Utah EYE Mentor Standards and Continuum of Mentor Development

UTAH STATE OFFICE OF EDUCATION

February 11, 2010

Introduction to the Utah EYE Mentor Standards and Continuum of Mentor Development

The ***Utah EYE Mentor Standards*** are a framework for EYE mentor practice. The standards provide a common language and vision of the scope and complexity of mentoring through which all EYE mentors can define and develop their practice. The five standards are designed to be used by mentors to:

- Focus on their own professional learning and development.
- Set professional goals to improve mentoring relationships.
- Prompt reflection on mentoring, teaching, and learning practices.
- Plan ongoing professional learning opportunities for mentors.
- Guide mentor growth.

The standards promote beginning teacher and mentor learning and enhance professional practice. They are based on current research and best mentoring practices. The ***Utah EYE Mentor Standards***[1] align with the ***Utah Professional Teacher Standards***. Each standard contains components of mentoring practice, but all of the standards are interrelated and work together to provide a complete picture of effective mentoring that promotes and supports effective teaching practices and high-quality student learning.

Utah State Board Rule requires that EYE mentors be trained[2] to successfully carry out their assignments. The ***Utah EYE Mentor Standards*** may be used as a guide when selecting Level 2 licensed teachers to serve as mentors. The standards are also intended to be used as a reflective tool for mentors to analyze their own practices when supporting beginning teachers and as a guide for administrators.

Organization of the Standards and Continuum
The standards are organized around five interrelated components of mentoring practice.

Standard 1: Develops positive relationships and networks which support the beginning teacher in the learning community.
Standard 2: Articulates and models best practices in content and pedagogy.
Standard 3: Responds to the unique and diverse needs of the beginning teacher.
Standard 4: Consults, collaborates, and coaches to promote reflective practice.
Standard 5: Guides development of the beginning teacher's professionalism and ethical standards.

---

[1] Administrative Rule R277-522-3 endorses the ***Utah Professional Teacher Standards,*** which reflect a developmental view of teaching requiring continuous professional growth in order to develop successful teaching skills and strategies.
[2] State Board Rule R277-522-3, **Entry Years Enhancements (EYE) for Quality Teaching,** requires that Level 1 teachers satisfactorily collaborate with a trained mentor to progress to a Level 2 license.

Together, the standards comprise a holistic view of mentoring that frames a vision of effective mentoring practice and meaningful beginning teacher support. Each standard contains specific components of mentoring practices.

The ***Continuum of Mentor Development*** is organized into standards broken into components, with each performance level describing what a mentor knows and is able to do. They do not represent a chronological sequence in a mentor's development; rather, each describes the differences between levels of mentor performance that may be used appropriately based on the beginning teacher's needs. Each cell builds upon the skill identified in the previous cell. The continuum also provides a framework for growth toward mastery. It is assumed that all interactions between beginning teacher and mentor are meant to improve student learning, and that the mentor serves as a model for best teaching practices.

Utah EYE Mentor Standards

Each standard contains components of mentoring practice, but all of the standards are interrelated and work together to provide a complete picture of effective mentoring that promotes and supports effective teaching practices and high-quality student learning. The mentor:

1

Develops positive relationships and networks that support the beginning teacher in the learning community.

A. Welcomes the beginning teacher and sets a tone of support and enthusiasm.

B. Cultivates a trusting, collegial relationship with the beginning teacher.

C. Guides the beginning teacher in interactions with colleagues, administrators, students, and families.

D. Assists the beginning teacher in developing networks of support.

E. Helps beginning teacher understand and work effectively within organizational structures, processes, and the formats of change initiatives.

F. Listens and communicates professionally in all situations.

2

Articulates and models best practices in content and pedagogy.

A. Assists the beginning teacher in implementing standards-based teaching practices aligned with the Core Curriculum.

B. Guides the beginning teacher in personalizing and differentiating instruction based on diverse student needs.

C. Works with the beginning teacher to understand, develop, and implement a variety of assessments and learning data to guide instruction.

D. Supports the beginning teacher in seeking out and using appropriate resources.

E. Collaborates with the beginning teacher in pursuing professional development to deepen content expertise, theory, and pedagogy.

3

Responds to the unique and diverse needs of the beginning teacher.

A. Uses the "Phases of Beginning Teachers" when responding to the beginning teacher's needs.

B. Supports the beginning teacher based on his/her diverse backgrounds and needs.

C. Recognizes the impact of teaching and learning styles.

D. Interacts using effective adult learning practices.

4

Consults, collaborates, and coaches to promote reflective practice.

