

Appendix B

Revised Mentor Standards

A New Vision of Mentors

Induction is a critical phase in the development of a teacher. These formative years anchor a teacher's sense of professionalism, belief in the ability of all students to achieve academic growth, receptivity to collaborative practice and commitment to instructional and professional growth. The five mentor standards in North Carolina align with North Carolina Professional Teaching Standards and 21st century goals and establish a powerful vision for the positive impact a high-quality instructional mentor can have on a beginning teacher. Underlying the mentor standards are the personal and professional habits and dispositions of a mentor that allow him or her to serve effectively in the role. As school leaders consider who should serve as a mentor the North Carolina Mentor Task Force encourages the selection of mentors who demonstrate the following attributes:

- Sense of optimism for teaching
- Ability to listen well
- Capacity to engage in reflective dialogue that nurtures the independent ability of a beginning teacher to assess and enhance his or her practice
- Commitment to continuous professional development
- Desire to serve all students equitably regardless of socio-economic status, first language, exceptionality or race
- Facility to adapt instructional methods to the individual needs of students
- Commitment to collaboration
- Ability to utilize multiple types of assessment of student work and adapt instruction from the analysis of assessment data

Mentors should have a demonstrated record of success on the North Carolina Teacher Evaluation and the support of school leadership and their peers. Mentors willing to serve need to work in an environment that facilitates their success, including close proximity and scheduling that allow time to plan and collaborate with beginning teachers.

North Carolina Standards for Mentors

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

Developing relationships between mentors and beginning teachers is foundational to ensuring a quality induction experience, fostering professional growth, and supporting leadership in the classroom and beyond. Mentors establish and maintain trusting confidential relationships with beginning teachers as they provide on-going support. Mentors develop and refine a repertoire of coaching skills so that they may be responsive to the needs of beginning teachers and promote their professional growth.

Mentors support beginning teachers to engage in leadership at school and district levels. Mentors share opportunities for leadership with beginning teachers and encourage their involvement. As beginning teachers take on leadership roles mentors provide on-going support and guidance in reflection on experiences and outcomes.

Mentors model effective communication skills in interactions with beginning teachers. Mentors support beginning teachers to develop and utilize effective communication with colleagues and administration and to engage in collaborative dialogue to improve teaching, learning and school effectiveness.

In partnership with beginning teachers mentors provide support to improve teaching and learning by promoting the use of best practices in instruction that focus on student learning. Mentors are knowledgeable about best practices and share them with beginning teachers.

Mentors model best practices and collaborate with beginning teachers to ensure classroom implementation.

Mentors demonstrate professional and ethical behavior in all settings with beginning teachers, with administration, with colleagues, with community, and with students. Through their actions mentors convey to beginning teachers the importance and value of upholding professional standards and ethics. Mentors engage in collaborative conversations with beginning teachers regarding ethical and professional behavior.

Mentors seek to inform themselves about the needs of beginning teachers and are their advocates. Mentors work to ensure that beginning teachers have essential instructional supplies, resources and working conditions as basic needs in developing quality teaching and learning. Mentors coach beginning teachers in practicing skills of advocacy for themselves and their students. Mentors engage in advocacy for initiatives and policies to improve education for all students and the profession.

1a Trusting Relationship and Coaching

Key Elements of Mentor Practice:

- ⌚ Mentors establish and maintain confidential relationships with beginning teachers.
- ⌚ Mentors develop a range of coaching skills to support beginning teachers.

⌚ Mentors adapt their use of coaching skills and strategies to effectively support beginning teachers.

1b Leadership

Key Elements of Mentor Practice:

⌚ Mentors ensure that beginning teachers are aware of leadership opportunities.

⌚ Mentors encourage and support beginning teachers to engage in leadership at the school and district levels.

⌚ Mentors guide beginning teacher's reflection on leadership experiences to promote leadership development.

1c Communication and Collaboration

Key Elements of Mentor Practice:

⌚ Mentors utilize effective communication skills with beginning teachers.

⌚ Mentors support beginning teachers to develop effective communication skills in collaborative interactions with colleagues and administration.

⌚ Mentors support beginning teachers to engage in collaborative dialogue to improve professional practice and school effectiveness.

1d Best Practices

Key Elements of Mentor Practice:

⌚ Mentors possess knowledge of best practices with a primary focus on student learning.

