

Standard 1: Engages, Supports, and Advances the Professional Learning of Each Teacher

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
1.1 Uses reflective conversation skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning.	Little or no evidence of mentoring language protocols. Has limited success listening, responding to, or engaging the teacher in problem solving.	Learns mentoring language protocols. Listens attentively to respond appropriately. Engages the teacher in collaborative problem solving.	Uses mentoring language to facilitate positive, productive, reflective conversations. Applies instructive, collaborative, and facilitative mentoring strategies consciously to promote thinking and problem solving.	Strengthens repertoire of reflective conversation skills. Moves fluidly among mentoring strategies to promote teachers confidence and autonomy. Effectively addresses sensitive issues and resistance. Encourages ongoing reflection, critical thinking, and risk taking to promote both self-direction and collaborative problem solving.
1.2 Uses a variety of strategies and resources, including technology, to respond to the teacher's professional needs and to the learning needs of all students.	Rarely or never responds to the needs of the teacher; makes limited or no use of teaching strategies or resources.	Responds to the needs of the teacher by providing timely access to an array of teaching strategies, resources, and materials.	Selects from a variety of research-based teaching strategies to support the teacher's pedagogy, content knowledge, and instructional skills.	Seeks and shares new knowledge of strategies and resources related to ongoing learning from the professional community. Facilitates the teacher's strategic integration of those resources to influence practice, promote student achievement, and differentiate instruction.
1.3 Uses data to engage the teacher in examining and improving practice.	Rarely or never uses formative assessment data to inform teacher's next steps. Little or no evidence of keeping records of reflective conversations.	Uses formative assessment data to inform the teacher's next steps. Records the reflective conversations on graphic organizers/tools that help facilitate data analysis and data-driven conversations.	Responds to the needs of the teacher by providing specific formative assessment data and data analysis for both short- and long-term teaching goals and for problem solving and decision-making.	Integrates multiple methods and tools of observation and data collection to create and utilize opportunities for examination and improvement of practice.
1.4 Facilitates learning experiences that promote collaborative inquiry, analysis and reflection of practice.	Rarely or never collaborates with the teacher. Does not apply the inquiry cycle.	Collaborates with the teacher to effectively utilize the inquiry cycle of plan, teach, and reflect in order to improve teaching practice.	Models the inquiry cycle by collaborating with teachers on designing lessons, observing lessons, and analyzing student work and observation data generated from lessons.	Fosters a habit of mind of generating inquiry questions and consistently executing the inquiry cycle of plan, teach, and reflect.

Standard 2: Creates and Maintains Collaborative and Professional Partnerships to Support Teacher Growth

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
2.1 Creates an environment of trust, caring and honesty with the teacher to establish and maintain strong relationships and promote professional growth.	Has difficulty building a positive relationship with the teacher. Interactions between mentor and beginning teacher are, at times, strained and non-productive. Mentor is insensitive to the beginning teacher's cultural background or experiences.	Builds a positive relationship with the teacher. Explains the role of the mentor. Listens actively, maintains confidentiality, and honors commitments. Celebrates successes.	Builds and maintains an effective relationship of trust, caring, and honesty. Practices ongoing conversations about what is working, what are concerns/ issues, what are next steps for the teacher and for the mentor.	Fosters a sustained trusting, caring relationship based on professional honesty and mutual respect. Collaborates with the teacher to move from the status quo to a willingness to take responsible risks in addressing complex teaching issues and concerns.
2.2 Uses mentoring and collaboration time effectively, implementing procedures and routines that supports the teacher's learning.	Has difficulty using time effectively to support teacher needs and program requirements. Mentor does not have or utilize a system of organizing or sharing teacher data, tools, and resources.	Respects the teacher's time, meets individual needs, provides ongoing collaboration, and completes program requirements. Mentor attempts to use a system of organizing or sharing teacher data, tools, and resources.	Anticipates the needs of the teacher and is alert to entry points that will open up dialogue around a teaching concern or issue. Prioritizes and balances program requirements and the teacher's immediate needs. Mentor maximizes coaching time by maintaining an effective system for organizing or sharing teacher data, tools, and resources.	Provides seamless integration of the program requirements, mentoring processes, and the teacher's needs. Uses procedures, routines and tools that increase efficiency and help energize the mentoring experience.
2.3 Understands the teacher's school and community and builds relationships with school and community members to foster the teacher's success and student achievement.	Unaware of relevant information about context of classroom, site, community, or parents. Does not work to foster relationships with site administrators and other site and district personnel. Does not actively support school and district goals that target student academic success.	Gathers information about the classroom, site, parents, students, and community/cultural context. Fosters an ongoing relationship with the site administrator and other site and district personnel to communicate program expectations. Supports school and district goals that target student academic success.	Collaborates with the teacher on ways to promote ongoing communication with parents. Strengthens relationships with administrators and staff by being knowledgeable about school plans and programs and making connections to mentoring.	Embraces the role of transformational leader at the school/district by possibly attending meetings with the teacher, facilitating professional learning communities, and/or providing professional networking opportunities for the teacher.
2.4 Promotes development of the teacher's professional responsibility and collaboration with families and broader school community.	Little effort to share information about professional expectations.	Shares information about professional expectations such as e-mail etiquette, parent conferencing protocols student pre-assessment data collection, Back-to-School night presentations, teacher-created website policies, classroom policies, homework expectations, attendance at school events and more.	Supports the teacher in working collaboratively with families, resource personnel, colleagues, and community members. Supports the development of the teacher's leadership skills and contributions to the learning community.	Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions with site personnel, families, and community groups.