A. Assesses beginning teacher's needs and strengths in determining when to consult, collaborate, or coach.

B. Models and promotes reflection on teaching and learning practices.

C. Uses observational approaches to engage beginning teacher in reflective practice.

D. Collects and shares data to promote reflective conversations.

E. Fosters and facilitates ongoing self-evaluation and professional growth.

5

Guides development of the beginning teacher's professionalism and ethical standards.

A. Guides the beginning teacher in understanding local, state and national professional ethics and standards.

B. Promotes personal responsibility and supports the beginning teacher in timely completion of EYE and other professional licensing requirements.

C. Assists with professional growth planning and career development.

D. Models and encourages effective communication and professional relationships with colleagues, administrators, students, families, and the community.

E. Takes appropriate action in situations that require the reporting of confidential information.

Continuum of Mentor Development

Standard 1: Develops positive relationships and networks that support the beginning teacher in the learning community.

	Basic	Emerging	Proficient	Master
1. a: Welcomes the beginning teacher and sets a tone of support and enthusiasm.	• Introduces self to the beginning teacher, asks about beginning teacher, and makes appointment to meet again.	• Builds a relationship with the beginning teacher through the scheduled meetings and drop-in visits.	• Strengthens the relationship with the beginning teacher through frequent teacher-centered meetings.	• Maintains a professional and collegial relationship through authentic student-centered collaboration and conversation.
1. b: Cultivates a trusting collegial relationship with the beginning teacher.	• Recognizes the importance of a trusting relationship. • Creates low-risk opportunities to get to know each other.	• Develops trust through the intentional use of relationship-building skills and consistent behaviors.	• Strengthens the trusting relationship by honoring the beginning teacher's experience and demonstrating a willingness to learn and share.	• Deepens the collegial nature of the relationships through collaborative conversations and mutual support of professional growth.
1. c: Guides the beginning teacher in interactions with colleagues, administrators, students, and families.	• Informs the beginning teacher regarding contacts for individual situations and specific needs.	• Teaches and models positive communication skills to guide the development of the beginning teacher's interactions in a variety of situations.	• Guides the beginning teacher in using reflection skills to improve interactions and develop relationships.	• Coaches the beginning teacher in creating opportunities to focus conversations on student learning and strengthen relationships.
1. d: Assists the beginning teacher in developing networks of support.	• Informs the beginning teacher of support resources available at the school, district, and community levels.	• Encourages active involvement of the beginning teacher in using school, district, and community support resources.	• Assists the beginning teacher in combining resources to begin the development of a professional support network.	• Supports the beginning teacher in continued development and expansion of professional support networks focused on student growth.
1. e: Helps the beginning teacher understand and work effectively within organizational structures, processes, and the formats of change initiatives.	• Provides information regarding local structure, policies and procedures, and explains the beginning teacher's roles and responsibilities within the structure.	• Uses multiple strategies to facilitate participation of the beginning teacher within the organization.	• Encourages active involvement of the beginning teacher in the organizational structure of the school and district. • Promotes the beginning teacher's understanding of appropriate avenues for change.	• Guides the beginning teacher in using organizational structures to promote student learning. • Facilitates the beginning teacher's use of appropriate avenues for change initiatives.
1. f: Listens and communicates professionally in all situations.	*Responds appropriately to inquiries from others regarding beginning teacher, maintaining confidentiality and non-evaluative responses.*			
	• Converses with the beginning teacher while withholding judgment and maintaining confidentiality.	• Initiates conversations based on identified needs.	• Uses professional mentor tools to enrich conversations.	• Engages the beginning teacher as a colleague in professional conversations.

Standard 2: Articulates and models best practices in content and pedagogy.

