**Standard 1: Engages, Supports, and Advances the Professional Learning of Each Teacher**

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **1.1 Uses reflective conversation skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning.** | Little or no evidence of mentoring language protocols.  Has limited success listening, responding to, or engaging the teacher in problem solving. | 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. Applies instructive, collaborative, and facilitative mentoring strategies consciously to promote thinking and problem solving.  Supports the teacher in self-identifying instructional strengths and challenges and collaborates with the teacher in on-going improvement. | Strengthens repertoire of reflective conversation skills. Moves fluidly among mentoring strategies to promote teachers’ confidence and autonomy.  Effectively addresses sensitive issues and resistance.  Encourages ongoing reflection, critical thinking, and risk taking to promote both self-direction and collaborative problem solving. |
| **1.2 Uses a variety of strategies and resources to respond to the teacher’s professional needs and to the learning needs of all students.** | Rarely or never responds to the needs of the teacher; makes limited or no use of teaching strategies or resources. | Responds to the needs of the teacher by providing timely access to an array of teaching strategies, resources, and materials. | Selects from a variety of research-based teaching strategies to support the teacher’s pedagogy, content knowledge, and instructional skills. Models best practices with a focus on student learning while working collaboratively with the beginning teacher.  Supports the teacher in the implementation of best practices. | Seeks and shares new knowledge of strategies and resources related to ongoing learning from the professional community.  Facilitates the teacher’s strategic integration of those resources to influence practice, promote student achievement, and differentiate instruction. |
| **1.3 Uses data to engage the teacher in examining and improving practice.** | Rarely or never uses formative assessment data to inform teacher’s next steps.  Little or no evidence of keeping records of reflective conversations. | 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. | 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.  Adapts their use of coaching skills and strategies to effectively support the teacher.  Collaborates with the teacher in selecting a focus for data collection, reflect on results, and plan next steps. | Integrates multiple methods and tools of observation and data collection to create and utilize opportunities for examination and improvement of practice. |

**Standard 1: Engages, Supports, and Advances the Professional Learning of Each Teacher *(continued)***

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **1.4 Facilitates learning experiences that promote collaborative inquiry, analysis and reflection of practice.** | Rarely or never collaborates with the teacher.  Does not apply the inquiry cycle. | Collaborates with the teacher to effectively utilize the inquiry cycle of plan, teach, and reflect in order to improve teaching practice. | Models the inquiry cycle by collaborating with teachers on designing lessons, observing lessons, and analyzing student work and observation data generated from lessons.  Collaborates with teachers to develop standards-based short and long term curriculum plans. | Fosters a growth mindset through the use of inquiry questions and consistently executing the inquiry cycle of plan, teach, and reflect.  Collaborates with teachers to develop standards-based short and long term curriculum plans that show application of content and connections to the lives of students. |
| **1.5 Develops classroom environments that optimize learning.** | Demonstrates some knowledge about classroom procedures, routines, rules and consequences but has difficulty articulating expectations to the teacher. | Assists the teacher in developing a classroom management plan including procedures and routines in order to create and maintain a respectful inviting classroom community. | Observes and provides specific feedback on student behavior and engagement, routines and procedures, instructional delivery and classroom climate.  Supports the teacher in building strong relationships with their students.  Provides the teacher with strategies and methods to communicate effectively with students in a variety of settings and situations. | Facilitates the teacher’s understandings of specific student behaviors and use of strategies to address student needs and maintain engagement in learning activities.  Collaborates with the teacher to assess the effectiveness of communications and interactions with students and their impact on relationships and learning. |

