



# ***Washington State Standards for Mentoring***

**Revised 2020**



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**



## TABLE OF CONTENTS

<b>CONTENT</b>	<b>PAGE</b>
Overview of Standards for Mentoring .....	3
Standards for Mentoring .....	6
Standard 1: LEARNING-FOCUSED RELATIONSHIP WITH MENTEE .....	7
Standard 2: MENTEE REFLECTIVE PRACTICES .....	11
Standard 3: MENTOR PROFESSIONAL GROWTH AND ETHICS .....	14
Standard 4: CURRICULUM, INSTRUCTION AND ASSESSMENT .....	16
Standard 5: SYSTEMS AND LEARNING COMMUNITIES .....	19
Standard 6: EQUITABLE PRACTICES FOR MENTOR AND MENTEE .....	21
Reflection Tool Template .....	26
Mentoring and Confidentiality .....	27
Mentoring Educational Staff Associates (ESAs) .....	29
Mentoring Preservice Teachers .....	30
Glossary .....	33
References .....	35

# OVERVIEW OF STANDARDS FOR MENTORING

## Investing in Mentoring

*"Mentors are crucial whenever people are faced with new phases of their career or life that require the development of new knowledge, skills or attitudes. Mentors help people determine who they want to become, how they must change in order to become these people, and how they can take advantage of their college or work experiences to bring about these changes."*

*-Drew Appleby, quoted in "The Life-Changing Power of Mentors"*

Research notes that mentoring is a critical component of comprehensive induction. It helps lead novice educators into their profession and promote continual growth and improvement in practice. To support students across our state, we need to support novice educators effectively so that all students have great teachers. This is a vital role of the mentor.

Ensuring educational equity is at the center of effective mentoring. In *Coaching for Equity*, Elena Aguilar asserts mentoring must be holistic and must "address an educator's behaviors, beliefs, and ways of being" (Aguilar, 2020). Mentoring focused solely on technical strategies perpetuates inequity. "Educators need prescriptive coaching that focuses on instruction, and they need coaching that attends to the emotional experiences of our work" (Aguilar, 2020). Without an exploration of mentor and mentee biases and beliefs, the oppressive and inequitable education system will continue to harm marginalized groups of students.

It is important to note that mentoring is only one element of robust support for novices. These Standards for Mentoring should be used as part of a comprehensive system of induction as described in *Effective Support for New Teachers in [Washington State: Standards for Beginning Teacher Induction](#)*.

## Mentoring as a Tool for Equity

An effective mentor guides novice educators to promote equitable learning in their classrooms. The six mentoring standards are organized as tools for fostering equity in teacher practice and reinforce OSPI's commitment to equity (see below).

A mentor plays an integral role in guiding novice educators to bring equity into their classroom practice and outcomes. Furthermore, mentors must continuously reflect on equity through their own work. In this document, equity refers to a focus on:

- Implementing culturally responsive practice;
- Addressing learning and needs of marginalized students and families;
- Closing the opportunity and access gap between students furthest from and closest to educational justice; and
- Eliminating systemic barriers for marginalized groups (HB 1783, 2020)

## OSPI Equity Statement

Each student, family, and community possess strengths and cultural knowledge that benefit their peers, educators, and schools. Ensuring educational equity:

- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English language development services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.

## BEST (Beginning Educator Support Team)

The Office of Superintendent of Public Instruction (OSPI) manages Washington State's BEST induction program. As part of this, BEST works with districts to provide sustained and purposeful support for early-career educators. BEST offers information, professional development for mentors and leaders, resources, and grants (as appropriated by legislative funding) for comprehensive induction for novice teachers. The program goals are to reduce educator turnover, improve educator quality for student learning, and ensure equity of learning opportunity for all students. For more information is available on the [BEST Program website](#).

## Purpose of This Document

The purpose of this document is to provide a shared vision of excellence for all mentors to pursue across Washington State. The six standards identify the sophisticated set of learned skills and dispositions needed for effective mentoring. All different types of mentors (e.g., new, veteran, released, colleague) are invited and encouraged to use this tool for self-reflection.

While these standards focus on mentoring beginning classroom teachers, this document may be useful in other contexts as well. For mentors of Educational Staff Associates (ESAs), refer to guidance on page 29. For mentors of preservice teachers, see guidance on page 30.

## Organization of the Standards

Each standard delineates effective mentor actions by listing multiple descriptors. The right column offers evidence of the descriptors; these pieces of evidence are examples of what excellence in mentoring looks like for each category. Because users of this document may focus specifically on a single standard at a time, some descriptors and evidence of descriptors have intentionally been repeated throughout the standards. As you reflect, indicate on the scale where your skill level falls currently. Use the reflection template on page 26 to set goals for your development accordingly.

Standard 6 (Equitable Practices for Mentor and Mentee) serves as the capstone standard. Equitable practices are the foundation of effective mentoring and frame our knowledge, skills, and actions. Given the importance of equity as the underpinning of mentoring work, this standard is the most robust of the six.

Terms in bold included throughout the document are defined to provide a common understanding in the Glossary on page 33.

## Impact

Combining ongoing reflection on the standards with intentional practice will lead you to deepen and refine your mentor skills over time. As you gain experience through interactions with novice educators, you will notice your improved ability to promote novice educators' professional growth as well as equitable learning for all their students.

*"What we do for new teachers, we do for their students.  
What we fail to do for new teachers, we fail to do for their students."  
-Marcy Yoshida*

# STANDARDS FOR MENTORING

An accomplished mentor:

**STANDARD 1:** Cultivates learning-focused relationships with mentee through learning-focused conversations.

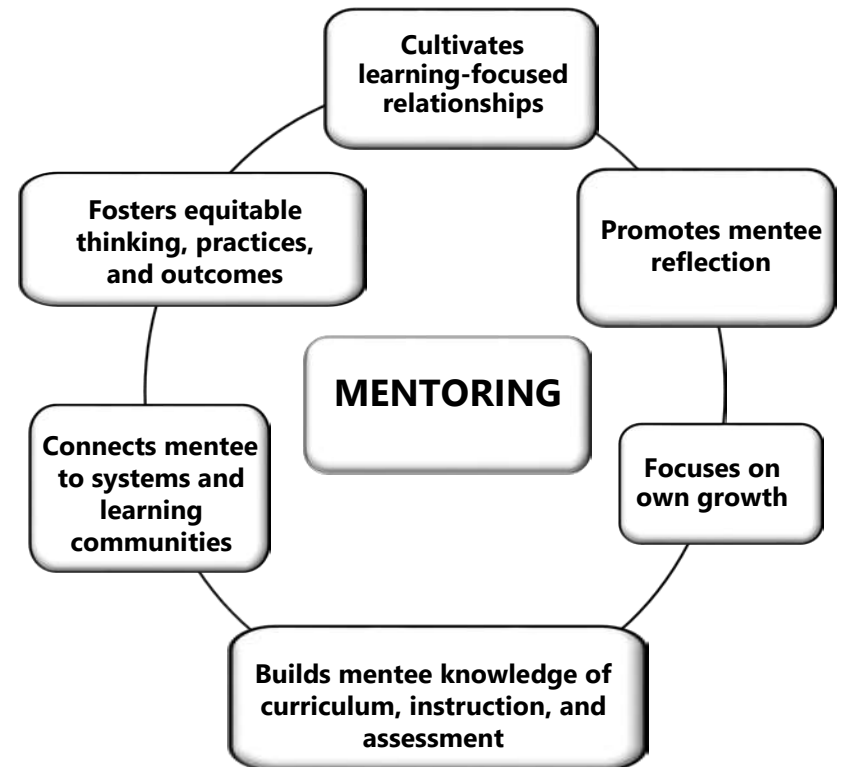
**STANDARD 2:** Promotes mentee's reflective practices in service of growth for teacher and students.