	Basic	Emerging	Proficient	Master
2. a: Assists the beginning teacher in implementing standards-based teaching practices aligned with the Core Curriculum.	• Introduces the beginning teacher to the Core Curriculum.	• Assists the beginning teacher in analyzing and prioritizing the Core Curriculum.	• Guides the beginning teacher in developing cohesive lesson plans, unit plans, and curriculum maps aligned with the Core Curriculum.	• Guides the beginning teacher's analysis of student learning to improve instruction based on the Core Curriculum standards and objectives.
2. b: Guides the beginning teacher in personalizing and differentiating instruction based on diverse student needs.	• Works with the beginning teacher to identify levels of student proficiency.	• Guides the beginning teacher in identifying and understanding differentiation strategies to address the needs of diverse learners.	• Works with the beginning teacher to identify needs of diverse learners and implement appropriate differentiation strategies.	• Guides the beginning teacher in adapting learning content, processes, and products, and in implementing multiple tiers of interventions.
2. c: Works with the beginning teacher to understand, develop, and implement a variety of assessments and learning data to guide instruction.	• Notifies the beginning teacher of when and how to administer standardized assessments. • Reviews similarities and differences between formative and summative assessments. • Informs the beginning teacher of various formative assessment structures.	• Works with the beginning teacher to understand standardized assessment data. • Works with the beginning teacher to incorporate existing formative assessments aligned with the Core Curriculum.	• Leads the beginning teacher in using standardized assessment data to inform instruction. • Works with the beginning teacher to develop and implement formative assessments aligned with the Core Curriculum. • Collaborates with the beginning teacher in examining resulting data to inform future instruction.	• Facilitates the beginning teacher's use of standardized assessment data trends to evaluate and modify instructional practice. • Facilitates the beginning teacher's use of formative assessment data trends to evaluate and modify instructional practice.
2. d: Supports the beginning teacher in seeking out and using appropriate resources.	• Informs the beginning teacher of school, district, state, and community resources.	• Supports the beginning teacher in acquiring resources available from the school, district, state, and community.	• Guides the beginning teacher in evaluating and using appropriate resources which address physical, curricular, and pedagogical needs.	• Facilitates the beginning teacher's reflection on the impact of resources on student learning.
2. e: Collaborates with the beginning teacher in pursuing professional development to deepen content expertise, theory, and pedagogy.	• Informs the beginning teacher of professional development opportunities, district and state requirements.	• Encourages the beginning teacher to participate in formal and informal professional development.	• Guides the beginning teacher's participation in formal and informal professional development opportunities based on identified needs.	• Collaborates with the beginning teacher in development of an ongoing professional learning plan based on needs and goals.

Standard 3: Responds to the unique and diverse needs of the beginning teacher.

	Basic	Emerging	Proficient	Master
3. a: Uses the "Phases of Beginning Teachers" when responding to the beginning teacher's needs.	• Knows and understands the "Phases of Beginning Teachers."	• Identifies the current phase of the beginning teacher.	• Adjusts mentoring behaviors to support the beginning teacher at his/her current phase.	• Assists the beginning teacher to identify his/her current phase and develop response strategies.
3. b: Supports the beginning teacher based on his/her background and needs.	• Identifies and understands own background and biases and how relationships are affected by them.	• Assists the beginning teacher to identify and understand his/her own background and biases.	• Supports the beginning teacher in making connections between his/her own background and classroom instruction.	• Guides the beginning teacher in using his/her background and abilities to differentiate instruction according to the diverse needs of students.
3. c: Recognizes the impact of teaching and learning styles.	• Identifies and understands own teaching and learning styles and how they affect relationships and interactions.	• Assists the beginning teacher to identify and understand his/her teaching and learning styles and how they affect relationships and interactions.	• Provides structured opportunities for the beginning teacher to observe and experience multiple teaching and learning styles.	• Collaborates with the beginning teacher to incorporate multiple teaching and learning styles to enhance student learning.
3. d: Interacts using effective adult learning practices.	• Knows and understands the needs of adult learners.	• Uses adult learning practices in professional interactions.	• Implements and reflects upon appropriate adult learning practices when providing support for professional growth.	• Coaches the beginning teacher to use effective adult learning practices in professional interactions.

Standard 4: Consults, collaborates, and coaches to promote reflective practice.

	Basic	Emerging	Proficient	Master
4. a: Assesses the beginning teacher's needs and strengths in determining when to consult, collaborate, or coach.	• Understands the basic mentor roles of consultant, collaborator, and coach.	• Uses a variety of strategies to determine the beginning teacher's needs.	• Implements the appropriate mentor role in interactions with the beginning teacher.	• Adjusts mentor role based on continual assessment of the beginning teacher's needs and growth.
4. b: Models and promotes reflection on teaching and learning practices.	• Understands reflective practice.	• Communicates own reflective practice to the beginning teacher.	• Promotes strategies for reflective practices by the beginning teacher.	• Models and promotes multiple strategies for independent and collaborative reflection by the beginning teacher.
4. c: Uses observational approaches to engage the beginning teacher in reflective practice.	• Knows a variety of observational approaches.	• Uses observational approaches appropriate to the beginning teacher's needs.	• Collaborates with the beginning teacher to select observational approaches.	• Coaches beginning teacher based on observational feedback to deepen reflective practice.
4. d: Collects and shares data to promote reflective conversations.	• Provides data to the beginning teacher.	• Engages the beginning teacher in reflective conversations using appropriate data.	• Guides the beginning teacher to collect, analyze, and respond to data.	• Facilitates reflective conversations based on the beginning teacher's collection and analysis of data.
4. e: Fosters and facilitates ongoing self-evaluation and professional growth.	• Encourages the beginning teacher to self-evaluate.	• Provides the beginning teacher with structured opportunities for self- evaluation using various tools.	• Engages the beginning teacher in ongoing conversations that support continued professional growth.	• Fosters the beginning teacher's self-evaluation and professional growth based on data, standards, and professional goals.