**Standard 2: Creates and Maintains Collaborative and Professional Partnerships to Support Teacher Growth**

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **2.1 Creates an environment of trust, caring and honesty with the teacher to establish and maintain strong relationships and promote professional growth.** | Has difficulty building a positive relationship with the teacher. Demonstrates little awareness for the need to maintain a confidential relationship.  Interactions between mentor and beginning teacher are, at times, strained and non-productive.  Mentor is insensitive to the beginning teacher’s cultural background or experiences. | Builds a positive relationship with the teacher. Explains the role of the mentor.  Listens actively, maintains confidentiality, and honors commitments.  Celebrates successes. | Builds and maintains an effective relationship of trust, caring, confidentiality and honesty.  Practices ongoing conversations about what is working, what are concerns/ issues, what are next steps for the teacher and for the mentor.  Provides effective feedback in a timely manner which facilitates the teacher’s professional growth.  While building a trusting relationship the mentor is able to maintain a professional boundary focused on supporting the teacher’s professional growth. | Fosters a sustained trusting, caring relationship based on professional honesty and mutual respect.  Collaborates with the teacher to move from the status quo to a willingness to take responsible risks in addressing complex teaching issues and concerns. |
| **2.2 Uses mentoring and collaboration time effectively, implementing procedures and routines that supports the teacher’s learning.** | Has difficulty using time effectively to support teacher needs and program requirements.  Mentor does not have or utilize a system of organizing or sharing teacher data, tools, and resources. | Respects the teacher’s time, meets individual needs, provides ongoing collaboration, and completes program requirements.  Mentor attempts to use a system of organizing or sharing teacher data, tools, and resources. | Anticipates the needs of the teacher and is alert to entry points that will open up dialogue around a teaching concern or issue.  Prioritizes and balances program requirements and the teacher’s immediate needs.  Mentor maximizes coaching time by maintaining an effective system for organizing or sharing teacher data, tools, and resources. | Provides seamless integration of the program requirements, mentoring processes, and the teacher’s needs.  Uses procedures, routines and tools that increase efficiency and help energize the mentoring experience.  Mentor focuses on building autonomy in the teacher through collaborative reflective conversations. |

**Standard 2: Creates and Maintains Collaborative and Professional Partnerships to Support Teacher Growth *(continued)***

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **2.3 Understands the teacher’s school and community and builds relationships with school and community members to foster the teacher’s success and student achievement.** | Unaware of relevant information about context of classroom, site, community, or parents.  Does not work to foster relationships with site administrators and other site and district personnel.  Does not actively support school and district goals that target student academic success. | Gathers information about the classroom, site, parents, students, and community/cultural context.  Fosters an ongoing relationship with the site administrator and other site and district personnel to communicate program expectations.  Supports school and district goals that target student academic success. | Collaborates with the teacher on ways to promote ongoing communication with parents.  Strengthens relationships with administrators and staff by being knowledgeable about school plans and programs and making connections to mentoring. | Fosters collaborative activities for the teacher that includes and embraces the cultural norms of the community.  Engages the teacher proactively around issues of diversity. |
| **2.4 Promotes development of the teacher’s professional responsibility and collaboration with families and broader school community.** | Little effort to share information about professional expectations. | Shares information about professional expectations such as e-mail etiquette, parent conferencing protocols student pre-assessment data collection, Back-to-School night presentations, teacher-created website policies, classroom policies, homework expectations, attendance at school events and more. | Supports the teacher in working collaboratively with families, resource personnel, colleagues, and community members.  Supports the development of the teacher’s leadership skills and contributions to the learning community. | Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions with site personnel, families, and community groups. |

**Standard 3: Utilizes Knowledge of Student Content Standards, Teaching Pedagogy, and Professional Teaching Standards**

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **3.1 Utilizes knowledge of evidence-based best practices and instructional strategies to advance teacher and student development.** | Rarely uses student assessment data. Minimal use of mentor tools.  Does not offer evidence-based instructional strategies. | Provides support to the teacher on lesson design that engages all students, assesses students, and addresses one or more student content standards.  Offers a variety of instructional strategies for differentiating instruction. | Helps the teacher use student assessment data to guide lesson design.  Shares evidence-based teaching strategies to meet the needs of all students.  Supports the teacher with analysis of student work to inform next steps.  Assists teachers in the analysis of student assessment data from a variety of sources and in making adjustments in instructional delivery based on results. | Supports the teacher in using differentiated instruction of strategies tailored to the needs of the teacher and the students.  Tracks and reflects on the effectiveness of the strategies with the teacher using mentor tools.  Offers ideas about subject-specific instructional strategies during lesson design. |
| **3.2 Utilizes knowledge of content standards to advance teacher and student development.** | Rarely provides support in integration of student content standards into unit and lesson design. | Provides support for the teacher in acquisition, clarification and integration of student content standards into unit and lesson design. | Supports differentiated instructional strategies and ongoing formative assessments to support student mastery of content standards. | Supports the teacher to consistently use differentiated instructional strategies and ongoing formative assessment to ensure student mastery of content standards.  Guides teacher in developing academic literacy appropriate to content. |

