Mentor Descriptions of Practice Self-assessment & Reflection

(Delivered via Google Classroom)

Just as the candidates engage in self-assessment based on the California Standards for the Teaching Profession (CSTP) through the Individual Learning Plan (ILP) to monitor their growth, mentors use this *Mentor Descriptions of Practice Self-Assessment & Reflection* to identify strengths and areas of growth in the development of their mentoring skills and knowledge. These are the mentoring skills the program must ensure Candidates must receive and support. This self-assessment assists the program in supporting the mentor's development and professional growth. Mentors complete this self-assessment twice each year.

Fall: Highlight (in light orange 1) and Date   **Spring:** Highlight(in light green 1) and Date

Mentoring Skills	Developing	Proficient	Advanced
Provides "just-in-time support"	"Reacting to what is needed in the moment as things come up" **Responds** to the immediate emotional, professional, curricular and situational needs of the candidate by providing timely access to an array of strategies, ideas, suggestions, support and/or guidance. Response may be given in-person or via technology within a day.	"Predicting what may happen and proactively making plans for just-in-case situations" *Developing plus:* **Anticipates** emotional, professional, curricular and situational needs of the candidate and proactively provides timely access to an array of strategies, ideas, suggestions, support and/or guidance. Support may be given in-person or via technology.	"Considering the phases of teaching and making long-range plans for "just-in-case situations". *Proficient plus:* **Considers** the year-long phases of teaching, as well as the calendar of school activities, and collaboratively develops long-range plans with the candidate to address possible emotional, professional, curricular and situational needs with an array of strategies, ideas, suggestions, support and/or guidance.

Guidance to promote enduring professional skills (CSTP)	Aware of the California Standards for the Teaching Profession (CSTP) and uses knowledge to guide candidate planning and implementation of standards-based instruction to meet assessed needs of students. Shares research-based instructional strategies and best practices, including but not limited to: differentiation, equitable access, and culturally responsive pedagogy to meet the diverse needs of their students.	Has thorough understanding of CSTP and uses knowledge to collaboratively plan and implement standards-based instruction to meet the assessed needs of students. Integrates educational research and best practices into collaborations with candidates. Supports the candidate to implement best practices to address a range of student learning needs. Guides the candidate in analysis of student work to examine the impact on student learning of instructional strategies and best practices. Supports the candidate is selecting new resources in planning to address the diverse needs of their students.	Facilitates candidate's routine use of CSTP in planning, implementing and reflecting on effectiveness of strategies to advance student learning. Collaborates with candidates to implement research-based instructional strategies and best practices to meet identified and evolving needs of students.
Modeling *"learning to teach by watching"*	Arrange opportunities for the candidate *to learn to teach by watching*: observe "star" teacher/s, view webinars or video recordings.	Collaborates to plan *learn to teach by watching* opportunities: candidate observes mentor teach, mentor & candidate co-teach a lesson, candidate records a lesson which may be analyzed with their mentor.	Mentor and candidate plan a series of lessons where the candidate cycles in & out of the teacher & observer role.
Reflection on practice	Guides candidate in identifying relevant data.	Engages the candidate in examination of data to plan instruction, improve practice, and advance student learning.	Oversees the candidate's implementation of instructional plan which incorporates analyzed data with established learning

	Learns (knows) mentoring language protocols. Listens attentively to respond appropriately. Engages the teacher in collaborative problem solving. Understands the structure of the Learning Focused Conversation.	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. Employs the *Learning Focused Conversation* and uses the Planning Conversation and Reflective Conversation templates.	goals. 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. Practices the *Learning Focused Conversation* fluently without the use of the templates.
Connecting to available resources	Considers teachers' self-assessments and inquiries into practice when planning for mentoring and professional learning. Supports teacher's efforts at implementation of respective strategies	Uses teacher's self/co-assessments and inquiries to guide mentoring and plan for ongoing professional learning. Collaborates with the teacher to implement strategies from mentoring and professional learning and to reflect on corresponding improvements in practice and student learning.	Facilitates the teacher's routine use of self-assessments and inquiries to target mentoring and seeks professional learning to address evolving issues of practice and student learning needs. Engages the teacher in ongoing reflection on the impact of strategic implementation of strategies from mentoring and professional learning to improve practice and advance student learning.

Developing, reviewing and modifying the ILP	Guides the candidate to develop professional goals based on analyses of formative data. Guides the candidate to inform self-assessments by regularly referring to evidence. Provides candidates with information relevant to curriculum, professional learning and instruction.	Builds on the candidate's capacity to reflect on evidence of practice and student learning, to identify strengths and areas for growth and design and implement appropriate next steps to support improvement in practice and student learning. Provides candidates with information relevant to curriculum, professional development, and instruction that aligns with and further develops their ILP.	Deepens the candidate's understanding of potential and limitations of formative assessment processes and tools. Collaborates with mentor colleagues in ongoing analysis and reflection on formative assessment to gauge and calibrate teacher progress toward both short- and long-term goals to ensure student learning.
Classroom Observations	Observation data uses general language Observation is completed to fulfill requirements.	Describes specifically what was seen and heard. Provides observation data free of evaluative and biased language. Observation data reflects evidence related to the focus area and provides opportunities for reflection. Selects the appropriate observation tool(s) as needed by the teacher's professional growth goals	**All of Proficient** plus: Describes in detail what was seen and heard and provides evidence that addresses the CSTP focus areas. Observations data strategically address the CSTP elements identified as focus areas by the candidate.

REFLECTION: Review your marks and answer the questions below.

Fall Reflection	Date:
Prioritize the mentoring skills in the order of need for support or additional information. **1**= highest need at this time **7** = may focus on later	___ Provides "just-in-time support" ___Guidance to promote enduring professional skills ___Modeling, *learning teach by watching* ___Reflection on practice ___Connecting to practice ___Developing, reviewing and modifying the ILP ___Classroom Observations
What are your mentoring goals this year?	
How might the Teacher Induction program provide you with support?	
Comments/ Requests:	

Spring Reflection	Date
In what ways did you meet / not meet your mentoring goals?	
How might you apply what you have learned as a mentor this year to your future leadership roles?	
Comment on how this Induction program supported your mentoring role effectively.	
Comments/ Recommendations:	