⌚ Mentors provide resources for and modeling of best practices for beginning teachers.

⌚ Mentors support beginning teachers' implementation of best practices.

1e Ethical Standards

Key Elements of Mentor Practice:

⌚ Mentors are knowledgeable about ethical and professional standards.

⌚ Mentors demonstrate ethical and professional behavior in interactions with beginning teachers, staff, administration, community members, and students.

⌚ Mentors initiate collaborative dialogue with beginning teachers regarding ethical and professional behavior.

If Advocacy for Beginning Teachers and Students

Key Elements of Mentor Practice:

- ⌚ Mentors advocate for beginning teachers to ensure they have appropriate instructional resources and supportive working conditions.
- ⌚ Mentors coach beginning teachers on methods of advocacy for themselves and their students.
- ⌚ Mentors advocate for initiatives and policies to improve education for all students and promote positive change practices.

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

Forming strong relationships with students is central to establishing respectful learning environments for all students. Mentors support beginning teachers to understand the importance of building relationships with their students and provide them with methods for doing so. Mentors guide beginning teachers in using effective communication strategies with their students in a variety of settings and situations. Mentors collaborate with beginning teachers to assess the effectiveness of teacher-student communications and make connections to impacts on relationships, teaching, and learning.

Mentors support beginning teachers in developing relationships with parents/families. Mentors share with beginning teachers a range of methods to connect, communicate and partner with parents/families in formal and informal settings. Mentors collaborate with beginning teachers to engage with families and significant adults in the lives of their students and include them regularly in identifying and improving student achievement.

Mentors assist beginning teachers in becoming familiar with the school and community in which their students are immersed. Mentors support beginning teachers to get to know their colleagues, the administration, and partners in the community. Mentors facilitate beginning teachers' development of activities that foster collaboration between school and community and promote high levels of learning for all students.

Demonstrating honor and respect for the diversity of students, their school and community is a building block that supports positive productive teaching and learning. Mentors support beginning teachers to understand the diversity of their students, the school, and the community by sharing a wide range of information including demographics. Mentors support beginning teachers in utilizing this information to plan instruction and promote effective interactions with students, parents/families and community members. Mentors support beginning teachers to reflect on their perspectives regarding diversity and how personal viewpoints and assumptions impact teaching and learning. Mentors promote inclusion of culturally inclusive practices by sharing strategies and providing on-going support for implementation.

Mentors place a high value on establishing and maintaining respectful inviting learning environments for students. Mentors support beginning teachers in designing and

implementing effective classroom management strategies that contribute to quality environments for learning. Mentors collaborate with beginning teachers to better understand specific student behaviors and methods of adjusting strategies to meet student needs and maintain engagement in learning.

Throughout conversations about the individual needs of students, mentors engage with beginning teachers in reflection on complex issues surrounding the labels assigned to students with identified academic, social, and emotional needs. Mentors share a wide range of instructional strategies targeted to meet the individual needs of students and collaborate to plan and implement differentiated learning activities, and to reflect upon and improve outcomes for student learning.

2a Relationships with Students

Key Elements of Mentor Practice:

- ⌚ Mentors support beginning teachers to be aware of the importance of building strong relationships with their students and share ways to get to know them.
- ⌚ Mentors provide beginning teachers with strategies and methods to communicate effectively with students in a variety of settings and situations.
- ⌚ Mentors collaborate with beginning teachers to assess the effectiveness of communications and interactions with students and their impact on relationships and learning.

2b Relationships with Families

Key Elements of Mentor Practice:

- ⌚ Mentors support beginning teachers to develop relationships with families and significant adults in the lives of their students
- ⌚ Mentors collaborate with beginning teachers to design and implement effective ways of connecting and communicating with parents and guardians in formal and informal settings.
- ⌚ Mentors facilitate the beginning teacher's development of methods to support inclusion of families in the on-going process of identifying and improving student achievement.

2c Relationships at School and in Community

Key Elements of Mentor Practice:

- ⌚ Mentors assist beginning teachers in learning about the context of the school and community.
- ⌚ Mentors support beginning teachers to meet and engage with school colleagues and partners in the community.
- ⌚ Mentors support beginning teachers to develop activities that foster positive collaboration between school and community.

