Career in Teaching Tool

**Lead Teacher-Mentor: Self-Assessment
First-year Mentors ONLY\***

Please complete this form if you are a new mentor. Experienced mentors will have opportunities to reflect as part of Mentor Forum training, the end-of-year on-line survey, and the reapplication process.

**Lead Teacher-Mentor** (print name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Lead Teacher-Mentor Signature: Date Completed**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reviewed by CIT Panel Member**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date of Review**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Signature

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. **Type of support (check all that apply):**
 | [ ]  Intern  | [ ]  Professional Support | [ ]  Peer Review | [ ]  Intervention |

The Self-Assessment should be used in conjunction with the Mentor Skills Rubric on pages 3-4. After you have assessed your Mentor conferencing skills, answer the questions below. Send a copy via email to your CIT Panel Contact (can be unsigned) prior to your Review of Records meeting, and then bring a signed hard copy to submit at the meeting. If you do not submit the Self-Assessment to your Panel Contact, please send a copy to the CIT Office. The content of the Self-Assessment will not be included in the formal evaluation of any Lead Teacher. The purpose of this document is to encourage mentor reflection and professional growth.

1. Complete the Mentor Skills Self-Evaluation Rubric on pages 3-4. What are some of your accomplishments or growth areas as a Mentor this school year?

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1. Based on the Mentor Skills Self-Evaluation Rubric, and on your experiences as a Mentor this school year, set some goals to improve your mentor practice next year.

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1. How might the CIT Mentor-Intern Program help you to achieve your professional goals as a mentor?

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**Mentor Skills Self-Evaluation Rubric**

*All of the skills included on this scale are part of the CIT Mentor Toolkit of peer coaching skills and are based on the Learning-Focused Conversation skills developed by Laura Lipton and Bruce Wellman.*

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**RATE YOURSELF ON THE FOLLOWING MENTORING SKILLS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **ATTENDS FULLY** | Flexibly and Fluently | Consciously Skilled | Consciously Unskilled |
| Uses effective physical alignment (sits next to intern) |  |  |  |
| Uses nonjudgmental body language (eye contact, nodding, smiling, etc.) |  |  |  |
| Listens without interruption |  |  |  |
| Listens non-judgmentally, without personal referencing, personal curiosity, or personal certainty |  |  |  |
| Listens for assumptions, inferences, perceptions, perspectives |  |  |  |
| **INVITES THINKING**Uses Invitational stems that include: | Flexibly and Fluently | Consciously Skilled | Consciously Unskilled |
| An approachable voice(intonation) |  |  |  |
| Plural Forms (What are some ways….) |  |  |  |
| Exploratory Language (How might….) |  |  |  |
| **SUSTAINS THINKING**Through pausing & paraphrasing | Flexibly and Fluently | Consciously Skilled | Consciously Unskilled |
| **PAUSES*** After asking a question
* After hearing a response
* Before making a response or asking a question
 |  |  |  |
| **PARAPHRASES*** To acknowledge and clarify emotion
* To acknowledge and clarify content
* To summarize/organize content
* To shift level of abstraction
 |  |  |  |
|  | Flexibly and Fluently | Consciously Skilled | Consciously Unskilled |
| **USES A THIRD POINT** |  |  |  |
| **MENTOR SKILLS RUBRIC (continued)** |
| **SUSTAINS THINKING THROUGH QUESTIONING** | Flexibly and Fluently | Consciously Skilled | Consciously Unskilled |
| **Uses Inquiry Questions** **to Open Thinking**Avoids yes/no format*Eg.* ***Avoid*** *“Do you think cooperative learning is a good strategy?”* |  |  |  |
| **Uses Inquiry Questions** **to Open Thinking**Asks questions that produce new insights. *Eg. How might this strategy keep your students more engaged?* |  |  |  |
| **Uses Inquiry Questions** **to Open Thinking**Uses language to focus on specific cognitive process. *Eg. How might you compare today’s mini-lesson to yesterday’s mini-lesson?* |  |  |  |
| **Uses Probing Questions** **to Focus Thinking**Asks questions to clarify explanations and ideas. *Eg. In what ways was it better?* |  |  |  |
| **Uses Probing Questions** **to Focus Thinking**Surfaces specific examples*Eg. What are some examples of student learning that took place?*  |  |  |  |
| **Uses Probing Questions** **to Focus Thinking**Asks questions to examine implications, consequences, inferences, or assumptions*Eg. How might this strategy impact the way you plan your future lessons?* |  |  |  |
| **EXTENDS THINKING** | Flexibly and Fluently | Consciously Skilled | Consciously Unskilled |
| Provides information |  |  |  |
| Provides Resources |  |  |  |
| Frames Expectations |  |  |  |
| **SHIFTS ON THE CONTINUUM** | Flexibly and Fluently | Consciously Skilled | Consciously Unskilled |
| Coaching ---Collaborating--Consulting  |  |  |  |

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| **Set Mentor Goals:** *Use this rubric to identify goals and continuously monitor your progress with your application of the Lipton Series Learning-Focused Conversation skills. For the skills rated Consciously Unskilled, use the text* ***Mentoring Matters*** *to refresh yourself about the skill. Consider taping yourself conducting a learning-focused conversation, then rate yourself after watching the recording. When conducting a Mentor Peer Observation, use the rubric as a guide when providing peer feedback.* |