Standard 3: Utilizes Knowledge of Student Content Standards, Teaching Pedagogy, and Professional Teaching Standards

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
3.1 Utilizes knowledge of evidence-based best practices and instructional strategies to advance teacher and student development.	Rarely uses student assessment data. Minimal use of mentor tools. Does not offer evidence-based instructional strategies.	Provides support to the teacher on lesson design that engages all students, assesses students, and addresses one or more student content standards. Offers a variety of instructional strategies for differentiating instruction.	Help teacher use student assessment data to guide lesson design. Shares evidence-based teaching strategies to meet the needs of all students. Supports the teacher with analysis of student work to inform next steps.	Supports the teacher in using differentiated instruction of strategies tailored to the needs of the teacher and the students. Tracks and reflects on the effectiveness of the strategies with the teacher using mentor tools. Offers ideas about subject-specific instructional strategies during lesson design.
3.2 Utilizes knowledge of content standards to advance teacher and student development.	Rarely provides support in integration of student content standards into unit and lesson design.	Provides support for the teacher in acquisition, clarification and integration of student content standards into unit and lesson design.	Offers differentiated instructional strategies and ongoing formative assessments to support student mastery of content standards.	Supports the teacher to consistently use differentiated instructional strategies and ongoing formative assessment to ensure student mastery of content standards. Guides teacher in developing academic literacy appropriate to content.
3.3 Uses knowledge of district professional teaching standards to advance teacher and student development.	Minimal understanding of district professional teaching standards and their use in the classroom and in conversations with beginning teachers.	Understands the classroom application of professional teaching standards. Collects appropriate data, based on teaching standards, to be used during reflective conversations regarding student-learning outcomes.	Supports teacher reflection to self-assess and prioritize areas for growth. Facilitates the professional goal-setting process based on the teaching standards. Co-creates a learning plan with the teacher.	Guides the teacher in collecting evidence/data that validates and celebrates the effective demonstration of district professional teaching standards. Encourages teacher to share with colleagues artifacts that demonstrate the teaching standards.
3.4 Uses knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet standards.	Rarely promotes an awareness and understanding of student cultures and individual difference in ensuring access to content. Rarely uses data to guide teacher's awareness of achievements gaps.	Promotes the teacher's understanding, valuing and building upon student cultures, knowledge, languages and experiences. Uses data to guide the teacher's awareness of achievement gaps for groups of students.	Guides the teacher in assessing how their own life experiences, perspectives, culture, language and racial identity impact his/her teaching and students' learning. Uses data to guide the teacher's reflection of contributing factors affecting student access to content.	Enhances the teacher's abilities to identify inequities in curricula and to avoid inequities in lesson design. Supports the teacher in ensuring equal access to content for all students.

