



**Idaho State  
Board of Education**

# CERTIFIED TEACHER MENTOR GUIDE

A toolkit of resources to support the success of certified teacher mentors for the educator registered apprenticeship program.

Audiences for this guide include school districts, charter schools, certified teacher mentors, and teacher apprentices.

# Certified Teacher Mentor Guide

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# Certified Teacher Mentor Guide

## Overview

The certified teacher mentor guide is a collection of resources that offers guidance on mentor training and support to increase achievement for all students by supporting teacher apprentices in the educator registered apprenticeship program (**educator RAP**).

## School Administration Role and Responsibilities

School administration plays an important role in the success of the certified teacher mentor and the teacher apprentice. The roles and responsibilities of school administration are listed below:

- Engage, inspire, assist, encourage, and advance the professional learning of the teacher apprentice by providing a welcoming community, resources, and guidance in school interactions.
- Model professional conduct and open communication.
- Participate in certified teacher mentor and teacher apprentice matching process.
- Facilitate and support the collection of teacher apprentice evidence of proficiency.
- Support the certified teacher mentor in analyzing teacher apprentice progress and in providing feedback to the teacher apprentice.
- Collaborate and support the certified teacher mentor and the teacher apprentice.
- Provide feedback to the certified teacher mentor.
- Create an Individualized Professional Learning Plan (**IPLP**) with the teacher apprentice.
- Evaluate the teacher apprentice.
- Participate, when available, in trainings.

## Certified Teacher Mentor Role and Responsibilities

The certified teacher mentor engages, inspires, encourages, and advances the professional learning of the teacher apprentice by providing information, mentoring, coaching, modeling, and problem solving around individual classroom needs. The certified teacher mentor models professional conduct, engages in educational research, and is experienced in teaching. There will be trainings and professional obligations tasked by the school district or charter school and the Office of the Idaho State Board of Education (**OSBE**). More specifically, the certified teacher mentor will teach the teacher apprentice to analyze data, use data-driven decision-making, and teach the on-the-job learning competencies. The certified teacher mentor provides activities, assignments, and projects to the teacher apprentice along with providing feedback. This role requires commitment and a strong desire to work with adult learners. The certified teacher mentor position description will provide a detailed description of the position as indicated in **Appendix A** of this guide.

## Certified Teacher Mentor Selection

Each school district or charter school is required to identify and assign an employed certified teacher mentor that will work with a teacher apprentice. If there is more than one teacher apprentice at the school district or charter school, a single certified teacher mentor may be assigned up to two (2) teacher apprentices annually per the educator RAP standards. A certified teacher mentor can be an instructional coach, mentor, or an experienced certified teacher with the school.

## Certified Teacher Mentor Guide

### Consider the following dispositional characteristics for a certified teacher mentor:

- Certified teacher mentor's comfort level with the on-the-job learning competencies.
- Certified teacher mentor's understanding of their role and responsibilities.
- Growth mindset of the certified teacher mentor.
- Certified teacher mentor's openness to feedback from the teacher apprentice and school administration.

### Certified Teacher Mentor and Teacher Apprentice Matching

Effective certified teacher mentor and teacher apprentice matching is important for the success of the certified teacher mentor and teacher apprentice. Effective matching is purposeful and includes the consideration of the content area, grade span, and on-the-job learning competencies being taught to the teacher apprentice. There are questions listed that may be asked to the certified teacher mentor and teacher apprentice to guide decision making on matching.

#### Teacher Apprentice Questions

1. What draws you into education as a career?
2. Why are you choosing to be a teacher apprentice?
3. Teaching is a very complex profession. How do you anticipate organizing your time and managing your responsibilities?
4. How would you rate your level of flexibility? When we need to shift, how comfortable are you with shifting priorities?
5. What type of feedback would you like to receive or is the most effective for you?
6. What communication style is most effective for you?
7. Think about an experience or even a book/movie, please describe a time when you were able to see things from another's perspective. What was the impact of that experience?
8. Thinking about relationships, relevance, and rigor, as they impact teaching and learning for students, which of the three do you think is the most important and why?
9. What do you expect from a certified teacher mentor?
10. What is the role of reflection and professional growth?