Standard 5: Guides development of the beginning teacher's professionalism and ethical standards.

	Basic	Emerging	Proficient	Master
5. a: Guides the beginning teacher in understanding local, state and national professional ethics and standards.	• Provides the beginning teacher with information on local, state, and national professional ethics and standards.	• Explains and discusses local, state, and national professional ethics and standards and the rationale behind each.	• Recognizes the beginning teacher's needs in specific areas of professional ethics and standards, and addresses issues as they arise.	• Supports the beginning teacher in executing ethical responsibilities.
5. b: Promotes personal responsibility and supports the beginning teacher in timely completion of EYE and other professional licensing requirements.	• Provides the beginning teacher with documents outlining EYE and professional licensing requirements.	• Explains and discusses the EYE and professional licensing requirements. • Ensures that the beginning teacher is aware of deadlines.	• Conducts ongoing discussions about EYE and professional licensing requirements, emphasizing the value of each component.	• Facilitates the beginning teacher's self-reflection on the impact of EYE and other professional licensing requirements on professional growth and student learning.
5. c: Assists with professional growth planning and career development.	• Informs the beginning teacher of available opportunities for professional growth and encourages participation.	• Assists the beginning teacher in the development of a professional growth plan aligned with district requirements.	• Supports the beginning teacher in evaluating professional growth and career opportunities.	• Collaborates with the beginning teacher to develop a vision for career-long professional growth.
5. d: Models and encourages effective communication and professional relationships with colleagues, administrators, students, families, and the community.	*The mentor continually models effective communication and positive relationships.*			
	• Encourages the beginning teacher to interact and communicate with colleagues, administrators, students, families, and the community.	• Assists the beginning teacher in development of effective communication and positive relationship skills.	• Coaches the beginning teacher to engage in professional dialogue that strengthens partnerships.	• Engages the beginning teacher in self-reflection on the impact of his/her communication and relationship skills on professional practice.
5. e: Takes appropriate action in situations that require the reporting of confidential information.	• Reports to the proper authority behavior that jeopardizes the health and/or safety of others. • Reports to the proper authority behavior that violates the law or the ethics of the profession.			

Acknowledgements

The ***Utah EYE Mentor Standards and Continuum of Mentor Development*** are the product of a collaborative effort among many stakeholder groups, including the Utah State Office of Education and the Entry Years Enhancements (EYE) Mentor Advisory Committee, comprised of EYE coordinators representing Utah districts and charter schools. Representatives from these groups contributed their time, knowledge and expertise to this project. The ***Utah EYE Mentor Standards and Continuum of Mentor Development*** was based on the ***Utah Professional Teacher Standards and Continuum of Teacher Development,*** as well as the INTASC Standards, the work of the New Teacher Center, and the work of Charlotte Danielson. We gratefully acknowledge the contributions and guidance of the writing team and the Utah EYE Advisory Committee for the outcome of this work.

Contributors

Linda Alder, Utah State Office of Education
Valerie Pack, Iron County School District
Beverly Jensen, Ogden School District
Kristen Taylor, Carbon School District
Rebecca Smith, Jordan School District
Annette Evans, Nebo School District
Sheri Sample, Jordan School District
Claire Glade, Jordan School District
Elizabeth Wilson, Alpine School District
Michelle Stephenson, Alpine School District
Julie Baker, Jordan School District
Sharla Hart, Box Elder School District
Scott Bassett, Millard School District
Michael Grisenti, Washington County School District
Robert Profitt, Washington County School District
Carol Albrecht, Beaver School District
Norma Jean Remington, Davis School District
Whitney Child, Jordan School District

Thanks also to all the members of the EYE Coordinators Council.