Mentoring Self-Assessment

**Directions:** The purpose of the mentor/teacher relationship in Butte County Office of Education’s Teacher Induction Program is to facilitate and advance the professional learning of each teacher to ultimately increase student learning. Analyzing and reflecting on your own practices and abilities will ensure that you continue to grow and develop as a mentor. The Mentoring Self-Assessment will give you the opportunity to reflect on strengths, identify areas of growth, set goals and determine supports you may need to continue to grow as a BCOE mentor.

**Level 3**

* The Mentor and the Participating Teacher maintain regular contact and meet a minimum of one hour / week. Collaboration includes 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.
* Provides timely access to an array of teaching strategies, resources, and materials that support the diverse learning needs of students.
* Connects new learning with teachers’ prior knowledge, interests, needs, and purposes for learning.
* Builds and maintains an effective relationship of trust, caring, respect, and honesty with the Participating Teacher.
* Supports the Participating Teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.
* Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning that result in improved student learning of content.

**Level 4**

* Contact between mentor and Participating Teacher is scheduled a minimum of one hour per week, 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 Participating Teacher consistently initiate learning-focused conversations regarding teacher and student learning.
* Encourages ongoing reflection critical thinking, and risk taking to promote collaborative problem solving and improvements in teacher practice, student learning and growth with the CSTP.
* Mentoring interactions promote connection making between instructional practice and students results. Personal learnings are transferred and applied to other content and contexts. These learnings inform future actions.
* Uses a variety of strategies and resources, to respond to the teacher’s professional needs and to the diverse learning needs of all students.
* Teaches / models the effective use of technologies and professional learning to advance teacher practice and maximize student learning.
* Supports the Participating Teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members.
* Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning that result in improved student learning of content.
* Demonstrates and maintains mentor responsibilities, integrity, trust, respect, and ethical conduct.

Mentoring Self-Assessment

**Level 2**

* Contact occurs as scheduled and satisfies the Participating Teacher’s needs for information
* Throughout the relationship, information production remains high for the Mentor.
* The Mentor conducts conferences employing strategies to fix current problems and add to the Participating Teacher‘s list of activities.
* Discussions center on specific episodes and situations. Meeting Participating Teacher’s needs may become time intensive for the Mentor.
* The Mentor provides orientation and introduction to the professional school community.
* Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning.
* Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct.
* Connects new learning with teachers’ prior knowledge, interests, needs, and purposes for learning.
* Builds a positive relationship with the teacher. Engages the teacher in taking responsibility for making changes in practice.

**Level 1**

* Mentor – Participating Teacher contact is irregular and generally precipitated by a need for information
* The Mentor provides suggestions and advice as requested.
* The Participating Teacher collegial and collaborative opportunities are limited to other novices or professionals close in proximity or content specialty.
* The greatest learnings for the Participating Teacher are within the management domain and generally do not progress to the examination of impact.
* Survival strategies are the emphasis of the Participating Teacher’s learning.
* Uses knowledge of CSTP, state standards/content standards, and instructional strategies to guide teacher planning.
* Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct.
* Builds a positive relationship with the teacher. Engages the teacher in taking responsibility for making changes in practice.
* Supports the Participating Teacher to engage with colleagues, site administrator, and families that promote positive relationships and impact student learning.