

## Mentor Self-Assessment Tool Based on the *Mentor Standards for the Ohio Resident Educator Program*

Mentor <u>:</u>	Date:	

Purpose: The *Mentor Self-Assessment Tool,* based on the *Mentor Standards for the Ohio Resident Educator Program,* may be used as a tool by mentors to self-identify areas of strength and growth. The tool can also be used by mentors and site administrators to establish mentors' goals for professional development and to plan for their professional learning.

## **Directions**

Mentors should:

- 1. Read each statement on the self-assessment tool;
- 2. Identify each indicator as an area of strength or for growth;
- 3. Provide written evidence to support your assessment (Evidence is not required for each indicator.); and
- 4. Highlight two priority areas for growth for which you will write professional learning goals on the *Mentor Professional Learning Goal Setting Tool*.

Mentor Educator Self-Assessment Tool				
Mentor:	Date:			
Directions: The <i>Self-Assessment Tool</i> is based on each indicator of inform your professional development goal-setting process. Ident required for each indicator.				
Mentor Standards for the Ohio Resident Educator Program	Strength = S Area for growth = G	Evidence		
Standard 1: Mentors demonstrate commitment to advance the professional <i>Element: Mentors commit to the roles and responsibilities of mentoring and resident educators.</i> How do I:				
1.1 Clearly communicate resident educator program expectations for myself and for resident educators as defined by state law and school district requirements?				
1.2 Use research on the developmental needs and concerns of resident educators to guide my communications with resident educators?				
1.3 Engage in formal, regular and ongoing communication to meet the personal and instructional needs of resident educators?				
1.4 Demonstrate strong interpersonal skills, employ relationship building skills and use effective language tools to facilitate meaningful conversations with resident educators?				
1.5 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?				
Standard 2: Mentors design and facilitate professional development for reside Element: Mentors facilitate professional development experiences purposeful How do I:		identified needs and concerns of resident educators.		
2.1 Apply formative assessment strategies and tools to identify and address the professional development needs and interests of resident educators?				

Mentor Standards for the Ohio Resident Educator Program	Strength = S Area for growth = G	Evidence
Standard 2: Mentors design and facilitate professional development for reside Element: Mentors facilitate professional development experiences purposefull How do I:		ntified needs and concerns of resident educators.
2.2 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 Facilitate professional development experiences that promote collaborative inquiry, analysis and reflection on practice?		
2.4 Apply professional development strategies consistent with best practices in adult development and learning?		
2.5 Use a variety of research-based strategies, resources and technologies to differentiate professional development for resident educators?		
Standard 3: Mentors create and foster positive learning environments for residence.  Element: Mentors create and foster the development of positive learning environments. How do I:  3.1 Create trusting, caring, and open environments in which resident		educators accelerate professional growth.
educators can build and maintain strong and positive professional relationships?		
3.2 Apply knowledge of school and community culture to assist resident educators in being positively socialized into such cultures?		
3.3 Serve as an advocate for creating supportive environments that enhance resident educators' opportunity for reaching their personal and professional potential?		
3.4 Promote opportunities to build positive relationships among resident educators, school staff, families and the community?		
3. 5 Engage colleagues when the skills or knowledge of another educator is needed to support the professional growth of resident educators?		

Mentor Standards for the Ohio Resident Educator Program	Strength = S Area for growth = G	Evidence			
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.  How do I:					
4.1 Value the research-validated connection between teacher performance					
and student learning by serving as a model of data-driven professionals?					
4.2 Advocate for student learning as the primary indicator of a resident educator's professional growth?					
4.3 Support resident educators in using a variety of formative and summative student assessments to drive instruction?					
4.4 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 Assist resident educators in creating a positive classroom culture that communicates high expectations?					
4.6 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 Use assessment data and a variety of coaching strategies to improve the practice of resident educators?					
Standard 5: Mentors develop as leaders and learners through professional gro	owth.				
Element: Mentors serve as models of professionalism in their development as	professional educators.				
How do I:					
5.1 Model self-reflection and self-assessment as hallmarks of professionalism?					
5.2 Demonstrate continuous learning and acknowledge fallibility as a quality					
fundamental to personal and professional growth?					
5.3 Demonstrate congruency between mentoring words and actions?					
5.4 Demonstrate respect for the diversity of the school staff and the community?					
5.5 Assume leadership roles at the school, district, state or national levels and in professional organizations?					