

## Mentor Standards Continuum Self--Reflection

Fill out this self--reflection form while reading the Mentor Standards Continuum:

**Standard 1:** Facilitates and advances the professional learning of each teacher to increase student learning.

	<b>Emerging/Exploring</b>	<b>Applying</b>	<b>Integrating/Innovating</b>
1.1 uses reflective conversation skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning that results in student learning	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 and models reflective practice based on student results. Applies instructive, collaborative, and facilitative mentoring strategies consciously to promote thinking and problem solving that advances teacher practice and student learning.	Strengthens repertoire of reflective conversation skills and moves fluidly among mentoring strategies to promote teacher confidence and autonomy. Effectively addresses sensitive issues and resistance . Encourages ongoing reflection,critical thinking, and risk taking to promote self-direction, collaborative problem solving, and improvements in teacher practice and student learning.
1.2 Uses a variety of strategies and resources, to respond to the teacher's professional needs and to the diverse learning needs of all	Responds to the professional needs of the teacher by providing timely access to an array of teaching strategies, resources, and materials that support the diverse learning needs of students.	Shares a variety of research -based teaching strategies selected to meet the diverse learning needs of students and improve practice and student learning.	Seeks and shares new strategies and resources from the broader professional community to the teacher's professional needs. Facilitates the teacher's strategic integration of those strategies and resources to improve practice, differentiate instruction, and advance student learning.

<p>1.3 Engages the teacher in examination of data to improve practice and advance student learning</p>	<p>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.</p>	<p>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 to improve student learning.</p>	<p>Integrates multiple methods and tools of observation and data collection to create and utilize opportunities for examination and improvement of practice and student learning.</p>
<p>1.4 Uses technologies to advance teacher practice and maximize student learning.</p>	<p>Supports the teacher to use available technologies to expand abilities to research instructional resources, use technology during instruction, monitor student learning, and support student access to content.</p>	<p>Shares information on additional technologies to support the teacher to meet the diverse learning needs of students. Teaches and models the effective use of technology to promote equitable access to content and advanced learning opportunities for the full range of students.</p>	<p>Maintains current knowledge of a wide range of technologies for teacher and student use. Facilitates and advocates for the integration of technologies in ways that support teachers to ensure that all students have equitable access to standards-based content and to maximize their learning.</p>
<p>1.5 Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.</p>	<p>Collaborates with the teacher to effectively utilize the inquiry cycle of plan, teach, and reflect in order to improve teaching practice.</p>	<p>Models the inquiry cycle by collaborating with the teacher to design and observe lessons and analyze corresponding student work and observation data to improve student learning.</p>	<p>Fosters as a habit of mind the ongoing inquiry into practice through the cycle of plan, teach, reflect to improve practice and advance student learning.</p>
<p>1.6 Draws upon the teacher's background and experiences to guide mentoring.</p>	<p>Engages teacher in dialogue about background in teaching and experiences in teacher</p>	<p>Expands knowledge of teacher background and experiences. Supports the teacher to utilize personal</p>	<p>Draws on thorough understanding of teacher to strategically support the teacher to utilize prior</p>

	preparation. Utilizes knowledge of teacher background and experiences in support of problem solving.	background and experiences to address challenges and obstacles and as reference points for reflection on to improve practice and student learning.	knowledge to guide and inform practice and advance student learning.

**Standard 2:** Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning.

	<b>Emerging/Exploring</b>	<b>Applying</b>	<b>Integrating/Innovating</b>
2.1 Facilitates trust, caring and honesty among colleagues to build ownership and solve problems, resulting in actions that support student learning	Builds a positive relationship with the teacher. Listens actively, shows respect for teacher's background and culture, maintains confidentiality, and honors commitments. Engages the teacher in taking responsibility for making changes in practice to meet the diverse learning needs of students.	Builds and maintains an effective relationship of trust, caring, respect, and honesty. Engages in ongoing conversations that examine the teacher's practice and student learning in ways that improve practice and student learning.	Fosters a sustained trusting, caring, relationship based on professional honesty and mutual respect. Facilitates the teacher's ability to analyze complex teaching issues and concerns and take responsible risks to advance practice and maximize student learning.
2.2 Uses coaching and collaboration time effectively, implementing procedures and routines that advance professional learning.	Respects the teacher's time, meets individual needs, provides ongoing collaboration, and completes program requirements.	Anticipates the needs of the teacher and is alert to entry points and use of formative assessment to address issues of practice and learning needs of students. Prioritizes and balances program requirements and	Provides timely and seamless integration of the program requirements, mentoring processes, and use of formative assessment in meeting the teacher's needs. Uses procedures, routines and tools that

		the teacher's immediate needs.	increase efficiency and help energize the mentoring experience
2.3 facilitates the teacher's self-examination of their own understandings of the culture and diversity of the school and community to advance practice and ensure high levels of learning for all students.	Collaborates with the teacher to gather information about the diversity and cultural norms of the students, school, families, and community.	Engages the teacher in self-examination of how his/her own life experiences, perspectives, culture, language, and racial identity impact teaching and student learning. Guides teacher in interactions with families and in implementing instructional strategies that are culturally responsive.	Facilitates the teacher's ongoing practice of analysis of personal perceptions and understandings of diversity and cultural norms in the school and community. Is able to engage the teacher in dialogue and action regarding sensitive issues of personal, professional, and/or institutional bias that impact student learning.
2.4 Models and teaches how to build effective partnerships with families, stakeholders, and colleagues that foster equitable achievement for students of all backgrounds.	Fosters an ongoing relationship with the site administrator and other site and district personnel. Supports the teacher to engage with colleagues, site administrator, and families in ways that contribute to building positive and respectful relationships and student learning.	Supports the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members. Guides teacher in connecting collaborations and partnerships to meeting the diverse learning needs for students of all backgrounds.	Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions, collaborations, and partnerships with site personnel, families, and community groups and result in improving student learning.

## Mentor Standards Continuum Goal & Plan

Using a highlighter, identify one indicator in each of the Standards 1 & 2.

Make a plan using the indicators you chose in each standard to work on for next year.

**Your Goal and Plan could include ideas that address:**

- **Why** did you chose this goal to work on next year?
- **How** and **when** are you going to complete this goal?
- How will you **know** it was effective?

<b>Standard 1 Indicator:</b>	<b>Goal &amp; Plan</b>
<b>Standard 2 Indicator:</b>	<b>Goal &amp; Plan</b>