

Continuum of Mentoring Practice



Table of Contents

Introduction.....	2
How to Use.....	3
Glossary of Terms.....	3
Standard 1: Facilitates and advances the professional learning of each teacher to increase student learning.....	4
Standard 2: Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning.....	6
Standard 3: Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning.....	7
Standard 4: Promotes professional learning for teachers for continuous improvement and student learning.....	8
Standard 5: Uses assessment data to advance teaching practice and student learning.....	10
Standard 6: Develops as a professional leader to advance mentoring and the profession.....	12
Mentor Self-Assessment Summary Tool.....	14
Alignment of the 2009 CSTP, NTC Standards for Mentors, and the Teacher Leader Model Standards.....	16

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Introduction

The Continuum of Mentoring Practice, aligned with the 2009 CSTP and The Teacher Leader Model Standards, describes mentor knowledge, abilities, and dispositions that focus on advancing beginning teacher professional practice and promoting student learning. Informed by over three decades of experience supporting the development of thousands of mentors, this document was developed to support mentors' reflective practice and goal setting. It presents a holistic view of mentoring, based on six professional standards:

- **Facilitates and advances the professional learning of each teacher to increase student learning.**
- **Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning.**
- **Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning.**
- **Promotes professional learning for teachers for continuous improvement and student learning.**
- **Uses assessment data to advance teaching practice and student learning.**
- **Develops as a professional leader to advance mentoring and the profession.**

The order in which the six standards are presented does not represent a hierarchy or suggested sequence of mentor development. Each standard contains a set of specific elements that describe mentoring practice. They are interrelated and work together to provide a complete picture of effective mentoring practice.

The Continuum of Mentoring Practice describes three levels of development, labeled Exploring/Emerging, Applying, and Integrating/Innovating. Each level indicates what a mentor should know and be able to do in the different standard areas. These levels do not necessarily represent a chronological sequence in a mentor's growth, but, rather, a developmental progression of practice. A mentor may be at an exploring level of development in some places on the continuum and at advanced levels in others, no matter how many years s/he has been mentoring. Any practice described on the left of the continuum is implicitly present across the entire continuum. A mentor's level of practice may fluctuate depending upon a number of contextual factors: adjustments in the number of beginning teachers a mentor assists, changes in or at school sites where the mentor supports new teachers, curriculum changes, alterations in the induction program's expectations or practices, expanded or decreased responsibilities as a mentor, etc.

How to Use

The Continuum of Mentoring Practice can be used for a variety of purposes. Each of these uses supports a reflective, formative professional growth process for mentors. Effective instructional mentors will likely engage their beginning teachers in similar processes of reflection, assessment, and ongoing development.

Self-Assessment

The Continuum of Mentoring Practice allows mentors to deepen their understanding of their own professional development in that it is a tool that mentors use to assess their own mentoring practice. To self-assess, mentors read across each row of descriptors from left to right. Each practice level includes all the descriptors contained in the levels to the left. As mentors locate the descriptors that best describe their current mentoring practice, they may enter the date of their self-assessment in the appropriate box and/or highlight those accomplishments. In this way, a mentor can later consult the *Continuum* and easily note specific areas of professional growth.

Goal-Setting

By describing the various levels of practice, *The Continuum of Mentoring Practice* helps mentors examine their mentoring and make informed decisions about their ongoing development as professionals. With the support of mentor colleagues and program leaders, mentors can be guided through a collaborative process for setting goals. Individual learning plans or professional growth plans can provide strategies to assist mentors' development while also documenting their progress. "Check-ins" at mid-year and year-end can help mentors celebrate their practice achievements while encouraging them to revise and continue their personal learning journey.

Mentor Professional Development

The Continuum of Mentoring Practice is not meant to be used as a rubric to define performance standards or expectations, nor is it intended to serve as an isolated observation instrument. However, by providing a common language that describes mentoring practice, this document helps induction program leaders and mentors engage in discussions of practice and subsequently plan meaningful professional development to advance that practice. *The Continuum of Mentoring Practice* helps program leaders support the development of their mentors in the same responsive ways in which they expect mentors to support their beginning teachers.

Glossary of Terms

Continuum: a document describing different levels of practice or knowledge across various stages of development

Descriptor: an individual cell, or box, corresponding to the developmental levels in the continuum

Standard: one of six areas of mentoring practice that comprise the continuum

Element: a sub-area of teaching practice within any of the six standards

Level: the stages of mentor development that indicate what a mentor should know and be able to do.