**Standard 3: Utilizes Knowledge of Student Content Standards, Teaching Pedagogy, and Professional Teaching Standards *(continued)***

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **3.3 Uses knowledge of district professional teaching standards to advance teacher and student development.** | Minimal understanding of district professional teaching standards and their use in the classroom and in conversations with beginning teachers.  Does not support the teacher in developing professional growth goals (PGGs) or student learning goals (SLGs) | Understands the classroom application of professional teaching standards.  Occasionally supports the teacher in a reflective conversation regarding the teacher’s personal growth goals.  Collects some data, based on teaching standards, to be used during reflective conversations regarding student-learning outcomes. | Supports teacher reflection to self-assess and prioritize areas for growth.  Facilitates the professional goal-setting process based on the teaching standards.  Facilitates the development of Student Learning Growth Goals and supports the teacher in monitoring student progress toward meeting goals.  Co-creates an individualized learning plan with the teacher and supports the teacher in meeting benchmarks toward meeting professional goals. | Guides the teacher in collecting evidence/data that validates and celebrates the effective demonstration of district professional teaching standards.  Encourages teacher to share with colleague’s artifacts that demonstrate the teaching standards.  Guides the teacher in collecting evidence/data that validates and celebrates student progress in meeting growth goals. |
| **3.4 Uses knowledge of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet standards.** | Rarely promotes an awareness and understanding of student cultures and individual difference in ensuring access to content.  Rarely uses data to guide teacher’s awareness of achievements gaps. | Promotes the teacher’s understanding, valuing and building upon student cultures, knowledge, languages and experiences.  Uses data to guide the teacher’s awareness of achievement gaps for groups of students. | Guides the teacher in assessing how their own life experiences, perspectives, culture, language and racial identity impact his/her teaching and students’ learning.  Uses data to guide the teacher’s reflection of contributing factors affecting student access to content.  Introduces the teacher to culturally inclusive practices. | Enhances the teacher’s abilities to identify inequities in curricula and to avoid inequities in lesson design.  Supports the teacher in ensuring equal access to content for all students.  Demonstrates culturally inclusive practices and guides the teacher in developing his/her own. |

**Standard 4: Designs and Facilitates Professional Development for Teachers**

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **4.1 Builds on and values prior knowledge, background, interests, experiences and needs of the teacher.** | Rarely uses knowledge of participants’ prior knowledge, interests and needs in planning professional development. | Plans professional development with basic knowledge of the participants.  Recognizes the importance of formally and informally assessing prior knowledge of the participants. | Uses knowledge of adult learning theory and the importance of clear objectives.  Connects new learning with participants’ current perspective, knowledge, experiences, interest, and needs. | Designs professional development that includes deliberate and multiple opportunities for teachers to build on their own knowledge, experiences, and interests to improve their practice, and reflects on the effect it has on student learning. |
| **4.2 Creates an effective environment for professional learning.** | Rarely creates an environment that establishes norms, protocols, and participation in professional learning.  Does not establish a rapport with the audience.  Is not prepared and relies on reading from a script or PowerPoint. | Focuses primarily on arranging the physical environment as a means of creating an effective learning environment.  Materials are prepared and ready for participants.  The presentation is rehearsed with few distracting habits.  Prefers to present alone. When co-presenting the dynamics between the presenters is not fluid. | Creates an effective environment that promotes sharing collaboration, risk-taking, problem solving, and reflection.  Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward and time to reflect on norms.  Actively builds rapport with the audience.  Demonstrates a thorough knowledge of the presentation so that it is delivered in a very natural and fluid manner.  Actively co-presents. The interaction between the two presenters enhances the experience for the audience.  Seeks feedback from participants, reflects on the feedback and implements any changes that may be necessary.  Feedback is shared with program coordinator. | Provides a safe environment that encourages participants to take ownership of their own learning by participating, suggesting topics for discussion, sharing information, and bringing artifacts of practice. |