**STANDARD 3:** Focuses on own professional growth and reflection and adheres to professional ethics/codes of conduct.

**STANDARD 4:** Builds mentee's knowledge and skills in curriculum, instruction, and assessment.

**STANDARD 5:** Connects mentee to multiple layers of organizational systems and facilitates mentee's connections to various learning communities.

**STANDARD 6:** Fosters equitable thinking, practices, and outcomes.



## Standard 1: LEARNING-FOCUSED RELATIONSHIP WITH MENTEE

Descriptors	Evidence of Descriptors
<p><b>a. Establishing a Productive Relationship:</b> I invest in building trusting, respectful and confidential relationships through open, honest, and authentic communication with my mentee.</p>	<p>I invest time in getting to know my mentee both personally and professionally. I listen with empathy and offer supportive responses.</p> <p>I take a strengths-based approach to my work with my mentee and give them the opportunity to identify their needs, goals, and areas of growth.</p> <p>I am aware of and responsive to aspects of race, privilege, and marginalized groups when building a relationship with my mentee.</p> <p>I understand how my cultural background, experiences, and privileges influence my perspectives, the way I work with my mentees, and their response to my support.</p> <p>I emphasize the confidential nature of our relationship when sensitive matters arise.</p>
<p><b>b. Learning-Focused Conversations:</b> I facilitate learning-focused conversations that promote reflective practices and result in improved student learning and equitable outcomes.</p>	<p>I engage teachers in <b>coaching cycles</b> that result in improved <b>equitable outcomes</b> for all students.</p> <p>I use a variety of tools to engage my mentee in reflecting on their practice (e.g., student work, video analysis, data analysis, observations).</p> <p>Such reflection is connected to the following: equitable classroom practices, student needs and equitable learning outcomes, teacher's goals for their practice.</p> <p>I provide evidence to help my mentee see and believe that shifts in instruction can result in greater equity in student learning and outcomes.</p> <p>I incorporate <b>artifacts</b> of teacher practice to serve as a <b>third point</b> for analysis and exploration of next steps for the mentee.</p>

## Standard 1: LEARNING-FOCUSED RELATIONSHIP WITH MENTEE

<p><b>c. Positive Presuppositions:</b> I hold and use language that reflects positive presuppositions about my mentee and others.</p>	<p>I assume that my mentee's instructional decisions are based on their current knowledge and skills and that their decisions will change as they learn and grow.</p> <p>When speaking with members of the school community and/or my mentee, I offer positive presuppositions about mentee choices, students, and colleagues to interrupt negative, deficit-based narratives. I offer alternative narratives to help my mentee see a range of possibilities, and potential inequities impacting the situation.</p>
<p><b>d. Safe, Welcoming, and Inclusive Environment:</b> I cultivate a safe, welcoming, and inclusive environment in which my mentee can take intellectual risks and grow their practice.</p>	<p>I am a consistent presence for my mentee.</p> <p>My verbal and non-verbal language (gestures, body language, facial expressions) is positive across all interactions and I am attentive to different cultural norms.</p> <p>I use an approachable voice to provide space for multiple possible responses.</p> <p>I am aware of and responsive to aspects of equity involved in cultivating a safe, welcoming, inclusive environment of trust to facilitate risk-taking and growth.</p>
<p><b>e. Support, Challenge, and Vision:</b> I offer support, create cognitive challenge, and facilitate professional vision in my mentee to benefit equitable growth in all students.</p>	<p>I weave the three mentor functions throughout <b>learning-focused conversations</b>.</p> <p>I adjust how I offer support, create cognitive challenge, and facilitate professional vision to align with mentee needs and different <b>phases of first-year teachers' attitudes toward teaching</b>: anticipation, survival, disillusionment, rejuvenation, reflection, anticipation (Moir).</p> <p>I use data as a <b>third point</b> to engage my mentee in conversations around how equities and/or inequities show up in the classroom and student outcomes. (See Standard 6.)</p> <p>I support my mentee to become increasingly aware of issues of equity in their classroom, school, and community. (See Standard 6.)</p>



## Standard 1: LEARNING-FOCUSED RELATIONSHIP WITH MENTEE

<p><b>f. Differentiated Support:</b> I differentiate support for each of my mentees based on their unique needs, diverse backgrounds, professional experiences, current context, and phases of first-year teachers' attitudes toward teaching.</p>	<p>I share the <b>phases of first-year teachers' attitudes toward teaching</b> with my mentee to create a sense of normalcy for their feelings: anticipation, survival, disillusionment, rejuvenation, reflection, anticipation (Moir).</p> <p>With the phases in mind, I facilitate just-in-time learning opportunities for my mentee.</p> <p>I seek allies in my system to provide additional support for teachers of color, teachers with international backgrounds, teachers with limited certification, and career- change teachers.</p> <p>I know my mentee's educational background and contract/certification status.</p>
<p><b>g. Pausing:</b> I foster learning-focused conversations by pausing.</p>	<p>I provide processing space for my mentee by pausing.</p> <p>I pause prior to and/or after paraphrasing and questioning to allow my mentee cognitive space to reflect.</p>
<p><b>h. Paraphrasing:</b> I foster learning-focused conversations by paraphrasing.</p>	<p>I choose skillful paraphrasing over questioning with the understanding that paraphrasing leads to my mentee's agency and ownership of the conversation.</p> <p>I am skilled at employing the four types of paraphrasing throughout my <b>learning-focused conversations</b> (acknowledge/clarify; summarize/organize; shift up in abstraction; shift down in abstraction) based upon my mentee's needs.</p> <p>I am attuned to vague language and probe for specificity when I hear responses that generalize about students and/or systems.</p>
<p><b>i. Questioning:</b> I foster learning-focused conversations by questioning.</p>	<p>I use questioning to guide our conversations, build relationships, explore possibilities, plan, reflect, problem-solve, clarify goals/purpose, and guide my mentee in determining next steps.</p> <p>My inquiries are the result of thoughtful paraphrasing. I ask open-ended, authentic questions to promote my mentee's thinking. I pose inquiries for my mentee's benefit and not my own.</p> <p>I use questioning as a tool to promote equity. (See Standard 6.)</p>

## Standard 1: LEARNING-FOCUSED RELATIONSHIP WITH MENTEE

<p><b>j. Four Stances:</b> I move along a continuum of stances –coach, collaborate, consult, and calibrate—as needed to promote thinking and learning by my mentee.</p>	<p>I enter and exit my <b>learning-focused conversations</b> in the <b>coaching</b> stance.</p> <p>I move seamlessly among the stances as needed by my mentee and have clear criteria for when and why I choose a specific stance at a specific time.</p> <p>I prioritize the <b>coaching</b> stance so that my mentee carries the cognitive load.</p> <p>I use evidence of teacher practice to inform which stance might be most applicable.</p>
<p><b>k. Difficult Conversations:</b> I approach difficult conversations in a proactive, supportive, genuine manner.</p>	<p>I am mindful that novice teachers may struggle and that my role is to help them.</p> <p>I assume best intentions; I share data as a <b>third point</b> on sensitive matters and ally myself to my mentee in the service of student learning.</p> <p>I look for opportunities to engage in conversations about equity—how equity shows up in the classroom, practice, and outcomes. (See Standard 6.)</p> <p>The trust and respect I establish with my mentee enable me to engage in difficult conversations, including those around inequities and privilege.</p>
<p><b>l. Ongoing Communication:</b> I initiate ongoing communication with my mentee.</p>	<p>I intentionally schedule ongoing, frequent times and places to meet with my mentee for reflection, so that I can facilitate learning-focused conversations.</p> <p>I work with my mentee to set up their preferred systems of communication.</p>

