input type="checkbox"/> YES <input type="checkbox"/> NO	• Ability, willingness, and flexibility to meet the New Teacher's needs for support;
<input type="checkbox"/> YES <input type="checkbox"/> NO	• Competence in mentoring practices and familiarity with the <i>Fullerton Online Teacher Induction Program</i> , including willingness to participate in online training activities;
<input type="checkbox"/> YES <input type="checkbox"/> NO	• Minimum of three years of effective teaching experience; and
<input type="checkbox"/> YES <input type="checkbox"/> 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:**

<input type="checkbox"/> YES <input type="checkbox"/> NO	<p><b>1. Supporting the development, implementation, evaluation, and revision of the FOTIP Individualized Learning Plan, including:</b></p> <p>a. Collaboratively developing the ILP each semester in accordance with the New Teacher's professional goals and needs;</p> <p>b. Supporting the process of teacher inquiry through the completion of the ILP;</p> <p>c. Connecting the New Teacher with available resources to support their professional growth and accomplishment of the ILP; and</p> <p>d. Reviewing the ILP with candidates at the end of each semester and making adjustments as needed.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p><b>2. Supporting the design, implement, and reflection of classroom practice through the FOTIP POP Cycle of Classroom Observation, including:</b></p> <p>a. Conducting at least one POP Cycle of classroom practice each semester;</p> <p>b. Facilitation of the New Teacher's growth and development through modeling, guided reflection on practice, and feedback on classroom instruction;</p> <p>c. Assuming the role of a "cognitive coach," to help the New Teacher improve instructional effectiveness by becoming more reflective about teaching</p> <p>d. Collaboratively planning the POP Cycle for pre-observation, observation, and post-observation;</p> <p>e. Identifying appropriate strategies for instruction, assessment, and classroom management; and</p> <p>f. Providing feedback on the POP Cycle lesson plan, classroom implementation, and evaluation of outcomes.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p><b>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:</b></p> <p>a. Updating the New Teacher's development level assessment each semester;</p> <p>b. Suggestion evidence to document development levels; and</p> <p>c. Clarifying meaning of CSTP CTP language.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p><b>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:</b></p> <p>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;</p> <p>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</p> <p>c. Encouraging and assisting the New Teacher to connect with and become part of the larger professional learning community within the profession.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p><b>5. Participation in the Fullerton Online Teacher Induction Program Mentor Online Training, including</b></p> <p>a. Completion of the FOTIP Mentor Level 1 - Bronze Badge during the first semester of service;</p> <p>b. Completion of the FOTIP Mentor Level 2 - Silver Badge during the second semester of service; and</p> <p>c. Completion of the FOTIP Mentor Level 3 - Gold Badge during the third semester of service.</p>
<input type="checkbox"/> YES <input type="checkbox"/> NO	<p><b>6. Communicating in a timely manner with the FOTIP Project Coordinator, including:</b></p> <p>a. Identification of concerns and issues impacting the New Teacher's successful completion of the program;</p> <p>b. Submission of documents verifying Mentor qualifications and responsibilities;</p> <p>c. Informing the Program Coordinator of any change in status of the Mentor; and</p> <p>d. Concerns or questions regarding the Mentor Online Training.</p>