



Mentor Selection Tool

Purpose: The mentor selection tool is designed to provide a set of guiding questions based on the 2019 Ohio Mentor Standards for the selection of qualified mentors.

1. Use the guiding questions to identify mentor candidates’ areas of strengths and growth; and
2. Determine the potential of candidates to serve as mentors by holistically considering the results of the selection tool.

Mentor Candidate Name _____ Date _____

Grade Level _____ Content Area _____ Building _____

Standard 1: Mentors develop as instructional leaders to advance mentoring, the teaching profession and equitable outcomes for each student.

Indicators:

- 1.1 Mentors engage in professional learning to acquire skills for instructional mentoring and differentiated support for resident educators, grounded in the Ohio Resident Educator Program Mentor Standards.
- 1.2 Mentors collect and analyze evidence of practice to inform the instructional mentoring focus and strategies that improve practice and each student’s learning.
- 1.3 Mentors build partnerships with district and school leaders, teacher leaders and school communities to support resident educators and advance the teaching profession.
- 1.4 Mentors serve as models of professionalism in their career development as educators.
- 1.5 Mentors facilitate professional learning experiences consistent with best practices in adult learning theory. These practices are designed purposefully to meet the needs and concerns identified by the resident educators.

<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;">Guiding Questions based on indicators</p>	<p style="text-align: center;">Strengths</p>	<p style="text-align: center;">Areas for Growth</p>	<p style="text-align: center;">Notes</p>
1. When you assess your practice using the Ohio Mentor Standards and expectations, what areas of strength do you identify and what areas of growth have you prioritized?			
2. How will you collect and analyze resident educator formative assessment data to inform your mentoring focus?			
3. How will you elicit feedback from the resident educator on the mentoring process?			
4. How do you position yourself as a learner and actively seek constructive feedback on your practice from mentor peers and program leaders?			
5. In what ways do you see yourself as an instructional leader?			
6. How will you ensure that your behaviors and actions in mentor professional learning contribute to building a professional community and upholding the norms of collaboration, reflection, and transparency?			

Standard 2: Mentors deepen and maintain their knowledge of social and emotional learning, learner variability and culturally responsive pedagogy.

Indicators:

- 2.1 Mentors continually engage in professional learning about research-based practices that promote emotionally, intellectually and physically safe classrooms for each student.
- 2.2 Mentors deepen and maintain their own knowledge of strategies and research-based frameworks designed to meet the variable learning needs of each student.
- 2.3 Mentors deepen and maintain their own knowledge of equity principles and culturally responsive pedagogy to identify and address inequitable practices and engage resident educators in using an equity lens to reflect on their practices.

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<p>1. How will you develop your knowledge of content standards and task alignment to engage the resident educator and advance their ability to plan and deliver instruction that develops both content knowledge and student skills required by the standards?</p>			
<p>2. What research-based strategies and guidelines might you draw upon for mentoring the resident educator to create procedures, routines, and classroom designs that support safe and engaged student interactions?</p>			
<p>3. How might you engage with program leaders and mentor colleagues to expand your knowledge to support the resident educator in promoting emotionally, intellectually and physically safe classrooms for each student.</p>			
<p>4. What additional knowledge and skills might you need to recognize and promote curriculum that is culturally responsive and inclusive?</p>			

Standard 3: Mentors create and maintain collaborative, respectful, instructionally focused mentoring partnerships to foster resident educator ownership of continuous improvement of practice and advance the learning of each student.

Indicators:

- 3.1 Mentors clearly communicate Resident Educator Program expectations for themselves and resident educators, as defined by state law and district and school requirements.
- 3.2 Mentors cultivate relational trust, caring, mutual respect and honesty with resident educators to build ownership, solve problems, and foster beginning teacher capacity to reflect and act with purpose, resilience and commitment to the success of every student while honoring the confidentiality of the mentor-resident educator relationship.

3.3 Mentors use mentoring language and stances to engage the resident educator in collaborative, instructionally focused problem-solving conversations and reflection to foster beginning teacher capacity for improved instructional practices and improved student academic, social and emotional growth.

3.4 Mentors engage in formal and informal communication that is regular and ongoing to meet the personal and professional needs of resident educators and support them in developing and meeting professional goals.

