



## CORE ELEMENTS OF MENTOR TEACHER SELECTION

The PEBC Teacher Residency, operated by Public Education and Business Coalition (PEBC) in Colorado, is a strong example of how deliberate mentor selection and support positively impacts resident development and retention in the field. Careful matching of mentors and residents builds strong relationships between mentor and mentee that often persist beyond the residency year and likely contributes to the program's high retention rate-- according to program data, 92% of PEBC residents remain in the classroom after five years.

The PEBC Teacher Residency carefully crafts mentor selection through the following core elements:

### STAGE ONE: CLEAR MINIMUM CRITERIA

Each January, PEBC staff identify school placements for the upcoming school year. Once the schools are identified, staff ask school leaders to recommend mentor teachers that have, at minimum, three years of teaching experience and a proficient rating on their most recent teacher evaluation.

### STAGE TWO: RIGOROUS MENTOR SCREENING

Once the program receives recommendations, PEBC field staff conduct interviews to determine whether potential mentors' dispositions and expectations align with those of the program. PEBC staff also complete a short classroom observation of the mentor teacher applicant using a rubric to assess key teaching practices.

### STAGE THREE: DELIBERATE MATCHING

Promising matches are initially drafted using the mentor screening data and resident application data. In April-May, the residents and mentors then attend a Match Day which includes a "speed dating" portion in which residents and mentors interview one another in 20-minute windows. By the end of the Match Day, each resident has met with approximately five potential mentors. Potential mentors and residents provide feedback from each interview about which teachers they would like to work with the following year. If both parties indicated interest in working with the other, the mentors and residents are notified of the match and contact information is exchanged.

The PEBC Teacher Residency then builds from this foundation of careful selection by encouraging early relationship building between mentors and mentees; meanwhile, mentors receive ongoing training and support from program staff.

- Whenever possible, residents schedule a shadow day to observe the mentor in his or her classroom before the end of the school year. The mentor and residents are also encouraged to meet over the summer. This helps them to establish mutual understanding and collaboration.
- The resident's schedule aligns with his or her mentor teacher, with the resident beginning in the mentor's classroom when teachers report back in August. This ensures residents have the opportunity to learn and practice critical facets of establishing classroom culture, management systems, and physical set up before students arrive.
- All mentors participate in a 2-day institute, "Effective Coaching and Mentoring." Additionally, all mentors meet monthly for a mentor seminar to reflect upon and develop their mentoring and coaching practice.

Remaining Questions: The PEBC Teacher Residency continues to refine its mentor selection process to mitigate enduring challenges.

**Additional Early Screening Steps:** PEBC has struggled with the sheer number of mentors to evaluate; this has consequences both for the intentionality of mentor-mentee matches and the logistics of Match Day. To address these concerns, PEBC has narrowed the pool of mentors in each step of the process to ensure that only mentors that show the most promise and likely fit are invited to Match Day. This includes an online mentor "application" with questions meant to help surface fit and investment in the program. This application also helps filter through applicants who may have been recommended by a school leader but are not yet ready or willing to mentor.

**Clear Roles and Responsibilities:** Some mentors are not fully clear on their roles and responsibilities when they initially sign up. As a response, PEBC has provided more detailed up-front information about the rigors of mentorship within the program.

For More Information:

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**MENTORS AND RESIDENTS OFTEN STAY CONNECTED TO ONE ANOTHER PAST THE RESIDENCY YEAR. THIS IS A SUPPORT THAT WE THINK CONTRIBUTES TO THE HIGH TEACHER RETENTION RATE OF THE PROGRAM OVERALL: 95% OF BOETTCHER RESIDENTS REMAIN IN THE CLASSROOM AFTER FIVE YEARS.**

**– PEBC TEACHER RESIDENCY**