

IMPACT OF CREATING A CALIFORNIA MASTER/MENTOR TEACHING AUTHORIZATION



In California, pre-service teachers are matched with a mentor teacher who is meant to provide observation, coaching, and feedback to improve the new teacher's quality. Currently in the state, however, there is no additional step in the teaching credentialing process for an educator to be denoted as a mentor.

As Los Angeles Teaching Policy Fellows who teach across diverse LAUSD traditional

public and charter schools, we all share experiences with mentor teachers with various degrees of effectiveness. Some of us had mentors who guided our practice and gave useful feedback, while others had just one or two interactions with our mentor teachers. This difference in quality can cause teachers to struggle in the profession because they have not received the adequate support to become an effective educator.



Creating a mentor teacher authorization as part of a teaching credential would create a quality control measure for effective master teachers and also provide a teacher leadership opportunity. In order to gauge educator interest in the authorization, we developed a survey to which 133 public school California teachers responded. The survey questions and key findings are highlighted below.



FINDING 1: Teachers support a mentor authorization added to the California teaching credential



QUESTION: TO WHAT DEGREE DO YOU SUPPORT OR OPPOSE THE STATE CREATING A MENTOR TEACHER AUTHORIZATION ADDED TO A TEACHING CREDENTIAL?

70% support the state adding a mentor teacher authorization to a teaching credential.

81% support standard, uniformed, qualifications for mentor teachers.

74% would be interested in pursuing a master teacher authorization



FINDING 2: Teachers agree on common criteria that should be required for a mentor teacher authorization



QUESTION: WHICH OF THE FOLLOWING WOULD YOU SUPPORT AS PART OF A STATEWIDE MENTOR AUTHORIZATION?

99% believe there should be a minimum number of years for teachers to be considered mentor teachers

80% believe a minimum of five years of teaching experience is necessary in order to be considered a master teacher

68% would be interested in pursuing a master teacher authorization

70% would be interested in pursuing a master teacher authorization



FINDING 3: Teachers believe that a master/mentor teacher authorization will benefit the teaching profession in important ways



QUESTION: WHICH OF THE FOLLOWING DO YOU CONSIDER A BENEFIT OF HAVING A MASTER/MENTOR TEACHER AUTHORIZATION?

82% Teacher leadership opportunities

71% Professionalization of the teaching profession

67% New teacher retention