## Standard 2: MENTEE REFLECTIVE PRACTICES

Descriptors	Evidence of Descriptors
<p><b>a. Positive, Strengths-Based Mindset:</b> I engage my mentee in continuous improvement by fostering a strengths-based mindset.</p>	<p>I engage my mentee in conversations to help them identify strengths, challenge areas, and next steps toward continuous improvement in service of equitable student learning outcomes.</p> <p>I focus on my mentee’s successes in reflective conversations, observational notes, and feedback.</p> <p>I help my mentee see that their challenges in the classroom are not failures but rather normal and important parts of the learning process.</p> <p>I use exploratory language that invites my mentee to engage in thinking and reflection (e.g., might, some, possible, hunches).</p> <p>I encourage my mentee to continue to take risks and try new techniques in service of equitable student learning outcomes.</p> <p>I ask my mentee to consider and commit to next steps when reflecting and I regularly return to next steps during our reflective conversations to help my mentee keep their momentum for growth.</p>
<p><b>b. Goal Setting:</b> I guide my mentee in setting specific, measurable goals that pursue equitable student learning outcomes.</p>	<p>I provide evidence to help my mentee see and believe that shifts in instruction can result in greater equity in student learning and outcomes. (See Standard 6.)</p> <p>I help my mentee set data-driven goals for student learning.</p> <p>I assist my mentee in determining data to monitor progress on established goals. I help my mentee set end-of-year and progress-monitoring goals that will improve <b>equitable outcomes</b> in the classroom.</p> <p>I am aware of critical timelines and dates that impact my mentee’s work (e.g., evaluation timelines, student goal-setting, parent/teacher conferences, <b>phases of the first-year teachers’ attitudes toward teaching</b>), and whenever possible, I support my mentee in aligning their goals with these additional demands.</p>

## Standard 2: MENTEE REFLECTIVE PRACTICES

<p><b>c. Connecting Instruction to Outcomes:</b> I use a variety of data- collection tools during observations to engage my mentee in reflecting on the connection between their instructional practice and student learning.</p>	<p>I regularly observe my mentee during the year and at different times of the day.</p> <p>In collaboration with my mentee, I seek and use a variety of data collection tools during observations, such as focused scripting principles of practice feedback, charting, and video.</p> <p>I provide feedback that is specific, timely, actionable, and non-evaluative.</p> <p>I engage my mentee in reflective conversations grounded in the district’s instructional framework, student work, and feedback from observations.</p> <p>I pose questions to help my mentee draw connections between their teacher actions and student learning, using data gathered during observations.</p> <p>I provide evidence to help my mentee see and believe that shifts in instruction can result in greater equity in student learning and outcomes.</p> <p>Using a variety of data, I guide my mentee to discover ways they can shift their instructional practices to improve equitable student learning outcomes and pursue the established goals.</p>
<p><b>d. Evaluating Progress Toward Goals:</b> I build my mentee’s capacity to use data to reflect on and respond to progress toward goals.</p>	<p>I support my mentee as they frequently gather and reflect on student learning data, in service of <b>equitable outcomes</b> for all students.</p> <p>I offer my mentee a variety of data collection options (e.g., student work, formative assessments, student responses, video) and to identify which types of data would be useful to assess progress toward goals.</p> <p>I use the gathered data as a <b>third point</b> within learning-focused conversations.</p> <p>While collecting observational data in my mentee’s classroom, I pay attention to student populations that may be marginalized or excluded from instruction. I boldly and sensitively share data with my mentee when inequities occur, and I support my mentee to pursue equitable learning outcomes for all students.</p> <p>I support my mentee as they examine their students’ learning outcomes to identify inequities and to create action plans to address these gaps.</p>

## Standard 2: MENTEE REFLECTIVE PRACTICES

**e. Equitable and Culturally Responsive Practices:** I engage my mentee in ongoing reflective inquiry to improve, inform, and refine equitable and culturally responsive practices in their classroom.

I repeatedly revisit topics of cultural competence with my mentee and help my mentee reflect on their growth and next steps.

When speaking with my mentee, I reference data that reveal disparities in access to advanced classes and other opportunity gaps for black, indigenous, and other students of color.

I engage mentees who work in predominantly white spaces to explore conversations and efforts related to race, racism, and anti-racist practices.

I pose questions and share data and personal narratives to help my mentee recognize value in the cultures in their school community (families, colleagues, community).

The intention of my inquiries during **learning-focused conversations** is to help my mentee ensure equitable student outcomes.

I provide evidence to help my mentee see and believe that shifts in instruction can result in greater equity in student learning and outcomes.

I help my mentee analyze multiple sources of data to determine whether student outcomes are equitable across race, English language development, and other marginalized groups.

I share research-based **culturally responsive** teaching practices with my mentee, and I support my mentee to integrate best practices into their instruction.

### Standard 3: MENTOR PROFESSIONAL GROWTH AND ETHICS

Descriptors	Evidence of Descriptors
<b>a. Learning from Colleagues:</b> I actively look for ways to learn from my colleagues to grow my skills as a mentor.	<p>I set aside time and actively seek opportunities to engage in learning-focused conversations with my colleagues to improve my knowledge and skills.</p> <p>I am aware of power dynamics between my mentee and me (based on positionality, race, experience, and/or other differences); I model humility and open-mindedness, recognizing I can learn from everyone, including those newest to the profession.</p> <p>I look for chances to learn from others (e.g., PLCs, job shadows).</p>
<b>b. Professional Learning:</b> I engage in ongoing professional development to grow and push my mentoring practice. I seek and take advantage of opportunities for professional collaboration.	<p>I participate in professional development opportunities with other mentors to learn and practice my mentoring craft.</p> <p>I seek professional development opportunities to deepen my knowledge of issues of equity. (See Standard 6.)</p> <p>I model the stance of lifelong learning through my work.</p> <p>I participate in learning communities to grow and improve my practice.</p>
<b>c. Professionalism:</b> I conduct myself as an educational professional.	<p>I adhere to the Washington Administrative Code, Revised Code of Washington, and the <a href="#">Code of Professional Conduct</a>.</p> <p>I understand and support the importance of beginning teachers fostering positive relationships with colleagues, building and district administrators, the education association, families, and the community.</p>

### Standard 3: MENTOR PROFESSIONAL GROWTH AND ETHICS

<p><b>d. Confidentiality:</b> I maintain confidential and non-evaluative mentoring relationships to protect and support my mentee's opportunity to grow as a novice educator.</p>	<p>I provide my mentee continuous, ongoing non-evaluative support throughout the entire school year.</p> <p>Our mentor work (e.g., content, discussions, reflections) remains private between my mentee and me.</p> <p>I understand the importance of connecting my mentoring work with building initiatives and efforts, and I know how to speak with administrators and colleagues in ways that protect the confidentiality of the mentoring relationship.</p>
<p><b>e. Mindset:</b> I serve each mentee with the mindset that their needs are appropriate and to be expected and share this messaging around the mentoring program/work.</p>	<p>I take a strengths-based approach to my work with my mentee and give them the opportunity to identify their needs, goals, and areas of growth.</p> <p>I am aware of and responsive to aspects of race, privilege, and marginalized groups when building a relationship with my mentee.</p> <p>I differentiate support to meet each mentee where they are and ensure that each mentee's needs are met.</p> <p>All mentees receive equitable support, implemented flexibly, based on their needs.</p>
<p><b>f. Data and Reflection:</b> I gather evidence to support my growth and development.</p>	<p>I gather evidence of my mentoring work (e.g., videos, survey data, feedback, observations of myself mentoring) to identify my strengths and growth areas.</p> <p>I intentionally gather data to help me analyze issues of equity within my practice.</p> <p>I use evidence, feedback, and data to reflect, set goals, and adjust, to improve my mentoring and/or our mentoring program.</p> <p>When reflecting, I examine issues of equity in my practice and our program. (See Standard 6.)</p>

