

Traditional Mentoring Model  
 VS.  
 Santa Cruz New Teacher Project (SCNTP)

A COMPARISON

	TRADITIONAL	SCNTP
<i>FEATURE</i>		
<b>Mentor Duties</b>	Full-time classroom teacher	Fully released from classroom
<b>General philosophy</b>	“Buddy” teacher provides emotional support	Mentor (BTA) helps BT improve teacher practice
<b>Frequency of Mentor and BT contact</b>	Whenever it can be scheduled	1-2 hours weekly
<b>Time frame</b>	1 <sup>st</sup> year in classroom	1 <sup>st</sup> and 2 <sup>nd</sup> years in classroom
<b>Retention rate of BTs (over a seven-year period)</b>	50% nationwide	Almost 95%
<b>Mentor Selection Process</b>	Chosen by school administrators	Highly competitive application process
<b>BT Assessment</b>	Infrequent	Formative and ongoing
<b>Cross District Networking</b>	Possible, but unlikely	Greatly facilitated
<b>Tools available</b>	Limited, often created by school districts	Highly developed and tested
<b>BT Professional Development Growth Plans</b>	Usually generated without assistance	Generated with assistance from mentor (BTA)
<b>Teacher Leadership Opportunities</b>	Mentors often do not feel they become leaders	Mentors (BTAs) become strong teacher leaders
<b>Mentor Training</b>	Usually one day orientation	12 full day trainings each year as well as weekly forums with fellow mentors (BTAs) from the region