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**Development of mentoring skills, knowledge, and**

**values: a self-assessment tool for mentors**

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|  | | **I am just beginning** | **I am developing** | **I am fully -integrating** |
| ***Am I committed to the roles and responsibilities of mentoring****:*   * by dedicating regular time to meeting with my partner? * by being accessible and responsive to various means of connecting and communicating with my partner? * by initiating both formal and informal connections with my partner? | |  |  |  |
| ***Am I building a relationship of trust and care with my partner:***   * by understanding the needs of early career teachers from multiple perspectives? * by empathizing with my partner’s challenges and vulnerabilities and sharing my own? * by communicating respect and positive regard for my partner? * by modelling acceptance of diversity in others? * by providing emotional support when needed? * by respecting the confidentiality of the mentoring partnership? | |  |  |  |
| ***Am I building a toolkit for effective interpersonal communication and feedback:***   * by practising attentive listening? * by pausing and paraphrasing effectively? * by using inquiring, probing, and extending questions to deepen reflection on practice? * by providing non-evaluative feedback on observations? * by employing questions that invite description and encourage interpretation when looking at data? * by encouraging feedback on my effectiveness as a mentor? | |  |  |  |
| ***Am I serving as an instructional coach and collaborative partner:***   * by encouraging development of my partner’s unique teaching style and strengths? * by developing an awareness of connection between student needs, instructional strategies, and assessments? * by collaborating on analysis of student work and implications for ongoing practice? * by assisting my partner with problem-solving by providing alternate perspectives and a range of possible solutions? * by providing opportunities for productive collaboration with colleagues? * by providing access to helpful resources? * by modelling my commitment to staying current in content and instructional approaches? | |  |  |  |
|  | | **I am just beginning** | **I am developing** | **I am fully -integrating** |
| ***Do I model commitment to personal and professional growth:***   * by supporting my partner in identifying professional goals and defining inquiry questions? * by helping to plan activities to move forward with professional goals? * by advising my partner on professional growth opportunities? * by demonstrating respect for research relevant to practice? * by modelling and discussing ethical professional behaviours with students, parents, and colleagues? * By encouraging the concept of teacher as lifelong learner? | |  |  |  |
| ***Do I facilitate vision, optimism, and hope:***   * by encouraging my partner in his/her efforts? * by celebrating my partner’s successes? * by increasing my partner’s sense of self-efficacy and self-confidence? * By advocating for increased equitable opportunities for all learners? | |  |  |  |
| ***What mentor skills, knowledge, and values do I want to improve upon?*** | ***What steps will I take?*** | | | |
| 1. |  | | | |
| 2. |  | | | |
| 3. |  | | | |