#### Standard 4: CURRICULUM, INSTRUCTION AND ASSESSMENT

Descriptors	Evidence of Descriptors
<b>a. Curricular Connections:</b> I engage my mentee in making connections among standards, curriculum, instruction, and assessment as tools for equitable outcomes.	I reference student learning standards in <b>learning-focused conversations</b> to help my mentee build their knowledge and comfort with the standards.  I help my mentee connect lessons, units, and appropriate student learning standards.  I encourage my mentee to use multiple sources of data to judge the effectiveness of curriculum and instructional practices for all students, paying attention to marginalized groups.
<b>b. Best Practices:</b> I help my mentee understand and implement research-based best practices to pursue equity in the classroom.	I share research-based <b>culturally responsive</b> teaching practices (e.g., language-embedded supports) with my mentee, and I support my mentee to integrate these best practices into planning, instruction, assessment, and building classroom culture.  I assist my mentee to utilize culturally relevant teaching practices and to create equitable opportunities for student discourse, voice, and choice.  I assist my mentee to use data to plan instruction that positively impacts student learning and leads to <b>equitable outcomes</b> . I guide my mentee to make instructional decisions that build upon students' strengths and cultural background.
<b>c. Frameworks and Standards:</b> I use the district's instructional framework and professional standards to promote my mentee's growth.	I use the district instructional framework as a lens for observations, feedback, and data collection and supplement as needed to ensure a focus on equity in the classroom.  I <b>collaborate</b> with my mentee to plan for and implement strategies aligned to the district instructional framework.  I engage my mentee in exploring how equity and <b>culturally responsive practice</b> are embedded in the district's instructional framework and professional standards and/or how to expand on the instructional framework to pursue equity.



## Standard 4: CURRICULUM, INSTRUCTION AND ASSESSMENT

<p><b>d. Assessments and Data Analysis:</b> I support my mentee in designing, administering, and analyzing formative and summative assessments to monitor and inform equitable student learning.</p>	<p>I help my mentee to explore the connections between ongoing formative assessments and summative assessments.</p> <p>I assist my mentee in using multiple formative and summative assessment strategies to reflect learner assets.</p> <p>I support my mentee to identify and address biases and inequities in assessments.</p> <p>I help my mentee locate and analyze assessment data to determine whether student outcomes are equitable across race, English language development, and all other marginalized groups.</p> <p>I help my mentee to use assessment data to adjust instruction for future lessons.</p> <p>I help my mentee pay attention to issues of equity when adjusting instruction in response to data.</p>
<p><b>e. Designing Lessons:</b> I engage my mentee in designing lessons focused on authentic engagement, differentiation, and equitable practices that ensure learning for all students.</p>	<p>I help my mentee make sense of the interactions among lesson planning, learner needs, and equity.</p> <p>I am fluent with strategies for effective differentiation and Universal Design for Learning (UDL) to ensure <b>equitable outcomes</b> for students.</p> <p>I encourage my mentee to design lessons with multiple groups of students in mind to ensure equitable learning.</p>
<p><b>f. Technology:</b> I help my mentee integrate appropriate instructional technology to enhance equitable student learning.</p>	<p>I engage my mentee in conversations about ways technology might be used to increase learner engagement, agency, and ownership and help overcome environmental barriers.</p> <p>I help my mentee to access technology (where available) to monitor student progress.</p> <p>I explore issues of equity around technology with my mentee (e.g., home internet access for homework, family limits on screen time), and guide my mentee to close gaps in student technology use (e.g., students who lack grade-level understanding of technology, students who misuse technology).</p>

#### Standard 4: CURRICULUM, INSTRUCTION AND ASSESSMENT

**g. Professional Learning:**

I connect my mentee with professional development and resources to deepen knowledge of content, craft, and instructional strategies in service of equitable learning outcomes.

I learn about my mentee's background, prior learning, and interests to create and/or promote meaningful learning opportunities.

I use my district's instructional framework, evaluation timeline, observation data, teaching artifacts, and **learning-focused conversations** as guides for creating and connecting my mentee to professional learning opportunities.

I help my mentee identify professional learning that will help them close opportunity gaps for their students.

## Standard 5: SYSTEMS AND LEARNING COMMUNITIES

Descriptors	Evidence of Descriptors
<p><b>a. Connections:</b> I foster connections for my mentee to access resources and professional relationships within the school, district, and larger community.</p>	<p>I understand and leverage the various supports available in my school/district and help my mentee do the same; I help my mentee identify who to go to with specific questions, and how and when to ask for support.</p> <p>I seek allies in my system to provide additional support for mentees of color, mentees with international backgrounds, mentees with limited certification, and career-change mentees.</p> <p>I create opportunities for my mentees of color to connect with other educators of color and communities of color that might exist in the district and beyond.</p> <p>I introduce my mentee to other professionals with access and information, especially those with a track record of success in equitable student outcomes.</p> <p>I encourage my mentee to build relationships across lines of difference and to seek resources and professional relationships with colleagues, administrators, and families that might offer different perspectives.</p> <p>I encourage my mentee to communicate frequently and productively with their teams, departments, and administrators; this includes supporting my mentee to speak confidently and humbly, encouraging my mentee to offer solutions to problems, and responding flexibly to changes.</p> <p>I support my mentee in asset-based, consistent, two-way family communication.</p>
<p><b>b. Professional Learning:</b> I encourage my mentee to participate in learning opportunities.</p>	<p>I provide information about professional learning communities (in buildings, district-wide, and for topics such as specific content areas, grade level issues, and instructional practices) to my mentee, including dates, times, and locations.</p> <p>I support my mentee to engage and have voice in school-based professional learning communities focused on improving student outcomes and equity for students.</p> <p>I provide my mentee with information about racial equity teams that are available for participation.</p>

## Standard 5: SYSTEMS AND LEARNING COMMUNITIES

<b>c. Professional Inquiry:</b> I nurture my mentee's professional inquiry within learning communities.	<p>I share strategies and approaches to support my mentee in building their skills and confidence to participate actively in learning communities; I encourage my mentee to voice their ideas appropriately within professional learning communities (i.e., figuring out when to speak confidently and when to listen humbly).</p> <p>I am metacognitive within learning communities to surface motivations and purpose and help my mentee do the same.</p>
<b>d. Advocacy:</b> I advocate for mentee strengths and needs.	<p>I advocate for recognition of mentee strengths and needs within the system (e.g., administrators, colleagues) to foster a collective sense of responsibility for our novice teachers' success.</p> <p>I voice the needs of novice educators to appropriate stakeholders using general language, maintaining confidentiality with my mentee.</p>
<b>e. Professional Standards and Frameworks:</b> I foster mentee reflection around professional standards, ethics, and the district's instructional framework.	<p>I ensure my mentee is aware of the Code of Professional Conduct for Education Practitioners and engage my mentee appropriately to remain in compliance.</p> <p>I hold ongoing conversations with my mentee around the district's instructional framework and how to build on the framework to support equity; I prioritize different portions of the district's framework based on my mentee's needs.</p>