**Standard 4: Designs and Facilitates Professional Development for Teachers *(continued)***

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **4.3 Uses a variety of research-based instructional strategies to differentiate professional development for teachers.** | Rarely differentiates professional development in light of participants’ experience, interests and needs.  Does not recognize participants experience, interests and needs in planning professional development. | Recognizes that participants have different levels of experience, interests, and needs.  Offers participants some choices to differentiate professional development. | Provides options for grouping based on developmental needs, learning styles, interests and individual professional learning goals.  Models practical teaching strategies that can be used in the classroom and articulates how teachers could use these strategies in their own classrooms. | Integrates thorough knowledge of research-based practices and strategies based on identified needs, levels and goals of participants. Is flexible in addressing the immediate needs of participants. |

**Standard 5: Utilizes Assessments to Promote Teacher Learning and Development**

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **5.1 Implements formative assessments to advance classroom practice (using FAS tools, video recording, etc.).** | Rarely provides teacher with formative assessment feedback that can support teacher’s professional growth. | Follows guidelines for implementing formative assessment system.  Integrates formative assessments into ongoing work with the teacher using natural entry points.  Formative assessment feedback has some effect in moving teacher’s practice forward. | Plans and organizes for integration of formative assessments in ways that are matched appropriately to meet the individual teacher's needs.  Supports the teacher in reaching long-term professional development goals.  Formative assessment feedback is documented effectively and shared with the teacher. | Matches needs and interests of the teacher by embedding formative assessments into mentoring conversations.  Integrates professional teaching standards, student-content standards, and program requirements into formative assessments.  Mentor collaborates with teacher in using the formative assessment feedback as a tool to monitor teacher’s professional growth. |
| **5.2 Uses results of formative assessments to guide mentoring.** | Rarely examines formative assessment data either independently or with colleagues. | Develops an understanding of the role of formative assessments related to the teacher's professional development.  Uses formative assessments to focus conversations with the teacher and to identify immediate needs and mentoring next steps. | Expands skills, knowledge, and use of formative assessments to promote teacher growth.  Uses results of formative assessments to analyze progress in professional teaching standards and program requirements.  Based on analysis and reflection, selects next steps to achieve short-term goals for mentoring. | Deepens understanding of potential and limitations of formative assessment processes and tools.  Collaborates with teachers and mentor colleagues in ongoing analysis and reflection on formative assessments to gauge and calibrate teacher progress toward both short- and long- term goals. |

**Standard 5: Utilizes Assessments to Promote Teacher Learning and Development *(continued)***

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **5.3 Develops the teacher's ability to self-assess practice based on evidence, to set professional goals, and to monitor progress.** | Rarely guides the teacher in developing professional learning goals or assessing progress based on collaborative analysis of formative assessment data to improve the quality of the teacher's work. | Guides the teacher in developing professional learning goals and assessing progress based on collaborative analysis of formative assessment data. | Builds the teacher's capacity to reflect on evidence of practice of strengths and areas for growth and to design short- and long- term professional growth plans.  Builds the teacher's capacity to use formative assessments to reflect on practice and develop next steps.  Engages teacher in selecting appropriate formative assessment tool to gather desired data. | Supports the teacher in ongoing self-assessment process.  Builds self-assessment processes as a habit of professional practice. |
| **5.4 Establishes a coherent goal-based support plan to improve the teacher’s practice.** | Mentor does not establish a goal based support plan for providing service to the beginning teacher. | Mentor uses prescribed strategies and data to establish a goal-based coherent plan for providing service to the beginning teacher. | Mentor uses strategies and data to establish a goal-based coherent plan that will provide service to the beginning teacher based on the beginning teacher’s needs. | Mentor and beginning teacher used evidence-based data to collaborate when establishing a goal-based coherent plan that will provide service to the beginning teacher based on the beginning teacher’s needs. |
| **5.5 Demonstrates and uses knowledge of the beginning teacher to support teacher’s growth.** | Mentor demonstrates little or no familiarity with the beginning teacher, his/her needs or cultural background, and does not seek to understand. | Mentor demonstrates basic familiarity with the needs of his/her beginning teacher related to classroom performance. | Mentor demonstrates thorough knowledge of the needs of the beginning teacher, his/her experience, culture, and background, and uses the knowledge to guide the interaction. | Mentor uses knowledge of the beginning teacher to plan for opportunities for the beginning teacher to reflect on issues of equity in teacher’s practice. |

