

Teacher Mentor Interview Scoring Rubric

1. Professional Qualities and Characteristics

- Share experiences that you bring that will help you in the role as mentor of new teachers.
- Tell us how you have used your professional knowledge and skills with peers
- Describe your approaches to teaching and learning that have furthered school or district goals or initiatives
- Share something in education you are passionate about

1	2	3	4
Respected teacher; informal mentor experience	Respected teacher; informal mentor experience; evidence of on-going job-related coursework; demonstrated professionalism	Respected teacher; student teacher mentor or student coach; uses multiple approaches to teaching and learning based on needs; has high expectations, is open and professional; reflective about their own teaching practice	Respected, exemplary teacher; experience in a mentoring/coaching position; provided building level leadership; demonstrated passion, and high expectations, initiative, openness and professionalism

Notes:
Strengths:
Challenges:

2. Effective Classroom Practice

- Give examples of your experiences with a diverse community of learners (ethnic minorities, impoverished students, non-regular education students)
- Share how you meet the diverse needs of students and how you involve parents and the community in the classroom
- Share how you have implemented research-based content pedagogy and participated in learning-focused conversations based on formative and summative student performance data
- Describe your understanding of Common Core State Standards, professional teaching standards (teacher evaluation requirements) and district/state summative assessments. What factors do you consider to create conditions for student growth and achievement?
- Give examples of positive and negative reinforcement that you have found to be most effective in the classroom

1	2	3	4
Classroom practices don't reflect ability to differentiate or work with diverse learners; has record of student growth; has classroom management skills; little knowledge of CCSS or assessments	Satisfactory classroom practices with little experience differentiating or working with diverse learners; desire to improve student achievement; satisfactory classroom management style; adequate knowledge of CCSS and assessments	Strong classroom practices with some experience differentiating; experience working with the diverse learners; commitment to improving student academic achievement based on data; understanding of CCSS, formative and summative assessments; positive classroom management style	Excellent classroom practices including ability to differentiate and work consider the needs of non-traditional learners; demonstrated data-driven commitment to improving the academic achievement of all students; able to link standards-based content, formative and summative assessments; positive, motivational classroom management style

Notes:

Strengths:

Challenges:

3. Effective Interpersonal Communication

- Share with us how you deliver feedback when you have been in the role of mentor or coach
- How do you guide reflection on instructional and management practices that leads to professional growth
- Tell us about your most successful interaction with another person where you were able to connect with their feelings and the outcome
- Describe a time when you were in a difficult situation with colleagues or administrators and how you resolved or brought the situation to a satisfactory conclusion for the parties involved

1	2	3	4
Communicates and builds relationships with peers; communicates with parents	Good communicator; professional relationships are built on trust; connects with families and the community	Effective, empathetic communicator; collaborates with peers, families, community in an open honest and sensitive manner to build trusting relationships; effective decision-maker skills; able to reflect on professional interactions	Empathetic, exemplary communicator; builds collaborative relationships through communication, trust, and acceptance of diverse opinions; exemplary ability to guide professional growth using reflective conversations

Notes:
Strengths:
Challenges:

4. Team Leadership

- Describe how you designed a presentation for administrators or colleagues and reflect on the results of the presentation
- Share how you differentiate professional development for a diverse group of adult learners
- Reflect on a time when you proposed a plan of action and were met with resistance. How did you handle the situation?

1	2	3	4
Collaborates with grade level team; little experience providing professional development	Promotes collaboration when leading peers; some experience providing professional development	Building level leader who is considerate of differing opinions/needs; collaborates to design professional development based on needs, interests and experience for peers; aware of the need to differentiate professional development activities for adult learners	Acts as a leader to spearhead change within a building, the district or the community; uses best practice to design and plan professional development to meet the needs of a variety of groups; promotes collaboration within and between divers groups (peers, administrators, etc); effectively uses reflection and differentiation to affect change

Notes:
Strengths:
Challenges:

5. Management/Organizational Skills

- How will you determine the learning needs of teachers and then develop a plan to support those needs?
- Give an example of how you prioritized to meet the demands of your position while at the same time maintained the ability to respond to immediate needs or crises

1	2	3	4
Leads and directs students; prioritizes student learning; has many materials and resources available to share	Leads and directs grade level team activities; sets priorities; responsible; helps peers by sharing materials and resources	Leads and directs within their school community; able to prioritize when necessary; follows through with responsibilities; can plan for and support the learning needs of peers	Independently leads and directs; prioritizes appropriately, and is flexible; takes initiative and follows through with responsibilities; experience planning for and supporting the learning needs of teachers

Notes:

Strengths:

Challenges:

Hired Teacher Mentor: Name: Email: Address: Phone Number:	Team Members:
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Teacher Mentor Final Scoring Rubric
Compilation of Team Member Interview Scores

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| 1. Professional Qualities and Characteristics: Embraces life-long learning for all employees; demonstrates passion, high expectations, initiative, openness, professionalism | 1 | 2 | 3 | 4 |
| 2. Effective Classroom Practice: Has demonstrated ability to be a respected, exemplary teacher/educator | 1 | 2 | 3 | 4 |
| 3. Interpersonal Communication: Empathic, exemplary communicator; ability to quickly establish rapport; manages conflict appropriately | 1 | 2 | 3 | 4 |
| 4. Team Leadership: Leading change, leading people, results-driven, collaborative | 1 | 2 | 3 | 4 |
| 5. Management/Organizational Skill: Ability to independently lead and direct; prioritizes appropriately; flexible | 1 | 2 | 3 | 4 |
| 6. References: Respected by colleagues and supervisors | 1 | 2 | 3 | 4 |

Areas to Explore:

- Experiences in supporting peers
- Role of a teacher mentor
- Attributes mentors should possess in terms of supporting peers
- Professional development you might need in terms of mentoring
- With regard to instructional practice, classroom management, and personalized learning, diversity, differentiation, culturally responsive practices (common areas of teacher’s needing assistance, what strengths do you possess in these areas?)
- A collaborative experience you had and your role in its process
- Level of comfort and ability in delivering professional development in a teaching/learning setting
- Commitment to the vision of the mentor program
- Level of being appropriately confidential