Semester One

Purpose of the EAM Roadmap:

The Enhanced Advisory Mentoring (EAM*) Roadmap is designed to be used as a flexible guide for CPTP students as they work together with their mentor. This tool is full of resources, suggestions for evidence, action items and timelines that will provide the opportunity for a well-rounded student exploration of the teaching profession as they complete 30 hours of EAM per semester.

This roadmap is designed around the four domains of Enhanced Advisory Mentoring. The four domains are: connecting, planning, learning and exploring. EAM domain definitions are in Appendix A of this document.

More info can be found at www.cce.org/cptpla or email us at cptp@ccebos.org

Semester One Connecting & Planning

Suggested: Weeks 1-2

	STUDENT	MENTOR
ACTIONS	• Review Student Orientation & FAQs • Within week 1 of receiving match letter, reach out to mentor for intros and "getting to know me" conversations • Use information from Compass Points to discuss work styles • Schedule the second meeting • Share personal calendars/time availability with each other • Set up plan on how to log EAM hours together • Complete EAM Log together and enter next meeting dates into calendars • Wellness checks as a recurring process	• Review Mentor Orientation & FAQs • Within week 1 of receiving match letter, reach out to student for intros and "getting to know me" conversations • Within a week of the first meeting, connect with student to set up a second connection/check in meeting. • Set up time to complete Mentor EAM Asynchronous Training • Use information from Compass Points to discuss work styles • Schedule subsequent meetings • Approve submitted EAM hours via email • Wellness checks as a recurring process
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links: Connections Events - Fall 2021	
RESOURCES	• Academic School Year Calendars: Rio Hondo, Cerritos, El Camino • College-Specific Websites: Rio Hondo, Cerritos, El Camino • Connection Activities: Play a Game, Watch these videos (Get to Know CPTP, The Importance of Teachers of Color, Why Teachers of Color Matter), Wellness Calendar & Wellness Wheel, • Share your hobbies/interests/talents, What are your likes and dislikes?	

Semester One Planning & Exploration

Suggested: Weeks 3-5

	STUDENT	MENTOR
ACTIONS	• Connection and Wellness Check-Ins • Review time commitments to find space to schedule regular check-in meetings 1x/ week with the mentor • Goal and Action Planning: Discuss ideas around schooling and how that might influence your work together. Discuss how you plan on completing the 30 EAM hours for the semester • Plan and attend Success Coach Meetings/Sessions • (If appropriate) Plan for class visitations • Plan for attendance at TMN events, conferences, webinars, or workshops	• Connection and Wellness Check-Ins • Facilitate discussion to create regular check in meeting schedule with the student (1x/week) based on availability • Discuss semester goals and how student will complete the 30 EAM hours • Encourage student meetings with Success Coaches • Prepare for classroom visitation with student • Facilitate planning for attendance at TMN events, workshops, etc. and schedule pre/post-event chats
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links: Connections Events - Fall 2021	
RESOURCES	• Time Management: Calendar Templates, Importance of Scheduling Article • Wellness: "Check your battery" discussion, Wellness Calendar & Wellness Wheel • Goal Setting: Goal Setting Worksheet for Semester 1, Semesters 2-4 • Classroom Visitations: Classroom Visit Template Notetaking and Reflection	

Semester One Exploration & Learning

Suggested: Weeks 6-9

	STUDENT	MENTOR
ACTIONS	• Consider school functions that you can participate in (i.e. school meeting, PD, school based/virtual event, career fair) • Connection and Wellness Check • Midpoint Reflection with mentor on current progress in EAM. • Turn in paperwork for processing stipend • Prepare for next semester planning by checking in with Success Coach • Exploration of Community Resources (i.e., health, food, community walk, support resources for disabled) • Attend TMN Sessions and connect w/mentor (Event Reflection Sample)	• Provide opportunities to have new experiences around teaching by discussing possibility of students attending school meetings, open house, special events, college fairs, or PD • Connection and Wellness Check • Midpoint Reflection with student on progress and goals in EAM • Turn in paperwork for processing stipend • Facilitate planning and prep for student to learn more about school community (e.g., community walk) • Facilitate planning for student attendance at TMN events and pre/post event chat
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links • Event Reflection	
RESOURCES	• School Experiences: What is an Open House?, Benefits of Morning Assemblies, Importance of Extracurricular Activities • Wellness: Building Self Efficacy Through Reflection • LA County Resources: Office of Ed School Map/Boundaries, Individuals with Disabilities, Public Transportation (Metrolink and Metro)	