2d Honor and Respect for Diversity

Key Elements of Mentor Practice:

- ⌚ Mentors support beginning teachers to know the cultural, ethnic, gender and socioeconomic characteristics of their classroom, the school and the community.
- ⌚ Mentors collaborate with beginning teachers to expand self-awareness regarding issues of diversity as they impact teaching and learning.
- ⌚ Mentors support beginning teachers to expand their awareness of culturally inclusive practices and to include them in planning, implementing, and reflecting on lessons.

2e Classroom Environments that Optimize Learning

Key Elements of Mentor Practice:

- ⌚ Mentors possess a broad of knowledge of systems and techniques for classroom management.
- ⌚ Mentors support beginning teachers in developing effective designs for classroom management to create and maintain a respectful inviting classroom community.
- ⌚ Mentors support beginning teachers to better understand the specific behaviors of their students and ways to adjust strategies to meet student needs and maintain engagement in learning.

2f Reaching Students of all Learning Needs

Key Elements of Mentor Practice:

- ⌚ Mentors engage in dialogue with beginning teachers regarding the individual learning needs of their students and corresponding labels that might be assigned to them.
- ⌚ Mentors support beginning teachers' understandings of diversity and appropriate instructional strategies to meet individual learning needs.
- ⌚ Mentors collaborate with beginning teachers to implement and assess differentiated lessons designed to meet learning needs and promote student success.

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

Having in depth knowledge of the subject matter for the scope of a teacher's grade level or content area is essential in promoting student achievement. Mentors demonstrate strong knowledge of subject matter and the North Carolina Standard Course of Study (NCSCOS) for their own grade levels/subjects. Mentors are able to support beginning teachers in accessing and utilizing the NCSCOS for their grade levels/subject areas. Mentors support beginning teachers to plan, implement, and reflect upon standards based lessons that integrate 21st century goals and skill development. Mentors collaborate with beginning teachers to promote their participation in professional learning communities focused on the full implementation of NCSCOS and the achievement of 21st century goals.

State and district curriculum is designed to provide teachers with necessary instructional resources to support students to meet the NCSCOS and 21st century goals. Mentors are fully aware of state and district curriculum resources and collaborate with school leadership to ensure that beginning teachers have the appropriate curriculum resources for their grade levels/subject areas and corresponding NCSCOS. Mentors guide beginning teachers in the use of NCSCOS and required curriculum to develop and implement standards based lessons. Mentors assist beginning teachers in designing both short and long term lessons that show application of content and connections to the lives of students.

Student achievement data is a powerful resource for improving teaching and learning. Mentors foster the beginning teachers' understanding of the importance of the wide range of formal and informal student achievement data available to them. Mentors support beginning teachers to disaggregate student data and to identify the learning needs of individual students and groups. Mentors collaborate with beginning teachers to plan, implement, reflect upon and improve differentiated learning activities that promote student achievement of NCSCOS and 21st century goals.

3a NCSCOS and 21st Century Goals

Key Elements of Mentor Practice:

- ⌚ Mentors demonstrate strong knowledge of NCSCOS for own grade levels/subjects and support beginning teachers to become knowledgeable of NCSCOS for their grade levels/subjects.
- ⌚ Mentors demonstrate vertical alignment of NCSCOS so can understand where came from (put in accomplished on rubric)
- ⌚ Mentors support beginning teachers to design lessons that integrate 21st century goals and skill development with NCSCOS and to reflect on implementation.
- ⌚ Mentors support beginning teachers' participation in professional learning communities focused on full implementation of NCSCOS and achievement of 21st century goals.

3b Content and Curriculum

Key Elements of Mentor Practice:

- ⌚ Mentors ensure that beginning teachers receive necessary NCSCOS and state/district curriculum resources.
- ⌚ Mentors assist beginning teachers in the use and implementation of NCSCOS and required curriculum.
- ⌚ Mentors collaborate with beginning teachers to develop standards-based short and long term curriculum plans that show application of content and connections to the lives of students.

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

Mentors encourage and support the efforts of beginning teachers to plan, implement and assess the results of teaching and learning. Mentors share with beginning teachers their dedication to improving instruction and student learning as informed by student assessments. Mentors collaborate with beginning teachers to provide on-going support to improve teaching and learning through plan, teach/observe, reflect processes. As needed, mentors provide additional targeted assistance and professional development to individual beginning teachers.

