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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 format  E.g. **Avoid** “Do you think cooperative learning is a good strategy?” | |  | |  | |  | |
| **Uses Inquiry Questions to Open Thinking**  Asks questions that produce new insights  E.g. “How might this strategy keep your students more engaged?” | |  | |  | |  | |
| **Uses Inquiry Questions to Open Thinking**  Uses language to focus on specific cognitive process  E.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 ideas  E.g. “In what ways was it better?” | |  | |  | |  | |
| **Uses Probing Questions to Focus Thinking**  Surfaces specific examples  E.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 assumptions  E.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 | |  | |  | |  | |