

Mentoring Matters: A Practical Guide to Learning-Focused Relationships

Mentoring Relationship: Self-Assessment Rubric

Rubrics are a useful way to identify and qualify the desired characteristics of a mentoring relationship. Use this inventory to self-assess the developing mentor/novice relationship. Choose the level that represents the best fit, rather than expecting an exact match with each statement.

Level Four

Contact between mentor and beginning teacher is scheduled frequently, protected from competing demands, and meets the mutual needs of the partnership as well as advancing the goals of the district.

Both the mentor and the beginning teacher consistently initiate learning-focused conversations regarding teacher and student learning.

The mentor demonstrates versatility in appropriately consulting, collaborating, and coaching to purposefully develop the beginning teacher's capacity to generate information.

Mentoring interactions promote connection making between instructional practice and student results. Beginning teachers transfer personal learnings and apply to other content and contexts. These learnings inform future actions.

The mentor models problem-solving processes and reflective practice which beginning teachers adopt.

The beginning teacher participates in school-wide goal achievement and increasingly interacts as a collaborative member of the professional school community.

Level Three

The mentor and beginning teacher maintain regular contact.

Interactions promote collaboration through joint planning, problem-solving, decision-making, and reciprocity of learning results.

The mentoring relationship is mutually beneficial and information production is equal.

Learning-focused conversations center on the implementation of curriculum and generally recognized best practice.

The mentor provides connections with grade level/content area colleagues and promotes collaborative opportunities.

Level Two

Contact occurs as scheduled and satisfies the beginning teacher's needs for information.

Throughout the relationship, the mentor produces more information and analysis than the beginning teacher.

The mentor conducts conferences employing strategies to fix current problems, and adds to the beginning teacher's list of activities.

Discussions center on specific episodes and situations. Meeting beginning teacher needs may become time intensive for the mentor.

The mentor provides orientation and introduction to the professional school community.

Level One

Mentor-novice contact is irregular and generally precipitated by a need for information or assistance.

Interactions are limited to the transfer of critical, basic information. The mentor provides suggestions and advice as requested.

The beginning teacher's collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty.

The greatest learnings for the beginning teacher are within the management domain and generally do not progress to the examination of impact.

Survival strategies are the emphasis of the beginning teacher's learning.