**Mentor Evaluation Rubric**

**Evidence of Mentoring & Induction Intensity (60 Hours)**

|  |  |  |  |
| --- | --- | --- | --- |
| 60 Hours of Face to Face Time or No More than 30 Hours of Web Based Video Conferencing | 0 | 5 | 10 |
| Sufficient time prior to the start of the school year, before during and after school, every week of the school year, and after the end of the year. Intensive and specific guidance through meetings, observations, other induction activities and/or PD to help teachers know concretely how to improve | No evidence of sessions or other activities.  | Less than half the number of required sessions; mentoring focuses exclusively on emotional and logistical support with little or no attention to moving practice forward | Meets all required elements while also providing emotional and logistical support |
| Collaborative logs or meeting notes show evidence of teacher progress, discussion of area/s of support needed by new teacher, analysis or insights, and professional development or next steps | No information about the discussion was present. | Logs showed some, but not all, of the required elements. | Meets all required elements. |

**Quarterly Journal Rubric (4)** See Jim Burke’s ***Letters to a New Teacher*** for models.

|  |  |  |
| --- | --- | --- |
|  | 0 | 5  |
| The new teacher reflects on practice, responds to prompts or asks substantive questions at least quarterly. Mentor responds in writing giving appropriate feedback language of support.  | Reflections and/or responses are missing, superficial, or inadequate to move teaching practice forward. | All elements are present in sufficient quality and quantity. |

**Analysis of Student Work (1)**

|  |  |  |
| --- | --- | --- |
|  | 15 | 25 |
| Evidence of collaborative analysis of student work, diagnosing learning difficulties, and planning for differentiated instruction.  | Lacks either collaborative analysis or instructional planning.  | Meets all required elements |

**Classroom Observation Rubric (1)**

|  |  |  |
| --- | --- | --- |
|  | 2 | 5 |
| NT and mentor collaboratively select and narrow focus of observation from ***Illinois Continuum of Teacher Development*** and ***Content Standards*** with the most potential to move practice forward  | Focus of observation is too vague or disconnected from standards or NT to move practice forward.  | Meets all required elements.  |
|  | 0 | 5 |
| Appropriate data tool used or created to collect observations |  No evidence of data tool  | Data tool used and included in the report |
|  | 2 | 5 |
| Collaborative conversation and written feedback delivers standards based formative assessment data that moves practice forward | Evidence of Reflecting Conference, but no reference to the standards or data that moves practice forward | Meets all required elements |

**Professional Development Action Plan Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | 5 | 10 | 15 |
| Standards-based, PD plan that that is effective and appropriate to move practice forward.  | PD plan written but not implemented.  | PD plan written with no reference *IPTS* and/or no connection to journal  | Meets all required elements |