## Standard 6: EQUITABLE PRACTICES FOR MENTOR AND MENTEE

Descriptors	Evidence of Descriptors
<p><b>a. Develop Cultural Competence:</b> I work to improve awareness, knowledge, skills, and advocacy in cultural understanding, issues of equity, and action within the school and classroom.</p>	<p><u>Mentor</u></p> <p>I seek opportunities and information (workshops, books, articles, etc.) to deepen my knowledge about implicit and explicit racism, inequities for marginalized groups, cultural knowledge of diverse populations, and discriminatory practices around our region, state, and country; I use this information to inform my actions and advocacy for anti-racism and equity.</p> <p>I learn about and pay attention to the ways historical contexts contribute to current realities and inequities around race, ethnicity, language, religion, gender, sexual orientation and other intersections of identity.</p> <p>I am aware/mindful of my racial identity and biases; I explore the intersection of identities in my work and promote anti-racism and equity.</p> <p>I am aware/mindful of my privilege and how this benefits me but may hinder others.</p> <p>I reflect on <b>microaggressions</b> I have committed in the past, and ways I can avoid these mistakes in the future.</p> <p>I seek feedback from others to help me identify my blind spots when it comes to racism, biases, and <b>microaggressions</b>.</p> <p>I use language intentionally, particularly the pronouns "us," "they/them," and "we."</p> <p>I strategically participate in professional development opportunities and join communities that push my understanding of power and privilege; I do this as a means by which to address my biases and mistakes.</p> <p>I know and am sensitive to my school/district's data (e.g., special education, English language development, discipline, failure-rate). I advocate and act for change.</p> <p>I identify and address biases and inequities in assessments.</p>

## Standard 6: EQUITABLE PRACTICES FOR MENTOR AND MENTEE

	<p><u>Working with My Mentee</u></p> <p>I pose questions and share data and personal narratives to support my mentee's journey to understand implicit and explicit racism, inequities for marginalized groups, cultural knowledge of diverse populations, and discriminatory practices around our region, state, and country with curiosity, compassion, and empathy.</p> <p>I repeatedly revisit topics of cultural competence with my mentee and help my mentee reflect on their growth and next steps.</p> <p>When speaking with my mentee, I reference data that reveal disparities in access to advanced classes and other opportunity gaps for black, indigenous, and other students of color; I strategize with my colleagues on how we can create a better future for our students.</p>
<p><b>b. Facilitate Relationship Building:</b> I work to improve awareness and sensitivity toward issues of equity and race (e.g., cultural knowledge, racism, inequities, microaggressions, discriminatory practices) when building and improving relationships with my mentee, students' families, colleagues, and the community.</p>	<p><u>Mentor</u></p> <p>I build my knowledge about and recognize value in the cultures in my school/district community (families, colleagues, community).</p> <p>I recognize the funds of knowledge that families and colleagues from marginalized groups bring to our work; I seek to learn from this.</p> <p>I build strong relationships with families, colleagues, and community members across lines of difference.</p> <p>When speaking with colleagues and community members, I offer alternative narratives to counter stereotypes.</p> <p><u>Working with My Mentee</u></p> <p>I pose questions and share data and personal narratives to help my mentee recognize value in the cultures in their school community (families, colleagues, community).</p> <p>I am aware of and responsive to aspects of race, sex, gender, and marginalized groups when building a relationship with my mentee.</p>

## Standard 6: EQUITABLE PRACTICES FOR MENTOR AND MENTEE

I am aware of and responsive to aspects of equity involved in cultivating a safe, welcoming, inclusive environment of trust to facilitate risk-taking and growth for my mentee.

I understand how my cultural background, experiences, and privileges influence my perspectives, the way I work with my mentees, and their response to my support.

I engage mentees who work in predominantly white spaces to explore conversations and efforts related to race, racism, and anti-racist practices.

I encourage my mentee to seek resources and professional relationships from differing perspectives, and I help my mentee recognize that this work is for people of all backgrounds.

I support my mentee to build relationships across lines of difference with colleagues, administrators, and families.

I seek allies in my system to provide additional support to mentees with international backgrounds, mentees with limited certification, career-change mentees, mentees of color, and mentees from other marginalized groups.

I create opportunities for my mentees of color to connect with other educators of color and people-of-color communities that might exist in the district and beyond.

When speaking with members of the school community and/or my mentee, I offer positive presuppositions about mentee choices, students, and colleagues to interrupt negative, deficit-based narratives. I offer alternative narratives to help my mentee see a range of possibilities, and potential inequities impacting the situation.

I am aware of power dynamics between my mentee and me (based on positionality, race, experience, and/or other differences); I look for opportunities to learn with and from my mentee.

I model humility and open-mindedness, recognizing I can learn from everyone, including those newest to the profession.

## Standard 6: EQUITABLE PRACTICES FOR MENTOR AND MENTEE

### c. Promote Classroom

**Equity:** I seek to promote classroom practices that meet the needs of all learners.

#### Mentor

I am fluent with strategies for effective differentiation and Universal Design for Learning (UDL) to ensure **equitable outcomes**.

I reflect on my biased and inequitable classroom practices in the past and ways I can avoid these mistakes in the future to promote anti-racism and equity.

I examine students' learning outcomes to identify inequities and to create action plans to address these gaps.

I seek feedback from others to help me identify my blind spots when it comes to inequitable classroom practices and outcomes.

#### Working with My Mentee

I recognize and acknowledge equitable practices that my mentee uses.

The intention of my inquiries during **learning-focused conversations** is to help my mentee ensure equitable student outcomes.

I support my mentee to become fluent with strategies for effective differentiation to ensure **equitable outcomes**.

I encourage my mentee to design lessons with multiple groups of students in mind to ensure equitable learning.

I provide evidence to help my mentee see and believe that shifts in instruction can result in greater equity in student learning and outcomes (e.g., low-income students can achieve at the same levels as their wealthier peers).

While collecting observational data in my mentee's classroom, I pay attention to student populations that may be marginalized or excluded from instruction.



	<p>I boldly and sensitively share data with my mentee when inequities occur, and I support my mentee to pursue equitable learning outcomes for all students.</p> <p>I help my mentee analyze multiple sources of data to determine whether student outcomes are equitable across race, English language development, and other marginalized groups.</p> <p>I explore issues of equity around technology with my mentee (e.g., home internet access for homework, family limits on screen time), and guide my mentee to close gaps in student technology use.</p> <p>I courageously challenge comments and/or <b>microaggressions</b> that reveal my mentee's unconscious bias, including low expectations for some students.</p> <p>I use positive presuppositions when questioning inequitable practices that I see in my mentee's classroom, and I courageously and sensitively support my mentee to eliminate these harmful practices.</p>
<p><b>d. Build Culturally Responsive Practice:</b> I work to create culturally responsive environments that increase knowledge and acceptance, while valuing and leveraging cultural strengths.</p>	<p><u>Mentor</u></p> <p>I implement research-based <b>culturally responsive</b> practices.</p> <p>I recognize the funds of knowledge that students from marginalized groups bring to the classroom, seek to learn from them, and empower them to share this knowledge with their classmates.</p> <p><u>Working with My Mentee</u></p> <p>I share research-based <b>culturally responsive</b> teaching practices with my mentee, and I support my mentee to integrate best practices into their instruction.</p> <p>I assist my mentee to create equitable opportunities for student discourse, voice, and choice.</p> <p>I gather observation data aligned to culturally responsive teaching practices for my mentee.</p> <p>I celebrate and elevate <b>culturally responsive</b> teaching practices my mentee employs.</p>

# REFLECTION TOOL TEMPLATE

TODAY'S DATE:	
STANDARD/DESCRIPTORS REFLECTED ON TODAY:	
<b>STRENGTHS:</b> Based on the evidence column, what are some of my current mentoring strengths? Have I met my previous goals?	
<b>AREAS FOR GROWTH:</b> Based on the evidence column, what are some areas of growth? Why?	
<b>GOAL SETTING:</b> What is my next goal for my mentoring practice?	
<b>NEXT STEPS:</b> What are my next steps? By when? How will these next steps impact my work as a mentor?	
<b>NEXT REFLECTION DATE:</b> When will I reflect on these standards again?	

