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**Mentor Skills Self-Evaluation Rubric**

Mentor’s Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_

**5=Flexibly and Fluently 3=Consciously Skilled 1=Consciously Unskilled**

|  |  |  |  |
| --- | --- | --- | --- |
| **ATTENDS FULLY** | Date: | Date:  | Date: |
| Uses effective physical alignment (sits next to the intern) |  |  |  |
| Uses nonjudgmental body language (eye contact, nodding of head, smiling, etc.) |  |  |  |
| Listens without interruption |  |  |  |
| Listens non-judgmentally without personal referencing, personal curiosity, personal certainty |  |  |  |
| Listens for assumptions, inferences, perceptions, perspectives |  |  |  |
| Checks in frequently |  |  |  |
| **INVITES THINKING**Uses Invitational stems that include: |  |  |  |
| Exploratory Language (How might…) |  |  |  |
| Plural Forms (What are some ways…) |  |  |  |
| An approachable voice (intonation) |  |  |  |
| Uses confirming statements, acknowledges intern’s successes |  |  |  |
| **SUSTAINS THINKING**Through pausing and paraphrasing |  |  |  |
| **Pauses*** After asking a question
* After hearing a response
* Before making a response or asking a question
 |  |  |  |
| **Paraphrases*** To acknowledge and clarify emotion
* To acknowledge and clarify content
* To summarize/organize content
* To shift level of abstraction
 |  |  |  |
| MENTOR SKILLS RUBRIC (continued) |
| **SUSTAINS THINKING THROUGH QUESTIONING** | **Date:** | **Date:** | **Date:** |
| **Uses Inquiry Questions to Open Thinking**Avoids yes/no formatE.g. **Avoid** “Do you think cooperative learning is a good strategy?” |  |  |  |
| **Uses Inquiry Questions to Open Thinking**Asks questions that produce new insightsE.g. “How might this strategy keep your students more engaged?” |  |  |  |
| **Uses Inquiry Questions to Open Thinking**Uses language to focus on specific cognitive processE.g. “How might you compare today’s mini-lesson to yesterday’s mini-lesson?” |  |  |  |
| **Uses Probing Questions to Focus Thinking**Asks questions to clarify explanations and ideasE.g. “In what ways was it better?” |  |  |  |
| **Uses Probing Questions to Focus Thinking**Surfaces specific examplesE.g. “What are some examples of student learning that took place?” |  |  |  |
| **Uses Probing Questions to Focus Thinking**Asks questions to examine implications, consequences, inferences, or assumptionsE.g. “How might this strategy impact the way you plan your future lessons?” |  |  |  |
| **EXTENDS THINKING** |  |  |  |
| Provides Information |  |  |  |
| Provides Resources |  |  |  |
| Frames Expectations |  |  |  |
| **SHIFTS ON THE CONTINUUM** |  |  |  |
| Coaching---Collaborating---Consulting |  |  |  |