

MENTOR ROLES AND COMPETENCIES

THE IDEAL MENTOR IS...

An **ADVOCATE** who:

- ▶ 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.



A **COLLEAGUE** who:

- ▶ 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.

A **CONFIDANT** who:

- ▶ actively listens to beginning educator concerns,
- ▶ provides appropriate and timely guidance for addressing beginning educators' concerns, and
- ▶ respects the confidentiality of all mentor-mentee interactions.

(Continued)





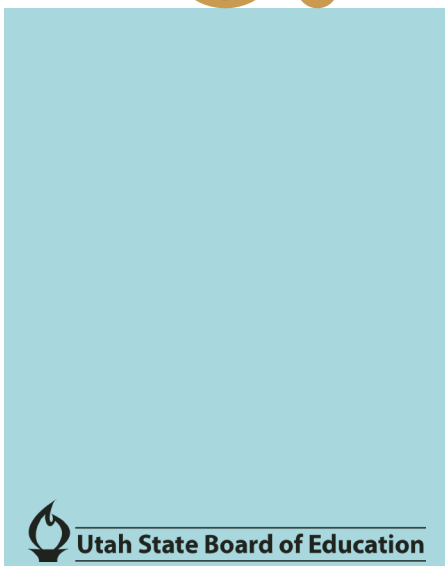
A **FACILITATOR** who:

- ▶ 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.



A **FRIEND** who:

- ▶ 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.



A **MODEL** of:

- ▶ 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.



For further information, please contact:
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