- **Exploring/Emerging:** a level of professional development in which the mentor relies on ongoing assistance from more experienced colleagues for support, guidance, and survival. The mentor is trying to internalize and apply what s/he has learned about mentoring. The mentor is moving toward becoming more self-directed and independent in her or his practice.
- **Applying:** a level of development in which the mentor is able to mentor independently, internalizes, and easily applies what s/he has learned about mentoring.
- **Integrating/Innovating:** a level of development in which the mentor is fully skilled, confident, and able to integrate such complex elements as reflective conversations, formative assessment, differentiated support, and the design of professional development into practice. The Integrating/Innovating mentor often becomes a leader among peers by contributing to the broader educational community through staff development, research, or publication in professional journals.

Standard 1: Facilitates and advances the professional learning of each teacher to increase student learning

	Emerging/Exploring	Applying	Integrating/Innovating
1.1. Uses reflective conversation skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning that results in student learning.	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 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.	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.
1.2. Uses a variety of strategies and resources, to respond to the teacher's professional needs and to the diverse learning needs of all students.	Responds to the professional needs of the teacher by providing timely access to an array of teaching strategies, resources, and materials that support the diverse learning needs of students.	Shares a variety of research-based teaching strategies selected to meet the diverse learning needs of students and improve practice and student learning.	Seeks and shares new strategies and resources from the broader professional community to respond to the teacher's professional needs. Facilitates the teacher's strategic integration of those strategies and resources to improve practice, differentiate instruction, and advance student learning.
1.3 Engages the teacher in examination of data to improve practice and advance student learning.	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 to improve student learning.	Integrates multiple methods and tools of observation and data collection to create and utilize opportunities for examination and improvement of practice and student learning.
1.4 Uses technologies to advance teacher practice and maximize student learning.	Supports the teacher to use available technologies to expand abilities to research instructional resources, use technology during instruction, monitor student learning, and support student access to content.	Shares information on additional technologies to support the teacher to meet the diverse learning needs of students. Teaches and models the effective use of technology to promote equitable access to content and advanced learning opportunities for the full range of students.	Maintains current knowledge of a wide range of technologies for teacher and student use. Facilitates and advocates for the integration of technologies in ways that support teachers to ensure that all students have equitable access to standards-based content and to maximize their learning.

	Emerging/Exploring	Applying	Integrating/Innovating
1.5 Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.	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 the teacher to design and observe lessons and analyze corresponding student work and observation data to improve student learning.	Fosters as a habit of mind the ongoing inquiry into practice through the cycle of plan, teach, reflect to improve practice and advance student learning.
1.6 Draws upon the teacher's background and experiences to guide mentoring.	Engages teacher in dialogue about background in teaching and experiences in teacher preparation. Utilizes knowledge of teacher background and experiences in support of problem solving.	Expands knowledge of teacher background and experiences. Supports the teacher to utilize personal background and experiences to address challenges and obstacles and as reference points for reflection on to improve practice and student learning.	Draws on thorough understanding of teacher to strategically support the teacher to utilize prior knowledge to guide and inform practice and advance student learning.

Standard 2: Creates and maintains collaborative and professional partnerships to advance teaching practice and student learning

	Emerging/Exploring	Applying	Integrating/Innovating
2.1. Facilitates trust, caring and honesty among colleagues to build ownership and solve problems, resulting in actions that support student learning.	Builds a positive relationship with the teacher. Listens actively, shows respect for teacher's background and culture, maintains confidentiality, and honors commitments. Engages the teacher in taking responsibility for making changes in practice to meet the diverse learning needs of students.	Builds and maintains an effective relationship of trust, caring, respect, and honesty. Engages in ongoing conversations that examine the teacher's practice and student learning in ways that improve practice and student learning.	Fosters a sustained trusting, caring, relationship based on professional honesty and mutual respect. Facilitates the teacher's ability to analyze complex teaching issues and concerns and take responsible risks to advance practice and maximize student learning.
2.2 Uses coaching and collaboration time effectively, implementing procedures and routines that advance professional learning.	Respects the teacher's time, meets individual needs, provides ongoing collaboration, and completes program requirements.	Anticipates the needs of the teacher and is alert to entry points and use of formative assessment to address issues of practice and learning needs of students. Prioritizes and balances program requirements and the teacher's immediate needs.	Provides timely and seamless integration of the program requirements, mentoring processes, and use of formative assessment in meeting the teacher's needs. Uses procedures, routines and tools that increase efficiency and help energize the mentoring experience.
2.3 Facilitates the teacher's self-examination of their own understandings of the culture and diversity of the school and community to advance practice and ensure high levels of learning for all students.	Collaborates with the teacher to gather information about the diversity and cultural norms of the students, school, families, and community.	Engages the teacher in self-examination of how his/her own life experiences, perspectives, culture, language, and racial identity impact teaching and student learning. Guides teacher in interactions with families and in implementing instructional strategies that are culturally responsive.	Facilitates the teacher's ongoing practice of analysis of personal perceptions and understandings of diversity and cultural norms in the school and community. Is able to engage the teacher in dialogue and action regarding sensitive issues of personal, professional, and/or institutional bias that impact student learning.
2.4. Models and teaches how to build effective partnerships with families, stakeholders, and colleagues that foster equitable achievement for students of all backgrounds.	Fosters an ongoing relationship with the site administrator and other site and district personnel. Supports the teacher to engage with colleagues, site administrator, and families in ways that contribute to building positive and respectful relationships and student learning.	Supports the teacher in working collaboratively and/or developing professional partnerships with families, resource personnel, colleagues, site administrator, and community members. Guides teacher in connecting collaborations and partnerships to meeting the diverse learning needs for students of all backgrounds.	Engages the teacher in applying leadership skills and utilizing a wide variety of strategies that ensure effective interactions, collaborations, and partnerships with site personnel, families, and community groups and result in improving student learning.