**Standard 6: Develops as a Professional Leader to Advance Mentoring and the Profession**

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **6.1 Establishes professional goals and pursues opportunities to grow professionally.** | Rarely uses evidence to self-assess or reflect on professional practice. | Uses mentor standards to self-assess and reflect on strengths and areas for growth in mentoring practice.  Develops professional goals and meets regularly with program leader.  Participates in professional growth opportunities as part of the program requirements. | Shares professional goals with colleagues and program leader.  Collects evidence that shows that goals have been met and completes the goals in a timely manner.  Actively participates in professional development opportunities within and outside the program. | Uses and models research-based mentoring practices to grow as a mentor and educational leader.  Designs and leads professional development for other mentor teachers and teacher leaders to support their professional growth. |
| **6.2 Works with colleagues, administrators, and school communities to advance the teaching profession.** | Rarely communicates with site administrators and other support staff at schools.  Rarely attempts to understand the policies and procedures of the school community. | Builds a network of professional contacts and collaborates with site administrators and other support staff, while maintaining confidentiality, to support the teacher.  Advocates for working conditions that promote teacher success.  Understands the policies and procedures of the school community. | Communicates, problem solves, and advocates to build effective working relationships between administrators, support staff, colleagues, parents, and other partners.  Uses knowledge of the school’s policies and procedures to foster collaboration, inquiry, and reflection on practice to enhance the teacher’s ability in being an active member of the educational community. | Collaborates with others to initiate innovative practices that support the professionalization of teaching.  Advocates for equitable professional opportunities. |
| **6.3 Participates in professional inquiry.** | Relationships with colleagues are negative.  Mentor does not attend or attends and does not engage in professional inquiry with peers (PLC, forums). | Relationships with colleagues are cordial.  Mentor attends and participates in professional development when it is convenient. | Relationships with colleagues are mutually supportive and respectful.  Mentor actively participates in professional inquiry (PLC, forums). | Relationships with colleagues are characterized by mutual support and cooperation.  Mentor takes leadership in promoting a culture of inquiry in the mentor community. |

**Standard 6: Develops as a Professional Leader to Advance Mentoring and the Profession *(continued)***

| **Indicator** | **Does Not Meet Standard (DNM)** | **Developing Proficiency Toward Standard (DP)** | **Proficient Relative to Standard (PR)** | **Exceeds Standard (E)** |
| --- | --- | --- | --- | --- |
| **6.4 Reflects on mentoring practice and program.** | Mentor does not reflect and/or know if their practice is effective or misjudges the impact of their practice on the beginning teacher’s practice.  Mentor does not welcome constructive feedback.  Mentor does not use evaluative feedback to make changes in their mentoring practice. | Learns from reflecting on analysis of practice and welcomes constructive feedback.  Collaborates with mentor colleagues to analyze teacher feedback to make program improvements. | Elicits feedback from colleagues.  Actively participates in peer coaching opportunities.  Uses formative and summative feedback to increase effectiveness in mentoring practice.  Collaboratively reflects on both mentoring practice and program elements to make ongoing improvements and to ensure a high-quality program.  Demonstrates ethical and professional behavior in interactions with teachers, staff, administration, community members and students. | Contributes to the professional growth of self and others to elaborate on and extend professional practice.  Uses multiple sources of feedback routinely to analyze impact of mentoring practice and induction program with mentor colleagues.  Leads collective actions to elaborate on and extend professional practice.  Advocates for initiatives and policies to improve education for all students and promote positive change practices. |
| **6.5 Meets professional expectations for the role of a mentor.** | Rarely completes required documentation and record keeping.  Inconsistent attendance and/or tardiness to professional development/meetings.  Mentor has no system for maintaining teacher’s progress or system is in disarray. | Mentor’s system for maintaining information on teacher’s progress is rudimentary and partially effective.  Required reports are sometime submitted on time.  Attends most meetings in a timely manner. | Mentor’s system for maintain information on teacher’s progress is effective and is utilized to support the coach’s work.  Mentor provides documentation of work with teachers to the program coordinator on a monthly basis.  Required reports are always submitted on time, accurate and based on evidence.  Attends all meetings in a timely manner. | Mentor and beginning teacher collaborate on creating a useful system for tracking teacher’s progress.  Analyzes documentation and record keeping informing next steps. |