Mentor Standards for the Ohio Resident Educator Program

Purpose: The mentor standards provide principles of professional practice for mentors who support Resident Educators in the Ohio Resident Educator Program.

Committing and Communicating to Build Quality Mentoring Relationships
Standard 1: Mentors demonstrate commitment to advance the professional learning and practice of Resident Educators.

Element: Mentors commit to the roles and responsibilities of mentoring and dedicate themselves to maintaining timely and appropriate communications with Resident Educators.

Indicators:
1.1 Mentors clearly communicate Resident Educator program expectations for themselves and for Resident Educators as defined by state law and school district requirements.
1.2 Mentors use research on the developmental needs and concerns of Resident Educators to guide their communications with Resident Educators.

1.3 Mentors engage in formal, regular and ongoing communication to meet the personal and professional needs of Resident Educators.

1.4 Mentors demonstrate strong interpersonal skills, employ relationship building skills and use effective language tools to facilitate meaningful conversations with resident educators.

1.5 Mentors honor the confidentiality of the mentor-resident educator relationship as it is defined in the contexts of the Ohio Resident Educator program and district policies.

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Designing and Facilitating Professional Development
Standard 2: Mentors design and facilitate professional development for Resident Educators.

Element: Mentors facilitate professional development experiences purposefully designed to meet the identified needs and concerns of Resident Educators.

Indicators:

2.1 Mentors apply formative assessment strategies and tools to identify and address the professional development needs and interests of Resident Educators.

2.2 Mentors apply knowledge of Ohio academic content standards, professional teaching standards, relevant research and best practices to guide the professional development of Resident Educators.

2.3 Mentors facilitate professional development experiences that promote collaborative inquiry, analysis and reflection on practice.

2.4 Mentors apply professional development strategies consistent with best practices in adult development and learning.

2.5 Mentors use a variety of research-based strategies, resources and technologies to differentiate professional development for Resident Educators.

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Creating and Fostering Positive Learning Environments
Standard 3: Mentors create and foster positive learning environments for Resident Educators.

Element: Mentors create and foster the development of positive learning environments in which Resident Educators accelerate professional growth.

Indicators:

3.1 Mentors create trusting, caring, and open environments in which resident educators can build and maintain strong and positive professional relationships.

3.2 Mentors apply knowledge of school and community culture to assist resident educators in being positively socialized into such cultures.

3.3 Mentors serve as advocates in their schools and districts for creating supportive environments that enhance Resident Educators' opportunity for reaching their personal and professional potential.

3.4 Mentors promote opportunities to build positive relationships among resident educators, school staff, families and the community.

3.5 Mentors engage colleagues when the skills or knowledge of another educator is needed to support the professional growth of Resident Educators.

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Advocating and Coaching for Student Success
Standard 4: Mentors support Resident Educators' instructional and assessment practices.

Element: Mentors advocate for student learning and employ instructional mentoring strategies designed to help Resident Educators enhance student learning.

Indicators:

    4.1 Mentors value the research-validated connection between teacher performance and student learning by serving as models of data-driven professionals.

    4.2 Mentors advocate for student learning as the primary indicator of a Resident Educator's professional growth.

    4.3 Mentors support Resident Educators in using a variety of formative and summative student assessments to drive instruction.

    4.4 Mentors assist Resident Educators with planning lessons that engage students and integrate content standards with effective instructional strategies to meet the needs of diverse learners.

    4.5 Mentors assist Resident Educators in creating a positive classroom culture that communicates high expectations.

    4.6 Mentors develop Resident Educators' abilities to use student learning data to set instructional goals, self-assess instructional practices, and monitor progress toward those goals.

    4.7 Mentors use assessment data and a variety of coaching strategies to improve the practice of Resident Educators.

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Modeling and Promoting Professionalism
Standard 5: Mentors develop as leaders and learners through professional growth.

Element: Mentors serve as models of professionalism in their development as professional educators.

Indicators:
    5.1 Mentors model self-reflection and self-assessment as hallmarks of professionalism.
    5.2 Mentors as continuous learners acknowledge fallibility as a quality fundamental to personal and professional growth.
    5.3 Mentors demonstrate congruency between their mentoring words and actions.
    5.4 Mentors respect the diversity of school staff and the community.
    5.5 Mentors assume leadership roles at the school, district, state or national levels and in professional organizations.