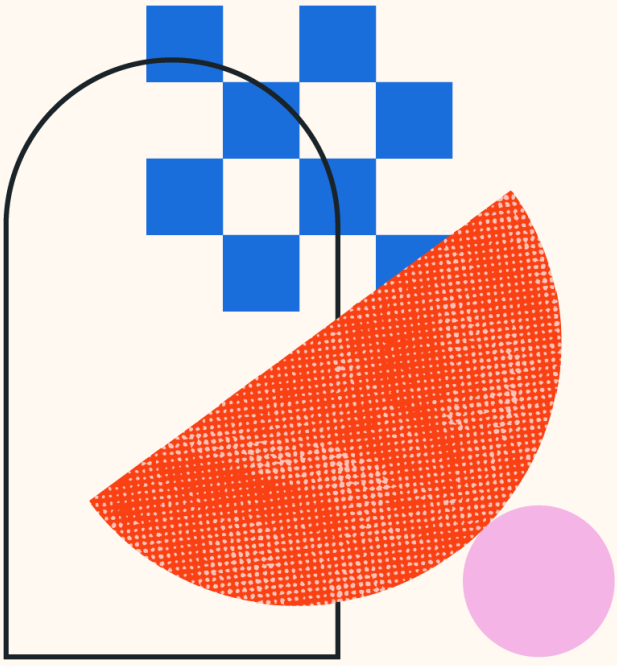
Education Elements

Waterloo CSD Learning Technology Grant Mentor Criteria



Education Elements
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Livonia, MI 48152

Education Elements

Planning and Preparation *Mentors demonstrate knowledge of resources both within and beyond the district. Plans Mentor support to be integrated with the overall district program.*		
Professional Development	**Planning Professional Learning**	**PL Leadership**
Mentor attends Learning Technology Grant offered PD at the local and/or state level to strengthen knowledge base in content and current trends in education. Attending training sessions to learn about personalized learning strategies, technology integration, and practices based on District goals.	Takes an active role in planning, implementing, and monitoring team and school-wide professional learning based on district priorities. Utilize learning from PD to turnkey and teach to instructional staff.	Facilitates Professional Learning to transfer knowledge on application of instructional practices and protocols to enhance student ownership/engagement (e.g., Faculty Meetings, after school, 1-to-1, summer, etc.)

Environment *Mentors create an environment of trust and respect. Establishes clear procedures for teachers to gain access to instructional support.*		
Trust and Confidentiality	**Responsiveness**	**Accessible Knowledge Base**
Teachers frequently initiate requests to Mentor for support. Confidentiality is maintained and can be relied on for complete discretion by all stakeholders (teachers, administrators, other mentors).	Takes an active role with participants to establish and monitor meeting norms. Mentors are responsive to logistical needs and preferences of teachers when establishing meetings Questions to consider: ❏ Can a meeting be scheduled to be asynchronous or in a digital format? ❏ Does the teacher prefer prescriptive or collaborative feedback?	Procedures for access to Mentor are clear to teachers and have been developed based on input. Questions to consider: ❏ Do all teachers have access to their shared notes or mentoring log? ❏ Is there a centralized home for digital mentoring resources? ❏ Is there a recurring and predictable communication cadence?

Delivery and Service *Locates resources for teachers to support instructional improvement.*		
Collaboration with Mentor Team	**Collaboration with Teachers**	**Constructive Feedback**
Proactively collaborates with others to identify resources for professional learning that includes colleague expertise, materials, technology, funding, and time.	Collaboratively accessing teacher expertise and experience with diverse learners to intentionally choose best practices for instructional delivery and leverage during 1:1 mentoring.	Mentor provides useful, timely, and specific feedback. Utilize positive reinforcement while offering helpful and actionable feedback.

Evidence Based Instructional Methods	
Mentoring and Progress Monitoring	**High Leverage Practices**
Collaborate with staff to identify quarterly focus areas (success indicators) for teachers or school sites. Monitor the implementation of selected methods and provide mentoring based on teacher progress.	Models and supports teachers in applying the following high-leverage personalized learning practices: - Reflection and Goal Setting - Collaboration and Creativity

Professional Responsibilities *Ensures institutional knowledge sharing by timely submission of reports and mentor resources. Regularly reflects on the efficacy of their practices and adjusts based on feedback.*		
Organization	**Reflective Practice**	**Data Analysis**
Mentor has an updated portfolio of all required documents (e.g.log, mutual expectations, schedules, etc.). The mentor logs are submitted on time.	Reflects, with individuals and teams, on the effectiveness of a learning design to produce changes in classroom practice.	Analyzes results with individuals and teams (e.g. changes in teacher knowledge, skills, and practice in student learning) to identify strengths and improvements in mentoring.

Personalized Learning		
Professional Learning	**Knowledge Sharing**	**Progress Monitoring**
Attends professional development sessions led by Education Elements on personalized learning and mentor best practices.	Utilizes Education Elements workshop resources to design turn key sessions with teachers. Collaborate with the mentor team to develop materials that support teacher learning in asynchronous and synchronous formats.	Identify 1-2 instructional strategies or practices to focus on each quarter based on success indicators from the Core Four continuum (Collaboration and Creativity, Reflection and Goal Setting). Facilitate goal setting cycles with teachers, classroom visits, and regular check ins to support strategy implementation.

Instructional Technology	
Knowledge of Digital Tools	**Implementation Support**
Mentors have a practical understanding of instructional technology and the most common ways teachers utilize it at their Mentor school site. Proactively gather resources on further integration of tools within classroom instruction based on assessed needs identified in mentoring sessions. Questions to consider: ❑	Facilitating tiered technology training to support differentiated needs of cohorts of teachers. Utilizing the “Getting Started, Going Deeper, All In” framework to measure implementation by teachers and learning needs. Aligning technology integration with personalized learning framework. Questions to consider: ❑ Are teachers receiving support to implement the SAMR model outside of Substitution?

Computer Fluency Standards	
Content Area Expertise	**Implementation Support**
Familiar with the five key areas of the ISTE standards, in addition to the NYS standards: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, and Computational Thinker. Proficient in digital tools that support PK-12 digital fluency standards (e.g., collaborative platforms, multimedia tools, coding platforms like Scratch).	Collaborates with mentees to set goals aligned with NYS Computer Literacy Standards and individual classroom needs. Guides mentees in selecting and implementing digital resources that support creative, critical, and responsible use of technology.