Mentor End of Year Self-Reflection

Rate your knowledge and skills of mentoring from 1 to 5, with 5 the highest.

| Knowledge of Mentoring Best Practices | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| Mentor Roles and Stances (3 C’s) | 1 | 2 | 3 | 4 | 5 |
| Mentor Responsibilities in my district | 1 | 2 | 3 | 4 | 5 |
| Use of resources to support BT’s | 1 | 2 | 3 | 4 | 5 |
| Resources to support own growth as a mentor | 1 | 2 | 3 | 4 | 5 |
| Needs (Phases) of beginning teachers and how they change over time | 1 | 2 | 3 | 4 | 5 |
| Supports and interactions mentors provide given needs | 1 | 2 | 3 | 4 | 5 |
| Conducting regular meetings with your BT | 1 | 2 | 3 | 4 | 5 |
| Observation of BT classroom practice | 1 | 2 | 3 | 4 | 5 |
| Data/evidence collection | 1 | 2 | 3 | 4 | 5 |
| Analysis of teaching and student learning observed | 1 | 2 | 3 | 4 | 5 |
| Giving constructive feedback | 1 | 2 | 3 | 4 | 5 |
| Looking at and analyzing student work collaboratively with BT | 1 | 2 | 3 | 4 | 5 |
| Supporting BT in using data to make instructional decisions | 1 | 2 | 3 | 4 | 5 |
| Supporting BT’s in standards-based lesson planning | 1 | 2 | 3 | 4 | 5 |
| Supporting BT in Differentiation, UDL- meeting needs of all learners | 1 | 2 | 3 | 4 | 5 |
| Use of Mentoring language and Learning Focused conversations | 1 | 2 | 3 | 4 | 5 |
| Maintaining confidentiality | 1 | 2 | 3 | 4 | 5 |
| Communicating with administrators | 1 | 2 | 3 | 4 | 5 |
| Focus on Equity | 1 | 2 | 3 | 4 | 5 |
| Problem solving challenging situations or people | 1 | 2 | 3 | 4 | 5 |
| Analyzing and reflecting on my own practice and growth as a mentor | 1 | 2 | 3 | 4 | 5 |