# MENTORING AND CONFIDENTIALITY

## **Confidentiality**

Effective mentoring relationships create a safe environment where novice educators can openly share their struggles, authentically articulate their thinking, and bravely take risks to improve their teaching practice. Trust is essential to creating these mentoring relationships. The development of trust comes through a commitment to confidentiality and is an essential component of mentoring. When the new educator is confident in the mentor's intention and discretion, there is a higher level of honesty and investment in the relationship.

## **Communicating with Administrators and Colleagues**

Mentors need to maintain confidentiality in conversations with administrators and colleagues. Sharing information with others can compromise the trusting relationship that a mentor must have with a new educator. It is even inadvisable to share good things a mentor sees. A new teacher who walks into the staff room and hears the end of a story about his or her effective lesson will wonder if the same stories are being told of those lessons that did not go well.

It is critical that mentors refrain from becoming the go-between for the new educator and other staff members, including the principal. Novice educators need to develop their own relationships with colleagues. Likewise, new educators and administrators need to develop a professional relationship to maximize the growth of the novice. If the principal communicates concerns to a mentor (in a one-sided conversation), it is effective practice for the mentor to encourage the principal to communicate those concerns to the new teacher as well.

## **Separating Mentoring from Evaluation**

Assisting new educators to understand the evaluation process, use districts' instructional frameworks, and gather evidence of student learning is the shared responsibility of mentors, coaches, colleagues, and principals. These are essential for teacher growth. (See *Standards for Induction: Formative Assessment for Teacher Growth*.) While mentors *do* use instructional frameworks, and observe and give feedback, they *do not* provide information to administrators that might be used in evaluation. The confidential trusting relationship between mentors and educators is necessary for real improvement in performance and must be carefully protected.

While mentors should *not* share information and comments that could influence the administrator's evaluation of the new educator, it is important for mentors and administrators to work in partnership to support the needs of novices. Mentors can address three areas without breaking confidentiality: teachers, time, and topics. For example, "I am meeting with Ms. Smith two times per week and we are focusing on effective transitions." This form of communication keeps the administrator aware of the content and frequency of the work without adding mentor judgment or evaluation of the work. It is also important that the mentor and new educator ask for input from the administrator about areas for growth and a focus for the mentoring work.

### When a Mentor Must Break Confidentiality

If a new educator breaks the OSPI “Code of Professional Conduct for Education Practitioners” a mentor *must* share information with an administrator or assist the new educator in doing so. This is the only circumstance when confidentiality should be broken. When in doubt, a mentor should consult with an outside administrator who is not part of the mentor’s or new educator’s evaluation process regarding possible [Code of Conduct](#) violations.

### Being Proactive

Mentors, district induction teams, and other colleagues can be the “first line of defense” for helping new educators avoid violating the code by taking proactive steps. These might include:

- Ensuring that new educators who handle money understand the school and district policies governing the handling of funds
- Discussing with new educators the appropriate use of school district resources, especially technology and the internet
- Talking with new educators about administering state and large-scale tests
- Cautioning new educators about contact with individual students after school or in places where they are not visible to others

### Tips for Talking

**1. Stick to 3 Ts:** Teachers, time, topics

**2. Hand it back:**

Principal    *How is (mentee) doing?*

Mentor      *We’ve been working on (neutral statement of topic). Is there a specific topic or practice you’d like us to pursue?*

Colleague   *Someone really needs to help the new teacher next door. (Mentee’s) kids are really out of control.*

Mentor      *I hope you’ll considering checking in as a friendly colleague. I’m sure (mentee) would appreciate your support. Learning to teach is such complex work.*

**3. State a shared value and set a boundary:**

Principal    *I’m wondering what you think of (mentee’s) work?*

Mentor

*Option 1: I know we are both committed to seeing high-quality instruction in all classes. I’m sure that you understand that to build a trusting relationship with (mentee) confidentiality is key. If you’d like, feel free to share what you would like us to work on.*

*Option 2: I am working with all new teachers on classroom routines weekly. I know your focus is that all classrooms have effective learning environments. I can’t share specifics. I would love to hear topics or areas you would like us to work on.*

# MENTORING EDUCATIONAL STAFF ASSOCIATES (ESAS)

*ESAs include nurses, psychologists, occupational therapists, physical therapists, speech and language pathologists, audiologists, vision therapists, counselors, and sometimes librarians who work in school settings.*

ESAs often work in contexts that are very different from classroom teachers, and their day-to-day work is typically different from that of classroom teachers. Some new ESAs may have limited or no previous professional experience in school settings. They often are sole practitioners in their schools or systems and work across multiple buildings, which may lead to limited opportunities to collaborate with colleagues. In addition, the evaluation process for ESAs is different from classroom teachers. ESAs may be evaluated by someone who has no background in their specific discipline, or someone based at district office or another building.

As always, mentoring is one component of a comprehensive induction program to support new staff members. It is the role of the district stakeholders' team to plan this overall induction program for ESAs. (See Effective Support for New Teachers in [Washington State: Standards for Beginning Teacher Induction](#).)

Mentoring around the unique demands of each ESA job is key. While mentors for ESAs use many of the same skills as mentors for new teachers, they need to be prepared to help new ESAs navigate the logistics and practicalities of their new role. This includes district policies and procedures, especially related to legal matters, and strategies when working as an itinerant. Mentors also support ESAs in connecting and collaborating with others, exploring professional practice, and engaging in reflection to improve.

In some cases, mentors may face the challenge of having different roles or being unfamiliar with their mentee's school or context. Skillful mentors use learning-focused conversations to surface and clarify what novice educators understand, to guide problem solving, and to determine when to consult with outside resources for additional support.

Communication can be a challenge for ESAs and their mentors, due to after-school meetings, different work sites, and limited or no access to substitutes. These teams need support from district and building administrators. This could be in the form of schedules tailored to support mentor team time or release time for site visits and meetings. As with any mentoring relationship, mentors have the responsibility to connect regularly with their mentees.

They will need to think creatively to make opportunities to connect and should consider using technology to foster regular communication. While mentoring is related to both teaching and counseling, it entails a unique and sophisticated set of learned skills and dispositions. All mentors benefit from initial and on-going training to increase their capacity to grow the professional practice of another.

# MENTORING PRESERVICE TEACHERS

## **Introduction**

These Standards for Mentoring focus primarily on mentoring novice teachers after they begin their first certificated teaching assignment. The standards guide mentors to lead novice educators into the profession while promoting continual growth and improvement. Similarly, preservice mentors (i.e., cooperating teachers) support preservice teachers (i.e., student teachers, interns, practice teachers) as they enter school communities and shape themselves as classroom teachers. This section offers a set of guidelines for mentoring within preservice programs. Districts and preservice program partners can use it as a resource to articulate standards for preservice mentors.

To ensure effective wraparound support for preservice teachers, mentoring expectations for preservice mentors must be clear and explicit. Districts and preservice programs should communicate openly and fluidly to clarify the preservice mentor's role and responsibilities. These standards form a foundation for district and preservice programs to frame expectations for the preservice mentors in support of teacher growth and equitable student learning outcomes.

## **Inherent Differences Between Preservice and First-Year Teacher Needs**

Unlike a traditionally trained first-year teacher, the preservice teacher enters practicum with a more limited pedagogical and content knowledge. They may also have less experience navigating basic professional protocols such as interacting appropriately with students and staff, preparing for committee meetings, or participating fully in staff meetings. Preservice teachers must balance meeting university coursework expectations and certification requirements while also gradually assuming the full duties and responsibilities of teaching students.

