 Career in Teaching Tool

**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 head, smiling, etc.) |  |  |  |
| Listens without interruption |  |  |  |
| Listens non-judgmentally, without personal referencing, personal curiosity,  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 and 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** |  |  |  |

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| --- | --- | --- | --- |
| **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  *Example:.* ***Avoid*** *“Do you think cooperative learning is a good strategy?”* |  |  |  |
| **Uses Inquiry Questions**  **to Open Thinking**  Asks questions that produce new insights  *Example: How might this strategy keep your students more engaged?* |  |  |  |
| **Uses Inquiry Questions**  **to Open Thinking**  Uses language to focus on specific cognitive process  *Example: 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  *Example: In what ways was it better?* |  |  |  |
| **Uses Probing Questions**  **to Focus Thinking**  Surfaces specific examples  *Example: 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  *Example: 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.* |