#### Certified Teacher Mentor Questions

1. What draws you into education as a career?
2. Why are you choosing to be a certified teacher mentor?
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4. How would you rate your level of flexibility? When we need to shift, how comfortable are you with shifting priorities?
5. What is your approach to providing feedback?
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## Certified Teacher Mentor Guide

### Gradual Release and Framework

The teacher apprentice will increase the level of involvement in the classroom progressing from the first week of school through the second and third year of the educator RAP. The outline below shows a sample framework of the teacher apprentice gradually progressing and may be modified by the school district or charter school to fit their local needs. The objective for the teacher apprentice experience is to provide each teacher apprentice with the opportunity to increase responsibility and learning in order to progress towards full independence.

Time Frame	Description	Examples
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Teacher apprentice is provided training.</li> <li>• Teacher apprentice teaches one to two (1-2) classes or subjects (ten to twenty-five percent (10-25%) of the daily instructional load assumed).</li> <li>• Lesson plans are developed and collected as evidence.</li> <li>• Development of a unit plan.</li> <li>• Experimentation with various classroom management strategies and instructional methodologies.</li> <li>• Observation.</li> </ul>	<p>What might this look like in practice:</p> <p><u>Instructional Duties:</u></p> <ul style="list-style-type: none"> <li>• Teaching a daily reading group.</li> <li>• Teaching a content area.</li> <li>• Teaching a station.</li> <li>• Supporting instruction.</li> <li>• Mini-lessons or whole class instruction.</li> </ul> <p><u>Non-Instructional Duties:</u></p> <ul style="list-style-type: none"> <li>• Attendance.</li> <li>• Lunch count.</li> <li>• Writing passes.</li> <li>• Walking a class to a location.</li> <li>• Creating bulletin boards, displays, other.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Teacher apprentice is provided training.</li> <li>• Teacher apprentice assumes more classes or subjects (twenty-five to forty percent (25-40%) of the daily instructional load assumed).</li> <li>• Responsible for routines such as attendance, meal count, escorting students to and from specials.</li> <li>• Lesson plans and unit plans are developed.</li> <li>• Implementation of classroom management strategies and instructional methodologies.</li> <li>• Observation.</li> </ul>	<p>What might this look like in practice:</p> <p><u>Instructional Duties:</u></p> <ul style="list-style-type: none"> <li>• Teaching several daily reading groups or whole class instruction.</li> <li>• Taking over additional content areas.</li> <li>• Supporting instruction.</li> <li>• Mini-lessons or whole class instruction.</li> </ul> <p><u>Non-Instructional Duties:</u></p> <ul style="list-style-type: none"> <li>• Attendance.</li> <li>• Lunch count.</li> <li>• Writing passes.</li> <li>• Walking a class to a location.</li> <li>• Creating bulletin boards, displays, other.</li> </ul>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>Teacher apprentice is provided training.</li> <li>Teacher apprentice assumes more classes or subjects (fifty percent or more (50%+) of the daily instructional load assumed) (Focus areas of reading, writing, and mathematical instruction).</li> <li>Increased responsibility with planning, delivery, and assessment.</li> <li>Observation.</li> </ul>	<p>What might this look like in practice:</p> <p><u>Instructional Duties:</u></p> <ul style="list-style-type: none"> <li>Increasing independence with teaching fifty percent (50%) or more of the classes or subjects.</li> <li>Taking over additional content areas to include a focus in reading, writing, and math.</li> <li>Remediation.</li> </ul> <p><u>Non-Instructional Duties:</u></p> <ul style="list-style-type: none"> <li>Attendance.</li> <li>Lunch count.</li> <li>Writing passes.</li> <li>Walking a class to a location.</li> <li>Creating bulletin boards, displays, other.</li> </ul>
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### Certified Teacher Mentor Timeline Schedule

Certified teacher mentors are supporting this valuable on-the-job learning delivery over the course of the educator RAP. When school districts and charter schools are determining certified teacher mentor training delivery, think of the timelines below:

