

Articulating Mentoring Tasks Working Document

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ADVOCATE

ROLE The Ideal Mentor is:	TASKS What it might look like, sound like, feel like	APPLICATION/VISION How can you cultivate the development of this role in your context?
<p>An advocate who:</p> <ul style="list-style-type: none"> ▶ empowers the voice, needs, and perspective of beginning educators ▶ encourages and supports beginning educators in assuming control of their professional destinies. ▶ establishes the needs of beginning educators as a top priority, ▶ supports beginning educators in accessing needed resources, and ▶ supports beginning educators in connecting with parents, educators, and other professionals, 	<p>When acting in this role, a mentor might:</p> <ul style="list-style-type: none"> ▶ Arrange opportunities for beginning educators to observe their colleagues' classes. ▶ Assist beginning educators in navigating conflict. ▶ Conduct an informal assessment of the needs of beginning teachers and act on the information obtained. ▶ Engage beginning educators in thinking about their plans for professional growth and visualizing their future selves, guiding the development of autonomy. ▶ Establish and maintain a regular schedule of availability. ▶ Facilitate beginning educators' collaborations with others. ▶ Introduce beginning educators to professionals in the school and/or district, including content specialists, instructional coaches, and other staff. ▶ Provide guidance for how to navigate parent-teacher conferences, faculty meetings, PLCs, and other interactions. ▶ Regularly check in with beginning educators. 	

COLLEAGUE

ROLE The Ideal Mentor is:	TASKS What it might look like, sound like, feel like	APPLICATION/VISION What does it look like in your LEA? How can you cultivate the development of this role in your context?
<p>A colleague who:</p> <ul style="list-style-type: none"> ▶ acts in a professional capacity as a liaison between the beginning educator and the school and/or district, ▶ is knowledgeable about and able to facilitate beginning educators' understanding and ability to use effective curricular planning strategies, ▶ is knowledgeable about and connects beginning educators with available professional learning opportunities, ▶ is knowledgeable about and guides beginning educators' use of both formative and summative assessments as tools to inform and drive student learning, ▶ is knowledgeable about and promotes beginning educators' development of strategies for meeting the instructional needs of all learners, ▶ is knowledgeable about and supports beginning educators' development of questioning strategies that promote higher order thinking in students, ▶ is knowledgeable about and supports beginning educators in developing sustainable classroom management strategies, ▶ is knowledgeable about pedagogy and cooperatively engages beginning educators in identifying and capitalizing on their pedagogical individualities, and ▶ knows where and how to access Utah's Core Standards. 	<p>When acting in this role, a mentor might:</p> <ul style="list-style-type: none"> ▶ Assist beginning educators in accessing content, assessment, and/or pedagogy resources. ▶ Share and/or co-develop lesson plans with beginning educators. ▶ Assist beginning educators with development of curriculum maps and/or scope and sequence plans. ▶ Assist beginning educators with gathering data from assessments, student work samples, and/or interactions with students to understand student learning and to inform instructional decisions. ▶ Guide beginning educator use and assessment of impact of multiple classroom management strategies. ▶ Assist beginning educators in identifying useful conferences, books, research, PD courses, content related support groups, and other resources to improve practice. ▶ Attend and reflect upon professional learning opportunities with beginning educators. ▶ Demonstrate a willingness to seek answers to questions. ▶ Communicate the importance of using data to drive decisions and provide support to beginning educators in learning how to collect, analyze, and interpret data. ▶ Assist beginning educators in understanding rubrics used for teacher evaluation and support the educator in building upon strengths and developing in areas needing improvement. 	

CONFIDANT

<p>ROLE The Ideal Mentor is:</p>	<p>TASKS What it might look like, sound like, feel like</p>	<p>APPLICATION/VISION What does it look like in your LEA? How can you cultivate the development of this role in your context?</p>
<p>A confidant who:</p> <ul style="list-style-type: none"> ▶ actively listen to beginning educator concerns, ▶ provides appropriate and timely guidance for addressing beginning educators’ concerns, and ▶ respects the confidentiality of all mentor-mentee interactions. 	<p>When acting in this role, a mentor might:</p> <ul style="list-style-type: none"> ▶ Listen before assisting beginning educators in generating solutions or identifying action steps to address concerns. ▶ Allow beginning educators to “vent” without placing judgment. ▶ Establish parameters for being available to the beginning educator after school hours. ▶ Define and periodically review the parameters of confidentiality in the mentoring relationship. 	

