

Mentor Selection Criteria

Mentor selection criteria include, but are not limited to, the following:

1. Recognized as exemplary classroom teacher and excellent professional role model.
2. Completed at least 5 years successful classroom teaching experience.
3. Demonstrates interpersonal and communication skills.
4. Holds credibility with peers and administrators.
5. Projects respect for multiple perspectives.
6. Experienced success working with linguistically and ethnically diverse students and with special population students.
7. Demonstrated commitment to personal and professional growth and learning.
8. Willing to participate in professional preparation to acquire the knowledge and skills needed to be effective.

9. Willing to engage in formative assessment processes, including non-evaluative, reflective conversations with beginning teachers about formative assessment evidence.
10. Willing to work collaboratively and share instructional ideas and materials with beginning teachers.
11. Conveys knowledge of beginning teacher development.
12. Demonstrates strong literacy and numeracy skills in elementary grades.
13. Demonstrates strong academic literacy, knowledge and skills in secondary grades.
14. Has strong subject-matter knowledge and pedagogy.
15. Demonstrates commitment to improving the academic achievement of all students.

Mentor Roles and Responsibilities

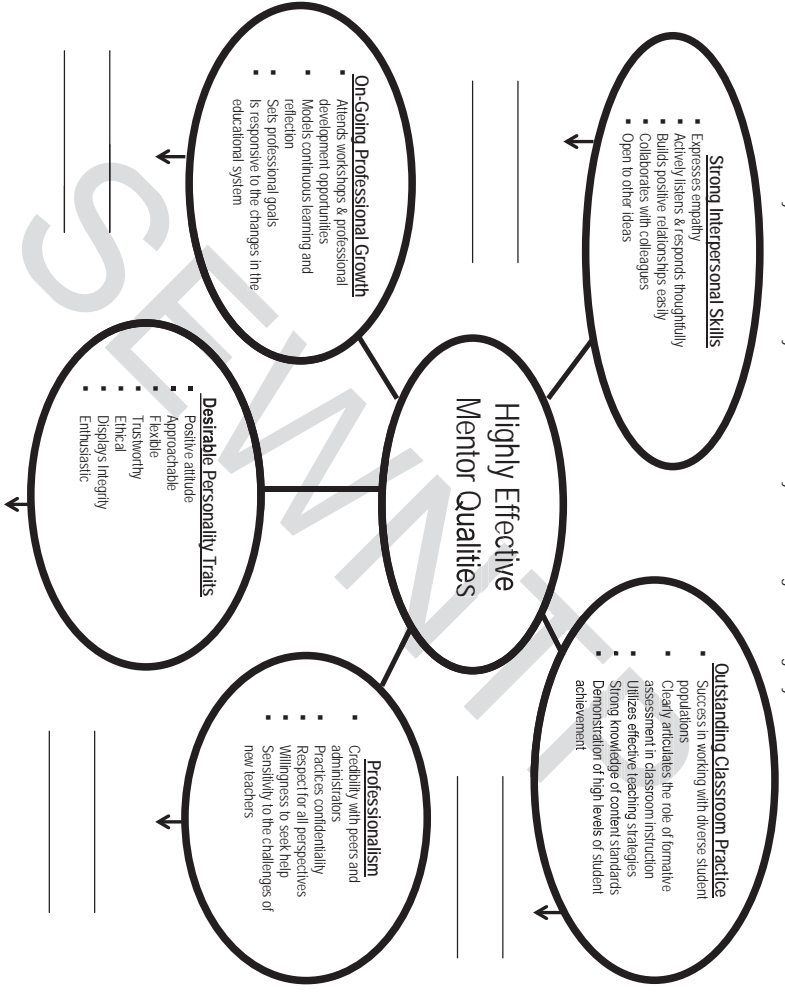
Mentor roles and responsibilities may include, but are not limited to, the following. These will be adapted to the district and program context.