Standard 3: Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning

	Emerging/Exploring	Applying	Integrating/Innovating
3.1 Utilizes knowledge of California Standards for the Teaching Profession (CSTP), common core standards/content standards, pedagogy, and academic language development to advance teaching practice and student learning.	<p>Uses knowledge of CSTP, common core standards/content standards, and instructional strategies to guide teacher planning and implementation of standards-based instruction to meet assessed needs of students.</p> <p>Supports teacher to plan lessons that include teaching academic language and vocabulary development to provide student access to learning standards-based content.</p>	<p>Uses knowledge of CSTP, common core/content standards and strategies to ensure that all planning, observations, and analysis of student work are standards-based and matched to student learning data. Guides the teacher in selecting, adapting, and implementing instructional strategies to teach academic language that result in improved student learning of content.</p>	<p>Facilitates teacher's routine use of CSTP, common core/content standards, related pedagogy, and strategies for academic language development, in planning, implementing, and reflecting on effectiveness of strategies to advance student learning.</p>
3.2. Uses knowledge of educational research and best practices to improve instruction and student learning.	<p>Shares research-based instructional strategies and best practices with teachers to improve practice and matched to student learning needs.</p>	<p>Integrates educational research and best practices into collaborations with teacher. Supports the teacher to implement best practices to address a range of student learning needs.</p>	<p>Collaborates with teacher to implement research-based instructional strategies and best practices targeted to meet identified and evolving needs of students. Fosters teacher awareness of and access to membership in professional organizations, learning communities, and/or educational journals.</p>
3.3. Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teacher practice and student learning.	<p>Identifies issues of equity, bias, and access to standards-based curriculum for students in the classroom. Seeks opportunities to develop and use classroom data to raise teacher's awareness of issues and to refine teacher's knowledge of equity principles and culturally responsive pedagogy to meet needs.</p>	<p>Guides the teacher in analysis of student work to examine the possible impact on student learning of issues of equity, bias, and access to standards-based curriculum. Supports the teacher to use equity principles and culturally responsive pedagogy as resources in planning lessons to address issues and meet needs.</p>	<p>Enhances the teacher's abilities to identify inequities, bias, stereotyping, and assumptions about cultures and members of cultures and apply principles of equity and culturally responsive pedagogy in instruction. Supports the teacher in ensuring equitable access to content for all students.</p>

Standard 4: Promotes professional learning for teachers for continuous improvement and student learning

	Emerging/Exploring	Applying	Integrating/Innovating
4.1. Builds on and values prior knowledge, background, interests, experiences and needs of the teacher to improve practice and student learning.	Recognizes the importance of formally and informally assessing prior knowledge of the teachers. Promotes and/or designs and facilitates professional learning that seeks some specific knowledge of the individual teachers prior to session. Focuses teacher awareness of the impact of strategies on student learning.	Promotes and/or designs and facilitates professional learning using a wide range of specific information regarding teachers. Connects new learnings with teachers' current understandings, prior knowledge, experiences, interests, needs, and purposes for learning. Makes connection between strategies and student learning transparent.	Promotes and/or designs and facilitates professional learning that includes deliberate and multiple opportunities for teachers to build on their own knowledge, experiences, interests, and needs to improve their practice and student learning. Engages teachers in active analysis of the relationship between elements of instruction and student learning.
4.2 Promotes, designs, and/or facilitates professional learning that is aligned with standards, school/district improvement, and program requirements.	Promotes and/or designs and facilitates professional learning that models best practices, is standards-based, and aligned with school/district improvement goals and program requirements.	Promotes and/or designs and facilitates professional learning that is differentiated to meet the needs and interests of teachers. Supports teachers to collaboratively share classroom artifacts and evidence and learn from each other.	Promotes and/or designs and facilitates professional learning that facilitates the leadership of teachers to share their learnings with colleagues, collaboratively problem-solve, and reflect on practice. Advocates for job-embedded professional learning for teachers.
4.3 Creates an effective environment for professional learning.	Arranges the physical environment to enhance the learning experience. Ensures equity of voice, protocols that enhance participation, accountability to one another, resources that move practice forward, and time to reflect.	Uses strategies to promote inquiry and dialogue. Promotes collaboration, risk taking, problem solving, leadership, and reflective application/demonstration of best teaching practices.	Provides a safe environment that encourages participants to take ownership of their own learning by participating in facilitation, suggesting topics for discussion, sharing information, and analyzing artifacts of practice and student work.

