

Through continuous improvement, North Coast School of Education stakeholders and program staff developed a research-based common framework for training and supporting Mentors across all programs that identifies four domains that are critical to the success of all Mentors: *Connection, Collaboration, Communication, and Relevance*.

These domains, adapted from the work of Malcolm Knowles (1968) with adult learning theory, are explored and practiced throughout a cycle of inquiry of Plan-Do-Reflect-Act (PDRA) that is grounded in personalized, professional learning and leads to building and supporting relationships, equity, and student success.

This **Mentor Practice Framework** describes the domains in detail, relating them to program-developed standards, elements of these standards, and indicators that show Mentors are practicing these standards and domains. The Levels of Practice (*see chart below*), based on work from the New Teacher Center, describe a continuum of practice for operating within the different domains.

| Level of Practice | Definition |
|----------------------------|--|
| Exploring/ Emerging | Mentor relies on ongoing assistance from more experienced colleagues for support and guidance; Mentor is trying to internalize and apply what s/he has learned about mentoring. Mentor is moving toward becoming more self-directed and independent in his or her own practice. |
| Applying | Mentor is able to mentor independently, internalizes, and easily applies what s/he has learned about mentoring. |
| Integrating/ Innovating | Mentor is fully skilled, confident and able to integrate such complex elements as reflective conversations, feedback and observation, formative assessment, differentiated support, and the design of equity and professional development into practice. Mentor is a leader amongst peers in contributing to broader professional communities through staff development, research, publication, etc. |



Domain 1

CONNECTION - From Surviving to Visioning

Standard 1: The Mentor has knowledge of state (content) and program standards and requirements; they support the mentee in job-embedded, relevant goal-setting and in making connections as it relates to the mentee’s district/site goals and priorities for student achievement and professional learning.

| Element | Indicator |
|-------------------------------------|---|
| 1.1 Collaborative Goal Setting | <p>a. Collaborates with site support (i.e., administrator) to develop goals through a growth mindset that are informed by data, program requirements and district/site priorities and aligned to credential standards (i.e., <i>California Standards for the Teaching Profession (CSTP)</i>, <i>Teacher Performance Expectations (TPE)</i>, <i>California Professional Standards for Educational Leaders (CPSEL)</i>).</p> <p>b. Guides mentee in development of a long-term learning plan that includes credential-standards alignment, job-embedded, growth goals, activities to meet goals with defined and measurable outcomes, and ongoing opportunities for reflection.</p> |
| 1.2 Targeted Feedback & Mentoring | <p>a. Provides and analyzes ongoing, manageable and targeted feedback that is grounded in personalized, job-embedded goals and program expectations.</p> <p>b. Uses professional goals and formative data to develop effective inquiry-based questions to analyze long-term practice and provide feedback for ongoing growth.</p> <p>c. Reflects on targeted feedback for self and with mentee and identifies areas of strengths and growth for professional growth and needs for continued learning.</p> |
| 1.3 Monitoring & Celebrating Growth | <p>a. Builds trusting relationships and maintains high expectations in supporting competency and mastery of credential standards.</p> <p>b. Recognizes and celebrates growth and progress on goals and competency toward mastery of standards.</p> |

Domain 2

COLLABORATION - Developing Professional Cultures of Sharing and Support

Standard 2: The Mentor facilitates and supports mentee growth through “just-in-time” coaching, development and effectiveness through a commitment to his/her own professional growth, through modeling this commitment, as well as through guided, collaborative reflection and feedback on long-term analysis of practice.