- Develop a trusting and reflective professional partnership with new teachers.
- Maintain confidentiality as outlined by the mentor program.
- Provide weekly, on-site support to each new teacher, approximately 1–2 hours per teacher per week.
- Coach and assist new teachers with curriculum development, classroom management, instructional strategies, lesson planning, assessment of student performance, and all aspects of their professional development.
- Assist new teachers in developing an individual learning plan based on professional teaching standards and district requirements. Assist the teachers in making periodic adjustments to the plan after receiving feedback from formative assessments and similar sources.
- Assist the new teachers in developing and maintaining an individual portfolio to document growth using formative assessment processes.
- Plan, participate in, and facilitate support and professional development activities for beginning teachers.
- Participate in the professional development activities for mentors, including an orientation, trainings, and meetings.
- Participate in and complete a training for mentors to acquire the skills necessary to use evidence-based formative assessment data to develop increasingly positive performances in the skills, abilities, and knowledge outlined in the professional teaching standards.
- Confer with experienced colleagues and local school leaders as appropriate to assist with beginning teacher support.
- Provide feedback on program effectiveness to site administrators and program leaders.
- Comply with district reporting procedures.

School Name: _____ Date: _____

IDENTIFYING HIGHLY EFFECTIVE NEW MENTORS IN YOUR SCHOOL
 Hawaii Teacher Induction Program Standard 2: Mentor Selection, Development and Support
 2a. Mentor Recruitment and Selection

- STEP 1: As you go through each mentor quality, jot down 1-2 teachers that come to mind. (Consider those that have leadership potential and may not currently be in a leadership position at your school.)
 STEP 2: Identify any teacher(s) that appears repeatedly.
 STEP 3: Consult with any current mentors at your school to assist you in selecting and inviting any new mentors.



STEP 4: List down the names of new mentors to be trained.

Adapted from Hawaii New Teacher Program
 Central Maui Complex Area TEAM, 3/21/12

Mentor Selection Assessment Scale



KWR Teacher Induction Program

- Using the Scale**
- Generate a list of instructional staff in the school who have the potential to serve as a mentor.
 - Listed on the scale are the critical attributes of successful mentors as identified by researchers. Read the key descriptors and their definitions to ensure that you have an understanding of the descriptors.
 - Complete the scale for each potential mentor. Consider each attribute in relation to the mentor candidate. Place an X on the scale in the area that most closely approximates the educator's knowledge and skills.
 - From the pool, assign mentors for first and second year teachers.

MENTOR CANDIDATE: _____

| CRITICAL ATTRIBUTES | SCALE |
|--|------------|
| Reflective Communication Skills Engages others in dialogue that reflects on professional practice using paraphrasing, clarifying questions, and other interpersonal skills. | 0 10 |
| Curriculum Knowledge In-depth knowledge of information and skills contained in the curriculum. | 0 10 |
| Problem Solving Skills Uses an objective process to examine a situation, construct a plan, and evaluate that plan's effectiveness. | 0 10 |
| Pedagogical Knowledge Diverse and current knowledge of best instructional practices. | 0 10 |
| Time Management Balances professional and personal time well. Consistently completes tasks in a timely manner. | 0 10 |
| Interpersonal Skills Establishes professional relationships and rapport with a broad range of individuals. | 0 10 |
| Assessment & Data Analysis Creates effective assessments, and utilizes formative assessment data to make instructional decisions. | 0 10 |
| Organizational Skills Manages required paperwork well. | 0 10 |
| Classroom Creativity Utilizes a variety of methods of instruction and assessment. | 0 10 |
| Standards-Based Planning Consistently uses a planning process that bases instructional decisions on knowledge of standards and students. | 0 10 |
| Classroom Management Establishes routines, procedures, positive relationships with students, and positive behavioral interventions to create a safe, effective learning environment. | 0 10 |
| Knowledge of Diverse Learners Ability to gain behavioral and academic knowledge of students and create a classroom environment of cultural competence and appreciation. | 0 10 |
| Providing Feedback Ability to provide growth-producing feedback to students and colleagues. | 0 10 |
| Professionalism Presents a positive attitude toward students and colleagues; supports school initiatives; seeks opportunities to expand knowledge and understanding of instruction; practices reflection; and responds positively to change. | 0 10 |

