

# Mentoring Matters: A Practical Guide to Learning-Focused Relationships

# Mentoring Skills Primary Trait Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Purpose:** This self-assessment organizes specific attributes and skills for applying the Continuum of Learning-focused Interaction and for each element in the learning-focused toolkit. It is intended to provide baseline data for feedback and personal goal setting.

**Directions:**

1. Record a learning-focused conversation and create a transcript. Complete the rubric without the aid of any print material.
2. For each rating, please cite specific “evidence” from your transcript.

**Unaware:** I don’t know what this means.

**With Prompts—or When I remember:** Need visual support material on hand.

**Fluent:** Consistent use—regular application of the stance/tool in multiple circumstances.

**Flexible:** Full integration—can access full repertoire of tools responsively/can differentiate use based on context.

<b>Self-Assessment: Navigating the Continuum of Interaction</b>				
<b>Continuum of Interaction</b>	<b>Unaware</b>	<b>With Prompts or When I Remember</b>	<b>Fluently</b>	<b>Flexibly</b>
I can define, describe the purpose of and distinctions between each stance: - Coaching				
- Collaborating				
- Consulting				
- Calibrating				
I can apply strategies for each stance: - Coaching				
- Collaborating				
- Consulting				
- Calibrating				
I understand when and why I would navigate to another stance				
My verbal and non-verbal language is congruent with my stance				

## Self-Assessment: Attending Fully

<b>Attending Fully</b> Be fully present and:	Unaware	With Prompts or When I Remember	Fluently	Flexibly
Listen without interruption				
Listen without:				
- Personal Listening				
- Detail Listening				
- Certainty Listening				
- Predictive Listening				
Listen for assumptions, inferences, problem frames, perceptions, perspectives				

## Self-Assessment: Inviting Thinking

<b>Inviting Thinking</b> Use Invitational Elements which include:	Unaware	With Prompts or When I Remember	Fluently	Flexibly
An approachable voice (intonation)				
Plural forms				
Exploratory language				
Non-dichotomous stems (eliminate yes/no)				
Positive presuppositions				

## Self-Assessment: Sustaining Thinking

<b>Pause</b> Pause to allow time for thought:	Unaware	With Prompts or When I Remember	Fluently	Flexibly
- After asking a question				
- After teacher's initial response to allow time for additional information				
- Before paraphrase				
- After paraphrase to consider strategic next move				
<b>Paraphrase</b> Apply paraphrases preceded and followed by a pause, that:	Unaware	With Prompts or When I Remember	Fluently	Flexibly
- Acknowledge & Clarify content and emotion				
- Summarize/Organize comments				
- Shift Level of Abstraction up				
- Shift Level of Abstraction down				

## Self-Assessment: Sustaining Thinking *(continued)*

<b>Inquire</b> Construct inquiries that:	Unaware	With Prompts or When I Remember	Fluently	Flexibly
Include Elements of the Invitation				
Use language to focus on specific cognitive processes				
Use data to inform questions				
Explore cause-effect				
Ask questions that produce new insights and applications				
Ask questions to surface specific examples				
Ask questions to clarify explanations, ideas, deletions, generalizations				
Ask questions to examine inferences, assumptions, implications, consequences				

### Learning-goals:

Based on my assessment,

My Goal	Achievement Indicators	Strategies/Action Steps	Completion by