

APPENDIX F

Mentor Reflection Rubric

EFFECTIVE MENTORS . . .

- #1: Understand the Student-Centered Mentoring approach and practice the strategies with mentees
- #2: Build positive and supportive relationships with mentees
- #3: Promote Collective Teacher Efficacy in a mentoring partnership
- #4: Engage in collaborative conversations about impact on students
- #5: Provide shared learning opportunities
- #6: Utilize the additional support of a coach or someone in a similar role

#1: Understand the Student-Centered Mentoring Approach and Practice the Strategies With Mentees		
Beginner	Emerging	Innovative
The mentor is accepting of being a mentor and willing to learn Student-Centered Mentor strategies. He/She has yet to attempt any of the student-centered practices.	The mentor is attempting to learn skills and techniques that are student centered as well as trying a portion of a Student-Centered Mentoring component (i.e., philosophy, framework, strategies, etc.).	The mentor shares in the Student-Centered Mentoring belief system and empowers others to consider similar thoughts. He/She has taken a lead role in employing the structures within his/her daily practices and school as well as seeks opportunities to build the student-centered knowledge of other educators.

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#1: Understand the Student-Centered Mentoring Approach and Practice the Strategies With Mentees		
Beginner	Emerging	Innovative
Success Criteria		
<ul style="list-style-type: none">• I can build a set of student-centered beliefs in partnership with my mentee.• I can apply Student-Centered Mentoring strategies within the mentoring experience.• I can connect the mentor partnership goals to current school/district goals.• I can celebrate the easy and difficult steps in using effective instructional and mentoring practices, keeping the focus on student learning.• I can arrange opportunities for us to observe student learning centered around my mentee's goals.• I can seek ways to gain varied support for my mentee from other school/district staff members.		

#2: Build Positive and Supportive Relationships With Mentees		
Beginner	Emerging	Innovative
The mentor is interested in helping beginning teachers and either has not fully developed facilitation skills for any type of support and/or is in the beginning stages of forming a relationship.	The mentor is working toward being a positive resource who is attempting to use supportive conversational skills and expanding the use of feedback strategies.	The mentor is a partner with the beginning teacher, consistently showing effective communication skills that results in a successful working relationship.
Success Criteria		
<ul style="list-style-type: none">• I can be a point person for my mentee and provide my mentee direction whenever needed.• I can identify the type of support my mentee may need depending on the moment.• I can support positive communication with colleagues by being a model for my mentee.• I can be a listener and seek to ask questions rather than always jumping to reply in conversations.• I can use feedback that is building on the strengths of my mentee.		

#3: Promote Collective Teacher Efficacy in a Mentoring Partnership

Beginner	Emerging	Innovative
The mentor is working toward the belief that together an impact can be made on students but may be hesitant to fully support a group perspective.	The mentor sometimes knows students can learn as a result of the partnership and attempts to be inspired by the success of others.	The mentor believes the mentoring partnership impacts student learning because of the group's efforts to focus on students, utilizing the additional support of other colleagues.

Success Criteria

- I can seek improvement in my instructional practices.
- I can be empowered to seek creativity and take risks in front of others.
- I can support problem solving through my thinking aloud.
- I can inquire about instructional strategies that may be more effective with certain students.
- I can impact student learning despite outside factors through the help of my mentee and other colleagues.
- I can reflect on my mindset approach and increase my belief of an innovator's mindset.

#4: Engage in Collaborative Conversations About Impact on Students

Beginner	Emerging	Innovative
The mentor is attempting to have reflective conversations, but the discussions are not grounded in (or guided by) student evidence.	The mentor promotes having reflective conversations with his/her mentee, at times guided by student evidence. These discussions might also consist of problem solving how to increase student-learning opportunities.	The mentor takes part in routinely having collaborative conversations using student evidence. These discussions are reflective of how changes in instructional practices impact students' learning.

Success Criteria

- I can encourage discussions around real-world scenarios.
- I can reflect with my mentee and assist in setting goals to propel student learning forward.
- I can model how to evaluate my impact on student learning.
- I can showcase inquiry thinking around instructional practices.

#5: Provide Shared Learning Opportunities		
Beginner	Emerging	Innovative
The mentor is understanding of the need to participate in observational learning and may pose for their mentee to do so solely.	The mentor is striving to learn from others in one or two ways and encourages their mentee to participate in a learning opportunity as well.	The mentor is learning alongside their mentee through varied opportunities and both grow in their teacher clarity.
<p>Success Criteria</p> <ul style="list-style-type: none"> • I can provide options of several observation types to grow my mentee’s instructional repertoire. • I can guide my mentee’s observational look-fors to be focused on student-learning strategies. • I can join my mentee in a mixture of observational experiences. • I can set next steps in conjunction with my mentee following our observational learning. • I can follow up with my mentee and collaborate around our learning. 		

#6: Utilize the Additional Support of a Coach or Someone in a Similar Role		
Beginner	Emerging	Innovative
The mentor is unsure of what support to request from a coach or another colleague who may be able to support the mentee in a similar style.	The mentor is beginning to use the instructional coach for a resource and may be asking a coach for informal planning advice and/or doing an individual cycle with the mentee.	The mentor seeks instructional coaching to provide in-depth learning for the partnership that will encourage effective instructional practices and increase student learning.
<p>Success Criteria</p> <ul style="list-style-type: none"> • I can help organize a Mentor Coaching Cycle with an instructional coach or someone in a similar role. • I can participate in setting a student-centered goal and learning targets that will meet everyone’s needs. • I can use student work to encourage reflective planning and drive next steps. • I can be flexible with co-teaching opportunities that balance shared support with my mentee. • I can learn ways from the coach to give effective strengths-based feedback to my mentee, who can turnkey that approach with students. • I can share the impact of coaching cycles on student and teacher learning. 		

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