Adapted from Prince William County Public Schools
 May 2012

Mentor Assignments Form



This document is designed for administrators to record mentor assignments.

| | Lead Mentor | Mentor Trained? |
|--------------------------|--|--|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | First Year Beginning Teachers | |
| Beginning Teacher | School-Based Mentor | Mentor Trained? |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Second Year Beginning Teachers

| | School-Based Mentor | Mentor Trained? |
|--------------------------|--|--|
| Beginning Teacher | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
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| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Mentor Selection Assessment Tool for Principals

Kauai Teacher Induction Program



Using the Scale

1. Generate a list of instructional staff in the school who have the potential to serve as a mentor.
2. Listed on the scale are the critical attributes of successful mentors as identified by researchers.
3. After reading the key descriptors and their definitions, complete the scale for each potential mentor. Consider each attribute in relation to the mentor candidate. Place an X on the scale in the area that most closely approximates the educator's knowledge and skills.
4. Once "Mentor Selection Assessment Tool" forms have been completed for all mentor candidates, pouch completed forms to Induction Program Coordinator, Caroline Freudig, at Kauai District Office. All forms due by March 8th, 2013.
5. Distribute "School Mentor Interest Form" to all mentor candidates (February 27th, 2013 to March 1st, 2013).

MENTOR CANDIDATE: _____

CRITICAL ATTRIBUTES

| | |
|--|----------------------------|
| Curriculum Knowledge In-depth knowledge of information and skills contained in the curriculum. | SCALE 0 ----- 10 |
| Problem Solving Skills Uses an objective process to examine a situation, construct a plan, and evaluate that plan's effectiveness. | 0 ----- 10 |
| Pedagogical Knowledge Diverse and current knowledge of best instructional practices. | 0 ----- 10 |
| Time Management Balances professional and personal time well. Consistently completes tasks in a timely manner. | 0 ----- 10 |
| Interpersonal Skills Establishes professional relationships and rapport with a broad range of individuals. | 0 ----- 10 |
| Assessment & Data Analysis Creates effective assessments, and utilizes formative assessment data to make instructional decisions. | 0 ----- 10 |
| Organizational Skills Manages required paperwork well. | 0 ----- 10 |
| Classroom Creativity Utilizes a variety of methods of instruction and assessment. | 0 ----- 10 |
| Standards-based Planning Consistently uses a planning process that bases instructional decisions on knowledge of standards and students. | 0 ----- 10 |
| Classroom Management Establishes routines, procedures, positive relationships with students, and positive behavioral interventions to create a safe, effective learning environment. | 0 ----- 10 |
| Providing Feedback Ability to provide growth-producing feedback to students and colleagues. | 0 ----- 10 |
| Professionalism Presents a positive attitude toward students and colleagues; supports school initiatives; seeks opportunities to expand knowledge and understanding of instruction; practices reflection, and responds positively to change. | 0 ----- 10 |