Likewise, the preservice mentor performs a balancing act between the roles of confidential, collegial change agent and evaluator who gives input into whether the preservice teacher meets expectations for state certification. A vision of excellence for mentoring preservice teachers is an essential guide for this.

## **Standards Adapted for Preservice Teacher Mentoring**

When districts and preservice programs collaborate in defining excellence in mentoring preservice teachers, the standards and descriptors below may be helpful. The language of the descriptors has been modified from the standards in the full document to reflect the nature of the preservice work (e.g., skillset of preservice teachers, coordinating with program responsibilities). The standards listed below are not intended to be a comprehensive list of a cooperating teacher's responsibilities, but rather a subset of the Standards for Mentoring that are most applicable to the preservice context.

## Standards for Mentoring Most Applicable to the Preservice Context

### Standard 1: Learning-Focused Relationship with Mentee

- **Establishing a Productive Relationship:** I invest in building trusting and respectful relationships through open, honest, and authentic communication with the preservice teacher.
- **Learning-Focused Conversations:** I facilitate conversations that promote reflective practices and result in improved student learning and equitable outcomes.
- **Safe, Welcoming, and Inclusive Environment:** I cultivate a safe and welcoming environment in which the preservice teacher can take intellectual risks and grow their practice.
- **Difficult Conversations:** I approach difficult conversations in a proactive, supportive, genuine manner.

### Standard 2: Mentee Reflective Practices

- **Positive, Strengths-Based Mindset:** I engage the preservice teacher in continuous improvement by fostering a strengths-based mindset.
- **Goal Setting:** I model and guide the preservice teacher in setting specific, measurable goals that pursue equitable student learning outcomes.
- **Connecting Instruction to Outcomes:** I use a variety of data collection tools during observations to support the preservice teacher in reflecting on the connection between their instructional practice and student learning.
- **Evaluating Progress Towards Goals:** I model and build the preservice teacher's capacity to use data to reflect on and respond to progress toward goals.
- **Equitable and Culturally Responsive Practices:** I model and engage the preservice teacher in ongoing reflective inquiry to improve, inform, and refine equitable and culturally responsive practices in the classroom.

### Standard 3: Mentor Professional Growth and Ethics

- **Professional Learning:** I engage ongoing professional development to grow and push my practice. I seek and take advantage of opportunities for professional collaboration.
- **Professionalism:** I conduct myself as an educational professional and guide the preservice teacher to do the same. (See Standard 3 for more detail on professional expectations of the mentor.)
- **Data and Reflection:** I gather evidence to support my growth and development. I reflect on evidence, feedback, and/or data points to change my practice.

#### **Standard 4: Curriculum, Instruction, and Assessment**

- **Curricular Connections:** I model and engage the preservice teacher in making connections among standards, curriculum, instruction, and assessment as tools for equitable outcomes.
- **Assessments and Data Analysis:** I model and support the preservice teacher designing, administering, and analyzing formative and summative assessments to monitor students' learning and inform equitable instruction.
- **Designing Lessons:** I model and engage the preservice teacher in designing lessons focused on authentic engagement, differentiation, and equitable practices that ensure learning for all students.
- **Technology:** I model and help the preservice teacher integrate appropriate instructional technology to enhance equitable student learning.
- **Professional Learning:** I connect the preservice teacher with professional development and resources to deepen knowledge of content, craft, and instructional strategies in service of equitable learning outcomes, knowing that their workload may not allow participation.

#### **Standard 5: Systems and Learning Communities**

- **Connections:** I foster connections for the preservice teacher to access resources and professional relationships within the school, district, and larger community.
- **Professional Learning:** I encourage the preservice teacher to participate in professional learning community opportunities congruent with preservice teacher context based on their capacity.
- **Professional Standards and Frameworks:** I foster preservice teacher reflection around professional standards, ethics, and the district's instructional framework.

#### **Standard 6: Equitable Practices for Mentor and Mentee**

- **Develop Cultural Competence:** I work to improve awareness, knowledge, skills, and advocacy in cultural understanding, issues of equity, and action within my school and classroom and share learning with the preservice teacher.
- **Facilitate Relationship Building:** I work to improve awareness and sensitivity toward issues of equity and race (e.g., cultural knowledge, racism, inequities, microaggressions, discriminatory practices) when building and improving relationships with the preservice teacher, students, families, colleagues, and the community; I help the preservice teacher do the same.
- **Promote Classroom Equity:** I seek to recognize, examine, and eliminate my inequitable classroom practices and outcomes; I help the preservice teacher do the same.
- **Build Culturally Responsive Practice:** I work to create culturally responsive environments that increase knowledge and acceptance, while valuing and leveraging cultural strengths; I help the preservice teacher do the same.



# GLOSSARY

The following definitions offer a common understanding for bolded terms used in this document.

## **Calibrating / Consulting / Collaborating / Coaching**

Mentors move flexibly and fluently among four stances within learning-focused conversations.: calibrating (connecting teacher's practice and performance standards), consulting (providing information and ideas), collaborating (equal idea generation and reflection by mentee and mentor), and coaching (inquiry that fosters development of expert thinking and reflection). The stances range from most to least directive. Skillful mentors begin and end interactions in the coaching stance. See Lipton and Wellman's *Mentoring Matters* for more.

## **Culturally Responsive Practices**

These educational practices recognize individual needs, challenges, and barriers that are the result of race, culture, class, creed, socioeconomic status, gender identity, orientation, ableism, and ageism. The practices recognize and incorporate each students' assets and strengths into the classroom, ensuring that learning experiences, from curricula through assessment, are relevant to all students.

## **Equitable Outcomes**

Educators must ensure all students have access to the instruction they need to succeed (See pages 22-27 for more specifics related to term "equity.") School goals (e.g., SMART goals, end-of-year goals, progress-monitoring goals) apply to all students, regardless of other factors such as race, demographics, disabilities, English language development. This requires recognizing that the means to helping students meet these goals vary.

## **Learning-Focused Conversations**

Mentors use learning-focused conversations (LFCs) to develop teachers' capacities to apply standards, reflect upon data and student learning, set goals, and expand professional expertise. LFCs use the four stances (calibrating, consulting, collaborating, coaching). See Lipton and Wellman's *Mentoring Matters* for more details.

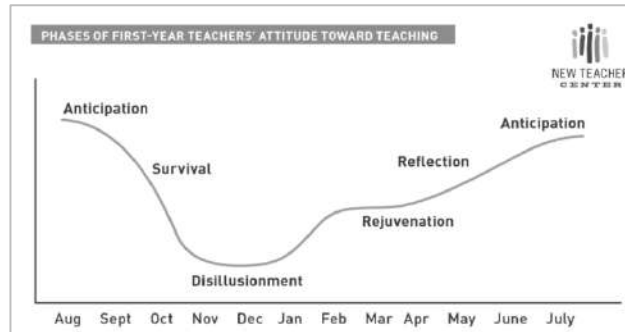
## **Microaggressions**

These brief and commonplace verbal, behavioral, or environmental indignities, whether intentional or unintentional, communicate hostile, derogatory, or negative, prejudicial slights and insults toward any group, particularly culturally marginalized groups.

## Phases of the First-Year Teachers' Attitudes Toward Teaching

Beginning teachers often experience shifting attitudes (anticipation, survival, disillusionment, rejuvenation, reflection, anticipation) as shown below.

**Figure 1: Phases of First-Year Teachers' Attitude Toward Teaching**



**Source:** Phases of First-Year Teaching by 2017 by New Teacher Center, 2017.

### Third Point

Used in learning-focused conversations to promote professional growth, reflection, and future planning, it “shifts the cognitive and emotional energy away from the mentor/novice relationship, placing the attention on an item or artifact” (Lipton and Wellman). Examples include assessment data, observation data, student work, video of a lesson, or other artifacts.