<b>Certified Teacher Mentor Timeline Schedule</b>	
<b>Consider the timeline sample below for delivery of the following:</b>	
<ul style="list-style-type: none"> <li>Certified teacher mentor orientation as indicated in <b>Appendix B</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Certified teacher mentor training as indicated in <b>Appendix C</b>.</li> <li>On-the-job learning competency training.</li> </ul>
<u>Semester 1 (August – September)</u>	<u>Semester 2 (January – June)</u>
<ul style="list-style-type: none"> <li>Certified teacher mentor orientation</li> <li>Certified teacher mentor training</li> <li>On-the-job learning competency training</li> <li>Certified teacher mentor provides feedback to teacher apprentice and school administration.</li> </ul>	<ul style="list-style-type: none"> <li>Certified teacher mentor training</li> <li>On-the-job learning competency training</li> <li>Certified teacher mentor provides feedback to teacher apprentice and school administration.</li> </ul>

The school district or charter school may use the timeline schedule above and add their certified mentor teacher training schedule to provide the certified teacher mentor a comprehensive timeline schedule.

## Certified Teacher Mentor Guide

### Resources

School districts or charter schools may refer to the resources below:

- [Developing a Growth Mindset in Teachers and Staff](#)
- [From Sage on the Stage to Guide on the Side](#)
- [What is an Instructional Coach](#)

### FAQs for School Districts and Charter Schools

#### **How do I select a certified teacher mentor?**

Certified teacher mentor selection is a key factor in teacher apprentice success. See the **Certified Teacher Mentor Selection** section of this guide for selecting a certified teacher mentor.

#### **How is educator RAP different from student teaching?**

An educator RAP and student teaching both provide rigorous experiences in the classroom, however there are differences between the two. An educator RAP is an “earn and learn” model of workforce development. The teacher apprentice learns skills through on-the-job learning and related technical instruction (RTI). A teacher apprentice must meet the requirements indicated in the educator RAP standards and will then be eligible for a standard five-year teaching certificate in Idaho. Student teaching placements are assigned for a fixed time. Student teachers are assigned a cooperating teacher, works in the cooperating teacher’s classroom, has formal observations, and must meet the educator preparation program’s requirements. Then, the student teacher will be eligible for a standard five-year teaching certificate in Idaho.

#### **Who do I go to for support for certified teacher mentor and teacher apprentice challenges?**

It is important for certified teacher mentors and teacher apprentices to know who to turn to with any questions or concerns. School districts and charter schools are tasked with providing a process and identified personnel that the certified teacher mentor and/or teacher apprentice may reach out to. OSBE is available as technical support.

#### **What does a great training experience look like for a certified teacher mentor?**

An effective certified teacher mentor training program includes several elements across the mentoring experience. It should begin with an orientation of the role. Certified teacher mentors would also need training to learn how to provide on-the-job learning instruction, how to model these competencies, how to provide feedback to teacher apprentices, and timelines.

#### **Who is evaluating the on-the-job learning competencies?**

The administrator will be responsible for evaluating the teacher apprentice.

#### **Why does this educator RAP benefit school districts and charter schools?**

The educator RAP provides a variety of benefits for school districts and charter schools including but not limited to the following:

- A pipeline of quality teachers.
- Leadership opportunity for certified teacher mentors.
- Lower cost of high-quality educator training.
- Place bound pathway for aspiring educators.

## Certified Teacher Mentor Guide

### Appendix A Certified Teacher Mentor Position Description

**What is a certified teacher mentor:** A certified teacher mentor is a certified school-based mentor who works with the teacher apprentice in the educator registered apprenticeship program (**educator RAP**) within a public Idaho school district or charter school. The certified teacher mentor teaches the on-the-job learning competencies and supports the teacher apprentice in completing their educator RAP. The term certified teacher mentor within this educator RAP is unlike an instructional coach for licensed teachers or a cooperating teacher that would host a preservice teaching candidate. The teacher mentor teaches the on-the-job learning competencies to the teacher apprentice, monitors, and supports the professional growth of the teacher apprentice in collaboration with school-based administration.