Mentors model behaviors of professional practice and support beginning teachers in demonstrating professionalism. Mentors support beginning teachers to be fully aware of elements that contribute to professional practice such as the basics of licensure requirements, professional norms and collaboration. Mentors promote beginning teachers' pursuit of professional development and professional practice. Mentors engage with beginning teachers and others in professional learning communities designed to improve teaching and learning.

At the core of improving teaching and learning is the use of student assessment to guide instruction. Mentors ensure that beginning teachers have and use required assessments, as well as supporting the design and use of teacher-made assessments. Mentors guide beginning teachers in the analysis and interpretation of student assessment data. Based on results of assessments, mentors collaborate with beginning teachers to adjust instruction and develop differentiated lessons that are responsive to student needs.

4a Instructional Practice

Key Elements of Mentor Practice:

- ⌚ Mentors support the planning, implementation and assessment efforts of beginning teachers.
- ⌚ Mentors collaborate with beginning teachers to improve instruction and learning.
- ⌚ Mentors provide additional assistance and professional development to beginning teachers in areas of need.

4b Professional Practice

Key Elements of Mentor Practice:

- ⌚ Mentors ensure that beginning teachers are fully aware of professional licensure requirements.
- ⌚ Mentors model behaviors that demonstrate professional practice and support beginning teachers to pursue professional growth and to maintain professional practice.
- ⌚ Mentors facilitate on-going dialogue with beginning teachers to reflect on and enhance professional practice.

4c Student Assessment

Key Elements of Mentor Practice:

- ⌚ Mentors support beginning teachers to have and use required student assessments.
- ⌚ Mentors assist beginning teachers in the analysis of student assessment data from a variety of sources and to make adjustments in instructional delivery based on results.
- ⌚ Mentors support beginning teachers to design and use student assessment tools to inform the planning of differentiated lessons that are responsive to identified student needs.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

Mentors initiate making connections with beginning teachers and begin providing support before or near the start of school starts or at the time of employment for those hired later in the year. Mentors ensure that beginning teachers receive information about program orientations, support them to attend, and clarify program information as needed. Mentors schedule and maintain regular meetings with beginning teachers. Mentors dedicate their coaching efforts and use of time to meet the needs of beginning teachers effectively.

Mentors are highly aware of the importance of developing and refining their coaching skills. Mentors fully participate in mentor trainings and continually work to improve their use of instructive, collaborative, and facilitative approaches in coaching. Mentors coach beginning teachers to self identify their practice and identify instructional strengths and challenges. Mentors collaborate with beginning teachers in the on-going improvement of instruction and student learning through reflection.

Mentors value the opportunity to observe in beginning teachers' classrooms, gather data, and support their reflection on practice. Mentors become skilled in the use of a range of observation tools so that they may be responsive to the needs and interests of beginning teachers. Mentors collaborate with beginning teachers to plan for data collection, to reflect on results, and develop next steps in an on-going cycle of improvement.

5a Allocation and Use of Time with Beginning Teachers

Key Elements of Mentor Practice:

- ⌚ Mentors initiate making connections with beginning teachers and learning about their needs before or near the start of school or at the time of hire if later in the year.
- ⌚ Mentors support beginning teachers to attend a program orientation and support clarification of program information.
- ⌚ Mentors meet regularly with beginning teachers and focus their efforts on effective coaching and time management to meet individual needs.

5b Reflective Practice

Key Elements of Mentor Practice:

- ⌚ Mentors become highly skilled in the use of instructive, collaborative and facilitative approaches to coaching.
- ⌚ Mentors support beginning teachers to reflect on practice and self identify their instructional strengths and challenges.
- ⌚ Mentors collaborate with beginning teachers in the on-going improvement of teaching and learning through reflection.

5c Mentor Data Collection

Key Elements of Mentor Practice:

- ⌚ Mentors observe in beginning teachers' classrooms to gather data and reflect on instructional practice.
- ⌚ Mentors expand their repertoire of observation tools to be responsive to the needs and interests of beginning teachers.
- ⌚ Mentors collaborate with beginning teachers to select a focus for data collection, to reflect on results, and plan next steps.