| Element | Indicator |
|---|---|
| 2.1 Establishing Respectful & Collaborative Relationships | <ul style="list-style-type: none">a. Establishes a trusting and supportive relationship with the mentee, demonstrating cultural competence, positive intent, emotional awareness, and empathy, and applying strategies such as active listening, paraphrasing, clarifying questions, and other techniques explored in ongoing professional learning.b. Guides conversations that acknowledge and draw upon the mentee’s background, transition from other preparation programs, and experience (such as cultural cues, language, general style of communication and level of confidence), and shows understanding of the unique context, obstacles and challenges faced by the mentee.c. Works with mentee in a strengths-based, collaborative approach to develop job-embedded goals unique to the mentee’s individual professional assignment.d. Models how to maximize engagement and collaboration with school communities (i.e., administrators, paraeducators, colleagues, parents, volunteers). |
| 2.2 Reflection on Practice | <ul style="list-style-type: none">a. Models a growth mindset, engages in and provides dedicated time for regular and “just in time” coaching and mentoring, as well as for program activities and completion, to allow for reflective, productive challenges and discussions.b. Guides mentee in identifying and growing in competency his/her existing strengths and areas of growth as related to credential standards or expectations (i.e., <i>California Standards for the Teaching Profession (CSTP)</i>, <i>Teacher Performance Expectations (TPE)</i>, <i>California Professional Standards for Educational Leaders (CPSEL)</i>). |

Domain 3

COMMUNICATION - The Role of Assessment and Feedback

Standard 3: The Mentor demonstrates knowledge of their own and their mentee’s development; they can identify and respond to unique and diverse needs by communicating through assessment with reflective, targeted feedback about competency and growth.

| Element | Indicator |
|--|---|
| 3.1 Data Gathering & Analysis | <ul style="list-style-type: none">a. Applies the continuous improvement cycle to the mentoring experience for reflection, including the exploration of multiple sources of data (observations, analysis of outcome data, etc.), to consider and provide focused feedback on instructional practice with diverse populations.b. Conducts a pre-conference with mentee, completes an observation, and a post-conference to reflect with mentee, using evidence from the mentor’s notes and from data. Mentor shares information with mentee as part of evidence of growth along credential standards as related to the mentee’s individual plan and long-term practice. |
| 3.2 Fostering a Culture of Reflection, Equity & Ongoing Learning | <ul style="list-style-type: none">a. Supports mentee in their developmental readiness as indicated by tools such as strengths and areas of growth with the <i>California Standards for the Teaching Profession (CSTP)</i>, <i>Teacher Performance Expectations (TPE)</i>, <i>California Professional Standards for Educational Leaders (CPSEL)</i> and uses these to guide the mentee in determining goals, focused outcomes, and next steps for practice.b. Provides and uses non-judgmental, evidence-driven feedback in structured coaching conversations that allows the mentee to reflect on current practice and make focused and informed decisions about next steps in professional growth and practice. |

Domain 4

RELEVANCE - Planning for Long-Term Practice

Standard 4: The mentor actively participates in on-going, professional learning such as training, coursework, observations and practiced-based activities as well as networking opportunities that model a commitment to professional growth to develop their own practice and the practice of their mentee.

| Element | Indicator |
|---|--|
| 4.1 Establishing & Leveraging Professional & Collaborative Partnerships | <ul style="list-style-type: none">a. Actively participates in ongoing trainings to receive feedback and to learn about coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks.b. Encourages and assists mentee to connect with and become part of the larger professional learning community within the profession as it relates to long-term practice.c. Stays current on matters related to teaching/instruction and professional development and actively engages with colleagues in a variety of situations at the school site, district and county level, modeling active involvement and ongoing growth as a professional educator. |
| 4.2 Modeling Effective Teaching & Professional Practices | <ul style="list-style-type: none">a. Actively engages, shares, and reflects with mentee and other mentors to gain insights about strategies for effectively guiding mentee through their program based on the diverse needs of teachers.b. Meets program expectations and models exemplary professionalism.c. Applies a variety of adult-learning-theory-based coaching approaches and strategies to foster depth and self-reflection such as active listening, questioning strategies, role-playing, use of video, scenarios, etc.d. Joins mentee and other colleagues in conversations about professional journals, books and other research data that extends professional knowledge related to the classroom and curriculum. |