Standard 4: Designs and Facilitates Professional Development for Teachers

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
4.1 Builds on and values prior knowledge, background, interests, experiences and needs of the teacher.	Rarely uses knowledge of participants' prior knowledge, interests and needs in planning professional development.	Plans professional development with basic knowledge of the participants. Recognizes the importance of formally and informally assessing prior knowledge of the participants.	Uses knowledge of adult learning theory and the importance of clear objectives. Connects new learning with participants' current perspective, knowledge, experiences, interest, and needs.	Designs professional development that includes deliberate and multiple opportunities for teachers to build on their own knowledge, experiences, and interests to improve their practice, and reflects on the effect it has on student learning.
4.2 Creates an effective environment for professional learning.	Rarely creates an environment that establishes norms, protocols, and participation in professional learning.	Arranges the physical environment to enhance the learning experience. Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect on norms.	Creates an effective environment that promotes sharing collaboration, risk-taking, problem solving, and reflection. Encourages participants to bring classroom artifacts to share with colleagues and learn from each other.	Provides a safe environment that encourages participants to take ownership of their own learning by participating, suggesting topics for discussion, sharing information, and bringing artifacts of practice.
4.3 Uses a variety of research-based instructional strategies to differentiate professional development for teachers.	Rarely differentiates professional development in light of participants' experience, interests and needs. Does not recognize participants experience, interests and needs in planning professional development.	Recognizes that participants have different levels of experience, interests, and needs. Offers participants some choices to differentiate professional development.	Provides options for grouping based on developmental needs, learning styles, interests and individual professional learning goals. Models practical teaching strategies that can be used in the classroom.	Integrates thorough knowledge of research-based practices and strategies based on identified needs, levels and goals of participants. Is flexible in addressing the immediate needs of participants.

Standard 5: Utilizes Assessments to Promote Teacher Learning and Development

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
5.1 Implements formative assessments to advance classroom practice (using FAS tools, video recording, etc.).	Assessments rarely support teacher growth.	Follows guidelines for implementing formative assessment system. Integrates formative assessments into ongoing work with the teacher using natural entry points.	Plans and organizes for integration of formative assessments in ways that are matched appropriately to meet the individual teacher's needs. Supports the teacher in reaching long-term professional development goals.	Matches needs and interests of the teacher by embedding formative assessments into mentoring conversations. Integrates professional teaching standards, student-content standards, and program requirements into formative assessments.
5.2 Uses results of formative assessments to guide mentoring.	Rarely examine formative assessment data either independently or with colleagues.	Develops an understanding of the role of formative assessments related to the teacher's professional development. Uses formative assessments to focus conversations with the teacher and to identify immediate needs and mentoring next steps.	Expands skills, knowledge, and use of formative assessments to promote teacher growth. Uses results of formative assessments to analyze progress in professional teaching standards and program requirements. Based on analysis and reflection, selects next steps to achieve short-term goals for mentoring.	Deepens understanding of potential and limitations of formative assessment processes and tools. Collaborates with teachers and mentor colleagues in ongoing analysis and reflection on formative assessments to gauge and calibrate teacher progress toward both short- and long- term goals.
5.3 Develops the teacher's ability to self-assess practice based on evidence, to set professional goals, and to monitor progress.	Rarely guides the teacher in developing professional learning goals or assessing progress based on collaborative analysis of formative assessment data to improve the quality of the teacher's work.	Guides the teacher in developing professional learning goals and assessing progress based on collaborative analysis of formative assessment data.	Builds the teacher's capacity to reflect on evidence of practice of strengths and areas for growth and to design short- and long- term professional growth plans. Builds the teacher's capacity to use formative assessments to reflect on practice and develop next steps.	Supports the teacher in ongoing self-assessment process. Engages teacher in selecting appropriate formative assessment tool to gather desired data. Builds self-assessment processes as a habit of professional practice.
5.4 Establishes a coherent goal-based support plan to improve the teacher's practice.	Mentor does not establish a goal based support plan for providing service to the beginning teacher.	Mentor uses prescribed strategies and data to establish a goal-based coherent plan for providing service to the beginning teacher.	Mentor uses strategies and data to establish a goal-based coherent plan that will provide service to the beginning teacher based on the beginning teacher's needs.	Mentor and beginning teacher used evidence-based data to collaborate when establishing a goal-based coherent plan that will provide service to the beginning teacher based on the beginning teacher's needs.
5.5 Demonstrates and uses knowledge of the beginning teacher to support teacher's growth.	Mentor demonstrates little or no familiarity with the beginning teacher, his/her needs or cultural background, and does not seek to understand.	Mentor demonstrates basic familiarity with the needs of his/her beginning teacher related to classroom performance.	Mentor demonstrates thorough knowledge of the needs of the beginning teacher, his/her experience, culture, and background, and uses the knowledge to guide the interaction.	Mentor uses knowledge of the beginning teacher to plan for opportunities for the beginning teacher to reflect on issues of equity in teacher's practice.

