New Visions’ mentor selection process combines high-quality selection criteria with input from a variety of stakeholders to ensure the recruitment of skilled, motivated, and effective mentor teachers.

Stemming from this robust selection process, residents and coaches rate most mentors as effective on mentor competency assessments, and their scores typically improve throughout the school year. Many mentors return for multiple years with New Visions, and external evaluations have confirmed mentor accounts of their own growth and learning. School leaders also attest to the benefits that mentoring affords their teachers.

New Visions’ mentor selection process prioritizes the following qualities in potential applicants:

External indicators of teaching proficiency. Mentors within New Visions must have three or more years of teaching experience in New York City Public Schools, have obtained (or will have obtained) tenure by the beginning of the school year, and receive a rating of “effective” or “highly effective” on external evaluation data. While not required, New Visions also prefers that a mentor teacher possesses a Master’s degree.

Teaching and interpersonal skills. When selecting mentors for the program, New Visions seeks candidates that have experience working in collaborative environments and those that possess strong communication, coaching, data analysis, and problem-solving skills. New Visions also emphasizes content expertise and differentiation ability as initial indicators of mentor fit.

Markers of professional practice. The most powerful, consistent lesson a mentor relays is through his or her own actions. To that end, New Visions seeks mentors that demonstrate sensitivity to the cultural context and challenges of New York City schools, those that possess a commitment to ongoing professional development, mentors that believe in the learning capacities of all students, and those that possess a deep responsibility for the needs of all students.

Transparent modeling of professional practice. Mentors must be able to model and deconstruct their own professional practices. These proficiencies ensure that resident teachers can benefit from the considerable expertise of program mentors.

This one-pager is part of a series that TPI-US produced to share successful programs’ promising practices and resources with other programs. For other promising practices, see our website: www.tpius.org.
New Visions uses the following mentor selection process to recruit, evaluate, and select new mentors for the program.

**Step 1:** Based on program selection criteria, New Visions solicits recommendations from a school’s principal or assistant principal.

**Step 2:** Program staff gather information about potential mentors through discussions with administrators and consultation with program staff serving within their schools.

**Step 3:** After passing an initial check from program staff, either the host school administrator or New Visions staff approach potential mentors to gauge interest and share mentor recruitment materials.

**Step 4:** Interested applicants host program staff for teaching observation and evaluation. Following the observation, program staff share the observation data and further discuss program benefits and requirements.

**Step 5:** Potential mentors engage in mentor selection activities including a resident video and lesson plan critique.

*Mentors that successfully complete the above activities receive an invitation to join the mentoring cohort for the upcoming school year.*

**Remaining questions:**
While many mentors that are trained through New Visions go on to become teacher leaders, department chairs, and peer coaches, further inquiry is needed in order to capture the specific effect that professional development has on mentors and the performance of their schools. New Visions also hopes to uncover methods for professionalizing and recognizing mentors through formal contract roles.

**For more information:**
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