	Emerging/Exploring	Applying	Integrating/Innovating
4.4. Differentiates professional learning based on adult learning principles and assessed needs and interests of teachers to advance practice.	Understands adult learning principles and recognizes that participants have different levels of knowledge, experience, interests, and needs. Offers participants a range of choices to ensure differentiated professional learning.	Provides differentiated professional learning that offers options for grouping based on developmental needs, learning styles, interests and individual professional learning goals Adjusts presentation and/or facilitation to respond to and address needs as they arise.	Differentiates professional learning flexibility to address the immediate needs of the participants and in response to understanding of identified needs, levels, and goals of teachers. Integrates thorough knowledge of adult learning principles and research-based practices and strategies in ways that advance teacher effectiveness.
4.5 Uses the teacher's self/co-assessments and inquiries into practice to assist in mentoring and planning for ongoing professional learning to improve practice and advance student learning.	Considers teacher's self/co-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/co-assessments and inquiries to target mentoring and seek 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.

Standard 5: Uses assessment data to advance teaching practice and student learning

	Emerging/Exploring	Applying	Integrating/Innovating
5.1 Implements formative assessments that support and guide improvement in practice and student learning.	Follows guidelines for implementing formative assessment system. Engages teacher in using results of analysis and reflection on formative assessment data to guide adjustments in practice and support student learning.	Integrates the use of formative assessment in timely and responsive ways that meet individual needs of teachers and promote student learning.	Facilitates the systematic, ongoing, and flexible use of formative assessment to effectively inform and advance teaching practice and student learning.
5.2 Uses results of formative assessment, including lesson plans, classroom observation, and analysis of student work to promote improvement in practice and student learning.	Develops an understanding of the role of formative assessment related to the teacher's professional development and student learning. Uses formative assessments to focus conversations on student learning and to identify immediate needs for teacher and mentor.	Expands skills, knowledge, and use of formative assessment to promote teacher growth and student learning. Uses results of formative assessment to analyze progress in professional teaching standards, program requirements, meeting the learning needs of students. 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 mentor colleagues in ongoing analysis and reflection on formative assessment to gauge and calibrate teacher progress toward both short- and long-term goals and to ensure student learning.
5.3 Develops the teacher's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.	Guides the teacher to develop professional and student learning goals and assess progress in both based on collaborative analysis of formative assessment data. Guides teacher to inform self- and co-assessment by regularly referring to evidence.	Builds the teacher'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.	Supports the teacher to develop self- and co-assessment as a habit of professional practice focused on the ongoing improvement of practice and student learning.

	Emerging/Exploring	Applying	Integrating/Innovating
5.4 Teaches and supports identification and development of appropriate assessments to determine student knowledge, skills, and needs.	Has broad knowledge of purposes and characteristics of a wide range of student assessments. Teaches and supports the teacher to understand how the design and implementation of selected assessments impact student demonstration of knowledge, skills, and needs.	Teaches, supports, and collaborates with the teacher to use pre-, formative, and summative assessments to determine student knowledge, skills, and needs. Guides the teacher in the effective use of strategies to engage students in setting personal goals and monitoring progress using data from assessments.	Facilitates the teacher's flexible use of a wide range of student assessments that are well matched to the teacher's purpose and that accurately demonstrates student's knowledge, skills, and needs. Supports the teacher to develop student abilities and motivation to advance learning through engagement with student assessment data.
5.5 Facilitates analysis of student data to plan and differentiate instruction to advance student learning.	Guides the teacher in the analysis of student data using required assessments. Collaborates with the teacher to draw conclusions about student strengths and academic and social needs. Supports the teacher to implement appropriate strategies for differentiation matched to student needs.	Collaborates with the teacher to regularly analyze formal and informal student data. Supports the teacher to expand strategies selected for differentiated instruction to be responsive to diverse cultural backgrounds and individual needs to promote student learning.	Facilitates the teacher's systematic collection and analysis of a broad range of student data and to plan differentiated instruction that results in improvements in practice and advances student learning.

