

Building Mentor Professional Development Action Plan SD148 Induction/Mentor Program

Goal

- To provide the mentor with the opportunity to make a formative assessment of their work with protégés.

Purpose

- To allow the mentor to compare their mentoring practice against the Illinois Mentor Standards.
- To allow the mentor to discuss best practice with their protégé.

Procedure

- 1) The protégé and mentor meet to discuss the Mentor Professional Development Action Plan Activity
- 2) The protégé and the mentor complete the LEVELS OF MENTOR PERFORMANCE ASSESSMENT RUBRIC supporting placement on the continuum with evidence from interacting throughout the year with protégé.
- 3) The mentor will develop an action plan for their professional growth

Timeline:

Complete LEVELS OF MENTOR PERFORMANCE ASSESSMENT RUBRIC using interaction with protégé as evidence to support placement on continuum	30 minutes
Complete action plan	30 minutes
Assess action plan	30 minutes

MENTOR PROFILE OF PRACTICE ASSESSMENT RUBRIC

Standard 1: Creates and maintains collaborative and professional partnerships to support teacher growth

Performance indicator	Emerging	Applying	Integrating
Creates an environment of trust and honesty with protégé to maintain a strong relationship and promote professional growth	Builds positive relationships with protégés. Listens actively, maintains confidence, and follows through on commitments	Builds and maintains an effective collaborative relationship with protégé and engages protégé in honest and caring dialog that identifies challenges in the protégés practice.	Fosters strong trusting relationships based on caring and honesty that contributes to the protégés willingness to take responsible risks to address complex situations and promote professional growth
Uses coaching and collaboration time effectively	Respects protégé’s time, meets individual needs, and completes program requirements	Prioritizes and balances program activities with protégé’s immediate needs. Completes program activities in a timely manner	Integrates mentoring process and program activities seamlessly, using the appropriate time and energy to meet protégé’s needs.
Understands the school and the community and uses this understanding to promote protégé success and student achievement	Gathers information about classroom and community contexts, builds relationship with administration and other school personnel. Supports school goals.	Strengthens relationship with administrators and staff and engages in school wide programs as appropriate. Develops knowledge of school improvement plans and makes connection to mentoring protégé.	Becomes an integral part of the school/district community as a leader and collaborative partner for protégé and student success.
Promotes development of protégé professional responsibility and collaboration families and the school community	Guides protégé in linking to people and resources in the school. Helps protégé to build relationships within the school community.	Supports protégé in working collaboratively with families, school members and community members. Supports protégé in developing leadership skills and actively contributing to the school community	Engages protégé in applying leadership skills and utilizing a wide range of strategies to ensure effective interaction with the school community

Standard 2: Engages, supports and advances the professional learning of each teacher

Performance indicator	Emerging	Applying	Integrating
Uses reflective conversation skills to engage protégé in collaborative problem solving, reflective thinking, and promotes self-directed learning	Learns protocols of mentoring language and program activities. Listens attentively to respond appropriately. Tells protégé what to do.	Uses mentoring language to facilitate reflective conversations in positive and productive ways. Applies directive and collaborative mentoring strategies. Engages protégé in problem solving	A strong repertoire of reflective conversation skills. Uses directive, collaborative, and non-directive mentoring strategies. Addresses sensitive issues and handles resistance effectively. Promotes critical thinking and risk-taking to promote protégé's self-directed learning
Uses a variety of strategies and resources, including technology, to respond to protégé professional needs and the learning needs of students	Provides resources and materials requested by protégé and makes suggestions for additional resources.	Provides a large repertoire of resources and materials to support the protégé's expansion of teaching skills. Encourages and models the use of technology.	Seeks and shares new materials and resources related to on-going learning from the professional community. Facilitates protégé's integration of those resources into the protégé's practice. Facilitates the integration of technology
Uses data to engage protégé in examining and improving practice	Uses program activities to guide conversation with protégé.	Uses program activities to guide protégé in problem solving and decision making to meet protégé goals	Integrates multiple methods of data collection, including program activities, to create opportunities to examine and improve protégé practice
Facilitates learning experiences that promote collaborative inquiry, analysis, and reflection on practice	Models reflective process through examination of observation cycle; planning conference, observation, and reflective conference	Collaborates with protégé in utilizing the observation cycle to improve teaching practice	Fosters protégé's ability to lead ongoing observation cycles to improve teaching practice

Standard 3: Utilizes knowledge of student content standards, teaching pedagogy, and professional teaching standards.