FACILITATOR

ROLE The Ideal Mentor is:	TASKS What it might look like, sound like, feel like	APPLICATION/VISION What does it look like in your LEA? How can you cultivate the development of this role in your context?
<p>A facilitator who:</p> <ul style="list-style-type: none"> ▶ assists beginning educators in collecting and interpreting student data to drive instructional decisions, ▶ collects, interprets, and communicates meaningful data about beginning educator practice, ▶ promotes the voice of the beginning educator above their own, supporting experimentation of instructional ideas, ▶ supports the emerging nature of the professional expertise of the beginning educator, ▶ uses appropriate language to paraphrase, clarify, and mediate mentor-mentee communication, ▶ uses data to facilitate unbiased conversations, and ▶ uses effective communication to guide beginning educator reflection and professional growth. 	<p>When acting in this role, a mentor might:</p> <ul style="list-style-type: none"> ▶ Allow beginning educators to try new things, allowing for productive failure and encouraging examination of successes. ▶ Consistently encourage and guide beginning educators to reflect upon how to improve practice. ▶ Regularly observe, or find other educators who can observe, the beginning educator and provide constructive written and/or verbal feedback. ▶ Allow beginning educator needs to drive mentor-educator conversations, paraphrasing, clarifying, and mediating as needed. ▶ Engage beginning educators in data-driven cycles of objective goal identification, implementation of instructional action steps, and assessment of impact or outcomes. ▶ Rely on principles of adult learning to guide beginning educators in developing needed knowledge and experience. ▶ Conduct an informal assessment of beginning educator needs and act on the information obtained. 	

FRIEND

<p>ROLE The Ideal Mentor is:</p>	<p>TASKS What it might look like, sound like, feel like</p>	<p>APPLICATION/VISION What does it look like in your LEA? How can you cultivate the development of this role in your context?</p>
<p>A friend who:</p> <ul style="list-style-type: none"> ▶ accepts the beginning educator as an emerging professional, ▶ conveys genuine care and concern for the well-being and growth of the beginning educator, ▶ cultivates a relationship of caring support, confidentiality, and trust with the beginning educator, ▶ recognizes and acknowledges beginning educator successes, and ▶ responds to beginning educators in supportive and non-judgmental ways. 	<p>When acting in this role, a mentor might:</p> <ul style="list-style-type: none"> ▶ Send beginning educators an introductory email telling them a little about themselves and asking for similar information from the educator. ▶ Schedule a formal meeting to introduce themselves to their beginning educator(s) and articulate how the mentoring relationship will work, including establishing a schedule for regular interactions, protocols for contacting one another, and parameters of confidentiality (what will/won't be discussed with whom). ▶ Begin each mentor-educator interaction with “small-talk” designed to put the beginning educator at ease before engaging in more detail-oriented work. ▶ Reassure beginning educators who question their competence, reminding them that growth is more important than perfection. ▶ Actively listen to beginning educator concerns before offering suggestions or recommending action steps. ▶ Make an effort to publicly and/or privately acknowledge and publicize beginning educator accomplishments. 	

MODEL

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<p>A model of:</p> <ul style="list-style-type: none"> ▶ collaborative and reflective instructional practice, ▶ continuous professional learning, ▶ data-driven decision making, ▶ effective time management, ▶ professionalism in communication and action, ▶ promoting individual educator success as a contributor to school-based team success, and ▶ providing formative assessment and feedback. 	<p>When acting in this role, a mentor might:</p> <ul style="list-style-type: none"> ▶ Schedule and keep regular appointments with each beginning educator. ▶ Generate and ask questions that promote the reflective thinking of beginning educators. ▶ Use positive language to communicate praise effectively and offer criticism constructively. ▶ Refrain from expressing personal opinions, views, challenges, or complaints while remaining supportive of beginning educator verbalizations. ▶ Periodically engage in self-reflection and/or request feedback from beginning educators to refine mentoring skills. 	