

Universal Mentor Teacher Distinction

Building Knowledge through Content-Rich Non-Fiction

Students must read, understand, and express understanding of complex texts on a regular basis. A text set is a set of texts around a similar topic, theme, or idea. Strong text sets share common vocabulary, which helps bolster students' vocabulary knowledge through repeated readings. Strong text sets also provide students with repeated readings about similar ideas, which allow them to build knowledge.

- **ANALYZE** one upcoming unit to identify the standards, topics, theme and key ideas
- **DEVELOP** a text set that supports the standards topics, theme, and key ideas the selected unit
- **IMPLEMENT** the unit, collecting work that demonstrates interaction with the texts - annotate your work
- **EVALUATE** the extent to which the text set you developed deepened the content knowledge of your students

Adapting High-Quality Materials to Meet Student Needs

A growing body of research supports the theory that high-quality instructional materials serve as an important anchor for teachers, providing them with guidance and support with not just what to teach but how to teach it effectively. Unfortunately, too often, teachers are expected to create instructional materials from scratch, which makes an already challenging job even more so, particularly for new teachers. Mentor Teachers must be able to help their mentees identify and use high-quality instructional materials and modify those materials to meet the needs of diverse learners.

- **ANALYZE** a pre-existing, high-quality instructional resource that supports an upcoming lesson
- **DEVELOP** a plan demonstrating how you would adapt the resources and materials to meet the needs of two students with an IEP/504 status or who are English Language Learners
- **IMPLEMENT** the plan you developed & collect your evidence
- **EVALUATE** the implementation of your plan with reflections

Mentoring to Improve Classroom Management

Classroom management is an essential skill for new/resident teachers in order to lead a classroom focused on learning. There are three fundamental elements of effective classroom management for inclusion: building relationships with diverse student populations, establishing clear expectations and procedures, and consistently reinforcing expectations and procedures. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed to meet the needs of their mentee and support improvements in classroom management. Through continuous relationship building and effective individualized support, significant improvement in teaching practices can be achieved.

- **ANALYZE** the needs of one mentee with respect to classroom management skills
- **DEVELOP** a coaching plan to support your mentee in successfully achieving the coaching goals identified
- **IMPLEMENT** your coaching plan
- **EVALUATE** the success of your mentoring cycle

Mentoring to Improve Content Instruction

To ensure students master the content they need to be successful, educators need both deep knowledge of their content and the ability to plan and deliver effective instruction. As part of the mentoring cycle, mentor teachers will diagnose and prioritize areas for growth, provide coaching and support, monitor progress, and adjust course as needed in order to support improvements in a mentee's content instruction. Through continuous relationship building and effective individualized support, mentor teachers can support significant improvement in teaching practices.

- **ANALYZE** the needs of one mentee with respect to content instruction
- **DEVELOP** a coaching plan to support your mentee in achieving the goals identified
- **IMPLEMENT** your coaching plan
- **EVALUATE** the success of your mentoring cycle