North Carolina Mentor Standards
Overview

Standard 1: Mentors Support Beginning Teachers to Demonstrate Leadership – Mentors utilize effective communication skills to establish quality professional and confidential relationships with beginning teachers to impart knowledge of ethical standards, instructional best practice, and leadership opportunities. Key elements of the standard include building trusting relationships and coaching, promoting leadership, facilitating communication and collaboration, sharing best practices, imparting ethical standards and advocating for beginning teachers and their students.

Standard 2: Mentors Support Beginning Teachers to Establish a Respectful Environment for a Diverse Population of Students – Mentors support beginning teachers to develop strong relationships with all learners, their parents or guardians, and the community through reflective practice on issues of equity and diversity. Key elements of the standard include supporting relationships with students, families, peers and the community, honoring and respecting diversity, creating classroom environments that optimize learning, and reaching students of all learning needs.

Standard 3: Mentors Support Beginning Teachers to Know the Content They Teach – Mentors have strong knowledge of the North Carolina Standard Course of Study (NCSCOS) and 21st century goals and assist beginning teachers in the utilization of these tools to promote student achievement. Key elements of the standard include imparting and utilizing the NCSCOS and 21st century goals into beginning teacher practice.

Standard 4: Mentors Support Beginning Teachers to Facilitate Learning for Their Students: Mentors support beginning teachers in their understanding and use of student assessment tools to drive student achievement. Mentors also support beginning teachers to understand their professional licensure obligations and pursue professional growth. Key elements of the standard include developing and improving instructional and professional practice and understanding and analyzing student assessment data.

Standard 5: Mentors Support Beginning Teachers to Reflect on Their Practice - Mentors continually work on improving their mentoring and observation skills to improve their effectiveness with beginning teacher support. Key elements of the standard include allocating and using time with beginning teachers, developing reflective practitioners and gathering data on beginning teacher practice.

Mentor Standard 1: Mentors support beginning teachers to demonstrate leadership.

1a Trusting Relationship and Coaching

- Mentors establish and maintain confidential relationships with beginning teachers.
- Mentors develop a range of coaching skills to support beginning teachers.
- Mentors adapt their use of coaching skills and strategies to effectively support beginning teachers.

1b Leadership

- Mentors ensure that beginning teachers are aware of leadership opportunities.
- Mentors encourage and support beginning teachers to engage in leadership at the school and district levels.
- Mentors guide beginning teacher's reflection on leadership experiences to promote leadership development.

1c Communication and Collaboration

- Mentors utilize effective communication skills with beginning teachers.
- Mentors support beginning teachers to develop effective communication skills in collaborative interactions with colleagues and administration.
- Mentors support beginning teachers to engage in collaborative dialogue to improve professional practice and school effectiveness.

1d Best Practices

- Mentors possess knowledge of best practices with a primary focus on student learning.
- Mentors provide resources for and modeling of best practices for beginning teachers.
- Mentors support beginning teachers' implementation of best practices.

1e Ethical Standards

- Mentors are knowledgeable about the ethical and professional standards.
- Mentors demonstrate ethical and professional behavior in interactions with beginning teachers, staff, administration, community members and students.
- Mentors initiate collaborative dialogue with beginning teachers regarding ethical and professional behavior

1f Advocacy for Beginning Teachers and Students

- Mentors advocate for beginning teachers to ensure they have appropriate instructional resources and supportive working conditions.
- Mentors coach beginning teachers on methods of advocacy for themselves and their students.
- Mentors advocate for initiatives and policies to improve education for all students and promote positive change practices.

Mentor Standard 2: Mentors support beginning teachers to establish a respectful environment for a diverse population of students.

2a Relationships with Students

- Mentors support beginning teachers to be aware of the importance of building strong relationships with their students and share ways to get to know them.
- Mentors provide beginning teachers with strategies and methods to communicate effectively with students in a variety of settings and situations.
- Mentors collaborate with beginning teachers to assess the effectiveness of communications and interactions with students and their impact on relationships and learning.

2b Relationships with Families

- Mentors support beginning teachers to develop relationships with families and significant adults in the lives of their students
- Mentors collaborate with beginning teachers to design and implement effective ways of connecting and communicating with parents and guardians in formal and informal settings.
- Mentors facilitate the beginning teacher's development of methods to support inclusion of families in the on-going process of identifying and improving student achievement.