# REFERENCES

Aguilar, E. (2013). *The art of coaching: Effective strategies for school transformation*. San Francisco, CA: Jossey Bass.

Aguilar, E. (2014, September 14). My secret coaching weapon: Compassion. *Bright Morning*. Retrieved July 9, 2020, from <https://brightmorningteam.com/2014/09/my-secret-coaching-weapon-compassion/>

Aguilar, E. (2019). The principles of adult learning. *Bright Morning*. Retrieved July 9, 2020, from <https://brightmorningteam.com/wp-content/uploads/2019/08/Principles-of-Adult-Learning.pdf>

Aguilar, E. (2019, August 28). Why your coaching program is failing. *Education Week Teacher*. Retrieved July 9, 2020, from [https://blogs.edweek.org/teachers/coaching\\_teachers/2019/08/why\\_your\\_coaching\\_program\\_is\\_f.html](https://blogs.edweek.org/teachers/coaching_teachers/2019/08/why_your_coaching_program_is_f.html)

Aguilar, E. (2020). *Coaching for Equity: conversations that change practice*. Hoboken, NJ: Jossey Bass.

Aguilar, E. *Bright Morning: Every conversation counts*. Retrieved July 9, 2020, at <https://brightmorningteam.com/>

Center for Strengthening the Teaching Profession (2009). *Teacher leadership skills framework*. Retrieved July 9, 2020, from <http://cstp-wa.org/teacher-leadership/teacher-leadership-skills-framework/>

*Effective support for new teachers in Washington State: Standards for beginning teacher induction*. Tacoma, WA: Center for Strengthening the Teaching Profession, 2005 (updated 2008, 2014, and 2018). Print.

Headden, S. (March 2014). *Beginners in the classroom, What the changing demographics of teaching mean for schools, students, and society* [Research report]. Stanford, CA: Carnegie Foundation for the Advancement of Teaching. Retrieved July 9, 2020, from <https://www.carnegiefoundation.org/resources/publications/beginners-classroom-changing-demographics-teaching-mean-schools-students-society/#:~:text=and%20Related%20Resources-.Beginners%20in%20the%20Classroom%3A%20What%20the%20Changing%20Demographics%20of%20Teaching,toward%20a%20less%20experienced%20profession>

Lipton, L & B. Wellman (2018). *Mentoring matters: A practical guide to learning-focused relationships*. Arlington, MA: MiraVia. Print.

Mississippi Department of Education. *Active mentor rubric*. Retrieved July 9, 2020, from <https://www.mdek12.org/sites/default/files/Offices/MDE/OA/OTL/Teacher%20Center/1b-mod-1-active-mentor-rubric v1.pdf>

Moir, E. *Phases of first-year teachers' attitude toward teaching*. Retrieved July 9, 2020, from <https://newteachercenter.org/wp-content/uploads/NewTeacherDevelopmentEveryInning.pdf>

New Teacher Center (2018). *Instructional coaching practice standards*. Retrieved July 9, 2020, from <https://p.widencdn.net/2bev1d/IC-Practice-Standards-20180>

New Teacher Center, Courses. *Basic toolbox for mentors and coaches*. Retrieved July 9, 2020, from <https://newteachercenter.instructure.com/courses/249>

New Teacher Center, White Paper (2016). *High quality mentoring & induction practices*. Retrieved July 9, 2020, from [https://newteachercenter.org/wp-content/uploads/BRF-HQM-US-1708-EN\\_final.pdf](https://newteachercenter.org/wp-content/uploads/BRF-HQM-US-1708-EN_final.pdf)

Sweeney, D. (2020). *Student-centered coaching for schools, districts, and educational organizations*. Retrieved July 9, 2020, at <https://dianesweeney.com/>

Taylor, K., & A. Brynson (2013). *Early career performance expectations*. Tacoma, WA: Center for Strengthening the Teaching Profession. Retrieved July 9, 2020, from [http://cstp-wa.org/cstp2013/wp-content/uploads/2014/05/1405\\_ECPE-book\\_eFile\\_single\\_copyright.pdf](http://cstp-wa.org/cstp2013/wp-content/uploads/2014/05/1405_ECPE-book_eFile_single_copyright.pdf)

Weisling, N. & W. Gardiner (2018). Making mentoring work. *Phi Delta Kappan*. Retrieved July 9, 2020, from <https://journals.sagepub.com/doi/10.1177/0031721718762426>

Zakaria, Z. (2016). Scaffolding instruction where it matters: Teachers' shift from deficit approach to developmental model of learning. *Journal of Education and Practice*. Retrieved July 9, 2020, from [https://pdfs.semanticscholar.org/24c3/a64d86805cd25dff9feeac967164e1005ad7.pdf?\\_ga=2.239008131.283244586.1571784818-102073883.1571784818](https://pdfs.semanticscholar.org/24c3/a64d86805cd25dff9feeac967164e1005ad7.pdf?_ga=2.239008131.283244586.1571784818-102073883.1571784818)

# COLLABORATORS

## Research and Writing Team (2nd Edition)

Marisa Bier  
Kathy Colombo, NBCT  
Chris Drape  
Anna Griffith, NBCT  
Jan Lonsway  
Kjell Stroomer Rowe, Ph.D., NBCT  
Ann Swiftney, M.Ed and NBCT

## Consultants

Hilari Anderson  
Margaret Nugent  
Michelle Kagan Gaines, NBCT  
Marcy Yoshida  
Kati Casto

## Research and Writing Team (1st Edition)

Christina Carlson, NBCT  
Nancy Cole  
Chris Drape  
Mike Esping  
Brian Hanson  
Francine Oishi  
Kjell Stroomer-Rowe, Ph.D., NBCT  
Francisca Elena Velasquez  
Alison Walton  
Rachel Wiley

## Background on the *Washington State Standards for Mentoring*

The *Washington State Standards for Mentoring* were originally written by a team of Washington educators in 2017 to articulate the skills and dispositions of strong mentors and to provide a tool for mentor self-assessment and reflection. The work was guided by the Beginning Educator Support Team (BEST) at the Office of Superintendent of Public Instruction (OSPI). In 2019-20, educators from around the state reviewed national best practices in mentoring before revising and further developing these standards.

Thank you to all the educators whose contributions have helped strengthen this publication.

# LEGAL NOTICE



Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

*Alternate material licenses with different levels of user permission are clearly indicated next to the specific content in the materials.*

*This resource may contain links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any endorsement or monitoring by OSPI.*

*If this work is adapted, note the substantive changes and re-title, removing any Washington Office of Superintendent of Public Instruction logos. Provide the following attribution:*

*"This resource was adapted from original materials provided by the Office of Superintendent of Public Instruction. Original materials may be accessed at [Washington State Standards for Mentoring](#)."*

*Please make sure that permission has been received to use all elements of this publication (images, charts, text, etc.) that are not created by OSPI staff, grantees, or contractors. This permission should be displayed as an attribution statement in the manner specified by the copyright holder. It should be made clear that the element is one of the "except where otherwise noted" exceptions to the OSPI open license.*

*For additional information, please visit the [OSPI Interactive Copyright and Licensing Guide](#).*

*OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.*

*Download this material in PDF at [Washington State Standards for Mentoring](#). This material is available in alternative format upon request. Contact the Resource Center at 888-595-3276, TTY 360-664-3631. Please refer to this document number for quicker service: 20-0031.*



**ESTD  
1889**

---

*All students prepared for post-secondary pathways, careers, and civic engagement.*



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

**Chris Reykdal** | State Superintendent  
Office of Superintendent of Public Instruction  
Old Capitol Building | P.O. Box 47200  
Olympia, WA 98504-7200