Semester One Career Planning & Reflection

Suggested: Weeks 9-14

	STUDENT	MENTOR
ACTIONS	• Connection and Wellness Check • Schedule out the next 2-4 weeks of EAM to ensure completion of 30 hours • Collaboratively reflect on personal and professional goals-determine progress/changes/enhancements • Continue with class visitations • Once you are finished with the 30 hours, review the EAM logged hours with mentor • Connect with community college in order to receive stipend	• Connection and Wellness Check • Work with student to schedule the next few weeks of EAM to meet the 30 hours and their personal/professional goals • Use collaborative conversation to reflect on goals-determine progress/changes/enhancements • Coordinate class visitations (if possible) • Review EAM log once student finishes the 30 hours
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links • Pre/Post Discussion/Reflection Chart	
RESOURCES	• Time Management: Calendar Templates, Importance of Scheduling Article • Wellness: "Check your battery" discussion, Wellness Calendar & Wellness Wheel • Goal Setting: Goal Setting Worksheet for Semester 1, Semesters 2-4 • Classroom Visitations: Classroom Visit Template Notetaking and Reflection	

Semester Two

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Semester Two Connecting & Planning

Suggested: Weeks 1-3

	STUDENT	MENTOR
ACTIONS	• Review Student Orientation & FAQs • Connecting and reconnecting with mentor • Second semester goal setting. Review-reflect experiences from 1st semester--continue goals or develop new ones • Wellness: revisit the wellness wheel and discuss. • Hierarchy of Needs for you and for students: Maslow Article and Video • Goal setting-timeline check in: Review/reflect on your goals from last semester--will you continue those? Or set up new ones based on your experience from previous semester	• Review Mentor Orientation & FAQs • Connecting and reconnecting with student • Wellness: revisit Wellness Wheel and discuss; Wellness Calendar • Hierarchy of Needs for you and for students--how is this impacting schools, families in the ed setting: Maslow Article and Video • Prepare to reflect on goals--successes/challenges from previous semester and facilitate discussion on revising goals or creating new ones.
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links: *Connections -Spring 2022 & Fall 2021*	
RESOURCES	• Semester Two: Academic School Year Calendars: Rio Hondo, Cerritos, El Camino • Connection Activities: Discussion idea: “Habits and Hacks” Share with each other some habits that you engage in to make your day successful or some Hacks that make your life easier i.e. Habits: 3 min meditation, My motivation playlist; Hit my snooze for x min • Time Management: Calendar Templates • EAM Goal Setting 2,3 4 • Maslow Before Bloom Graphic and Maslow Before Bloom Video	

Semester Two Planning & Exploration

Suggested:Weeks 4-7

	STUDENT	MENTOR
ACTIONS	• Discuss with mentor how to connect goals with classroom visits (virtual or in-person) • Review note taking for visits: ◦ Class Visit form • Collaboratively plan visits with mentor -- set dates; add to goals • Explore: what are Habits of Mind • Learn more about Culturally Responsive Teaching	• Connect student goals with classroom visits planning (virtual or in-person) • Discuss note-taking and reflection on class visits: Class Visit form • Collaboratively plan visits with mentor -- set dates; add to goals • Discuss how Habits of mind apply in classroom settings • Discuss Culturally Responsive teaching and how it is evident in the classroom
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links: *Equity Hour: Jeff Duncan Andrade Series 1-4*	
RESOURCES	• Classroom Visitation Form and Reflection • Wellness: "Check your battery" discussion • Goal Setting: Semesters 2-4 • Habits of Mind: HOM Summary: Habits of Mind Article; HOM Video • Article: What is Culturally Responsive Teaching; • Video: Supporting Students with Culturally Responsive Teaching	