Standard 6: Develops as a Professional Leader to Advance Mentoring and the Profession

Indicator	Does Not Meet Standard (DNM)	Developing Proficiency Toward Standard (DP)	Proficient Relative to Standard (PR)	Exceeds Standard (E)
6.1 Establishes professional goals and pursues opportunities to grow professionally.	Rarely uses evidence to self-assess or reflect on professional practice.	Uses mentor standards to self-assess and reflect on strengths and areas for growth. Develops professional goals and meets regularly with program leader. Participates in professional growth opportunities as part of the program requirements.	Shares professional goals with colleagues and program leader. Selects evidence that shows that goals have been met and completes the goals in a timely manner. Seeks professional development opportunities within and outside the program.	Uses and models research-based mentoring practices to grow as a mentor and educational leader. Designs and leads professional development for other mentor teachers and teacher leaders to support their growth toward professional goals.
6.2 Works with colleagues, administrators, and school communities to advance the teaching profession.	Rarely cooperates with colleagues or administrators. Rarely attempts to understand the policies and procedures of the school community.	Builds a network of professional contacts and collaborates with colleagues and administrators. Advocates for working conditions that promote teacher success. Understands the policies and procedures of the school community.	Communicates, problem solves, and advocates to build effective working relationships between colleagues, administrators, parents, and other partners. Uses knowledge of the school's policies and procedures to foster collaboration, inquiry, and reflection on practice.	Collaborates with others to initiate innovative practices that support the professionalization of teaching. Advocates for equitable professional opportunities.
6.3 Participates in professional inquiry.	Relationships with colleagues are negative. Mentor does not attend or attends and does not engage in professional inquiry with peers (PLC, forums).	Relationships with colleagues are cordial. Mentor attends and participation in professional inquiry is limited to those that are convenient or are required.	Relationships with colleagues are mutually supportive and respectful. Mentor actively participates in professional inquiry (PLC, forums).	Relationships with colleagues are characterized by mutual support and cooperation. Mentor takes leadership in promoting a culture of inquiry in the mentor community.
6.4 Reflects on mentoring practice and program.	Mentor does not reflect and/or know if their practice is effective or misjudges the impact of their practice on the beginning teacher's practice. Mentor does not welcome constructive feedback.	Learns from reflecting on analysis of practice and welcomes constructive feedback. Collaborates with mentor colleagues to analyze teacher feedback to make program improvements.	Elicits feedback from colleagues. Collaboratively reflects on both mentoring practice and program elements to make ongoing improvements and to ensure a high-quality program.	Actively seeks constructive feedback. Contributes to the professional growth of self and others to elaborate on and extend professional practice. Uses multiple sources of feedback routinely to analyze impact of mentoring practice and induction program with mentor colleagues. Leads collective actions to elaborate on and extend professional practice.
6.5 Meets professional expectations for the role of a mentor.	Rarely completes required documentation and record keeping. Inconsistent attendance and/or tardiness to professional development/meetings. Mentor has no system for maintaining teacher's progress or system is in disarray.	Mentor's system for maintaining information on teacher's progress is rudimentary and partially effective. Required reports are sometime submitted on time. Attends most meetings in a timely manner.	Mentor's system for maintain information on teacher's progress is effective and is utilized to support the coach's work. Completes required documentation and record keeping. Attends all meetings in a timely manner.	Mentor and beginning teacher collaborate on creating a useful system for tracking teacher's progress. Required reports are always submitted on time, accurate and based on evidence. Analyzes documentation and record keeping informing next steps.