Standard 6: Develops as a professional leader to advance mentoring and the profession

	Emerging/Exploring	Applying	Integrating/Innovating
6.1 Develops goal-based inquiries into practice and continuously pursues purposeful professional learning opportunities.	Develops and implements goal-based inquiries to examine and improve in mentoring practice and application of mentor standards. Participates in professional learning opportunities as part of the program requirements.	Utilizes evidence of mentoring practice to examine and reflect on progress in goal-based inquiries with colleagues and/or program leader. Seeks professional learning opportunities within and outside the program. Participates in field observations with another mentor to enhance mentoring skills.	Maintains ongoing goal-based and standards aligned inquiries into mentoring practice and reflects on a wide range of evidence to inform next steps in mentoring. Provides leadership and support for mentor colleagues and teachers in the pursuit of purposeful professional learning opportunities.
6.2 Works with colleagues, administrators and school communities to advance the teaching profession.	Understands the policies and procedures of the school community. Builds a network of professional contacts and collaborates with colleagues and administrators. Advocates for working conditions that promote teacher success.	Uses knowledge of the school's policies and procedures to foster collaboration, inquiry, and reflection on practice. Communicates, problem solves, and advocates to build effective working relationships between colleagues, administrators, families, and other partners.	Collaborates with others to initiate innovative practices that support the professionalization of teaching. Advocates for equitable professional opportunities and a diverse teaching population.
6.3 Reflects on mentoring practice and program effectiveness to accelerate teacher effectiveness and student learning.	Learns from reflecting on analysis of practice individually and with mentor colleagues. Welcomes constructive feedback. Collaborates with mentor colleagues to analyze teacher feedback to make program improvements.	Elicits feedback from colleagues. Individually and collaboratively reflects on both mentoring practice and program elements to make ongoing improvements and to ensure a high-quality program that accelerates teacher effectiveness and student learning.	Actively seeks constructive feedback. Contributes to the professional growth of self and others to elaborate on and extend professional practice. Leads collective actions to elaborate on and extend professional practice. Uses multiple sources of feedback routinely to analyze impact of mentoring practice and induction program individually and with mentor colleagues to accelerate teacher effectiveness and student learning.

	Emerging/Exploring	Applying	Integrating/Innovating
6.4 Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct.	<ul style="list-style-type: none"> Follows and supports teachers to adhere to all state education codes, legal requirements, district and site policies, contractual agreements and ethical responsibilities.* Demonstrates understanding of the Induction program requirements, mentor responsibilities, and teacher completion requirements. Fully participates in all required trainings and meetings. Conducts regular meetings with teachers to engage in a wide range of support and assessment activities including but not limited to goal setting, lesson planning, observation and feedback aligned to standards, student work assessments, and reflection. Communicates effectively and develops a professional, collegial relationship with participating teacher. 		<ul style="list-style-type: none"> Maintains a high standard of personal integrity and commitment to teacher and student learning and the profession in all circumstances. Contributes to fostering a school, district, and professional culture with a high degree of resilience, integrity, and ethical conduct. Demonstrates dedication to professional learning that focuses on continuous improvement in instruction and student learning. Contributes to building professional community and holding peers accountable to norms of respectful treatment and communication.

* Ethical Responsibilities for Teachers, CSTP, 6.7

- Takes responsibility for student academic learning outcomes.
- Is aware of own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students.
- Adheres to legal and ethical obligations in teaching the full range of learners, including English learners and students with special needs.
- Reports suspected cases of child abuse, and/or neglect as outlined in the California Child Abuse and Neglect Reporting Act.
- Maintains a non-hostile classroom environment and carries out laws and district guidelines for reporting cases of sexual harassment.
- Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior.
- Complies with legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals.
- Models appropriate behavior for students, colleagues, and the profession.
- Acts in accordance with ethical considerations for students.
- Maintains professional conduct and integrity in the classroom and school community.



Mentor Self-Assessment Summary

Program: _____ Date: _____

Program/Site: _____

Use the Continuum of Mentoring Practice (CMP) and your program's selected Essential Elements to self-assess.

CMP Element:		
Evidence	Strengths	Areas for Growth
Next Steps		Support Needed



Mentor Self-Assessment Summary

Program: _____ Date: _____

Program/Site: _____

Use the **Continuum of Mentoring Practice (CMP)** and your program's selected *Essential Elements* to self-assess.