**What does a certified teacher mentor do:** A certified teacher mentor is especially focused on teaching and monitoring the progress of a teacher apprentice along the following on-the-job learning competencies as aligned to the four (4) domains and twenty-two (22) components of the Idaho Framework for Teaching Evaluation:

#### Domain 1: Planning and Preparation

- i. Demonstrating Knowledge of Content and Pedagogy
- ii. Demonstrating Knowledge of Students
- iii. Setting Instructional Outcomes
- iv. Demonstrating Knowledge of Resources
- v. Designing Coherent Instruction
- vi. Designing Student Assessments

#### Domain 2: The Classroom Environment

- i. Creating an Environment of Respect and Rapport
- ii. Establishing a Culture for Learning
- iii. Managing Classroom Procedures
- iv. Managing Student Behavior
- v. Organizing Physical Space

#### Domain 3: Instruction and Use of Assessment

- i. Communicating with Students
- ii. Using Questioning and Discussion Techniques
- iii. Engaging Students in Learning
- iv. Using Assessment in Instruction
- v. Demonstrating Flexibility and Responsiveness

#### Domain 4: Professional Responsibilities

- i. Reflecting on Teaching
- ii. Maintaining Accurate Records
- iii. Communicating with Families
- iv. Participating in a Professional Community
- v. Growing and Developing Professionally
- vi. Showing Professionalism

These four (4) domains and twenty-two (22) components are in turn divided into a list of competencies for on-the-job learning and identified in the educator RAP standards. The certified teacher mentor will frequently monitor, support, and report progress on these competencies to the teacher apprentice and school administration.

The administrator will be responsible for evaluating the teacher apprentice. The certified teacher mentor is not the teacher apprentice's evaluator. Upon culmination of this program, the teacher apprentice must have received a basic or higher in all twenty-two (22) components. The ratings are:

- Distinguished.
- Proficient.
- Basic.
- Unsatisfactory.



## Certified Teacher Mentor Guide

In addition to teaching, checking, and providing the teacher apprentice feedback on the on-the-job learning competencies, the certified teacher mentor will also be tasked with:

- communicating and interacting with the school district or charter school administration to ensure that the teacher apprentice's educator RAP plan is being followed.
- providing feedback to teacher apprentices, along with school administration who are knowledgeable about the performance of the teacher apprentice.
  - Feedback is comprehensive, continuous, specific, and individualized.
- attending, either synchronously or asynchronously, the Office of the Idaho State Board of Education (OSBE) informational webinars and communicating relevant information from the webinars to school administrators and teacher apprentice(s), as appropriate.
- assisting the teacher apprentice with the implementation of school-based assignments, activities, projects, and other tasks related to on-the-job learning.
- supporting the teacher apprentice in their personal, professional, and programmatic growth through reflective conversations and providing support.
- observe, provide feedback, and reflect on teaching observations with the teacher apprentice.
- evaluate progress on the activities, projects, and other tasks related to on-the-job learning along with reviewing progress on the related technical instruction assignments.
- assist the teacher apprentice in locating resources for activities, projects, and other tasks related to on-the-job learning along with the related technical instruction (RTI) assignments.
- assist the teacher apprentice in identifying and utilizing assessment instruments and strategies used in the evaluation of students and apply the results to instruction.
- engage in collaboration with experienced educators to increase the teacher apprentice's professional, content, and pedagogical knowledge.

**Selecting who will be the certified teacher mentor:** Each school district or charter school is required to identify the certified teacher mentor that will work with the teacher apprentice who is enrolled in the educator RAP. A certified teacher mentor is assigned by the school district or charter school where the teacher apprentice is employed. If more than one (1) teacher apprentice is enrolled in the educator RAP at the school, a single certified teacher mentor could be identified to work with up to two (2) teacher apprentices only per the educator RAP standards.

**Who can be assigned to be a certified teacher mentor:** A certified teacher mentor is an Idaho certified teacher that works within the teacher apprentice's school building. A certified teacher mentor can be an instructional coach, a new teacher mentor, or some other experienced teacher within the building who has an interest in working with a teacher apprentice in the educator RAP. An administrator is not precluded from being the certified teacher mentor, but we do not recommend that the administrator serving as the certified teacher mentor also evaluates the teacher apprentice. It is recommended that the administrator who evaluates the teacher apprentice is separate from the person serving as the certified teacher mentor to the teacher apprentice.