2c Relationships at School and in Community

- Mentors assist beginning teachers in learning about the context of the school and community.
- Mentors support beginning teachers to meet and engage with school colleagues and partners in the community.
- Mentors support beginning teachers to develop activities that foster positive collaboration between school and community.

2d Honor and Respect for Diversity

- Mentors support beginning teachers to know the cultural, ethnic, gender and socioeconomic characteristics of their classroom, the school and the community.
- Mentors collaborate with beginning teachers to expand self-awareness regarding issues of diversity as they impact teaching and learning.
- Mentors support beginning teachers to expand their awareness of culturally inclusive practices and to include them in planning, implementing, and reflecting on lessons.

2e Classroom Environments that Optimize Learning

- Mentors possess a broad knowledge of systems and techniques for classroom management.
- Mentors support beginning teachers in developing effective designs for classroom management to create and maintain a respectful inviting classroom community.

- Mentors support beginning teachers to better understand the specific behaviors of their students and ways to adjust strategies to meet student needs and maintain engagement in learning.

2f Reaching Students of all Learning Needs

- Mentors engage in dialogue with beginning teachers regarding the individual learning needs of their students and corresponding labels that might be assigned to them.
- Mentors support beginning teachers' understandings of diversity and appropriate instructional strategies to meet individual learning needs.
- Mentors collaborate with beginning teachers to implement and assess differentiated lessons designed to meet learning needs and promote student success.

Mentor Standard 3: Mentors support beginning teachers to know the content they teach.

3a NCSCOS and 21st Century Goals

- Mentors demonstrate strong knowledge of NCSCOS for own grade levels/subjects and support beginning teachers to become knowledgeable of NCSCOS for their grade levels/subjects.
- Mentors demonstrate vertical alignment of NCSCOS so can understand where came from
- Mentors support beginning teachers to design lessons that integrate 21st century goals and skill development with NCSCOS and to reflect on implementation.
- Mentors support beginning teachers' participation in professional learning communities focused on full implementation of NCSCOS and achievement of 21st century goals.

3b Content and Curriculum

- Mentors ensure that beginning teachers receive necessary NCSCOS and state/district curriculum resources.
- Mentors assist beginning teachers in the use and implementation of NCSCOS and required curriculum.
- Mentors collaborate with beginning teachers to develop standards-based short and long term curriculum plans that show application of content and connections to the lives of students.

Mentor Standard 4: Mentors support beginning teachers to facilitate learning for their students.

4a Instructional Practice

- Mentors support the planning, implementation and assessment efforts of beginning teachers.
- Mentors collaborate with beginning teachers to improve instruction and learning.
- Mentors provide additional assistance and professional development to beginning teachers in areas of need.

4b Professional Practice

- Mentors ensure that beginning teachers are fully aware of professional licensure requirements.
- Mentors model behaviors that demonstrate professional practice and support beginning teachers to pursue professional growth and to maintain professional practice.
- Mentors facilitate on-going dialogue with beginning teachers to reflect on and enhance professional practice.

4c Student Assessment

- Mentors support beginning teachers to have and use required student assessments.
- Mentors assist beginning teachers in the analysis of student assessment data from a variety of sources and to make adjustments in instructional delivery based on results.
- Mentors support beginning teachers to design and use student assessment tools to inform the planning of differentiated lessons that are responsive to identified student needs.

Mentor Standard 5: Mentors support beginning teachers to reflect on their practice.

5a Allocation and Use of Time with Beginning Teachers

- Mentors initiate making connections with beginning teachers and learning about their needs before or near the start of school or at the time of hire if later in the year.
- Mentors support beginning teachers to attend a program orientation and support clarification of program information.
- Mentors meet regularly with beginning teachers and focus their efforts on effective coaching and time management to meet individual needs.

5b Reflective Practice

- Mentors become highly skilled in the use of instructive, collaborative and facilitative approaches to coaching.
- Mentors support beginning teachers to reflect on practice and self identify their instructional strengths and challenges.
- Mentors collaborate with beginning teachers in the on-going improvement of teaching and learning through reflection.

5c Mentor Data Collection

- Mentors observe in beginning teachers' classrooms to gather data and reflect on instructional practice.
- Mentors expand their repertoire of observation tools to be responsive to the needs and interests of beginning teachers.
- Mentors collaborate with beginning teachers to select a focus for data collection, to reflect on results, and plan next steps.