CMP Element:		
Evidence	Strengths	Areas for Growth
Next Steps		Support Needed

Alignment of the 2009 CSTP, NTC Standards for Mentors, and the Teacher Leader Model Standards

California Standards for the Teaching Profession 2009	NTC Standards for Mentors 2011	Teacher Leader Exploratory Consortium Teacher Leader Model Standards 2011
		<p>Domain 4 c) Supports colleagues' individual and collective reflection and professional growth by servicing in roles such as mentor, coach, and content facilitator;</p>
<p>Standard 1 Engaging and Supporting All Students in Learning</p>	<p>Standard 1 Facilitates and advances the professional learning of each teacher to increase student learning</p>	<p>Domain 1 (Standard and Narrative) Fostering a Collaborative Culture to Support Educator Development and Student Learning The teacher leader understands the principles of adult learning and knows how to develop a collaborative culture of collective responsibility in the school. The teacher leader uses this knowledge to promote an environment of collegiality, trust, and respect that focuses on continuous improvement in instruction and student learning.</p>
<p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection.</p>	<p>1.1. Uses reflective conversation skills to engage the teacher in collaborative problem solving and reflective thinking to promote self-directed learning that results in student learning.</p>	<p>Domain 1 a) Utilizes group processes to help colleagues work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change; b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning; c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;</p>
<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs. 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. 5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.</p>	<p>1.2. Uses a variety of strategies and resources, to respond to the teacher's professional needs and to the diverse learning needs of all students.</p>	<p>Domain 2 a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;</p>

<p align="center">California Standards for the Teaching Profession 2009</p>	<p align="center">NTC Standards for Mentors 2011</p>	<p align="center">Teacher Leader Exploratory Consortium Teacher Leader Model Standards 2011</p>
<p>5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.</p>	<p>1.3 Engages the teacher in examination of data to improve practice and advance student learning.</p>	<p>Domain 2 b) Facilitates the analysis of student learning data, collaborative interpretation of results, and application of findings to improve teaching and learning;</p> <p>Domain 4 b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;</p>
<p>1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs.</p> <p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.</p> <p>3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p> <p>5.4 Using available technologies to assist in assessment, analysis, and communication of student learning.</p> <p>5.6 Using available technologies to assist in assessment, analysis, and communication of student learning.</p>	<p>1.4 Uses technologies to advance teacher practice and maximize student learning.</p>	<p>Domain 3 (Standard Narrative, Sentence 1) The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community.</p> <p>Domain 3 d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;</p> <p>Domain 4 e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe;</p>
<p>1.5 Promoting critical thinking through inquiry, problem solving, and reflection.</p>	<p>1.5 Facilitates and promotes collaborative inquiry, data analysis, and reflection on practice to promote student learning.</p>	<p>Domain 2 (Standard Narrative) The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers’ ongoing learning and development</p>
<p>1.1 Using knowledge of students to engage them in learning.</p> <p>1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests.</p>	<p>1.6 Draws upon the teacher’s background and experiences to guide mentoring.</p>	<p>Domain 6 a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;</p>

<p align="center">California Standards for the Teaching Profession 2009</p>	<p align="center">NTC Standards for Mentors 2011</p>	<p align="center">Teacher Leader Exploratory Consortium Teacher Leader Model Standards 2011</p>
<p>Standard 2 Creating and Maintaining Effective Environments for Student Learning</p>	<p>Standard 2 Creates and maintains collaborative and professional partnerships to advance teacher practice and student learning</p>	<p>Domain 1 (Standard) Fostering a Collaborative Culture to Support Educator Development and Student Learning</p>
<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully. 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</p>	<p>2.1. Facilitates trust, caring and honesty among colleagues to build ownership and solve problems, resulting in actions that support student learning.</p>	<p>Domain 5 c) Creates a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; Domain 3 g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning;</p>
<p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. 2.7 Using instructional time to optimize learning.</p>	<p>2.2 Uses coaching and collaboration time effectively, implementing procedures and routines that advance professional learning.</p>	
<p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress. 3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content. 3.6 Addressing the needs of English Learners and students with special needs to provide equitable access to the content.</p>	<p>2.3 Facilitates the teacher’s self-examination of their own understandings of the culture and diversity of the school and community to advance practice and ensure high levels of learning for all students.</p>	<p>Domain 6 c) Facilitates colleagues’ self-examination of their own understandings of community culture and diversity and how they can develop culturally responsive strategies to enrich the educational experiences of students and achieve high levels of learning for all students;</p>

