



2019 Ohio Resident Educator Mentor Standards

Domain 1: Foundational Standards

Standard 1

Standard 2

Narrative Summary:

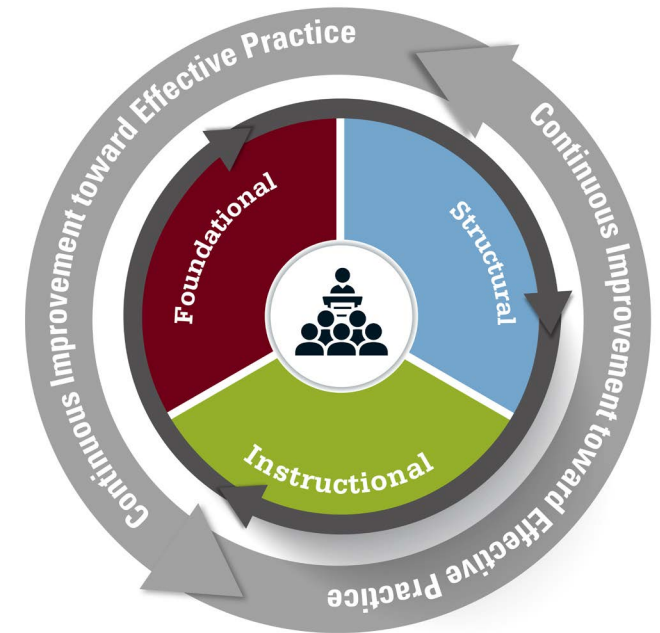
Foundational standards reflect the critical knowledge, skills and professional goals necessary for effective mentoring. Mentors commit to the roles and responsibilities of mentoring and develop as instructional leaders, demonstrating professionalism and a commitment to maintaining timely communications with resident educators. To offer the best support to resident educators, mentors continually pursue a deeper knowledge of the whole-child concept, the diverse learning and social emotional needs of each child and culturally responsive practices that ensure success for each child.

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

- 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 resident educators.

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

- 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.



Domain 2: Structural Standards

Standard 3

Standard 4

Narrative Summary:

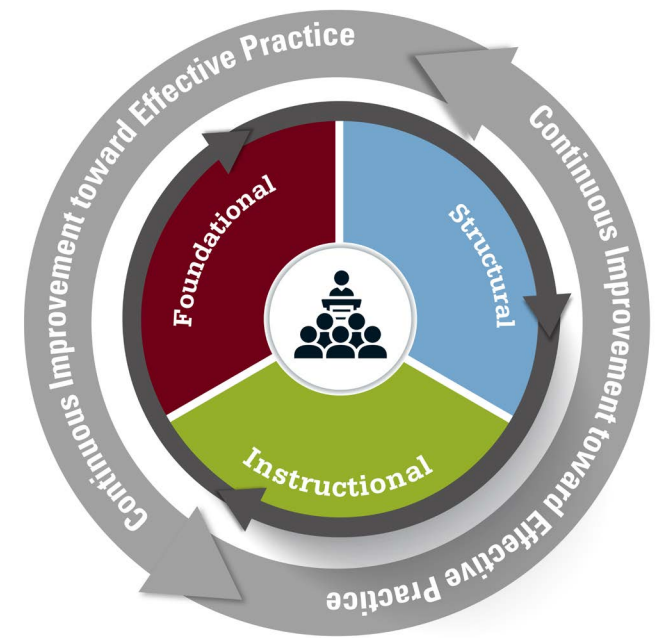
Structural standards focus on the partnerships that characterize and support quality mentoring and student learning. Mentors foster positive learning environments to accelerate resident educators' professional growth. Mentors act purposely and constructively to direct their own professional growth and contribute to the growth of resident educators. Mentors cultivate trust and mutual respect with resident educators and collaborate with colleagues and school leaders to build partnerships and supportive environments for them.

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.

- 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.

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

- 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.



Domain 3: Instructional Standards

Standard 5

Standard 6

Narrative Summary:

Instructional Standards reflect strategic focus on optimal, equitable classroom practice and student learning. Mentors advocate for student learning and employ instructional mentoring strategies designed to help resident educators enhance student learning.

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.

- 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.

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.

- 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.

