

Beginning Teacher Mentor Interview and Rubric

Component	Questions	Qualities to Look For	Evidence	Rating
Relevant Experience & Training	Tell us about your background and how it relates to your interest in the mentor position. In your response tell us: Why do you want to be a mentor? What training and experiences have you had that would prepare you for the position.	<ul style="list-style-type: none"> • Has recent job-related experience • Demonstrates understanding of the position • Makes connections between instructional practice and student learning • Has knowledge and training in instructional mentoring • Has interest and experience in working with adult learners • Communicates ideas clearly 		4 3 2 1
Curriculum Planning & Assessment / Instructional Leadership	Tell us about the impact of your teaching practice on the performance of your students. Talk about... <ul style="list-style-type: none"> • The key components of effective teaching and student learning experiences you provide • How you have implemented Common Core State Standards in your practice • The role of assessment and how you know students are working towards meeting standards 	<ul style="list-style-type: none"> • Clearly articulates effective classroom practices • Aligns planning and instruction to the Common Core State Standards • Demonstrates an understanding of how to effectively implement the Common Core State Standards • Clearly articulates the role of formative assessment in classroom instruction • Regularly collects and analyzes a broad range of student data and uses that analysis to plan differentiated instruction • Collaborates with colleagues to analyze student work to inform changes in instructional practices and organizational structures 		4 3 2 1
Teaching All Students / Family & Community	Describe how you have supported students from diverse backgrounds and with a wide range of academic needs.	<ul style="list-style-type: none"> • Has a record of effective teaching practice in classroom settings with English Language Learners and special needs students. • Designs and facilitates learning that includes deliberate and multiple opportunities for students to build on their own knowledge, experiences, interests, and backgrounds • Respects, knows, and understands cultural differences and uses that understanding to promote positive and productive interactions among students, colleagues, families, and the larger community 		4 3 2 1

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Engagement & Instructional Leadership	As a mentor, how would you support a beginning teacher in this regard to ensure the achievement of all students? As a mentor, how would you support your beginning teacher to utilize the Common Core State Standards to plan lessons that meet the diverse needs of students?	<ul style="list-style-type: none"> • Articulates high expectations for all students • Takes an inquiring stance towards teaching practice, such as...approaching issues with thoughtful questions and reflective responses, exploring issues from multiple perspectives, acknowledging complexities and ambiguities • Articulates a variety of ways to mentor a teacher (model a lesson, co-plan instruction, observe another colleague, observe and provide feedback, role-play, etc.) 		4 3 2 1
Professional Culture	Confidentiality and trust are at the center of the relationship between a mentor and a beginning teacher. What initial steps would you take to build this relationship? As a mentor, you will be expected to communicate regularly with site administrators to ensure that both the needs of the beginning teacher and the goals and priorities of the school are met. How might you balance what appear to be opposing expectations: maintaining your confidential relationship with your beginning teacher and effectively communicating with your site administrators?	<ul style="list-style-type: none"> • Establishes high degree of personal integrity, resilience, ethical conduct and credibility • In interactions: <ul style="list-style-type: none"> a) Listens well b) Asks insightful questions c) Responds thoughtfully d) Clarifies and mediates the learning needs of others • Effectively presents ideas, leads discussions, and creatively structures learning opportunities 		4 3 2 1
Instructional Leadership	Getting into your beginning teacher's classroom on a regular basis to conduct observations and provide formative feedback is an essential responsibility. These observations provide invaluable data for planning conferences aligned to the teacher's professional goals. What steps will you take to ensure that you are able to fulfill this obligation?	<ul style="list-style-type: none"> • Articulates connection between effectiveness of mentoring support and observation of teacher practice. • Expresses optimism in fulfilling expectations. • Identifies creative solutions, as necessary. 		4 3 2 1

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Professional Culture	Now that you have had a chance to look over the scenario of the beginning teacher who is struggling, let's role-play the first five minutes of the conversation. I will play the beginning teacher and you will play the role of the mentor.	<ul style="list-style-type: none"> • Actively listens and is able to focus on the concerns of the BT and asks probing questions for clarification • Consistently remain non-judgmental towards the BT • Uses optimistic language to build trust • Uses language that reflects and builds the confidence of the BT • Uses entry points to help the teacher take ownership of the solution and articulation of the next steps 		4 3 2 1
Professional Culture	<p>Mentor are trained in and use the NTC Formative Assessment Support tools as well as others developed within the Mentor Program.</p> <p>How do you feel about the use of such tools in observing, having debriefing conversations with and documenting your work with beginning teachers?</p>	<ul style="list-style-type: none"> • Articulates importance of accountability in the role • Expresses opportunities that documenting work can have on BT growth and development • Takes an inquiring stance... <ul style="list-style-type: none"> a) Approaches issue with thoughtful questions and reflective responses b) Explores issue from multiple perspectives c) Acknowledges complexities and ambiguities 		4 3 2 1
Professional Culture	<p>As a mentor, you are an instructional mentor. Tell us about your strengths and areas for growth.</p> <p>How might you know that you are effective?</p> <p>What mentoring skills do you think will be your strengths?</p> <p>Which skills do you think will be a focus for your professional growth?</p>	<ul style="list-style-type: none"> • Uses a variety of strategies to collect data for self-reflection of their own practice • Actively seeks constructive feedback to reflect on and analyze impact of work • Seeks professional learning opportunities to improve instructional practice • Strengths and areas of focus... <ul style="list-style-type: none"> a) Specific and thoughtful b) Focused on moving BTs practice forward so that they are successful and impact student achievement c) Driven by the ultimate goal of supporting the BT to become autonomous 		4 3 2 1