<p align="center">California Standards for the Teaching Profession 2009</p>	<p align="center">NTC Standards for Mentors 2011</p>	<p align="center">Teacher Leader Exploratory Consortium Teacher Leader Model Standards 2011</p>
<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</p> <p>6.4 Working with families to support student learning.</p> <p>6.5 Engaging local communities in support of the instructional program.</p>	<p>2.4. Models and teaches how to build effective partnerships with families, stakeholders, and colleagues that foster equitable achievement for students of all backgrounds.</p>	<p>Domain 6 (Standard and Narrative) Improving Outreach and Collaboration with Families and Community</p> <p>The teacher leader understands that families, cultures, and communities have a significant impact on educational processes and student learning. The teacher leader works with colleagues to promote ongoing systematic collaboration with families, community members, business and community leaders, and other stakeholders to improve the educational system and expand opportunities for student learning.</p> <p>a) Uses knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community;</p> <p>b) Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;</p> <p>d) Develops a shared understanding among colleagues of the diverse educational needs of families and the community; and</p> <p>e) Collaborates with families, communities, and colleagues to develop comprehensive strategies to address the diverse educational needs of families and the community.</p>

California Standards for the Teaching Profession 2009	NTC Standards for Mentors 2011	Teacher Leader Exploratory Consortium Teacher Leader Model Standards 2011
Standard 3 Understanding and Organizing Subject Matter for Student Learning	Standard 3 Utilizes knowledge of standards, pedagogy, and research to advance teaching practice and student learning	Domain 4 (Standard) Facilitating Improvements in Instruction and Student Learning
3.1 Demonstrating knowledge of subject matter academic standards. 3.4 Utilizing instructional strategies that are appropriate to the subject matter.	3.1 Utilizes knowledge of California Standards for the Teaching Profession (CSTP), common core standards/content standards, pedagogy, and academic language development to advance teaching practice and student learning.	Domain 4 (Standard Narrative) The teacher leader demonstrates a deep understanding of the teaching and learning processes and uses this knowledge to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice based on student results. The teacher leader works collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission, and goals.
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	3.2. Uses knowledge of educational research and best practices to improve instruction and student learning.	Domain 2 a) Assists colleagues in accessing and using research in order to select appropriate strategies to improve student learning;
3.3 Organizing curriculum to facilitate student understanding of the subject matter. 3.4 Utilizing instructional strategies that are appropriate to the subject matter. 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.	3.3. Uses knowledge of equity principles and culturally responsive pedagogy to address issues of equity, bias, and access to standards-based curriculum to advance teacher practice and student learning.	Domain 4 f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

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<p>Standard 4 Planning Instruction and Designing Learning Experiences for All Students</p>	<p>Standard 4 Promotes professional learning for teachers for continuous improvement and student learning</p>	<p>Domain 3 (Standard and Narrative) Promoting Professional Learning for Continuous Improvement The teacher leader understands the evolving nature of teaching and learning, established and emerging technologies, and the school community. The teacher leader uses this knowledge to promote, design, and facilitate job-embedded professional learning aligned with school improvement goals.</p>
<p>4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.</p>	<p>4.1. Builds on and values prior knowledge, background, interests, experiences and needs of the teacher to improve practice and student learning.</p>	<p>Domain 1 e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.</p>
<p>3.1 Demonstrating knowledge of subject matter academic standards. 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p>	<p>4.2 Promotes, designs, and/or facilitates professional learning that is aligned with standards, school/district improvement, and program requirements.</p>	<p>Domain 3 a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals; h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.</p>
<p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students. 2.5 Developing, communicating, and maintaining high standards for individual and group behavior.</p>	<p>4.3 Creates an effective environment for professional learning.</p>	<p>Domain 1 d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; Domain 3 c) Facilitates professional learning among colleagues; e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning; f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;</p>

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<p>1.6 Monitoring student learning and adjusting instruction while teaching.</p> <p>3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.</p> <p>4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.</p> <p>4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.</p>	<p>4.4. Differentiates professional learning based on adult learning principles and assessed needs and interests of teachers to advance practice.</p>	<p>Domain 3</p> <p>b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;</p> <p>d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;</p>
<p>5.5 Involving all students in self-assessment, goal setting, and monitoring progress.</p> <p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p>	<p>4.5 Uses the teacher’s self/co-assessments and inquiries into practice to assist in mentoring and planning for ongoing professional learning to improve practice and advance student learning.</p>	<p>Domain 2 (Standard Narrative)</p> <p>The teacher leader understands how research creates new knowledge, informs policies and practices and improves teaching and learning. The teacher leader models and facilitates the use of systematic inquiry as a critical component of teachers’ ongoing learning and development</p> <p>Domain 3</p> <p>a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;</p>

