



Mentor Teacher Recruitment and Training Guidance

Mentor Teacher Recruitment and Training Process

Step One: Set the Vision

Step Two: Identify

Step Three: Train and Support

Step One: Set the Vision

Mentor teachers must have **instructional expertise**, and **strong leadership and communication skills** in order to lead their colleagues and develop aspiring teachers. Often, mentor teachers' instructional leadership has impact beyond new teachers, including coaching and supporting practicing teachers.

These instructional leaders must be selected with care by school system and preparation program leaders.

Mentor teachers should be able to:

- Demonstrate consistent, positive impacts on student achievement
- Lead, support, and invest in colleagues to help them grow
- Reflect on instructional practice and seek opportunities for improvement
- Interact professionally with colleagues, parents, and students
- Communicate effectively with adults and students (e.g., performance expectations)
- Manage time and plan effectively

Step Two: Identify

Plan

November-December

- Develop a mentor teacher leadership career pathway
- Develop mentor teacher job descriptions and incentives
- Develop recruitment process



Recruit

January-March

- Set recruitment goals
- Identify prospective mentor teachers using available data sources
- Communicate the prestige of the position



Select

April-May

- Develop evaluation tools
- Observe lessons in the prospective mentor teachers' classrooms
- Interview and make final selections



Step Two: Identify

Interview Guidance

Interviews should provide evidence of a teacher's willingness and ability to:

Share the learning environment. For example, the teacher can explain how to:

- Share responsibility for planning and leading instruction with a teacher candidate
- Coach the teacher candidate in real-time without taking over the lesson
- Allow the teacher candidate to experience appropriate levels of struggle and provide feedback on debrief

Communicate effectively in difficult situations and provide targeted feedback to a teacher candidate. For example:

- Role-play explaining a recent lesson's design, delivery, and outcomes to a teacher candidate.
- Watch a brief clip (5-7 minutes) of a teacher candidate's teaching, identify 2-3 priorities for feedback, and role-play delivering feedback.
- Respond to scenario-based questions:
 - Although your teacher resident began his/her teaching by discussing the rules, this resident's initial efforts at establishing a classroom behavior system have failed. During your most recent observation, you noted that that student engagement is low and that two students get into a verbal altercation during the lesson. Your AP has expressed serious concern about this resident. How would you provide feedback to this resident?
 - A teacher resident is not incorporating feedback or making changes to planning or instruction. How would you address professional expectations with this resident?

Manage the responsibilities of the position. For example, the teacher can explain:

- How to prioritize multiple, competing responsibilities to complete critical tasks and can provide examples from experience



Step Three: Train & Support

Mentor teachers need ongoing training and support throughout the school year in order to best support teacher candidate development.

Each phase of the training schedule develops the skills for the corresponding roles and responsibilities of that phase.

The role of the mentor teacher will vary by program. Additionally, the gradual release of responsibility to teacher candidates in co-teaching settings will vary based on the circumstances in each partnership, school, and classroom.



Step Three: Train & Support

Phase I: August-December

Phase I Roles and Responsibilities

Undergraduate Resident Mentor is the instructional lead, modeling effective teaching and coaching the candidate while:

- Developing student learning goals based on assessment data with teacher candidate
- Modeling processes for designing instruction and assessments
- Deciding what co-teaching strategies to use
- Communicating with families and colleagues
- Gradually releasing responsibility to candidate

Practitioner Teacher Resident Mentor provides intensive coaching and support in developing goals:

- Reviews and provides feedback on lesson plans
- Helps teacher candidates develop student learning goals based on assessment data
- Conducts biweekly informal observations with quick turnaround on feedback
- Provides real-time coaching
- Models teaching through demonstration

Preliminary Training

Intensive mentor training occurs April-June.

Training focuses on:

- Fostering new teachers in developing key skills from coursework to succeed in the classroom
- Facilitating reflective practice
- Establishing adult collaborative relationships
- Explaining state/district mandates

Phase I mentor training occurs in August.

Training focuses on:

- Facilitating reflective practice
- Evaluating candidates through performance-based assessments
- Developing classroom observation skills
- Developing feedback skills



Step Three: Train & Support

Phase II: January-March

Phase II Roles and Responsibilities

Undergraduate Resident Mentor

Resident is the instructional lead. Mentor teacher is to:

- Provides guidance regarding content and standards to be addressed
- Co-plans and supports candidate's transition to instructional leader role
- Works with students using pre-determined co-teaching strategy
- Provides targeted, specific feedback

Practitioner Teacher Resident Mentor

Mentor teacher helps facilitate teacher candidates' growth in realizing goals.

- Continues to conduct informal observations (although less frequently) and provide feedback
- Facilitates student data discussions
- Develops and implements professional intervention plans, if needed

Phase II Training

Phase II training occurs in November or December.

Training focuses on:

- Co-teaching in a supporting role
- Evaluating teachers through performance assessments
- Developing classroom observation skills
- Developing feedback skills
- Developing intervention plans



Step Three: Train & Support

Phase III: April-May

Phase III Roles and Responsibilities

Undergraduate Resident Mentor shares or phases resident teacher out as the instructional “lead.”

- Shares or slowly takes back primary responsibility of instructional lead
- Continues to co-plan and co-teach
- Provides feedback to the candidate and university supervisor

Practitioner Teacher Resident Mentor serves as a resource for teacher candidate:

- Conducts formal observations and provide feedback
- Works with teacher to access achievement of student growth goals
- Finds opportunities for additional, content-specific professional development

Phase III Training Content

Phase III training occurs in January or February.

Training focuses on:

- Helping teacher candidates transition into their own classrooms (for mentors working with teacher residents)
- Facilitating reflective practice (for mentors working with practitioners)