Criteria and Rubric for Mentor Selection

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| 1 | 2 | 3 | 4 |
|--|--|--|--|
| <input type="checkbox"/> Has limited interpersonal skills <ul style="list-style-type: none"> • Avoids eye contact • Responds tersely or inappropriately to questions • Composure may indicate lack of poise or confidence | <input type="checkbox"/> Has adequate interpersonal communication skills <ul style="list-style-type: none"> • Establishes eye contact • Is composed • Responses may address tangential issues | <input type="checkbox"/> Has positive interpersonal skills <ul style="list-style-type: none"> • Responds appropriately • Asks occasional questions • Demonstrates effective body language (good eye contact, congruent gestures) | <input type="checkbox"/> Demonstrates strong interpersonal skills: <ul style="list-style-type: none"> • Listens well • Expresses empathy • Responds thoughtfully • Asks insightful questions • Demonstrates open and engaging body language |
| <input type="checkbox"/> Describes a limited range of classroom practice <ul style="list-style-type: none"> • Responds tersely or inappropriately to questions • Composure may indicate lack of poise or confidence | <input type="checkbox"/> Describes classroom practice in generalities <ul style="list-style-type: none"> • Notes practice as a series of unrelated activities • Elaborates, with prompting, upon classroom practice • Indicates some familiarity with student standards | <input type="checkbox"/> Is able to articulate their classroom practice <ul style="list-style-type: none"> • Has knowledge of effective classroom practices • Demonstrates confidence in their practice • Describes good practice • Shows familiarity with student content standards and their role in designing classroom instruction | <input type="checkbox"/> Demonstrates an inquiring stance towards their practice: <ul style="list-style-type: none"> • Approaches educational issues with thoughtful questions and reflective responses • Explores issues from multiple perspectives • Acknowledges complexities and ambiguities • Resists easy answers • Describes how they use student content standards in designing classroom instruction |
| <input type="checkbox"/> Demonstrates limited understanding of how to work with diverse student populations | <input type="checkbox"/> Can articulate effective strategies for working with diverse student populations | <input type="checkbox"/> Has worked in diverse settings or can articulate effective strategies for working with diverse student populations | <input type="checkbox"/> Has a record of successful practice in working in classroom settings with diverse student populations |
| <input type="checkbox"/> Little/no evidence of strategies for differentiating instruction for special needs student populations | <input type="checkbox"/> Expresses concern with regard to issues related to special needs student populations | <input type="checkbox"/> Acknowledges need to differentiate instruction for special needs student populations | <input type="checkbox"/> Can articulate ways to differentiate instruction for special needs student populations |

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| 1 | 2 | 3 | 4 |
|---|--|--|--|
| <input type="checkbox"/> Uses limited, traditional forms of assessment; little evidence of linkage between assessment and instruction | <input type="checkbox"/> Acknowledges and may experiment with various forms of assessment; makes reference to linkage between assessment and instruction | <input type="checkbox"/> Uses a variety of assessments and connects assessments to instruction | <input type="checkbox"/> Able to clearly articulate the role of (formative) assessment in classroom instruction |
| <input type="checkbox"/> Attends required workshops or professional development opportunities | <input type="checkbox"/> Occasionally attends voluntary workshops or other professional development opportunities | <input type="checkbox"/> Attends workshops and professional development opportunities | <input type="checkbox"/> Has demonstrated on-going, self-initiated engagement in professional growth |
| <input type="checkbox"/> Shows evidence of inconsistent levels of classroom practice through evaluations | <input type="checkbox"/> Shows evidence of successful classroom practice through generally positive evaluations | <input type="checkbox"/> Shows evidence of consistently strong classroom practice through positive evaluations | <input type="checkbox"/> Shows evidence of exemplary classroom practice through: <ul style="list-style-type: none"> • Teacher evaluations; • Portfolio documentation; • NBCT status; • Other recognition for classroom excellence. |
| <input type="checkbox"/> References inconsistent relationships with peer or administrators | <input type="checkbox"/> References positive relationships with peers and administrators | <input type="checkbox"/> Demonstrated credibility with peers and administrators | <input type="checkbox"/> Demonstrated credibility with peers and administrators |
| <input type="checkbox"/> Limited/no evidence of collaboration with colleagues | <input type="checkbox"/> Collaborates with colleagues as required by site/district norms | <input type="checkbox"/> Has collaborated with colleagues with some regularity | <input type="checkbox"/> Has initiated collaboration with colleagues in a variety of settings |
| <input type="checkbox"/> Uses language that indicates external locus of control | <input type="checkbox"/> Uses language that indicates lack of confidence | <input type="checkbox"/> Uses language that reflects confidence in their abilities | <input type="checkbox"/> Uses language that reflects high level of personal and professional efficacy |
| <input type="checkbox"/> Uses cynical language | <input type="checkbox"/> Language indicates inconsistent attitudes towards schools, children, and teachers | <input type="checkbox"/> Uses optimistic language | <input type="checkbox"/> Expresses optimism for potential of teachers and schools to effect change in the academic lives of students |