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<p>1. In what ways might you convey empathy, caring, honesty and respect in your instructional mentoring conversation? How will you establish a climate of trust?</p>			
<p>2. How will you model a growth mindset in your words and actions regarding the resident educator, their students, and yourself as a mentor?</p>			
<p>3. In what ways might you support the resident educator to extend their knowledge and sense of teacher agency and autonomy?</p>			
<p>4. How will you differentiate the types of mentoring language you use to facilitate strengths-based, reflective conversations?</p>			

Standard 4: Mentors engage school leaders and others in productive partnerships to advance resident educator effectiveness and the learning of each student.

Indicators:

- 4.1 Mentors initiate and maintain partnerships with school leaders to establish mentors’ instructional roles within their schools and strengthen alignments to school and district instructional priorities. At the same time, mentors respect confidentiality of mentor and resident educator conversations.
- 4.2 Mentors serve as advocates for creating supportive environments in their schools and districts that enhance opportunities for resident educators to reach their personal and professional potentials.

4.3 Mentors engage colleagues when a resident educator needs the skills or knowledge of another educator to support his or her professional growth.

4.4 Mentors build resident educators' capacities to create effective partnerships with families and local communities to improve instruction and learning for students of all backgrounds.

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<p>1. How will you draw on mentoring language and stances in your meetings with school leaders in order to build collaboration and trust and ensure collaborative, two-way communication that advances support of the resident educator?</p>			
<p>2. How will you share information about the resident educator's practice in ways that do not break trust with the resident educator? How will you decide what needs to be shared specifically and what could be generalized?</p>			
<p>3. How will you determine to what extent the resident educator understands the role of the family in student achievement? What knowledge and skills might you share with the resident educator to cultivate effective, strengths-based partnerships?</p>			
<p>4. What resources or support personnel might you introduce to the resident educator to ensure that the variable learning needs of every student are being addressed?</p>			

Standard 5: Mentors build resident educators' capacities to advance equitable learning by providing rigorous, standards-aligned instruction and assessment practices that meet the needs of each student.

Indicators:

5.1 Mentors support resident educators in using appropriate formative and summative assessments of student learning to drive instruction.

5.2 Mentors build resident educators’ capacities to analyze and interpret evidence of student learning to plan and adjust instruction to increase student learning and improve resident educator practices.

5.3 Mentors help resident educators with lesson planning, using differentiated instruction to engage students and integrating learning standards with effective instructional strategies.

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<p>1. How might you build the resident educator’s capacity to analyze and interpret evidence of student learning to strategically plan and adjust instruction to meet the needs of every learner?</p>			
<p>2. How might you use formative assessment tools and processes for observation and analysis of student learning to engage the resident educator in learning and using formative assessment practices in their classroom?</p>			
<p>3. How will you prioritize mentoring time available to effectively balance your strategic mentoring outcomes with the immediate needs of the resident educator and ensure resident educator ownership?</p>			

Standard 6: Mentors build resident educators’ capacities to advance equitable, inclusive learning by providing an environment that meets the diverse academic, social and emotional needs of each student.

Indicators:

- 6.1 Mentors engage resident educators in applying research-based knowledge, skills and strategies to create an emotionally, intellectually and physically safe learning environment for each student.
- 6.2 Mentors build resident educators’ capacities to advance equitable, inclusive instruction for each student by applying principles of equity and implementing culturally responsive teaching.
- 6.3 Mentors build resident educators’ capacities to establish and maintain inclusive classrooms that foster student reflection, self-regulation, and purposeful student initiation of learning.
- 6.4 Mentors build resident educators’ capacities to meet the diverse learning needs of each student equitably through access to and use of technology inside and outside the classroom.

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<p>1. What formative assessment tools and processes might you use with the resident educator to observe for and provide feedback on conditions of social and emotional safety in their classroom?</p>			
<p>2. What strategies or resources might you share to build the resident educator’s capacity to explore classroom conditions that are conducive to learning and that support positive, caring relationships, risk-taking, and healthy expression of emotions?</p>			
<p>3. How might you apply an equity lens in your instructional mentoring conversations about cultural competencies and culturally responsive pedagogy?</p>			
<p>4. If equitable access to curriculum is not observed in a classroom, how might you use formative assessment tools and processes to surface issues? How will you engage the resident educator in a positive way to feel safe to reflect on the issues and problem-solve collaboratively?</p>			
<p>5. What knowledge and skills do you have, or will you need to identify inequities in the classroom in order to pursue equitable outcomes for every student with the resident educator?</p>			
<p>6. In what ways might you advocate for conditions that support optimal learning environments that address the variable learning needs of every student?</p>			