Performance indicator	Emerging	Applying	Integrating
Utilizes knowledge of pedagogy and instructional strategies to advance teacher and student development	Mentor discusses instructional strategies with Participating Teacher	Mentor provides Participating Teacher with examples of instructional strategies and offers suggestions as to their application	Mentor and PT use different instructional strategies to target specific student development
Utilizes knowledge of content standards to advance teacher and student development	Mentor discusses content standards with Participating Teacher	Mentor and PT use content standards to develop a lesson together	Mentor assesses the use of the content standards in the PT lesson plans
Uses knowledge of professional teaching standards to advance teacher and student development	Mentor discusses teaching standards with Participating Teacher	Mentor and PT use teaching standards during regularly scheduled mentor / PT meetings	Mentor and PT use the teaching standards as a basis for all discussions
Uses knowledge of equity principals to deepen Participating Teacher's application of standards	Mentor discusses principals of equity with Participating Teacher	Mentor and PT use principals of equity to develop a lesson	Mentor assesses the PT use the principals of equity and the content standards in the PT lesson plans

Standard 4: Designs and facilitates professional development for teachers

Performance indicator	Emerging	Applying	Integrating
Builds on and values prior knowledge, background, interests, experience and needs of Participating Teacher	Mentor meets with PT to discuss program activities and the needs of PT	Mentor makes a conscience effort to further the mentor / PT relationship beyond the IMP requirements	Mentor probes the PT's knowledge, background, interests, and experience to further the mentor / PT relationship
Designs professional development to promote understanding and application of the program standards	Mentor attends some IMP Meetings with Participating Teacher and completes all IMP activities with the PT	Mentor attends all IMP Meetings with PT, completes all IMP activities with the PT, and provides PT with other professional development options	Mentor attends all IMP Meetings with PT, completes all IMP activities with the PT, and attends other professional development with the PT

Creates an effective environment for professional learning	Mentor meets with PT as needed to discuss program activities and needs of PT	Mentor and PT have established a weekly meeting time	Mentor and PT have established a weekly meeting time and the mentor provides the PT with other professional development options
Uses a variety of research-based instructional strategies to differentiate professional development for Participating Teachers	Mentor has had little formal training	Mentor has attended either the Charlotte Danielson training or mentor training through Governors State University	Mentor uses training strategies when interacting with PT

Standard 5: Utilizes assessment to promote teacher learning and development

Performance indicator	Emerging	Applying	Integrating
Plans and organizes for implementation of formative assessments to advance classroom practice	Mentor has observed Participating Teacher in classroom during instruction	Mentor has observed PT using the IMP observation activity and has followed the protocol	Mentor has observed PT using the IMP observation activity, has followed the protocol, and has used the formative assessment to advance the PT's practice
Uses results of formative assessment to guide mentoring	Mentor discusses formative assessment with Participating Teacher	Mentor uses formative assessment to develop an action plan with PT	Mentor uses formative assessment and action plan to guide future mentor / PT interactions
Develops Participating Teacher's ability to self-assess practice based on evidence, to set professional goals, and monitor progress	Mentor completes Professional Development Action Plan and Profile of Practice activity with Participating Teacher	Mentor challenges PT to provide evidence during development of Professional Development Action Plan and Profile of Practice activity	PT is able to provide evidence during discussion of Professional Development Action Plan and Profile of Practice activities without mentor prodding

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

Performance indicator	Emerging	Applying	Integrating
Establishes professional goals and pursues opportunities to grow professionally	Mentor has completed the Mentor Profile and Practice and Mentor Action Plan	Mentor has completed the Mentor Profile of Practice, Mentor Action Plan, and has attended formal mentor training	Mentor has completed the Mentor Profile of Practice, Mentor Action Plan, has attended mentor training, and attends professional development targeted at mentoring practices
Works with colleagues, administrators, and school communities to advance the teaching profession	Mentor attends and participates in the scheduled IMP Meetings	Mentor discusses IMP with colleagues and administrators during regularly scheduled staff meetings	Mentor volunteers to be a part of the IMP Development Committee and attends meetings designed to improve the IMP
Reflects on mentoring practice and program	Mentor completes IMP survey or Mentor Profile of Practice activity or Mentor Action Plan	Mentor completes IMP survey, Mentor Profile of Practice, and Mentor Action Plan	Mentor completes IMP survey, Mentor Profile of Practice, and Mentor Action Plan and seeks information to grow as a mentor and to improved the IMP
Practices habits of mind to advance induction and school improvement	Mentor acts as an advocate for new teachers in the school community	Mentor is an advocate for the IMP in the school community	Mentor is an advocate for the IMP in the context of school improvement

SD148
MENTOR PROFESSIONAL DEVELOPMENT ACTION PLAN
(to be completed by mentor)

The Mentor Professional Development Action Plan is designed to be a guide for mentors to plan activities for their growth as a mentor.

Date _____

FOCUS GOAL:

Using the Mentor Standards Continuum, please note:

Standard #(s)	Element(s)	Beginning ranking
_____	_____	_____

Possible Activities:

Assessment of Goal : (due _____)

Using the Mentor Standard Continuum, please note:

Ending ranking _____