**Compensation:** The school district or charter school will determine the certified teacher mentor compensation at the local level.

## Certified Teacher Mentor Guide

### Appendix B Certified Teacher Mentor Orientation Outline

Orientation training for a new certified teacher mentor is the process of introducing these individuals to the position. A new certified teacher mentor will become familiar with the educator RAP standards, their role, and responsibilities during this orientation. The outline will provide a template that school districts or charter schools may use to build their certified teacher mentor orientation training.

#### Outline Template

1. Welcome
  - a. Introductions
2. Overview of the educator RAP and educator RAP standards
  - a. Overview of the educator RAP and educator RAP standards
3. Role and responsibilities of the certified teacher mentor
  - a. Role and responsibilities
  - b. Expectations
  - c. Characteristics of effective mentoring
  - d. Sharing responsibility
  - e. Providing effective feedback
4. Overview of the on-the-job learning competencies
  - a. Overview of the on-the-job learning competencies
  - b. Training schedule regarding how to teach the on-the-job learning competencies
5. Feedback
  - a. Data collection and evidence of proficiency
  - b. Data-driven decision making
  - c. Feedback given to the teacher apprentice
6. Support and resources
  - a. Local level support
  - b. Local level resources
  - c. State level technical support
7. Questions and answers session
8. Closing
  - a. Appreciation for the certified teacher mentor

## Certified Teacher Mentor Guide

### Appendix C Certified Teacher Mentor Training

The school district or charter school may use the [certified teacher mentor training slides](#) to build their certified teacher mentor training. The content on the slides may be modified to fit the school district or charter school's local needs.

#### Slide 1: Introduction



Certified Teacher  
Mentor Educator  
RAP Training

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#### Slide 2: Purpose and Outcomes



### Purpose and Outcomes


1. Review educator RAP components, Idaho's educator RAP structure, and Idaho's educator RAP standards
2. Review and discuss the on-the-job learning competencies
3. Review and discuss certified teacher mentor role and responsibilities
4. Questions and Answers Session



Slide 3: Overview of Educator RAP Components



Overview of Educator RAP Components

Six Required Components 

Apprenticeship: Where an **employee** (apprentice) learns occupational skills through:



Sponsor



Employer



On the Job Learning



Related Instruction



Wage Scale



Credential Attainment

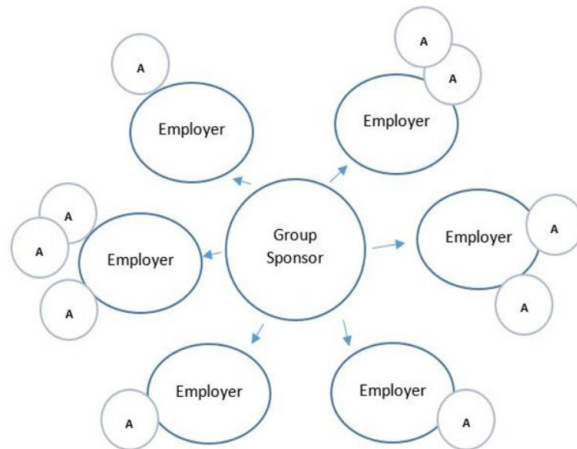


Slide 4: Overview of Idaho's Educator RAP Structure



Overview of Idaho's Educator RAP Structure

- Group Sponsor: Office of the Idaho State Board of Education
- Employer: Local Education Agency (School District or Charter School)
- A: Apprentice
- A certified teacher provides instruction on the the on-the-job learning competencies to the teacher apprentice.
- Related technical instruction providers deliver related technical instruction to teacher apprentices.