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<p>Standard 5 Assessing Students for Learning</p>	<p>Standard 5 Uses assessment data to advance teaching practice and student learning</p>	<p>Domain 5 (Standard and Narrative) Promoting the Use of Assessments and Data for School and District Improvement The teacher leader is knowledgeable about current research on classroom and school based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.</p>
<p>5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments. 5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.</p>	<p>5.1 Implements formative assessments that support and guide improvement in practice and student learning.</p>	<p>Domain 2 d) Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning. Domain 4 a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture; Domain 5 a) Increases the capacity of colleagues to identify and use multiple assessment tools aligned to state and local standards;</p>
<p>5.3 Reviewing data, both individually and with colleagues to monitor student learning. 5.4 Using available technologies to assist in assessment, analysis, and communication of student learning. 5.7 Using assessment information to share timely and comprehensible feedback with students and their families.</p>	<p>5.2 Uses results of formative assessment, including lesson plans, classroom observation, and analysis of student work to promote improvement in practice and student learning.</p>	<p>Domain 5 b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning; d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.</p>

California Standards for the Teaching Profession 2009	NTC Standards for Mentors 2011	Teacher Leader Exploratory Consortium Teacher Leader Model Standards 2011
4.2 Establishing and articulating goals for student learning. 5.5 Involving all students in self-assessment, goal setting, and monitoring progress.	5.3 Develops the teacher's abilities to self-assess and co-assess practice based on evidence, to set professional goals, and monitor progress.	
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments.	5.4 Teaches and supports identification and development of appropriate assessments to determine student knowledge, skills, and needs.	<p>Domain 5 (Standard Narrative) The teacher leader is knowledgeable about current research on classroom- and school based data and the design and selection of appropriate formative and summative assessment methods. The teacher leader shares this knowledge and collaborates with colleagues to use assessment and other data to make informed decisions that improve learning for all students and to inform school and district improvement strategies.</p> <p>b) Collaborates with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning;</p>
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction.	5.5 Facilitates analysis of student data to plan and differentiate instruction to advance student learning.	<p>Domain 4 a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;</p> <p>Domain 5 d) Works with colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning.</p>

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<p>Standard 6 Developing as a Professional Educator</p>	<p>Standard 6 Develops as a professional leader to advance mentoring and the profession</p>	<p>Domain 7 (Standard Narrative) The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.</p>
<p>6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development.</p>	<p>6.1 Develops goal-based inquiries into practice and continuously pursues purposeful professional learning opportunities.</p>	<p>Multiple references to goals and improvement are embedded in the Teacher Leader Standards and Elements:</p> <p>Domain 1 b) ...advance shared goals and professional learning;</p> <p>Domain 3 (Standard Narrative, Sentence 2) ...professional learning aligned with school improvement goals.</p> <p>Domain 3 a) ...aligned with content standards, and linked to school/district improvement goals;</p> <p>Domain 4 (Standard Narrative, Sentence 2) Domain IV ...aligned to a shared vision, mission, and goals.</p> <p>Domain 7 d) ... professional learning community focused on school improvement goals;</p>

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<p>6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning.</p>	<p>6.2 Works with colleagues, administrators and school communities to advance the teaching profession.</p>	<p>Domain 2 c) Supports colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; and</p> <p>Domain 4 d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;</p> <p>Domain 7 a) Shares information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning; b) Works with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students; c) Collaborates with colleagues to select appropriate opportunities to advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members; d) Advocates for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals; and e) Represents and advocates for the profession in contexts outside of the classroom.</p>

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<p>6.1 Reflecting on teaching practice in support of student learning.</p>	<p>6.3 Reflects on mentoring practice and program effectiveness to accelerate teacher effectiveness and student learning.</p>	<p>References to reflection and reflective practice are embedded in the Teacher Leader Standards and Elements:</p> <p>Domain 4 (Standard Narrative) ...to advance the professional skills of colleagues by being a continuous learner and modeling reflective practice...</p> <p>Domain 4 b) ...reflective dialog c) ...collective reflection and professional growth</p> <p>Domain 5 c) ...critical reflection.</p>
<p>6.7 Demonstrating professional responsibility, integrity, and ethical conduct.</p> <p>6.6 Managing professional responsibilities to maintain motivation and commitment to all students.</p>	<p>6.4 Demonstrates and maintains mentor responsibilities, integrity, and ethical conduct</p>	

ABOUT NEW TEACHER CENTER

New Teacher Center focuses on improving student learning by accelerating the effectiveness of new teachers. NTC partners with states, school districts, and policymakers to implement programs that create sustainable, high-quality mentoring and professional development; build leadership capacity; work to enhance teaching conditions; improve retention; and transform schools into vibrant learning communities where all students succeed.



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