

# ACTIVE MENTOR RUBRIC

	Actively Involved Mentor- 10 Points	Involved Mentor 7 Points	Buddy System Mentor 5 Points	Non-involved Mentor 2 Points
<b>Availability</b>	The mentor was always available to the new teacher. The mentor frequently initiated contact with the new teacher. Regular mentor sessions were planned.	The mentor was usually available whenever the new teacher had concerns. The mentor initiated several contacts with the new teacher.	The mentor was often available whenever the new teacher had concerns. The mentor initiated some contact with the new teacher.	The mentor was rarely available to meet with the new teacher. The mentor initiated no contact with the new teacher.
<b>Problem Solving</b>	The mentor frequently led the new teacher into discovering possible solutions to problems on his/her own through asking questions and making suggestions. Occasionally, the mentor included reference to how he/she would handle the situation.	The mentor suggested several ideas or possible solutions to the new teacher. The mentor occasionally led the new teacher into discovering solutions and answers on his/her own by asking questions of the new teacher.	The mentor suggested several ideas or possible solutions to the new teacher. When asked for advice, the mentor often explained how he/she would handle the situation.	When asked for advice, the mentor exclusively tried to solve problems by telling the new teacher how he/she would have handled the situation
<b>Reflective Questions</b>	The mentor frequently took the opportunity to ask reflective questions of the new teacher. The mentor utilized reflective questioning skills to invite the new teacher to look at his/her teaching practices with an eye for improvement.	The mentor asked questions to clarify the actions of the new teacher and occasionally took the opportunity to ask reflective questions of the new teacher.	The mentor asked questions to clarify the actions of the teacher but infrequently extended the questions to include reflection on teaching practices.	The mentor did not invite the new teacher to reflect on his/her teaching. No attempt was made to have the new teacher think about his/her teaching practices. The mentor imparted his/her knowledge rather than asking questions.
<b>Confidentiality</b>	The mentor closely adhered to the line between mentoring and evaluating. Topics and discussion from mentoring sessions were not shared with other staff.	The mentor adhered to the line between mentoring and evaluating. Topics and discussion from mentoring sessions were not shared with other staff.	The mentor adheres to the "Firewall" between mentoring and evaluation. Topics and discussion from mentoring sessions are not shared with other staff or administration.	Topics and discussion from mentoring sessions were shared with other staff and/or administration in an inappropriate manner.
<b>Feedback</b>	The mentor engaged in observing the new teacher's classroom on several occasions. The mentor provided positive peer coaching feedback that was specific and evidence-based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices." The mentor provided constructive feedback on lesson plans, instruction, assessments, and other curriculum issues; Feedback also included reflective questions centered on areas for improvement.	The mentor engaged in observing the new teacher's classroom at least once each semester. The mentor provided positive peer coaching feedback that was specific and evidence-based in a timely manner. The feedback was designed to increase the new teacher's teaching skills by reinforcing "Best Practices." The mentor provided constructive feedback on lesson plans, instruction, assessments, and other curriculum issues. Feedback also included reflective questions centered on areas for improvement.	Feedback for the new teacher was based on information gathered without classroom observation. The mentor provided positive feedback reinforcing "Best Practices." Minimum feedback on lesson plans, instruction, assessments, and other curriculum issues was given.	Feedback to the new teacher was not based on classroom observations or contact with the new teacher. Feedback consisted mostly of how the mentor telling the new teacher how he/she would handle the situation.
<b>Encouragement</b>	The mentor frequently encouraged the new teacher to try new things, expand his/her teaching skills, and become actively involved with students, parents, and staff. The mentor modeled a positive attitude toward the school, the district, and the community. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to try new things, expand his/her teaching skills, and become actively involved with students, parents, and staff. The mentor modeled a positive attitude toward the school, the district, and the community. The encouragement to succeed was genuine.	The mentor encouraged the new teacher to keep up his/her hard work and efforts. The encouragement was genuine.	The mentor provided little or no encouragement to the new teacher.

## Active Mentor Rubric Directions

### Directions for Mentor:

- Read each description on the rubric for each mentor expectations. (Read across the rows of the rubric.)
- Determine which description most accurately defines the characteristics of the mentor practices that you are currently exhibiting as you work with a beginning teacher.
- Draw a ring around no more than one description that best describes yourself in each row on the rubric. Be sure to only select one description for each of the rows on the rubric for scoring purposes.
- Once you have chosen one of the descriptions from each row on the rubric, tally up the points for the columns and determine the total score. Use the scoring information below to determine your involvement level in the Mentor Project.

54-60 points= Actively Involved Mentor

38-53 points = Involved Mentor

28-37 points = Buddy System Mentor

2-27 points= Non-Involved Mentor

0 points = No mentor.

### Directions for Mentee:

- Read each description on the rubric for each mentor expectations. Notice how much time and effort will be required for a mentor to be highly involved with you as a beginning teacher.
- Think about ways that you will benefit from the support of an active or highly active mentor. Consider how much time and effort will be required of you to be available to receive the most support. For example, in order for a mentor to provide the highest quality feedback on "Best Practices", beginning teachers need to commit to having their mentor observing in the classroom and to the time required to hold a conference following the observation.
- This "Active Mentor Rubric" is not intended as an evaluation tool to be applied to a mentor by a beginning teacher.