Semester Two Exploration and Learning

Suggested:Weeks 8-11

	STUDENT	MENTOR
ACTIONS	• Wellness: "Check your battery" discussion • Explore: Deeper Dive --what is Special Education: Teacher of the Year • Engage in Collaborative Conversation on how the semester is going • Discuss a Midpoint reflection on EAM hours and exploration-are things on track? • Engage in learning more on school and community connections • Examine and discuss core values: Core Values Form	• Wellness: "Check your battery" • Connect exploration of Special Education current classroom experiences : Teacher of the Year • Use Collaborative Conversation to discuss how the semester is going • Discuss a Midpoint reflection on EAM hours and exploration-are things on track • Facilitate tools and resources for connecting school community with surrounding community • Examine and discuss core values
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links: *Semester 1 SpEd Discussion Hours UDL1-3* • *Teacher Mentoring Network Reflection Form*	
RESOURCES	• Midpoint Reflection Form • Collaborative Conversation • Video: Why teach Special Education • Community Reflection Document • Dr. Tyrone Howard: Culturally Responsive Teaching	

Semester Two Reflection and Career Planning

Suggested:Weeks 12-14

	STUDENT	MENTOR
ACTIONS	• This is the time to finish your 30 hours. • Schedule out the last 2 weeks of EAM: • Reflect on goals--determine progress/changes/ enhancements • Review EAM log hours with mentor on any unapproved hours • Make sure you have connected at your college to receive your stipend • Discuss time management for semester completion and connection to core values	• This is the time to focus working with your student to complete the 30 hours. • Work on schedule of next 2 weeks to meet final hours • What are the must dos • What are the may dos • Use collaborative conversation to circle back on reflect on goals--determine progress/changes/core values • enhancements possible plans for next semester • Review EAM log with student
TEACHER MENTOR NETWORK	• Teacher Mentor Network Calendar Spring 2022 • TMN Archive Links: *Review any from the archive to help complete your hours. Discuss with your mentor*	
RESOURCES	• Document: Examine Your Core Values • Video: Time Management for Success • More on Special Education: Special Education Resources • Video on Building Critical Consciousness into educational curriculum and practices • Powerpoint on Critical Consciousness in the Classroom	

Appendix A: Definitions

Enhanced Advisory Mentoring Domain Definitions

Connecting:

Establishing, nurturing, and maintaining positive, affirming relationships is a cornerstone for EAM. The result of connecting creates a sense of community, belonging, and partnership that elevates, motivates, inspires and celebrates comprehensive exploration of becoming and remaining a teacher. Mentor and student pairs create consistency in connecting by having frequent "check ins" which builds a foundation for finding common interests and collaboration.

Exploring:

EAM highlights exploration by providing opportunities for early exposure to the teaching profession through a collaborative investigation and reflection process that is experiential, flexible, and hands on. Each student receives advisement from their mentor as the student designs their personal exploration process. This guided process with a mentor allows for students to investigate, inquire, examine, and analyze their level of interest in becoming a teacher.

Learning:

From a growth mindset framework, practices such as asset based inquiry, critical analysis, and reflection, provide opportunities for revision and growth. These practices are beneficial in a learning process. This student-centered approach opens opportunities for students to learn about themselves in the context of an equity and social justice focused exploration of the teaching profession. Mentors work collaboratively with the students to explore and reflect on the students' learning to set a foundation for planning a career in teaching.

Planning:

The CPTP EAM model allows career planning to take place in community with mentor teachers, success coaches, and members of the Teacher Mentor Network, who have lived experience in the journey of becoming a teacher. In this context, students gain exposure to multiple pathways such as ECE, STEM and SPED in TK-16. Participating in first-hand learning about the teaching profession while building relationships becomes part of their career planning. Mentor-student pairs have frequent discussions to help the student reflect, set goals, and take actions as the mentor offers guidance and encouragement. This partnership and developmental approach to career planning aims for retention as the ultimate goal.