# Certified Teacher Mentor Guide

## Slide 5: Overview of Idaho’s Educator RAP

*\*This example summarizes the K-12 Educator RAP.*

### Overview of Idaho’s K-12 Educator RAP Standards

- 3-year competency-based program
- Based on demonstration of mastery of competencies (No less than 2,000 hours of on-the-job learning)
- On-the-job-learning Competencies
  - Idaho Framework for Teaching Evaluation
    - Apprentices must achieve a basic or higher rating in all 22 components in their last evaluation year of this apprenticeship program.
  - Teacher apprentices are assigned an experienced and certified teacher mentor
  - Related Technical Instruction Competencies (No less than 144 hours of related technical instruction)
    - Idaho Core Teaching Standards
    - Comprehensive Literacy Standards
- Other requirements:
  - Comprehensive Literacy Course or Assessment
  - Teaching Mathematical Thinking Course (All Subjects (K -8) Endorsement, Secondary Math Endorsement)
  - Passing score on the State Board approved content assessment in the endorsement area being sought
  - Upon completion of this program, the apprentice receives a 5 -year standard certificate.
    - General education teaching endorsements only
  - Please read [Idaho’s Registered K-12 Teacher Apprenticeship Program Standards](#) for the entirety of the requirements.



## Slide 6: Overview of the On-The-Job learning Competencies

### On-The-Job Learning Competencies – Idaho Framework for Teaching Evaluation

Domain 1 Planning and Preparation	Domain 2 The Classroom Environment	Domain 3 Instruction and Use of Assessment	Domain 4 Professional Responsibilities
<ul style="list-style-type: none"><li>i. Demonstrating Knowledge of Content and Pedagogy</li><li>ii. Demonstrating Knowledge of Students</li><li>iii. Setting Instructional Outcomes</li><li>iv. Demonstrating Knowledge of Resources</li><li>v. Designing Coherent Instruction</li><li>vi. Designing Student Assessments</li></ul>	<ul style="list-style-type: none"><li>i. Creating an Environment of Respect and Rapport</li><li>ii. Establishing a Culture for Learning</li><li>iii. Managing Classroom Procedures</li><li>iv. Managing Student Behavior</li><li>v. Organizing Physical Space</li></ul>	<ul style="list-style-type: none"><li>i. Communicating with Students</li><li>ii. Using Questioning and Discussion Techniques</li><li>iii. Engaging Students in Learning</li><li>iv. Using Assessment in Instruction</li><li>v. Demonstrating Flexibility and Responsiveness</li></ul>	<ul style="list-style-type: none"><li>i. Reflecting on Teaching</li><li>ii. Maintaining Accurate Records</li><li>iii. Communicating with Families</li><li>iv. Participating in a Professional Community</li><li>v. Growing and Developing Professionally</li><li>vi. Showing Professionalism</li></ul>



**Slide 7: Definition of a Certified Teacher Mentor**



## What is a certified teacher mentor?

- A certified teacher mentor is:
  - A certified teacher who is a mentor
  - Is school-based
  - Works with a teacher apprentice
  - Provides instruction for on-the-job learning competencies (Idaho Framework for Teaching Evaluation)
  - Communicates progress frequently to the teacher apprentice and school administration
- Please review the certified teacher mentor position description



**Slide 8: Roles and Responsibilities**



## Roles and Responsibilities

### SCHOOL ADMINISTRATION

- Completes the progress tracker
- Provides technology, materials, and equipment
- Provides guidance and support with locating instructional materials, student activities, assignments, and projects
- Evaluates the teacher apprentice via a summative evaluation
- Assigns a certified teacher mentor to the teacher apprentice
- Provides training to the certified teacher mentor
- Implements and ensures quality assurance of their educator RAP
- Supervises the teacher apprentice and certified teacher mentor

### CERTIFIED TEACHER MENTOR

- Attend trainings provided by the school district, charter school, or Office of the Idaho State Board of Education
- Communicates progress with the teacher apprentice and school administration
- Does not evaluate teacher apprentice via a summative evaluation
- Provides direct instruction and activities, gives assignments and projects, provides feedback, assesses teacher apprentice work, and checks progress towards the on-the-job learning competencies
- Supports the teacher apprentice in locating resources for K-12 student activities, assignments, and projects
- Observes, provides feedback, and reflects on teaching observations with the teacher apprentice



## Certified Teacher Mentor Guide

### Slide 9: Questions and Answers Session



### Slide 10: End of Presentation

End of Presentation

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